

Water into Land, Land into Water: The Diversities of Florida History, the Natural Environment, and Human Interaction

UF Quest 1/Culture & Nature IDS 2935/ Class #s 22320, 22323, 22325

General Education: Humanities, Diversity

[Note: A minimum grade of C is required for General Education credit]

Spring 2020, T/Th 8th period (3- 3:50 PM); Friday TA sections

Location: Tuesday & Thursday lecture class is in Little 201

Friday TA sections are in the rooms listed below

22320 Friday 3rd Period- Chemical Engineering 316

22323 Friday 4th Period- Little 233

22325- Friday 6th Period- Ustler 108

Class resources, announcements, updates, and assignments will be made available through the class Canvas site

Instructor

Dr. Steven Noll, Department of History

nolls@ufl.edu 352-273-3380

Office Hours: M 11 AM-1 PM and W 11 AM-12 noon and by appointment 217 Keene Flint Hall

TA

Tim Blanton, Department of History

tblanton@ufl.edu

Grading Scale

I record your points on all assignments over the course of the semester in the Canvas gradebook, which translates total points into a letter grade using a standard grading scale of 100:

A 94-100%

B+ 87-89%;

C+ 77-79%

D+ 68-69%

F <64

A- 90-93%

B 84-86%

C 74-76%

D 66-67%

B- 80-83%

C- 70-73%

D- 64-65%

Course description

This class seeks to examine the hot-button contemporary issues of human interaction with the natural environment in Florida and place them in the context of the state's history, geography, and politics. There will be space in the class to talk about how history has led us to where we are today in Florida and how it can provide clues to solving these problems for future generations. The course will move past simple blame game causation and force students to think about the complex interactions between humans and their environment in a state where water questions affect the daily lives of all inhabitants. Capitalizing on both student knowledge of and experience with Florida water, it will afford an experiential learning opportunity for all. The proximity of Gainesville to the ocean and springs, and to rivers and the Gulf will allow for students to get both classroom and hands-on experience in understanding the historical narratives, sources, and methods that provide the background for Florida's water crisis. While this is a history course and as such does not focus on current issues, material taken from contemporary headlines will inform the class and help to shape discussion.

Course Delivery

This course is a traditional face-to-face class focused on the written and spoken exchange of ideas. Students should come to every class having read the assigned materials in full and recorded their impressions in their Reading Journals, which will form the basis for discussion (bring assigned readings and Journals to class with you). Instructor-led days combine mini-lectures with discussion; TA-led days are driven by student discussion leaders working from insights gathered in their Reading Journals (see assignment description below). Guest lecturers will be introduced by the instructor and engaged by instructor, TA, and students in discussion.

Course Objectives (See Appendix at end of syllabus for verbatim Course Objectives)

Following on the Course Objectives of Quest 1, Gen Ed H, and Gen Ed D, *Water into Land, Land into Water* will:

1. Introduce students to the evolution of diverse populations' interactions with Florida waters from the mid-19th century to the present.
2. Examine representations of Florida waters by a wide range of authors representing various academic, policy, and community perspectives.
3. Explore the ways that different groups' relationships with water reflect (and help to construct) their racial, class, and gendered social locations.
4. Introduce the idea that scientific framings of the environment are produced in dialogue with imaginative writings about it and personal/community interpretations of it.
5. Invite students to build their reading, writing, and oral communication skills through careful reflection (individual in Reading Journals and Papers; group in

Class Discussion) on outstanding imaginative and scholarly writing on human interaction with Florida waters.

Student Learning Outcomes (SLOs) (See Appendix at end of syllabus for verbatim SLOs)

Following on the SLOs of Quest 1, Gen ED H, and Gen Ed D, upon completion of *Water into Land, Land into Water* students will be able to:

1. Identify, describe, and explain the historical evolution of human interaction with water throughout modern Florida history (Civil War to the present), with attention to the ways gender, race, and class intersect with and put stress on the state's natural environment **(Content SLOs for Gen Ed Hum & Diversity and Q1)**
2. Identify, describe, and explain the ways in which diverse cultures and beliefs shape and are shaped by water policy in Florida. **(Content SLOs for Gen Ed Hum & Diversity and Q1)**
3. Using established practices appropriate to the humanities, analyze and evaluate how humanities texts by a diverse group of writers depict and help to construct ideals of Floridians relationship to the natural world (especially fresh and salt water) **(Critical Thinking SLO for Gen Ed Hum & Diversity and Q1)**
4. Analyze and evaluate how human interaction and intervention shape and re-shape Florida and its relationship to fresh and salt water. **(Critical Thinking SLO for Gen Ed Hum & Diversity and Q1)**
5. Analyze and evaluate how inequitable relationships to water are constructed and affect the opportunities and constraints of diverse Floridians. **(Critical Thinking SLOs for Gen Ed Hum & Diversity and Q1)**
6. Analyze and critically reflect on the ways in which science, technology, and culture mediate the shifting relationships of diverse Floridians (of different races, class positions, national origins, and gender/sex identities) to their environment. **(Critical Thinking SLO for Gen Ed Diversity)**
7. Analyze, evaluate, and critically reflect on their own community's relationships to water, and to this history's implications for their intellectual, personal, and professional development at UF and beyond. **(Connection SLO for Q1)**
8. Using oral and written forms appropriate to the relevant humanities disciplines incorporated into the course, develop and present clear and effective responses, both written and oral, to essential questions about human interaction, climate change, and sea level issues in Florida history. **(Communication SLO for Gen Ed Hum and Q1).**

