University of Nebraska - Lincoln
DigitalCommons@University of Nebraska - Lincoln

Honors in Practice -- Online Archive | National Collegiate Honors Council

1-1-2007

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

Peter Machonis
Florida International University

Devon Graham
Florida International University

Follow this and additional works at: http://digitalcommons.unl.edu/nchchip

Part of the Higher Education Administration Commons

Machonis, Peter and Graham, Devon, "Looking to the Future: The Everglades from Beginning to End?" (2007). *Honors in Practice -- Online Archive.* Paper 42.
http://digitalcommons.unl.edu/nchchip/42

This Article is brought to you for free and open access by the National Collegiate Honors Council at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Honors in Practice -- Online Archive by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

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

IDH 4007 and 4008

Peter Machonis and Devon Graham
Florida International University
Lesley Northup, Dean

GENERAL DESCRIPTION

The fourth-year Honors theme is "Looking to the Future." 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 like Peter Matthiessen's *Killing Mr. Watson*. This course requires active participation from students; most classes take place outdoors and involve hiking, biking, canoeing, and slough slogging. Class meets every other Friday (9am–5pm) at off-campus locations and is team-taught by FIU Honors 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 that culminate in a poster session at the ENP Visitor's Center.

TEXTS

Required

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

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

FIRST SEMESTER SYLLABUS (IDH 4007)

Sept. 1	First meeting at FIU and airboat tour Bring to class: The Everglades Handbook
9:00–11:30	FIU—On Campus: Introductions; course overview; how to prepare and dress; overview of Everglades habitats; field guides, general Everglades texts
1:00–2:00	Airboat Tour—Coopertown Air Boat Rides (11 m west of FIU on US 41)
2:30–3:30	Class discussion—Miccosukee Hotel & Gaming Resort (US 41 & Krome Ave.)
Sept. 8	Journal entry #1 due Bring to all subsequent classes: Relevant readings/texts, bird book, binoculars, WATER, HAT, sun-block, notebook, pen/pencil and lunch
Sept. 15	Taylor Slough (Wet Season)
Readings:	The Everglades Handbook: both introductions (pp. xxix–xxxiv), chap. 1, 2, 3 (pp. 3–41), chap. 6, (pp. 63–66) and chap. 12 (pp. 127–133); The Swamp: chap. 1–3
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
1:30–3:00	Pa-hay-okee Overlook: class discussion / survey assignment

Sept. 22	SURVEY due
Sept. 29	Canoeing through Sawgrass Prairies and dense Mangrove Forests
Readings:	Hugh L. Willoughby. Across the Everglades; The Swamp (chap. 4–7); The Everglades Handbook: chap. 4, 8, 17, and 19 and chap. 21 (pages 217–221)
9:00–2:00	Nine Mile Pond Canoe Trail
Oct. 6	Journal entry #2 due
Oct. 13	Sawgrass Prairies, Alligator Holes, Cypress Domes/Everglades Slough Slog
Readings:	Zora Neale Hurston. Their Eyes Were Watching God; The Everglades Handbook: chap 9; The Swamp: chap. 8–11 (pp. 117–196); Selected poems of Anne McCrary Sullivan and Robert Penn Warren ("Audubon: A Vision")
9:00–10:00	ENP Artists in Residence Program: Poet Anne McCrary Sullivan http://www.versedaily.org/aboutamccrarysullivansr.shtml
10:00–2:00	Everglades Slough Slog
Oct. 20	Journal entry #3 due
Oct. 27	Big Cypress Swamp / Everglades as inspiration
Readings:	The Everglades Handbook: chap. 5, 7, 13, 18; Peter Matthiessen. Killing Mr. Watson (p. 1–147); The Swamp: chap. 12–13 (pp. 197–236)
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 & Kirby Storter Roadside Park: Discussion, "Personal Ad" assignment, project suggestions
Nov. 3	Everglades "Personal Ad" due
Nov. 10	Mangrove Estuaries, Cultural History, the 10,000 Islands (FL West Coast)
Readings:	Killing Mr. Watson (finish); The Everglades Handbook: chap. 10
10:00–12:00	The Historic Smallwood Store Museum in Chokoloskee—(meet outside museum)
12:00–1:30	Lunch on shore: Discussion of Personal Ads & Review
1:30–4:00	Canoe to Sandfly Island
Nov. 17	Journal entry #4 due (if you already submitted 3 journal entries, this one is optional)
Nov. 30	2nd Semester Project Proposal Due
Dec. 1	Florida Bay: Canoe Trip & Final Exam: meet at Flamingo Marina 9:30–3:00

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 each class. NO MAKE-UPS. These include general questions on the day's readings and are easy if students have kept up with the material.

Field Quizzes: Given toward the end of every class. NO MAKE-UPS. These include questions on habitats and identifications of flora/fauna we have seen/discussed in class. Students 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 the student as a self-conscious observer is making connections. Alternatively, students may use the readings, class discussions, and field experiences as points of departure for developing new ideas, creative writing, works of art, etc. For examples of past journal entries, see http://everglades.fiu.edu/fiu/idh4007/ Four journal entries are indicated on the syllabus, but students are only required to submit three.

Survey: Students are asked to administer an Everglades survey to 20–30 people and discuss the results. The survey is given to students the week before it is due.

Personal Ad: Students design a "personal ad" for any everglades animal or plant. They research the life, habits, and habitat of an 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 the 2nd-semester grade is based on the term project, students are asked to choose a subject and explain how they would research it. The proposal must include a bibliography with at least 10 entries, of which 70% must be peer-reviewed sources.

Final Exam: The final exam involves identification of flora and fauna along with questions on the literature read. Since it is given in a canoe, it mainly consists of short-answer objective questions. No books or notes are allowed except during the "identification" portion of the exam.

SECOND SEMESTER SYLLABUS (IDH 4008)

Jan. 19	Everglades Roadside Clean-up: East Everglades (Chekika)
9:00–5:00	In-service component: all-day Everglades Roadside Clean-up
Jan. 26	Birding at Taylor Slough (Dry Season) and the beginnings of ENP
Reading:	*The Swamp* pp. 170–171, 204–210, & 239–303
10:00–12:00	Anhinga Trail (Dry Season)
1:00–3:00	Gumbo Limbo Trail & Old Ingraham Highway—Cathy Torres (Women's Studies): The role of early 20th century society women in the creation of ENP
Feb. 2	Journal entry #1 due
Feb. 9	The Hole in the Donut Restoration Project: Brazilian Pepper Removal
Reading:	*The Swamp* pp. 304–370
10:00–3:30	Coe Visitor Center (10:00–12:00); Daniel Beard Research Center (1:00–3:30)
Feb. 16	Journal entry #2 due
Mar. 2	Shark Valley Bike Trip (10:00–3:00); meet at Shark Valley Visitor Center
Reading:	*Skinny Dip* by Carl Hiaasen
Mar. 9	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—poster should be almost complete)
April 6	Poster Session at Main Visitor Center (10 AM–1 PM)
9:30–10:00	Poster Set-up—Posters to be displayed in Visitor Center for 2 wks
10:00–1:00	Poster Evaluation & General Discussion with park rangers

Grading

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

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

Quizzes are similar to fall semester. There are no quizzes for the in-service class.

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

Contact person: Peter Machonis,

machonis@fiu.edu.