Wish You Were Here   **Fall 2015**
REL3938
T 4/10:40-11:30
Office Hours: T 11:30-12:30, 2-3; R 3-4

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Course Description

Description of Florida State Parks Program at UF: http://religion.ufl.edu/links/wish-you-were-here-florida-state-parks-project/

Related Internship Opportunities: http://religion.ufl.edu/links/wish-you-were-here-florida-state-parks-project/internship-opportunities/

Course description:
Come explore and document the rich cultural heritage of central Florida's springs. The springs of central Florida have enticed visitors for over five hundred years, from Ponce de Leon and William Bartram to contemporary outdoor enthusiasts. In a time before Disney, visitors to the springs enjoyed mermaid shows, glass bottom boats, and water skiing elephants, attractions we now think of as 'kitsch'. In collaboration with Florida Department of Parks and Recreation's "Wish You Were Here" Cultural Trails project, this class will experience, explore, and document the rich cultural heritage of seven Florida state parks (Wakulla Springs State Park; Marjorie Kinnan Rawlings SHP; Homosassa Springs; Silver Springs; Rainbow Springs; Weeki Wachee; and DeLeon Springs).

   Students will create an "interactive research project", an interactive or digital format, e.g., podcast or Virtual Tour, accompanied by a short explanatory paper. These "public humanities" projects may include: conducting oral histories, generating digital cultural resources related to the itinerary (virtual tours), and historical research using state park and other archives, including Paradise Park. Park and DRP staff will assist students with project design and access to park resources. You will learn about the cultural, historical, and religious legacies of our parks and about different research methods in the public humanities. Grades will be based on class participation; blog entries; and the interactive research project.

*Travel and Timeline: This class is an experience-based class and involves travel to the parks. We will have one hour per week of classroom discussion, and remaining hours include experiences at the parks. We will visit some parks as a group, but most travel will be self-scheduled to accommodate student schedules. Most travel can be arranged at the student's own convenience, but it could involve some weekend travel.

Materials/GPS: I have park passes to get you into the parks free. In some cases, park managers will allow you to do boats rides free of cost as well. The Map and Imagery Library has GPS for loan if anyone would like to use those.

This class concludes on Tuesday, November 17, 2015. Students are encouraged to attend DRP's Kick-off event November 2-6, 2015, an auto tour of the seven parks. At each park, a short event will highlight features of these through photo displays, lectures, collecting oral histories at a "story-telling lounge" and other means, and many of the original park performers will attend.

COURSE REQUIREMENTS
1. **Park Visits**. (30%)
This course is primarily an experiential class, and visiting the parks is an essential part of the class. You should visit the assigned park and complete the relevant assignment (see below). In the final weeks of the class, after you have chosen a park for your final project, you should make repeated visits to this park. I will assist you in connecting to relevant park staff for access to archives or other materials.

2. **Weekly Readings and Class Participation**. (10%)
You should come to class prepared to discuss the readings and your experiences in the field.

3. **Weekly Blog**. (30%)
Each week, you will write a blog entry (or a similar format) about your visit to the park. Blogs and other forms of media are increasingly being used by academics and are one way of conveying ideas to the public. These blogs will be available to members of the class. Many of you have extensive experience with newer forms of media, so use the format that works best for you. **You should post your link by Monday, 10 pm.**

For each park, I will give you prompts that to guide your visit to the parks. You will find these prompts, along with other supplemental information about the parks, on Canvas in marked folders. I will also identify some sites that you should find, somewhat like a scavenger hunt. Consider the prompts and any other questions that might arise from your visit. What do you think park visitors should know? What did you find interesting? You are not bound to the prompts given, but they will spur some thought.

Digital Humanities. Experiment with different technologies -- Google Map Maker, Tumblr, or Timeline apps. How do the digital humanities help us convey information and think about information differently? What happens when we think spatially? Each week, you should use one mode of digital humanities or social media to communicate your experience. Be creative!

Canvas Resources. I have created resources pages in Canvas on readings, the parks, and the digital humanities. Most of these pages are wiki-style, students can edit them as well.

5. **Final Project.** (30%)

Each student will choose one park for in-depth research about the social, cultural, and historical aspects of a park. You will have the last several weeks in class to focus on your park and your project. We will have in-class workshops to help you learn about digital and archival research and reporting.

You should present your research digitally with an approximately five page (double-spaced) narrative about the project. Make sure that you accurately cite the textual and pictorial sources of your information. We will view the projects in the two final weeks of class. See Canvas for more detail.

Software/GPS: The Map Library has GPS for loan if anyone would like to use those. UF also has software licenses for some software such as GIS, if anyone is interested.

