

IDH 3005/4007 THIRD/FOURTH YEAR HONORS SEMINAR FALL 2009

The Everglades: from beginning to end?

Professors: Peter Machonis & Devon Graham

Office: DM 498 B (305-348-2379) Office hours: Tues/Thurs 3:30 – 5:00 PM or by appt.

This Honors Seminar can satisfy either the third year (IDH 3005 and IDH 3006) or fourth year (IDH 4007 and IDH 4008) Honors requirement. An in-depth, hands-on study of issues concerning the **Florida Everglades** and **Everglades National Park (ENP)**, this seminar combines the themes of both the third year, "Values and Authority," and the fourth year, "Looking to the Future." This inter-disciplinary, outdoors-oriented course examines not only the Everglades eco-system and the politics surrounding its use and conservation, but also literature and art about the Everglades, including discussing books on location. In addition to intellectual participation, this course requires physical participation from each student. Most classes take place outdoors, rain or shine, and involve activities such as hiking, biking, canoeing, and walking through the swamp or slough slogging. Class meets every other or every third Friday for the entire day (9 AM to 5 PM) at various off-campus locations (see specific dates on syllabus) and will be team taught by FIU Honor's College Faculty; Dr. Peter Machonis, a linguist, and Dr. Devon Graham, a tropical biologist, along with various guest lecturers and rangers.

FOR CLASS LOCATIONS, SEE PARK MAP:

<http://www.nps.gov/ever/planyourvisit/upload/evermap.pdf>

Course Overview:

The first semester syllabus concentrates on the origins of the ENP idea from the early movement to protect the Everglades to the legislation that led to the dedication of America's first biological national park in 1947 by President Truman. Students will also learn about the origins of this unique ecosystem along with its flora and fauna and "class" will involve plant, habitat and wildlife identification in the field, as well as "inhabiting the lives" of some of its early explorers.

Much of the original Everglades wetlands were destroyed as Miami and South Florida grew, and today the ENP faces strong threats to its survival. The second semester then will focus on various attempts to "save the Everglades" and the reasons why this is important. It will include an in-service project -- probably an all-day Everglades clean-up at Chekika, the most recently acquired part of the Park. During part of the second semester, students will work on individual or group projects, and a poster session for public display will be held at the ENP Visitor's Center.

First Semester:

Students will be required to participate in class discussions and write journal entries reflecting their readings and experiences. There will be short quizzes every class and a longer final quiz on Dec. 4, which will require identification of various flora and fauna, familiarity with ecosystem features and functions, and an understanding of the literature read.

Students should have reliable means of transportation to all locations: Everglades National Park Visitor Center, Flamingo (Florida Bay), Big Cypress Gallery and Visitor Center (on Tamiami Trail), Everglades City (the west coast of Florida), etc. Students are encouraged to car pool. In addition to books, students must purchase a pair of binoculars (\$50-100), and pay for certain activities (e.g., all canoe and bike rentals, some entrance fees, up to approx. \$20 for some classes). Students should expect to get their feet wet and come home from class exhausted!

Sequence of Class Readings:

The two principal books for this course are *Discover a Watershed* and *The Swamp*. While the first explains the intricate biological details of the Everglades ecosystem, the second helps us to understand the complex politics of past everglades destruction and current restoration efforts. Students will also use two field guides – the *Audubon Field Guide to Florida* and *The Sibley Field Guide to Birds of Eastern North America* – for identification of flora, fauna and habitats in the field. In addition to some short literary excerpts, we will read two novels and one journal. The journal *Across the Everglades* details an early explorer's canoe trip in the Everglades and will be discussed during our class canoe trip on October 2. The novel *Their Eyes Were Watching God* is set in the northern everglades just south of Lake Okeechobee, an area converted to large-scale agriculture. This novel will be discussed during the class slough slog to give a small taste of the protagonist's predicament of escaping the everglades during a hurricane. We will finish with a contemporary work of suspense fiction that takes place in the southern Everglades: Randy Wayne White's "Doc Ford" novel, entitled *Everglades*. The assortment of readings is designed to give students a broad-based appreciation of the biology, history, politics, and literature associated with the Everglades.

