

**HIS3942 History Practicum, Fall 2021**  
K-F 111, MWF 10:40-11:30  
OH: Mon 11:45-1:45 (first hour in person)  
Fri 11:45-12:45 (remote)

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TA Kristin Miller

### ***Florida, Britain, and the World***

In 1763, Spain ceded the vast, sparsely settled territory of Florida to George III of Britain. The king's advisors immediately set up two colonies, East Florida and West Florida, dispatched governors to rule them, and engaged in a multi-pronged program of colonization. HIS3942 will explore this fascinating colonial project from the perspectives of the men and women on the ground (colonial officials, merchants, settlers, Indians, slaves, etc.) as well as in light of broader developments in imperial and world history. As we investigate this topic, students will learn about what it means to be a historian, gain practical experience working with sources and conducting research, and be exposed to the world-class resources available in UF's library, special collections, and museum.

### ***Fall 21 course modality***

HIS3942 will be held in person MWF 4<sup>th</sup> period in Keene-Flint 111. See the Covid-19 policies laid out at the end of this syllabus. If you are sick, in quarantine, or immunocompromised and have medical documentation, you will be able to use Zoom to attend class.

### ***What you will learn***

After successful completion of this course, you will be able to:

- identify and practice the standards of the historical profession
- identify, locate, and analyze primary sources
- navigate the library to find primary and secondary sources, book reviews, reference sources, etc.
- locate, read (effectively and strategically), respond to, and deploy secondary sources
- understand key concepts such as historiography, methodology, context, etc.
- write more effectively
- engage productively with others in discussion, debate, and other history-related activities
- design a viable research paper (required in AFH/AMH...4930 History Research Seminar)
- identify and use resources available on campus to conduct historical inquiry

### ***Readings***

Our "textbook" for HIS3942 is Mary Ann Rampolla's *Pocket Guide to Writing in History* (Bedford/St. Martin's), in any of the most recent editions. We will read one monograph, *The Scratch of a Pen: 1763 and the Transformation of North America* (Oxford, 2006) by Colin Calloway. A hard copy of the Calloway book is preferable to an ebook, given how we will be reading it. Every week you will read primary sources, articles, and/or chapters from books; these are available on Canvas. During the last part of the semester, most of the reading you will do for this class will focus on the topic of your research project.

## Assessment, Activities, and Project

We will evaluate your performance in this course on the basis of multiple activities, extensive in-class engagement, and a final project. Because this class is the gateway course for the History major, it is in our collective interest for you to learn and advance at every stage. If a topic, concept, assignment, or unit gives you trouble, please let us know and we will work with you to make sure you succeed. The more you put into this course, the better prepared you will be for succeeding as a History major and reaping the invaluable benefits of “historical thinking” as you move forward into your careers and lives. We therefore invite you to see this class as a space for growth, risk taking, and exploration.

### Participation (20%)

History classes are most rewarding when students interact with the texts, each other, and the instructor on a sustained basis. Readings provide the raw material for class discussion and activities, where much of the learning takes place. For this reason, you will need to complete all reading in advance of class. Students can expect a respectful atmosphere in which to express their thoughts and grow as historians. Participation will be graded on the basis of attendance (including at office hours at least once over the course of the semester), engagement with the materials and with one another, and contributions to class discussions and activities.

### Active reading journal [ARJ] (30%)

For almost every class, you will be asked to read (or perform a research task) and record your notes and thoughts in a journal. This will ensure that you are reading actively—engaging in a dialogue with course materials—and keeping up with the reading. Your work in your journals will form the basis for our in-class discussions and activities. It will also help you define the topic for your research project and make progress toward your prospectus.

### Weekly activities (30%)

Most of the activities are worth 2-3% of your grade, except:

- Primary source analysis, part 1 (3%) and part 2 (6%)
- Secondary source analysis (5%)
- 3942 Assessment (required, but not graded)

*Final project (20%):* Research paper prospectus, including an annotated bibliography

### Grading Scale

93.3-100%	A	73.3-76.6%	C
90-93.2%	A-	70-73.2%	C-
86.7-89.9%	B+	66.7-69.9%	D+
83.3-86.6%	B	63.3-66.6%	D
80-83.2%	B-	60-63.2%	D-
76.7-79.9%	C+	Below 60	E

Please note that you need to pass this course (and all your History courses) with a C or higher for it to count toward the requirements of the major.

Follow this link for UF's [grading policies](#).

