

Looking to the Future: The Everglades: from Beginning to End?

IDH 4007 & 4008: FOURTH YEAR HONORS SEMINAR – Fall 2006 & Spring 2007

Peter Machonis / Devon Graham

Florida International University

Course Description: The fourth year Honors theme is "Looking to the Future" and addresses contemporary issues. This course focuses on the Everglades National Park (ENP) – examining not only the Everglades eco-system and the politics surrounding its conservation, but also literature and art about the Everglades, such as the photographs of Clyde Butcher and novels that use it as a setting, like Peter Matthiessen's *Killing Mr. Watson*. In addition to intellectual participation, this course requires active participation from students; most classes take place outdoors and involve hiking, biking, canoeing, and slough sloggng. Class meets every other Friday (9 AM – 5PM) at off-campus locations and is team taught by FIU Honor's College Faculty, Dr. Peter Machonis, a linguist, and Dr. Devon Graham, a tropical biologist, along with guest lecturers and rangers.

The first semester concentrates on the origins of the ENP idea, looking at the impressions of 19th century naturalist John James Audubon, early movements to protect the Everglades, and legislation that led to the dedication of America's first biological national park in 1947 by President Truman. Students also study the natural origins of the Everglades, and "class" involves plant, habitat and wildlife identification, as well as "inhabiting the lives" of early explorers.

Much of the original Everglades were destroyed as South Florida grew, and the remnants still face strong threats to survival. The second semester focuses on efforts to "save the Everglades", and includes an in-service clean-up project at Chekika, a recent Park addition. Students also develop projects, culminating in a poster session at the ENP Visitor's Center.

Students are required to participate in class discussions and write journal entries reflecting their readings and experiences. There will be short quizzes every class and a final exam (fall semester only), which will involve identification of flora and fauna, familiarity with ecosystem features and functions, and questions on the literature read.

Students need reliable transportation to all locations: Everglades National Park, Flamingo, Shark Valley, Everglades City, etc. Car-pooling is encouraged. In addition to books, students must purchase a pair of binoculars (\$50-100), and pay for certain activities (e.g., canoe/bike rentals; \$15-20 for some classes). Students should expect physical exercise and wet feet!

Texts

Grunwald, Michael. 2006. *The Swamp. The Everglades, Florida and the Politics of Paradise*. New York: Simon & Schuster.

Lodge, Thomas E. 2004. *The Everglades Handbook: Understanding the Ecosystem*. 2nd Ed. Boca Raton, FL: CRC Press.

Sibley, David Allen. 2003. *The Sibley Field Guide to Birds of Eastern North America*. New York: Alfred A. Knopf.

Willoughby, Hugh L. 1898. *Across the Everglades*. Port Salerno, FL: Florida Classics Library.

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

Matthiessen, Peter. 1990. *Killing Mr. Watson*. New York: Random House/Vintage Books.

Hiaasen, Carl. 2004. *Skinny Dip*. New York: Warner Books.

RECOMMENDED BOOKS:

Alden, Peter et al. 1998. *National Audubon Society Field Guide to Florida*. New York: Knopf/Chanticleer Press.

First Semester Syllabus (IDH 4007)

Date	Topic
1 Sept	<p>First meeting at FIU and airboat tour</p> <p>Bring to class: <i>The Everglades Handbook</i></p> <p>9:00 – 11:30 FIU On Campus: Introductions; course overview; how to prepare and dress; overview of Everglades habitats; field guides, general Everglades texts</p> <p>1:00 – 2:00 Airboat Tour - Coopertown Air Boat rides (11 m west of FIU on US 41)</p> <p>2:30 – 3:30 Class discussion - Miccosukee Hotel & Gaming Resort (US 41 & Krome Ave.)</p>
8 Sept	<p>Journal entry #1 due</p> <p>Bring to all subsequent classes: Relevant readings/texts, bird book, binoculars, WATER, HAT, sun-block, notebook, pen/pencil and lunch</p>
15 Sept	<p>Taylor Slough (Wet Season)</p> <p>Readings: <i>The Everglades Handbook</i>: both introductions (pp. xxix – xxxiv), chap. 1, 2, 3 (pp. 3-41), chap. 6, (pp. 63-66) and chap. 12 (pp. 127-133); <i>The Swamp</i>: chap. 1-3</p> <p>9:30 – 10:15 Everglades Visitor Center: Everglades early history</p> <p>10:30 – 12:00 Anhinga Trail & Gumbo Limbo Trail (Wet Season): Intro. to wildlife</p> <p>1:30 – 3:00 Pa-hay-okee Overlook: class discussion / survey assignment</p>
22 Sept	<p>Survey due</p>
29 Sept	<p>Canoeing through Sawgrass Prairies and dense Mangrove Forests</p> <p>Readings: Hugh L. Willoughby. <i>Across the Everglades</i>; <i>The Swamp</i> (chap. 4-7); <i>The Everglades Handbook</i>: chap. 4, 8, 17, and 19 and chap. 21 (pages 217-221)</p> <p>9:00 – 2:00 Nine Mile Pond Canoe Trail</p>
6 Oct	<p>Journal Entry #2 Due</p>
13 Oct	<p>Sawgrass Prairies, Alligator Holes, Cypress Domes/Everglades Slough Slog</p> <p>Readings: Zora Neale Hurston. <i>Their Eyes Were Watching God</i>; <i>The Everglades Handbook</i>: chap 9; <i>The Swamp</i>: chap. 8-11 (pp. 117-196); Selected poems of Anne McCrary Sullivan and Robert Penn Warren (“Audubon: A Vision”)</p> <p>9:00 – 10:00 ENP Artists in Residence Program: Poet Anne McCrary Sullivan http://www.versedaily.org/aboutamccrarysullivanr.shtml</p>
20 Oct	<p>Journal entry #3 due</p>