Grading Scale
A   94-100
A- 90-93
B+ 87-89
B   84-86
B- 80-83
C+ 77-79
C   74-76
C- 70-73
D+ 67-69
D   64-66
D- 60-63
F   Below 60

Grades are consistent with UF policy as stated here: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

POLICIES AND RULES
Late or Make-Up Assignments

You may take an exam early or receive an extension on an exam or essay assignment only in extraordinary circumstances and with prior approval from the instructor. If an extension is not granted, the assignment will be marked down ½ grade (e.g., from B+ to B) for each day late.

Attendance and Participation

Class attendance is required. Poor attendance will harm your course grade. Students should arrive on time and prepared to discuss the day's readings.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Honor Code

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 (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) 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.

Common Courtesy

Cell phones and other electronic devices must be turned off during class. Students who receive or make calls during class will be asked to leave. You may take notes on a laptop computer, although the instructor reserves the right to ask you to turn off the computer if circumstances warrant. The instructor also reserves the right to ask any student engaging in disruptive behavior (e.g., whispering, reading a newspaper) to leave the class.

Conferences

Students are encouraged to meet with the instructor during office hours or by appointment.

Accommodation for Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) 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.

Counseling Resources

Resources available on-campus for students include the following:

1. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;

2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;

3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;

4. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Online Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu.

Readings and Assignments

August 25	Introduction
	Visit Marjorie Kinnan Rawlings State Park by August 31
September 1	Working with Archives and Libraries/Visit with Dr. Turcotte Turcotte, "'For This Is an Enchanted Land': Marjorie Kinnan Rawlings and the Florida Environment." (Canvas)
	Find sites on MKR map by September 7.
September 8	Critical Mapping/Visit to Map and Imagery Library Rawlings, "Hyacinth Drift" (Canvas) Walker, "The Lie of the Land" (Canvas)
	Visit Silver Springs State Park, part l by September 14
September 15	Reading: Mormino, "Tourist Empires and the Invention of Florida" King, Through the Looking Glass of Silver Spring: Tourism and the politics of Vision"

(http://www.americanpopularculture.com/journal/articles/spring_2004/king.htm)

"Quotes about Florida Springs, a Bit of Poetry, an Al Burt Essay, and Springs in the *Bible* "

(http://apalacheehills.com/springs/Springbook/Quotes.htm)

De Leon Springs State Park by September 21

September 22	Meeting with DEP team. Kilby, "Ponce de Leon and the Myth of the Fountain of Youth" (Canvas) Shaer, "Ponce de Leon Never Searched for the Fountain of Youth

(http://www.smithsonianmag.com/history/ponce-de-leon-never-searched-for-the-fountain-of-youth-72629888/?no-ist)

Visit Silver Spring, Part ll/ Paradise Park by September 28

September 30	Visit to Matheson History Museum Vickers, "Paradise Park at Silver Springs". (Canvas) Reading on Silver Springs/Ocala/Cracker culture. Visit Weeki Wachee State Park by October 5
October 6	Vickers, 'The Forties and Fifties: Weeki Wachee's Glamour Shot." (Canvas) Pelland, "The Early Years and the 1940s" (Canvas) Possible visit of Aquabelle. Visit Wakulla Springs State Park by October 12
October 13	Revels, "Develop and Beautify. Wakulla Springs 1886-1981." (Canvas) Klinkenberg, "Wakulla Springs." (Canvas) Visit Rainbow Springs State park by October 19
October 20	Nichols, "Why Do We Love Water So Much?" (Canvas) Barnett, "History and Myth." (Canvas) Visit Homosassa Springs by October 26
October 27	Digital Humanities Workshop/Map and Imagery Library Reading: Hangen, "Digital Humanities Primer." (Canvas) (http://www.tonahangen.com/resources/dh-get-started/) Self-directed visit to park for project
November 3	**DEP Kick-off Event in the parks** Reading: TBA Self-directed visit to park for project
November 10	In-class presentations of projects Self-directed visit to park for project
November 17	In-class presentations of projects

	EXPERT	PROFICIENT	APPRENTICE	NOVICE

INTEGRATION OF KNOWLEDGE	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
TOPIC FOCUS	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
DEPTH OF DISCUSSION	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
COHESIVENESS	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
SPELLING & GRAMMAR	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.

SOURCES	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
CITATIONS	Cites all data obtained from other sources. CMS/MLA citation style is used in both text and bibliography.	Cites most data obtained from other sources. CMS/MLA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.

Adapted from: Whalen, S. "Rubric from Contemporary Health Issues Research Paper" http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601_r2.shtml