## Schedule

Note: for each class, check the Active Reading Journal page for prompts and assignments.

### Week 1 Introductions

Aug 23 Course introduction

Aug 25 British East Florida, 1769  
The Lordship of Lower Crisp

Aug 27 What is historical thinking?

1) Rampolla, Ch 1

2) Samuel Wineburg, "Historical Thinking and Other Unnatural Acts" *Kappan* magazine 92, n 4 (Dec 2010/Dec 2011): 81-94 [originally published in *Phi Delta Kappan* 80, no. 7 (Mar 1999): 488-99]

### Week 2 Introduction to the discipline; understanding historical sources

Aug 30 The historical discipline and the History major

1) Pojmann et al, "The Development of the Discipline of History" in *Doing History: An Introduction to the Historian's Craft* (Oxford, 2016): 19-36

2) [The History major](#)

Sept 1 What is a source? What makes a source "reliable"?

Rampolla, Ch 2a

Sept 3 Identifying sources

Bernard Bailyn, "Failure in Xanadu" in *Voyagers to the West: A Passage in the Peopling of America on the Eve of the American Revolution* (New York: Knopf, 2011): 430-74

### Week 3 The Atlantic World after 1763

Sept 6 Labor Day, no class

Sept 8 Reading strategies

1) Rampolla, Ch 3a "Reading actively in history"

2) Patrick Rael, "How to Read a Secondary Source" and "Predatory Reading" in [Reading, Writing, and Researching for History](#)

3) Calloway, *The Scratch of a Pen*

Sept 10 Participation strategies: Calloway, con't.

### Week 4 Britain's "infant colonies"

Sept 13 British Florida; note-taking strategies

1) Calloway sections, tba

2) Robin Fabel, "British Rule in the Floridas," in *The New History of Florida* edited by Michael Gannon, 134-49 (Gainesville: University Press of Florida, 1996)

Sept 15 British Florida, con't

→ quiz on Calloway and Fabel, using one page of notes, in class

Sept 17 Navigating the UF Libraries; the prospectus

Rampolla, Ch 5

### **Week 5 The historian's laboratory**

Sept 20 Dr. James Cusick, UF PK Yonge Library of Florida History

→ List of possible research topics due by midnight

Sept 22 What is an archive?

Ann Laura Stoler, "Colonial Archives and the Arts of Governance," *Archival Science* 2 (2002): 87-109

Sept 24 Library scavenger hunt

### **Week 6 British-Indian relations**

Sept 27 Native ground

Nancy Gallman, "Reconstituting Power in an American Borderland: Political Change in Colonial East Florida," *The Florida Historical Quarterly* (Fall 2015): 161-91

Sept 29 What is historiography?

Robert Olwell, "A Tale of Two Treaties: Negotiating with the Indians in Bengal and Florida in 1765" in *Envisioning Empire: The New British World from 1763 to 1774*. Edited by Robert Olwell and James Vaughan, 149-171 (London: Bloomsbury, 2019)

Oct 1 Land acknowledgements

### **Week 7 Analyzing primary sources**

Oct 4 Introduction to our focus documents

1) Rampolla, Ch 2b and 3c-1

2) Mark Kishlansky, "How to read a document"

Oct 6 Interrogating primary sources

→ Primary source analysis, part 1 due

Oct 8 Homecoming, no class

### **Week 8 Florida and the Atlantic economy; citations**

Oct 11 War and trade in the 18<sup>th</sup>-c British Empire

Charles Mowat, "A Showing in the Tables of Trade" + Tables in East Florida as a British Province, 1763-1784 (Gainesville: University Press of Florida, 1964): 73-79, 153-58

Oct 13 *South Carolina Gazette* activity

Oct 15 Citations: deciphering the historian's code

Rampolla, Ch 7a and 7b

→ Primary source analysis, part 2 due

### **Week 9 Peopling projects and the East Florida plantations**

Oct 18 Imperial visions

1) Bailyn, "Failure in Xanadu"

2) Daniel Schafer, "Governor James Grant's Villa: A British East Florida Indigo Plantation," *El Escribano* 37 (2000), pages tba

Oct 20 The New Smyrna experiment

Patricia Griffin, "Blue Gold: Andrew Turnbull's New Smyrna Plantation," in *Colonial Plantations and Economy in Florida*. Edited by Jane G. Landers, 39-68 (Gainesville: University Press of Florida, 2000)