Required Books

Required books for class will be available at the UF Bookstore and through on-line services such as Amazon. These books will also be available on in-library reserve at Library West. Shorter assigned readings will be available through the class Canvas page.

Nelson Blake *Land into Water, Water into Land* **This book is available for free!! On line**
(URL to be given at the beginning of class)

Marjory Stoneman Douglas *The Everglades: River of Grass*- Excerpts

Zora Neal Hurston *Their Eyes Were Watching God*- Excerpts

Noll & Tegeder *Ditch of Dreams: The Cross Florida Barge Canal and the Struggle for Florida's Future*

Full disclosure: The course instructor is co-author of this book published by University Press of Florida. His share of the purchase price, per copy, is approximately \$.25.

Marjorie Kinnan Rawlings *Cross Creek*- Excerpts

Grades

Assignments will be explained during the first week of class and complete assignment sheets will be placed on Canvas for students to refer to during the semester.

Reading Journals (RJ) 30% (completed weekly; collected 3 times/term; each collection is worth up to 10%)

Each RJ consists of a brief synopsis of assigned reading, an analysis of how it ties into broader course themes, and a personal response to it that may be intellectual, emotional, judgmental, or some combination thereof.

Website Critique 20%; due week 11

Critical evaluation of a governmental, academic, or private website dealing with some dimension of Florida water (instructor will provide a list of sites)

Archival Curation Project 25%; due week 15

Create a descriptive and interpretive "wall text" (This will be explained the first week of class!!) of an archival document/artifact related to Florida water from the Smathers Library.

Water & Florida Reflection Paper 25%; due at assigned final exam period

Drawing on personal experiences and course readings, describe your home community's relationship to water during your youth and project that relationship into the future (students not from Florida may write on Gainesville).

Weekly Syllabus

Unless otherwise noted, class meets for lecture/discussion with instructor Tuesdays & Thursdays and with the Teaching Assistant (TA) for student-centered discussions on Fridays.

Week 1- Jan 5-7 Getting Started- How do Humans Interact with and Shape the Florida Environment

Week 2- Jan 10-14 Historicizing- The Natural Environment is not just a backdrop

Read *Land into Water*- 1-87

Friday- Due in class- RJ 1- all students

Week 3- Jan 17-21 Draining the Everglades- Human re-shaping the Landscape

Read *Land into Water*- 88-194

Read *Their Eyes were Watching God*- 154-167

Friday- Due in class- RJ 2- students last names A-E

Week 4- Jan 24-28 The Hurricane- When is a “natural disaster” human made & how does it affect diverse populations in different ways

Read *Their Eyes were Watching God*- 168-193

Tuesday, Jan 28- Visit Archives- Special Collections- Library East

Friday- Due in class- RJ 3- students last names F-L

Week 5- Jan 31-Feb 4 Marjory Stoneman Douglas to the Rescue- What are the gendered dimensions of Florida environmentalism

Read *The Everglades: River of Grass* 5-56

Thursday- Guest Lecture- Dr. Jack Davis (UF Dept. of History)

Friday- Due in class- RJ 4- students last names M-R

Week 6- Feb 7-11 The making of modern south Florida- How can people exist in an environment not made for people?

Read *Land into Water*- 195-252

Read *The Everglades: River of Grass* 349-387

Thursday - Movie- *Waters of Destiny*

Friday- Due in class- RJ 5- students last names S-Z

Week 7- Feb 14-18 The unmaking of modern south Florida- How does changing climate differentially effect diverse Florida populations?

Read *Land into Water*- 253-275

Read *The Everglades: River of Grass* 391-425

Friday- Due in class- RJ 6- students last names A-E

Week 8- Feb 21-25 Where do we go from here? How can humans shape (or re-shape) Florida's future regarding water?

