

# IDH 2930

## Voyage of the Turtle: In Pursuit of the Earth's Last Dinosaur

Tuesday, Period 7th (1:55-2:45pm)

Class meets online via [Zoom](#) (meeting ID: 998 5180 6638)

Access the [course website on UF e-learning](#).

### Instructor Information

Dr. Mariela Pajuelo

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(353) 214-3060

216 Dickinson Hall

### Office Hours

After class, Period 8<sup>th</sup> or by appointment via [Zoom](#) (meeting ID: 923 5234 0710).

### Required Textbook

Safina, Carl (2007) *Voyage of the turtle: In Pursuit of the Earth's Last Dinosaur*.

ISBN-10: 0805083189

Additional supplemental readings/videos as assigned by the instructor.

### Course Synopsis

Sea turtles are among the most magnificent megafauna we encounter in the ocean. The story of these iconic creatures is one of survival and resilience, especially in today's world. In this course we will cover the book *The Voyage of the Turtle* by Carl Safina, which explores the plight of sea turtles and how human intervention has impacted both positively and negatively these animals and their ecosystems. During weekly discussions students will learn not only about sea turtles but also about the scientific, political, and cultural challenges encountered while conducting marine conservation around the world. This will provide students with a better understanding of current issues faced in the marine environment and help them reflect on what the ocean means to them and what steps they can take to make a positive impact on the marine environment.

Upon completion of this course, students will be able to:

- Appreciate sea turtles and other endangered marine species,
- Describe the impact of human activities on marine life,
- Explain how scientific, cultural, and political issues affect the conservation and management actions carried out in the marine environment, and
- Recognize steps they can take to make a positive impact on the ocean.

### Student Assignments

(1) **Reading & Discussion** – each week we will cover chapters of the assigned book.

Students are expected to actively engage in weekly discussions. Students will also have

the opportunity to lead the class discussion. A day before class, students will submit 2 written discussion questions based on the reading assignment for that week.

- (2) **Infographic Assignment** – students will select a topic of interest related to issues addressed in the book or any related to the marine environment and create a visual representation of the data, knowledge or other information related to their topic.
- (3) **Presentation** – Based on the topic chosen to create an infographic, students will deliver a 5-7 min presentation at the end of the semester.

### Anticipated Schedule (subject to change)

Week	Date	Reading/Assignment	Topics
1	1-Sep	<b>Due: Complete</b> <b>“Collaborating with strangers” cards</b>	Introduction to the class and discussion of syllabus.
2	8-Sep	Pages 1-8, Chapter 1: Angels of Eden	What is a sea turtle?
3	15-Sep	Chapters 2-3: Weight of the world. Moonlight in the Sunshine State  <b>Due: presentation topic</b>	Cultural value of animals. Fieldwork and research in Florida nesting beaches.  <b>Students choose a presentation topic.</b>
4	22-Sep	Chapter 4: Leatherbacks and Cannonballs	Endangered species. Fisheries impact and fishers’ knowledge.
5	29-Sep	Chapter 5: On the Edge	Decline of fisheries
6	6-Oct	Chapter 6-7: Animal magnetism, Northeast of Summer	Animal magnetism. Bycatch. In-water research. Climate change.
7	13-Oct	Chapter 8: The view from Turtle Island  <b>Due: project description</b>	Bycatch mitigation techniques. Conserve and fish?  <b>Students provide project description</b>
8	20-Oct	Chapter 9: The Great beach. Chapter 10: Flying Turtles	Decline of a giant. Ecotourism and development. Technology in sea turtle research. Challenges and risks in marine conservation
9	27-Oct		<b>Guest speaker: TBD</b>  <b>Students submit Infographic outline</b>
10	3-Nov	Chapter 11: Baja. Chapter 12: The Other Grand Canyon	Small-scale fisheries. Economic reliance on endangered fauna. Deep ocean

11	10-Nov	Chapter 13-14: Jamursba Belimbings, Chant for the Enchanted.	Money in conservation. Traditional use of marine fauna. Conservation in developing countries. Can we cause recovery?
12	17-Nov	Final presentations <b>Due: Infographic</b>	<b>Students submit infographic assignments and provide a 5-7 min presentation of their chosen topic.</b>
13	24-Nov	<b>No class- Thanksgiving holiday</b>	
14	1-Dec	Final presentations Course wrap-up	<b>Students provide a 5-7 min presentation of their chosen topic.</b>

### Grading and Attendance Policies

Participation	70%
Infographic Assignment	25%
Final presentation	5%

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 [Undergraduate Catalog](#).

### Grading Scale

A 93-100%	C 73-76%
A- 90-92%	C- 70-72%
B+ 87-89%	D+ 67-69%
B 83-86%	D 63-66%
B- 80-82%	D- 60-62%
C+ 77-79%	F <60%

More information on grades and grade points can be found in the [Undergraduate Catalog](#).

### Class Demeanor

Students are expected to be to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please do not use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all. Emails sent to the instructor must follow professional etiquette (e.g. [How to Write a Professional Email](#).)

### Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Faculty can expect to receive a student's accommodation letter within the first 3 weeks of classes; however, if a student registers with the DRC later in the semester faculty are still obligated to facilitate accommodations. Neither faculty nor

administrators may independently deny a request for accommodation that is approved by the Disability Resource Center.

**Plagiarism will not be tolerated in this class**, as it constitutes intellectual theft and academic dishonesty. I will use TurnItIn to check all materials for plagiarism.

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](#) 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.

All students must conform to UF’s Honesty Code regarding cheating, plagiarism, and the use of copyrighted materials, which you can find at the [Student Honor Code and Student Conduct Code](#).

Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the Student’s own submitted work, or the simultaneous submission of the Student’s own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

### **Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

### **Additional Resources**

- **U Matter, We Care:** If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu/](http://umatter.ufl.edu/) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit [counseling.ufl.edu/](http://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu/](http://shcc.ufl.edu/)
- **University Police Department:** Visit [police.ufl.edu/](http://police.ufl.edu/) or call 352-392-1111 (or 9-1-1

for emergencies).

- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [UF Health Emergency room/trauma center.](#)