Course Overview:

The first semester syllabus concentrates on the origins of the ENP idea through the first impressions of the 19th century naturalist John James Audubon, the early movement to protect the Everglades, and 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.

Sequence of Class Readings:

The two principal books for this course are *The Everglades Handbook* 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. *The Everglades Handbook* and field guides will be used for identification of flora, fauna and habitats in the field. In addition, we will read three novels and one journal throughout the year. 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 10. 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 also discuss the classic work by Voltaire, *Candide*, when visiting “the best of all possible
worlds,” the 10,000 Islands on the Florida West coast. While the climate of Florida has always attracted many visitors, recent archeological findings suggest that these islands were a veritable “all-you-can-eat seafood buffet” (*The Swamp*, p. 210) for the first peoples to settle there.

During second semester, we will also include a contemporary work of fiction such as *Skinny Dip* by Carl Hiaasen about an unscrupulous biologist involved in everglades restoration efforts. The assortment of readings is designed to give students a broad-based appreciation of the biology, history, politics, and literature associated with the Everglades.

**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. 5, which will involve identification of various flora and fauna, familiarity with ecosystem features and functions, along with questions on the literature read.

Students should have reliable means of transportation to all locations: Everglades National Park Visitor Center, Flamingo (Florida Bay), Shark Valley (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!

**REQUIRED BOOKS:**


**RECOMMENDED BOOKS:**

First Semester Syllabus (IDH 3005/4007) Fall 2008

Sept 5    First meeting at FIU and airboat tour

Bring to class:  *The Everglades Handbook*
   FIU (9:00 – 11:30) room TBA
   Introductions; course overview; how to dress, what to bring
   Overview of everglades history and habitats; contemporary field guides and texts
   on the Florida Everglades (Dr. Devon Graham)
   Airboat Tour 1:00 – 2:00: **Coopertown Air Boat rides** - 11 miles west of FL Turnpike
   on U.S. 41/Tamiami Trail. Estimated cost $10; wear old sneakers, clothing that
   can get wet, etc. (recommended to bring a change of clothing)
   Class discussion:  2:30 - 3:30 at **Miccosukee Hotel & Gaming Resort** (U.S. 41 and
   Krome Ave.)

Sept. 12:  journal entry #1 due

Sept. 19    Birding at Taylor Slough

Readings: *The Everglades Handbook*: the two introductions (pp. xxix – xxxiv), Chap 1, 2, 3 (pp.
   3-41), chap 6, (pp. 63-66) and chap 12 (pp. 127-133); *The Swamp* - Introduction and chapters 1-3
   (pp. 1-53)
Bring to class:  *The Sibley Field Guide to Birds of Eastern North America* and **binoculars, water, hat, sun block, lunch.**
   9:30 – 10:15 **Everglades Visitor Center**
   Everglades early history
   10:30 - 12:00 **Anhinga Trail and Gumbo Limbo Trail** (Wet Season)
   Introduction to wildlife, bring binoculars, Florida bird book and lunch
   1:30 – 3:00 **Pa-hay-okee Overlook**: class discussion / survey assignment

Oct. 3:  SURVEY due

Oct. 10    Canoeing through Sawgrass Prairies and Mangrove Forests

Readings:  Hugh L. Willoughby. *Across the Everglades; The Swamp* (chap. 4-7, pp. 54-116);
   *The Everglades Handbook*: chap. 4, 8, 17, and 19 and chap 21 (pages 217-221 only)
   9:00 - 2:00 **Nine Mile Pond Canoe Trail**
   Bring binoculars, Florida bird book, WATER, HAT, Willoughby, sun block and lunch

Oct. 13    HONORS COLLEGE CONVOCATION 1:00 – 4:00 P.M.  EXTRA CREDIT for
   active participation

Oct. 17:  journal entry #2 due

Oct. 31    Sawgrass Prairies, Alligator Holes and Cypress Domes/Everglades Slough Slog

Readings:  Zora Neale Hurston. *Their Eyes Were Watching God*
   Robert Penn Warren: “Audubon: a Vision” (excerpts)
   *The Everglades Handbook*: chap 9 and following photos; *The Swamp*: ch 8-11 (pp. 117-196)
9:00 – 10:00  ENP Artists in Residence Program – Ernest F. Coe Visitors Center
(Homestead entrance to ENP)
Slough slog introduction and preparation

10:00 - 2:00 Everglades Slough Slog – near Pa-hay-o-kee overlook.
Bring binoculars, bird book, WATER, HAT, sun block and sack lunch in a small
knapsack (lunch will be in a cypress dome – no benches or picnic tables
available)

Nov. 7  Big Cypress Swamp / Everglades as inspiration

Readings: The Everglades Handbook: chap. 5, 7, 13, 18; The Swamp: ch. 12-13 (pp. 197-236);
& Marjory Stoneman Douglass: The Everglades: River of Grass (excerpts)
NOTE: journal #3 also due in class this day

10:00 - 12:00 Big Cypress Gallery 52388 Tamiami Trail (Ochopee)
Clyde Butcher, photographer www.clydebutcher.com/
1:30 – 3:30 Big Cypress Visitor Center: Class discussion, Personal Ad assignment,
project proposal suggestions  Short journal entry #3 to be read out loud in class

Bring binoculars, lunch and your essay/journal entry

Nov. 14: Everglades “Personal Ad” due

Nov. 21 Mangrove Estuaries and Cultural History /The 10,000 Islands (FL West Coast)

Readings: Voltaire: Candide; The Everglades Handbook: chap. 10; The Swamp (review)

10:00 - 12:00 the Historic Smallwood Store Museum in Chokoloskee
(meet outside museum)
12:00 – 1:30 Lunch on shore
1:30 – 4:00 Canoe to Sandfly Island
Bring binoculars, bird book, hat, sunscreen, water and old shoes that can get wet.

Nov. 28: journal entry #4 due (if you already submitted 3 journal entries, this one is optional)
This journal should relate to discussion of Candide

Dec. 5 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, bird book, 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%
- 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.

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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. 19th. 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. 19th. 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 bird identification book and other field guides. 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. 19th, 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!)

Absence from class = 0 — 😊

Two bonus points for being on time for first class on Sept. 5 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 fun to read. 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/](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 acceptable 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 midnight 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](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).

Acceptable Journal Entries = must be at least B/B+ quality writing [i.e., it must have no or minimal spelling or grammatical errors, a well-developed theme, and be at least 900 words (3 full typewritten, double-spaced pages) in length]. Unacceptable journals will be returned ungraded. You will be allowed to re-write one unacceptable journal entry during the semester.

5 points per entry for A/A+ work [i.e., well written, organized, engaging, interesting to read, original], 4 points for B/B+ work [e.g., less original, but very well written and well organized]. Maximum Total of 15 points for the 3 required journal entries. For a maximum of 5 bonus points, you may turn in an acceptable entry #4 on time as well.

**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)