

IDH 3035 Section U31 HONORS SEMINAR SPRING 2018
The Everglades: from beginning to end?
Professors: Peter Machonis / Devon Graham

D.M. 498 B Office hours: Thursday 3:30-5:00, after class, or by appointment

Overview:

The Honors College Seminars on Aesthetics, Values, and Authority examine the aesthetic underpinnings of culture and foundations of what commonly are held to be “western values.” Discussions focus not only on these paradigms, but on the authority and power relationships associated with them. This course aims to fulfill the goals of the global learning initiative within the context of the Florida Everglades, where present-day restoration efforts serve as a “paradigm for sustainable development, a worldwide guide for resolving the water conflicts that could dominate twenty-first-century geopolitics” (Grunwald 2006:367).

Innovative pedagogical strategies will be utilized to raise students’ awareness of the interrelatedness of local, global, international, and intercultural issues. The interdisciplinary nature of the Honors College will facilitate students’ ability to develop a multi-perspective analysis of local, global, international, and intercultural problems, as well as their willingness to engage in problem solving in diverse settings.

This course also includes an in-service project -- an all-day Everglades clean-up or exotic removal. Throughout the semester, students work on individual research projects, and a poster session of their results will be on public display at the Mar. 27/28 Honors College ARCH Student Research conference on FIU campus, and then at the ENP Visitor’s Center on March 30, 2018.

REQUIRED BOOKS:

- Grunwald, Michael. 2006. *The Swamp. The Everglades, Florida and the Politics of Paradise.* New York: Simon & Schuster. ISBN 0-7432-5105-9
- Sibley, David Allen. 2003. *The Sibley Field Guide to Birds of Eastern North America.* New York: Alfred A. Knopf . ISBN 067945120X
- Alden, Peter et al. 1998. Or latest edition. *National Audubon Society Field Guide to Florida.* New York: Knopf/Chanticleer Press. ISBN 0-679-44677-X

Class Schedule:

Jan. 12 Diversity of Everglades Habitats

Reading: *The Swamp* Chapters 14-15 (pp.239-279)

Meet at Long Pine Key Picnic Area at 9:30 AM

- 9:30 – 12:45** Long Pine Key Picnic Area; Reading Quiz #1
Hike through three different Everglades habitats and lunch
- 1:00 – 2:00** Everglades Archives (Robertson Center) with Archivist **Bonnie Ciolino,**
and Everglades Museum (Beard Center, west end of parking lot) with
Museum Curator **Jim Williams**
- 2:00 – 3:30** Anhinga Trail (Discussion and Project Proposal Review); Field Quiz #1

Jan. 19 (NO CLASS) journal entry #1 due

Jan. 26 9:30 – 3:00 Everglades Clean-up: Shark Valley
Meet at 9:30 AM at Shark Valley Visitor Center Parking Lot (After entrance)

In-service component: Rehabilitation of Otter Cave Trail at Shark Valley which involves Clean-up, Invasive removal, and Trail-trimming.

You may bring friends and family to help – 1 point per friend, maximum bonus = 2 pts.
According to FIU University Policy 1705.017, no volunteers may be under the age of 14.
No readings nor quizzes, but we will discuss projects over lunch.

Feb. 2 (NO CLASS) journal entry #2 due

Feb 9 History and Restoration in the Everglades: Nike Missile Base Visit and Hole in the Donut Brazilian Pepper Removal

Reading: *The Swamp* Chapters 16-17 (pp. 280-332)

Meet at Daniel Beard Research Center (west of Anhinga Trail Area) at 9:30 AM

9:30 – 11:30 Reading Quiz #2; Tour of Nike Missile base

11:30-12:30 Lunch outside of Daniel Beard Research Center and Short Progress Reports on Individual Projects

1:30 – 4:00 Visit HID with Everglades researcher, Maria Vasquez
Land clearing of Brazilian Pepper
Class Discussion; Field Quiz #2

Feb. 16: (NO CLASS) Finalized Title and Abstract Due for ARCH participation and subsidized printing of your poster. Send a WORD file with this information to machonis@fiu.edu

Feb. 16 (8:45 – 11:30): Optional presentation to 4th grade students at **Sweetwater Elementary School** [1-3 extra credit points]

March 2 9:30 – 3:00 Shark Valley Bike Trip & Project Presentations to Class

Meet at Shark Valley Visitor Center at 9:30 AM

Bring your own bike if you can, but bikes will be available to rent.

Reading: *The Swamp* Chapter 18 & Epilogue (pp. 333-370)

9:30 -1:30 Bike trip with lunch break; Reading Quiz #3

1:30 – 3:00 Final book discussion, and then each student will give a 2-min overview of their project to the entire class (project objective and results); Field Quiz #3

March 12 - 17 Monday - Saturday Spring Break (University Open, No Classes)

Monday Mar. 19 (or before): Send all text in a WORD file (no photos) that will be inserted in your poster to be reviewed to: machonis@fiu.edu

We will send back suggestions on improvement, so that your text reads well (with no grammar or spelling mistakes) before you set up your final poster.