REQUIRED BOOKS:

NOTE: Books with an asterisk (*) can be purchased very inexpensively from online sites

Peter Alden et al. 1998. Or latest edition. *National Audubon Society Field Guide to Florida*. New York: Knopf/Chanticleer Press. **ISBN 0-679-44677-X BRING THIS BOOK TO FIRST CLASS**

David Allen Sibley. 2003. *The Sibley Field Guide to Birds of Eastern North America*. New York: Alfred A. Knopf. **ISBN 067945120X BRING THIS BOOK TO SECOND CLASS**

*Michael Grunwald. 2006. *The Swamp. The Everglades, Florida and the Politics of Paradise*. New York: Simon & Schuster. **ISBN 0-7432-5105-9**
Also available in Paperback: **ISBN: 0743251075**

*George B. Robinson et al. 1996. *Discover a Watershed: The Everglades*. Bozeman, MT: The Watercourse. **ISBN: 1888631023**

Hugh L. Willoughby. 1898. *Across the Everglades*. Port Salerno, FL: Florida Classics Library. **ISBN 0-912451-46-7** [Not available through FIU bookstore, but available at ENP bookstore when class goes there on Sept. 11] **E-book** available from FIU Library and it can also be read free online:
http://books.google.com/books?hl=en&id=WWcXAAAAYAAJ&dq=across+the+everglades+hugh+willoughby&printsec=frontcover&source=web&ots=GeTY74fcwV&sig=ymAJIqG9ZE2q23cmSxyRteyICVY&sa=X&oi=book_result&resnum=1&ct=result#PPP1,M1

Zora Neale Hurston. 1937. *Their Eyes Were Watching God*. New York: Harper & Row. **ISBN 0060838671**

*Randy Wayne White. 2003. *Everglades*.
Either HARDBACK: New York: G. P. Putnam's Sons **ISBN: 0399150587**
Or PAPERBACK: New York: Berkley Publishing Group **ISBN: 0425196860**

First Semester Syllabus (IDH 3005/4007) Fall 2009

AUG. 28 First meeting at FIU and airboat tour

→Bring to first class: **National Audubon Society Field Guide to Florida.**

FIU (9:00 – 9:30) room TBA Introductions; course overview and activities
(9:30-11:30) Walk through FIU Nature Preserve: Overview of Everglades history and habitats; field identifications; **Bring Audubon Field Guide to Florida**

Airboat Tour 1:00 – 2:00: **Coopertown Air Boat rides** - 11 miles west of FL Turnpike on U.S. 41/Tamiami Trail. Estimated cost \$12; wear old sneakers, clothing that can get wet, etc. (recommended to bring a change of clothing)

Class discussion: 2:30 - 3:30: Canal levee across from **Coopertown Air Boats**

Sept. 4: journal entry #1 due

SEPT. 11 Taylor Slough and Introduction to Various ENP Habitats

Readings: *Discover a Watershed: The Everglades* (chap 1 & 4); *The Swamp* - Introduction and chapters 1-3 (pp. 1- 53); *National Audubon Society Field Guide to Florida* (pp. 28-47 on habitats); Marjory Stoneman Douglass: *The Everglades: River of Grass* (excerpts)

→Bring to class: **Audubon Field Guide to Florida & Sibley Field Guide to Birds of Eastern North America** and **binoculars, water, hat, sun block, lunch.**

9:00 – 10:00 Meet at **Everglades Ernest F. Coe Visitor Center** (Homestead entrance)
Everglades early history / VIP program overview

10:15 - 12:15 **Anhinga Trail and Gumbo Limbo Trail** (Wet Season)
Introduction to wildlife, bring binoculars, Florida bird book and lunch

12:30-1:15 lunch at **Pinelands**

1:30 – 3:00 **Pa-hay-okee Overlook:** class discussion / survey assignment

Sept. 25: SURVEY due

OCT. 2 Canoeing through Sawgrass Prairies and Mangrove Forests

Readings: Hugh L. Willoughby. *Across the Everglades; The Swamp* (chap. 4-7, pp. 54-116);
Discover a Watershed: The Everglades (pages 195-201 only)

9:00 - 3:00 **Nine Mile Pond Canoe Trail**

Meet at Nine Mile Pond (on left hand side of road to Flamingo)

→Bring binoculars, field guides, WATER, HAT, Willoughby, sun block and lunch

Oct. 9: journal entry #2 due

OCT. 15 (Thurs) HONORS COLLEGE CONVOCATION 1:00 – 5:00 P.M.
Campus Parade and Graham Center Ballrooms
EXTRA CREDIT for active participation