Oct 22 Florida History Online; evaluating maps

→ Secondary source analysis due

### **Week 10 The Atlantic slave trade and African American labor**

Oct 25 The trade that built the Atlantic world

1) David Richardson, "The British Empire and the Atlantic Slave Trade, 1660-1807," in *Oxford History of the British Empire* vol. II ed P. J. Marshall, 440-64 (Oxford: OUP, 2001)

2) Marcus Rediker, "History from Below (the Water Line): Sharks and the Atlantic Slave Trade," *Atlantic Studies* 5 (2008): 285-297

3) documents TBA

Oct 27 Black slavery in East Florida

Daniel Schafer, "Yellow silk ferret tied round their wrists: African Americans in British East Florida, 1763-1784," in *The African-American Heritage of Florida*. Edited by David Colburn and Jane Landers, 71-103 (Gainesville: Library Press, 2017)

Oct 29 Digital history; Slavevoyages.org activity

### **Week 11 Women and gender in the 18<sup>th</sup>-c Empire; academic integrity**

Nov 1 What is gender history?

Sarah Pearsall, "Gender" in *The British Atlantic World*, edited by David Armitage and Michael Braddick, 113-32 (Houndsmill: Palgrave Macmillan, 2009)

→ Project statement due

Nov 3 Women and class

Deborah Bauer, "'in a strange place': the Experiences of British Women during the Colonization of East and West Florida," *The Florida Historical Quarterly* 89, 2 (2010): 145-85

Nov 5 Plagiarism workshop

Rampolla, Ch 6

### **Week 12 The coming of war; visual sources**

Nov 8 Dr. Eric Segal, Harn Museum of Art: Colonial Florida

Nov 10 Britons

- 1) Jack Greene, "Empire and Identity from the Glorious Revolution to the American Revolution," in *The Oxford History of the British Empire* (Oxford, 1998)
- 2) Benjamin West, The Death of General Wolfe

Nov 12 Prospectus workshop  
review Rampolla, Ch 5

### **Week 13 Florida and the American War of Independence; historical memory**

Nov 15 "Between loyalty and revolt"

- Susan Schwartz, "James Grant, British East Florida, and the Impending Imperial Crisis, 1764-1771," *The Florida Historical Quarterly* 93, 3 (Winter 2015): 327-53

Nov 17 Remembering the Revolution in Florida

Nov 19 The Loyalists

- Maya Jasanoff, "A New World Disorder," in *Liberty's Exiles: American Loyalists in the Revolutionary World* (New York: Knopf, 2011): 85-109

### **Week 14 Imperial lives**

Nov 22 The Macklins

- 1) James Cusick, "Two People, Two Stories," *El Escribano* 41 (2004): 97-105
- 2) Macklin documents

Nov 24 TBD

→ Annotated bibliography due

Nov 26 T-giving, no class

### **Week 15 Debating Atlantic History**

Nov 29 What is Atlantic history?

- David Armitage, "Three Concepts of Atlantic History" Armitage and Michael Braddick, *The British Atlantic World, 1500-1800* (Palgrave, 2002): 11-27, 250-54.

Dec 1 Atlantic or world?

- Phillip Stern, "British Asia and British Atlantic: Comparisons and Connections," *William and Mary Quarterly* 63, 4 (Oct 2006): 693-712.

Dec 3 Quotation/citation activity  
Rampolla, Ch 7

### **Week 16 Writing in History**

Dec 6 Writing conventions

- Rampolla, Ch 4

Dec 8 Writing workshop

→ Prospectus due Dec 15

## Policies and expectations

### *Attendance & makeup policy*

Attendance is mandatory, and unexcused absences will adversely affect your grade. Requirements for class attendance and make-up assignments in this course are consistent with university policies that can be found in the online catalog at [Attendance Policies](#).

### *Academic Honesty*

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 or TA in this class.

### *Accommodations for Students with Disabilities*

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) 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.

### *Evaluations*

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [GatorEvals.a.a.ufl.edu](https://gatorevals.a.a.ufl.edu). Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system. Thank you for serving as a partner in this important effort.

### **COVID Policies**

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

\* If you are not vaccinated, get vaccinated: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>

- \* You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated.
- \* Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- \* If you are sick, stay home and self-quarantine. Visit the UF Health Screen, Test & Protect website for guidance. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated for testing and to receive further instructions about returning to campus.
- \* Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
- \* If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

## Campus Resources

### Health and Wellness

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 [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

### Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.