27 Oct	<p>Big Cypress Swamp / Everglades as inspiration</p> <p>Readings: <i>The Everglades Handbook</i>: chap. 5, 7, 13, 18; Peter Matthiessen. <i>Killing Mr. Watson</i>(p. 1-147); <i>The Swamp</i>: chap. 12-13 (pp. 197-236)</p> <p>10:00 – 12:00 Big Cypress Gallery 52388 Tamiami Trail (Ochopee); Clyde Butcher, photographer www.clydebutcher.com/</p> <p>1:30 – 3:30 Big Cypress Visitor Center & Kirby Storter Roadside Park: Discussion, "Personal Ad" assignment, project suggestions</p>
3 Nov	Everglades "Personal Ad" due
10 Nov	<p>Mangrove Estuaries, Cultural History, the 10,000 Islands (FL West Coast)</p> <p>Readings: <i>Killing Mr. Watson</i> (finish); <i>The Everglades Handbook</i>: chap. 10</p> <p>10:00 – 12:00 The Historic Smallwood Store Museum in Chokoloskee - (meet outside museum)</p> <p>12:00 – 1:30 Lunch on shore: Discussion of Personal Ads & Review</p> <p>1:30 – 4:00 Canoe to Sandfly Island</p>
17 Nov	Journal entry #4 due (if you already submitted 3 journal entries, this one is optional)
30 Nov	2nd Semester Project Proposal Due
1 Dec	<p><i>Florida Bay: Canoe Trip & Final Exam</i></p> <p>9:30 – 3:00; meet at Flamingo Marina</p>

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

Grading:

Reading Quizzes 20%
 Field Quizzes 20%
 Survey 5%
 Discussion/participation 20%
 Final Exam 10%
 Personal Ad 5%
 Project Proposal 5%
 Journals 15%

Reading Quizzes: Given at the beginning of class, starting Sept. 15th. NO MAKE-UPS. These are easy if you've kept up with the material and include general questions on the day's readings.

Field Quizzes: Given toward the end of every class, starting Sept. 15th. NO MAKE-UPS. These include questions on habitats and identifications of flora/fauna we have seen/discussed in class. You will need binoculars at times and may consult notes and field guides.

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

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

Journal: Journal entries give an opportunity to respond thoughtfully to the material and ideas presented in class. We encourage creativity and independent thought. A typical journal entry will be an engaging 1000-word introspective essay that is fun to read. It should be based on the readings, as well as class experience/field notes. It does NOT simply summarize, 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 is appropriate. For examples of past journal entries, see <http://everglades.fiu.edu/fiu/idh4007/>. Four journal entries are indicated on the syllabus, but you are only required to submit three.

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 the week before it is due.

Personal Ad: You will design a “personal ad” for 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.

Project Proposal: Since a large part of your 2nd semester grade will be on your project, you will be asked to choose a subject, and explain how you would research it. The proposal should include a bibliography with at least 10 entries, of which 70% must be peer reviewed sources.

Final Exam: The final exam will involve identification of 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.

Second Semester Syllabus (IDH 4008)

Date	Topic
19 Jan	Everglades Roadside Clean-up: East Everglades (Chekika) <i>9:00 – 5:00 In-service component: all-day Everglades Roadside Clean-up</i>
26 Jan	Birding at Taylor Slough (Dry Season) and the beginnings of ENP Reading: <i>The Swamp</i> pp. 170-171, 204-210, & 239-303 10:00 – 12:00 <i>Anhinga Trail</i> (Dry Season) 1:00 – 3:00 <i>Gumbo Limbo Trail & Old Ingraham Highway</i> - Cathy Torres (Women’s Studies): The role of

	early 20th century society women in the creation of ENP
2 Feb	Journal entry #1 due
9 Feb	The Hole in the Donut Restoration Project: Brazilian Pepper Removal Reading: <i>The Swamp</i> pp. 304-370 <i>10:00 – 3:30 Coe Visitor Center (10:00 – 12:00); Daniel Beard Research Center (1:00 – 3:30)</i>
16 Feb	Journal entry #2 due
6 Oct	Journal Entry #2 Due
2 Mar	Shark Valley Bike Trip (10:00 – 3:00); meet at Shark Valley Visitor Center Reading: <i>Skinny Dip</i> by Carl Hiaasen
9 Mar	Optional journal entry #3 due (Extra Credit)
Mar 29/30	Poster Preview On campus: 10 AM – 3 PM (Sign-up for 30 min. session with professors for poster improvement suggestions – to fully benefit, your poster should be almost complete)
6 Apr	Poster Session at Main Visitor Center (10 AM – 1 PM) <i>Set-up: 9:30 – 10:00 AM. Posters will be displayed in Visitor Center for 2 weeks</i> <i>General Discussion with park rangers after poster evaluations</i>

Grading:

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

Journal: only two entries are required, but you may write three for a maximum of 15 points. These may be creative reactions, but technical or project related papers are also encouraged.

Quizzes will be similar to fall semester. No quizzes for the in-service class.

Project: There will be fewer classes and no final. Instead, you will design, develop and carry out a project on some aspect of the Everglades. The project grade will be based on a resulting poster that will need to be well laid out, accurate in content, creative and original, and that shows independent thought and interpretation and use of appropriate resources. Your professors and at least three park rangers will judge posters on the following criteria (20% each): appearance, content, originality, interpretation, and research/work.