OCT. 23 Sawgrass Prairies, Alligator Holes, Cypress Domes/Everglades Slough Slog

Readings: Zora Neale Hurston. *Their Eyes Were Watching God*; *Discover a Watershed: The Everglades* chap. 3; and *The Swamp*: chap 8-11 (pp. 117-196)

9:00 – 10:00 Meet at **Ernest F. Coe Visitors Center** (Homestead entrance to ENP)
ENP Artists in Residence Program; Robert Penn Warren: “Audubon: a Vision”
(excerpts); Slough slog introduction and preparation
10:00 - 3:00 Everglades Slough Slog – near Pa-hay-o-kee overlook.

- ➔ Wear long pants (no jeans) and old, but sturdy sneakers and socks
- ➔ Bring binoculars, field guides, WATER, HAT, sun block and sack lunch in a small knapsack (lunch will be in a cypress dome – no benches or picnic tables available); bring a set of dry clothes for after hike

Oct. 30: journal entry #3 due

NOV. 6 Big Cypress Swamp / Everglades as inspiration

Readings: *Discover a Watershed: The Everglades* chap. 7; *The Swamp*: ch. 12-13 (pp. 197-236); Randy Wayne White. *Everglades* chap 1-13 (pp. 1-119)

10:00 - 12:00 Meet at **Big Cypress Gallery** 52388 Tamiami Trail (Ochopee)
Clyde Butcher, photographer www.clydebutcher.com/
1:00 – 3:30 Big Cypress Visitor Center: Class discussion, Personal Ad assignment,
project proposal suggestions

- ➔ Bring binoculars, lunch, field guides

Nov. 13: Everglades “Personal Ad” due

NOV. 20 Mangrove Estuaries and Cultural History /The 10,000 Islands (FL West Coast)

Readings: Finish Randy Wayne White. *Everglades.*; *Discover a Watershed: The Everglades and The Swamp* (review)

10:00 - 4:00 **Canoe to Sandfly Island**
Meet at Gulf Coast Visitor Center (Everglades City)

- ➔ Bring binoculars, field guides, hat, sunscreen, lunch, water and old shoes or sturdy sneakers that can get wet.

Nov. 27: journal entry #4 due (if you already submitted 3 journal entries, this one is optional)
This journal should relate to discussion of Randy Wayne White’s *Everglades*

DEC. 4 Florida Bay: Flamingo Canoe Trip/Final Quiz/2nd Semester Project Proposal Due

9:30 – 3:00 **Meet at Flamingo Visitor Center on Florida Bay**

- ➔ Bring binoculars, field guides, something to write with and clipboard, lunch, water, hat, and sun block. Also bring a copy of your 2nd Semester Project Proposal.

Grading Criteria and Method:

Reading Quizzes	20%	Field Quizzes	20%
Discussion/Participation	20%	Final Quiz	10%
Three Journals	15%	Survey	5%
Personal Ad	5%	Project Proposal	5%

Each percentage point is equivalent to one point on a quiz, exam, journal or discussion/participation point. There is the possibility of obtaining more than 100 points total if you are present for every class, hand in an extra journal entry, ace the quizzes and participate in Honors Convocation. However, no more than 15 bonus points will be allowed in a semester.

	A = 94 – 100	A- = 90 – 93
B+ = 87 – 89	B = 83 – 86	B- = 80 – 82
C+ = 77 – 79	C = 73 – 76	C- = 70 – 72
D+ = 67 -- 69	D = 63 – 66	D- = 60 – 62
F= 59 and below		

Attendance is very important – A class of this nature cannot be made up. There are enough bonus points built into the syllabus, however, that an otherwise diligent student could accommodate an emergency.

Reading Quizzes: These are given at the beginning of every class, starting Sept. 11th. NO MAKE-UPS. They are relatively easy if you have kept up with the material and done the readings for the day. Quizzes include general questions on the assigned readings. There will be five quizzes (4 points each) for a maximum of 20 points. Occasional bonus question.