Wednesday & Thursday March 21 and 22 by appointment: Poster Review on campus
(DM 498B) Bring your laptop with your PowerPoint poster display (or USB drive)

Friday Mar. 23 Deadline to submit approved poster file for printing by Honors College for **ARCH**

Tuesday Mar. 27 **ARCH Student Research conference** on FIU campus
Poster Session Options: 10:00 am – 12:00 pm OR 12:00 – 2:00 pm OR 2:00 – 4:00 pm
You must be present for the entire poster session to discuss your project with the public. [1-3 extra credit points]

March 30 Poster Session at Coe Visitor Center 10 A.M. – 2:30 P.M
Set-up: **9:30** Rangers will start judging posters at 10:00 A.M. while class goes to Royal Palm. General Discussion with park rangers after poster evaluations.
(The posters will be on display in the Coe Visitor Center Map Room until April 20)

Grades:

Participation/Discussion	16%	Reading Quizzes	12%
Field Quizzes	12%	Journals	10%
Project (ENP Poster Session)	50%		

We will use the same format as last semester, but with a few changes. 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 all assignments in time, and ace the quizzes.

A = 95 – 100	A- = 90 – 94	B+ = 87 – 89	B = 83 – 86
B- = 80 – 82	C+ = 77 – 79	C = 70 – 76	D = 60 – 69
F = 59 and below			

In addition to getting 95 points, a student must receive at least 80 out of 100 on the average project grade (based on ranger and professor evaluations) to merit an overall A grade in this class.

Participation: This is the same as last semester – four points per class. Students earn one bonus point for participation, if they have their own binoculars and both field guides with them. Binoculars and field guides will not be needed for Everglades Clean-up class in January, however, students may earn up to two extra participation points for bringing along friends (one point per friend) who actively help in the clean-up.

Extra credit: There will be various extra credit volunteer opportunities during the semester: Sweetwater Elementary, ARCH presentation, and possible volunteer activities in the Park as announced. However, only 10 points of extra credit may be used in the calculation of your final grade. [NOTE: Bonus questions on quizzes do not count toward the maximum 10 points allowed]

Sweetwater: To receive full extra credit (3 points), you must be on time, stay for entire morning, and engage the 4th graders with your project. PowerPoint is NOT possible in the auditorium, but props and printed visuals (small posters, for example) are encouraged.

ARCH: To receive full extra credit for ARCH (3 points), you must submit an acceptable poster following ARCH criteria, have your poster ready for ARCH poster session on, and be standing next to your poster to answer questions from the public during the entire official poster exhibit.

Journal: Since the major portion of your work will be your projects, only two journal entries are required this semester. Journals may only be written after the Jan. 13 (first class) and Jan. 27 (clean-up) classes and are due a week (see dates on syllabus) after each class. Your journals will be graded on the same rubric as first semester. Papers that tie in the Everglades in-service project and proposed Everglades restoration solutions to global and international issues are especially encouraged. Papers should be 1000 words in length (typewritten, double spaced) and must be submitted via e-mail. These will be run through Turnitin.com for originality reports. Please be aware of The Honors College's zero-tolerance policy on [plagiarism](#).

Quizzes: These will be similar to last semester as well, 4 points each with occasional bonus question. The morning quiz is based on the day's readings; the afternoon one will be a field identification quiz. There will be no readings or quizzes for the January in-service class nor the Poster Session at Coe Visitor Center.

Project: There will be fewer classes and no final exam. Instead, you have a project, which represents 50% of your semester grade, on some aspect of the everglades to design, develop and carry out. **The results of your project will be displayed in a poster** that is (a) well laid out, (b) accurate in content, (c) creative and original, and that shows (d) independent thought and interpretation and uses (e) appropriate resources. There is NO term paper. Everything must fit on your poster, including references. Your professors and at least three park rangers will judge your project posters, based on the following criteria: appearance (20%), content (20%), originality (20%), interpretation (20%), and research/work (20%). The major goals of the semester project are to expose students to interdisciplinary and interpretive research and to have students learn how to present information effectively to the public.

Global Learning Outcomes:

1. Students show an understanding of the political nature of local and regional environmental issues and a willingness to help solve current problems associated with the Everglades.
2. Students demonstrate the ability to conduct interdisciplinary and interpretive research on the nature of environmental problems and policies for confronting them.
3. Students will be able to develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these problems through the paradigm of aesthetics, values and authority.

Student Portfolios: In addition to journal entries, creative assignments, and community service activities, your final project/poster could make an excellent portfolio entry. So please save the final PDF file of your printed poster. Feel free to discuss potential artifacts for your portfolio with us during class.

Religious Holidays: Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

Disability Resource Center: Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the [Disability Resource Center](#) (DRC), if you have not done so already.

Honors College Requirements

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

Honors Citizenship Requirements

Beginning in Fall 2014, Honors College students are required to accumulate at least **20 citizenship points** each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate **10 citizenship points**. See <http://honors.fiu.edu/current-students/citizenship/>

Honors Education in the ARTS (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See <http://honors.fiu.edu/hearts/>.

Honors College Academic Misconduct Statement: In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

Global Learning Outcomes

- **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- **Course Learning Outcome:** Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- **Global Perspectives:** Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
- **Course Learning Outcome:** Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
- **Global Engagement:** Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
- **Course Learning Outcome:** Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.