Read *Land into Water*- 276-302; 381-416

Thursday - Guest Lecture- Cynthia Barnett (UF Graham Center)

Note- no RJ collection today

Week 9- Feb 28-Mar 4 Springs Country- Are north Florida springs timeless or interrelated with human activity?

Read *Cross Creek* – 1-174

Thursday - Guest Lecture- Dr. Nathan Reaver (UF Springs Institute)

Friday- Due in class- RJ 7- students last names F-L

No Class – spring break- March 7-11

Week 10- Mar 14-18 Cracker Country- how do class, race, and gender effect the north Florida ecosystem?

Read *Cross Creek* – 175-380

Wednesday- Website Critique assignment due

Friday- Optional Field Trip- Santa Fe River & Gilchrist Blue Springs State Park

Week 11- Mar 21-25 Let's Improve the Land- making Florida a better (or maybe worse) place for people to live and work

Read *Ditch of Dreams*- 1-141

Friday- Due in class- RJ 8- students last names M-R

Week 12- Mar 28-Apr 1 How did we get in this mess? Can people live in harmony with nature in Florida?

Read *Ditch of Dreams*- 142-330

Read *Land into Water*- 351-380

Thursday - Guest Lecturer- Mickey Thomason (Florida State Park Service)

Friday- Due in class- RJ 9- students last names S-Z

Week 1- Apr 4-8 What can we do to get out of this mess? Can the humanities and science work together to “improve” Florida?

Thursday - Guest Lecture- Dr. Jack Putz (UF Dept. of Biology)

Week 14- Apr 11-15 Laying blame, taking prisoners- Is it too late as we re-evaluate what it means to be a Floridian, taking into consideration both changing populations and changing environments?

Read *Land into Water*- 417-472

Tuesday – Archives Curation assignment due

Friday – Optional Field Trip- Yankeetown to examine sea level rise

Week 15- Apr 18-20 Where do we go from here- part II? What lies ahead

Tuesday- Course Evaluations, Quest student survey, discuss related Quest 2 courses

Tuesday is the last day of class- Classes for spring semester end on Wed April 20

*****Water & Florida reflection paper due at UF scheduled date during exam period: ###**

This paper is to be 4-6 pages double space 12 point type with a title page that has your name on it. This title page is the only place your name should appear, so that the paper may be graded anonymously.

Rubric for Grading Reading Journals

Reading Journals (RJ) are an opportunity for students to synthesize, reflect upon, and begin to analyze readings assigned for this class. They also provide a means to offer personal “felt” comments on form and/or content of the readings. You should complete your RJ entries each week, whether or not your entries will be collected or graded that week.

When the week arrives that your RJ is to be graded, you will be expected to have RJs for each of the weeks since the last grading (if you are being graded at RJ 4, you should have completed RJs for weeks 2, 3, and 4).

The following rubric will be used for grading RJs.

1.5 Points (full credit)	Thorough on-point, thoughtful take on the readings
.5-1 points (part credit)	Competent and complete but lacks, care, detail, and/or enthusiasm
0 (no credit)	Incomplete, poorly written, shows little involvement with the reading

Policies

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found at

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

DRC phone- 352-392-8565

www.dso.ufl.edu/drc/

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing UF's standard online evaluations (summary results will be available to students here) as well as a course-specific evaluation that focuses on course content and the experience of the Quest curriculum. Class time will be allocated for the completion of both evaluations.

Class Demeanor

Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students. Turn off electronic devices not being used for class. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

Appendix: Quest 1 and Gen Ed Descriptions and Student Learning Outcomes

QUEST 1 DESCRIPTION: Quest 1 courses are multidisciplinary explorations of questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges students will face as adults navigating a complex world, Quest 1

students in this course apply approaches from the humanities to mine works for evidence, create arguments, and articulate ideas.

o QUEST 1 SLOS:

- ⊗ Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across history and other humanities disciplines incorporated into the course (Content).
- ⊗ Analyze and evaluate the humanities disciplines incorporated into the course (Critical Thinking).
- ⊗ Connect course content with critical reflection on their intellectual, personal, and professional development while here at UF and beyond (Critical Thinking).
- ⊗ Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

HUMANITIES DESCRIPTION: Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

o HUMANITIES SLOS

- ⊗ Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- ⊗ Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- ⊗ Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

DIVERSITY DESCRIPTION: In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities relate to water issues in Florida. Students analyze and reflect on the ways in which cultures and beliefs define people's understandings of themselves in an increasingly diverse state under significant ecological stress.

o DIVERSITY SLOS:

- ⊗ Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to responses to changes in the Florida environment and water policy (Content).
- ⊗ Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs both shaped and are shaped by water policy in Florida.