Field Quizzes: These are given toward the end of every class, starting Sept. 11th. NO MAKE-UPS. They will include questions on habitats discussed in that class or previous classes (i.e., your field notes) and identifications (plants, birds, reptiles). You will have to use your **binoculars** at times and you will be able to consult your copies of the *Audubon Field Guide* and the *Sibley Field Guide to Birds*. **Please make sure that you have your own copies of these lightweight guides with you for each class**, since they cannot be shared during quizzes. There will be five quizzes (4 points each) for a maximum of 20 points. Occasional bonus question.

Discussion/Participation: Students will also be graded on participation. This includes:

- being on time and staying for the entire class,
- showing interest in what is taking place
- asking intelligent questions
- not whining excessively about weather/physical discomfort during class activities
- learning how to canoe effectively
- learning how to identify wildlife, plants, etc.
- answering questions correctly in the field
- participating in discussion about the literature read

Four points maximum for each class starting Sept. 11th, for a total of 20 points.

For 4/4 a student must actively participate in class activities and discussions (and hopefully look like they're having fun!) NOTE: Cell phone usage (including texting) in class will result in a reduction in participation points.

Absence from class = 0 -- ☹

Two bonus points for being **on time** for first class on Aug. 28 and **full class participation**. ☺

Journal: The purpose of the journal is to give you an opportunity to respond thoughtfully to the material and ideas presented in class. We encourage creativity and independent thought, but also require the use of good grammar and writing. The typical journal entry will be an engaging **1000-word** introspective essay that is well written, organized, and original. It should be related thematically to the readings and/or to your field experiences and notes. An acceptable journal entry does NOT summarize readings and field notes, but shows that you as a self-conscious observer are making connections. Alternatively, you may use the readings, class discussion, and your field experiences as points of departure for developing new ideas, creative writing, works of art, etc. Consult us if you have any doubts as to what to write about or how to organize your essay. For examples of past student journal entries, see: <http://everglades.fiu.edu/fiu/idh4007/> We would like to post some of the best entries this semester, as well. We generally ask students to edit/polish up their papers a bit before putting them on the Internet. (1 bonus point per posting over and above the grade for the journal itself).

Four journal entries are indicated on the syllabus, but you are only required to submit 3 entries on time. They are due on certain Fridays we don't meet (indicated in syllabus). Please e-mail journals as WORD attachments to Prof. Machonis (machonis@fiu.edu) by mid-night on the due date. Entries will be run through **Turnitin.com** for originality reports, so be sure that any quotes are properly attributed. Please review The Honors College's zero-tolerance policy on plagiarism: http://honors.fiu.edu/current_policy_plagiarism.html For creative entries (e.g., artwork), please leave in Prof. Machonis' office (DM 498 B) or mailbox (near DM 499 A).

Survey: You will be asked to administer an Everglades survey to 20-30 people and discuss the results. The survey will be given to you two weeks before it is due.

Personal Ad: You will design a "personal ad" of any everglades animal (or plant). You should research the life, habits, and habitat of your everglades animal (plant) and write a plausible personal ad for it. It should be creative, humorous, and factually correct, and will consist of a one-page PowerPoint presentation. Extra credit for the best personal ad of the class.

Project Proposal: Since a large portion of your 2nd semester grade will be on your project, you will be asked to choose your subject, and explain how you would go about researching that topic. The proposal should also include a bibliography with at least 20 entries, of which only 30% can be non peer reviewed Internet sites.

Final Quiz: The final quiz will involve identification of various flora and fauna, along with questions on the literature read. Since it will be given in a canoe, it will be mainly short answer objective questions. No books or notes allowed except during the "identification" portion of the exam.

Course-related books available at FIU Libraries: (Not on Reserve)

- Bucuvalas, Tina et al. 1994. *South Florida Folklife*.
Douglas, Marjory Stoneman. 1947. *The Everglades: River of Grass*. (1997 edition)
Durant, Mary and Michael Harwood. 1980. *On the Road with John James Audubon*.
Ford, Alice. 1969. *Audubon, by Himself*.
Lodge, Thomas E. 2004. *The Everglades Handbook: Understanding the Ecosystem*. 2nd ed.
McCally, David. 1999. *The Everglades: an Environmental History*.
Tebeau, Charlton W. 1955. *The Story of the Chokoloskee Bay Country*.
Tebeau, Charlton W. 1968. *Man in the Everglades. 2000 Years of Human History in the Everglades National Park*.