

AMH 3421-342A

Florida to 1845, Fall 2024

MWF, period 6 (12:50-1:40) Keene-Flint Hall 119

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Ofc. Keene-Flint 235

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Ofc. Hrs.: MWF 11:30 AM-12:30 PM

The first humans arrived in the place that we call Florida around 13,000-12,000 B.P. (before present), when the region was arid and wind-swept, 10,000 years before the great ice melts lifted the seas to form the Florida peninsula. Beginning with the geological formation of Florida, our study will move through the pre-colonial era of native inhabitants, the explorations and settlements of the Spanish and French, the period of British occupation, the reestablishment and demise of Spanish rule, and finally the development of a U.S. territory and state, when political boundaries gave Florida its current legally constituted shape.

Surveying the political, economic, social, cultural, and ecological developments of early Florida enlarges our knowledge of early American history. One can argue, for example, that the history of few other places better illustrates the geopolitical struggles of the era, when European colonial powers jockeyed in position to establish a foothold in the New World. At the same time, Florida was the meeting place of multiple cultures. The relationships that those cultures negotiated reveal a complexity that scholars continue to try to understand.

The readings for the course were chosen with the intent of introducing students to both Florida history and to a broad community of scholars working within the field. Their works represent the many sub-narratives that constitute the larger narrative of Florida history. We will explore in these works and in class--which will include both lecture and discussion--the common themes that weave together the larger narrative. More significantly, the course readings also spotlight the historical agency of many of the cultural and social groups that have been a part of the Florida experience. Critically analyzing Florida's past from the perspective of these groups is of utmost importance to us.

Course Objectives:

- * Expanding one's knowledge of Florida history and its place in the larger American experience.
- * Introducing the student to scholarship in Florida history.
- * Promoting critical thinking about the dynamics of race, gender, and class in American society.
- * Illuminating the links between human history and natural conditions.

* Advancing the student's experience in the reading, researching, and writing tasks of the historian.

* Improving the student's cognitive and communication skills.

Course Requirements:

(See assignment descriptions at the end of the syllabus; **each assignment--except the Grammar and Style Guide Exercise and haiku poems--is worth 20% of the course grade**)

Every week, you will be given a theme for writing a haiku poem related to either grammar and style standards or the course subject. You will be asked to read you haiku poem in class.

* Grammar and Style Guide exercise

* Museum exercise 10%

* Take-home essays (2 X 20%) 40%

* Archive research and paper 25%

* Internet research and paper 25%

(Please see the last section of the syllabus for a description of the course requirements.)

Course Grading Scale (see UF grading scale at end of syllabus):

A+=100

A=95

A-=90

B+=88

B=85

B-=80

C+=77

C=75

C-=70

D=65

Assignments not completed earn a 0

Plagiarized assignment (see plagiarism section below) earn a 0

Assignments not turned in before or by stated due date will not be accepted. All assignments must be made available in hard copy. Emailed assignments cannot be accepted.

Required Texts:

Michael Gannon, *Florida: A Short History* (University Press of Florida, 2003).

Jane Landers, *Black Society in Spanish Florida* (Urbana: University of Illinois Press, 1999).

Daniel L. Schafer, *Anna Madgigine Jai Kingsley: African Princess, Florida Slave, Plantation Slaveowner* (University Press of Florida, 2003)

Additional readings from the *Florida Historical Quarterly* articles, which are available through the Florida Heritage database on PALMM; others are on reserve at Library West.

Week I (Aug 23): Beginnings

Lecture & Discussion: Course introduction

Lecture & Discussion: Florida's natural endowment

Readings:

Gannon, *Florida*, xi-xiii.

Randolph J. Widmer, *The Evolution of the Calusa : A Nonagricultural Chiefdom on the Southwest Florida Coast* (Tuscaloosa: University of Alabama Press, 1988), 189-223 (on reserve).

Week II (Aug 26 & 28 (no class on Aug 30): When the Old World was the Only World

(Grammar and Style Guide Exercise Due)

"South Florida: People and Environments" exhibit, Florida Museum of Natural History visit and exercise (see instructions below).

Class Discussion: The Glades culture

Readings:

Gannon, *Florida*, 1-3.

Jerald T. Milanich, "Original Inhabitants," in Michael Gannon, ed., *The New History of Florida* (Gainesville: University Press of Florida, 1996), 1-15.

"*De Orbe Novo Decades*, "The Narrative of Cabeza de Vaca," and "The Narrative of the Expedition of Hernando de Soto," in Maurice O'Sullivan and Jack C. Lane, *The Florida Reader: Visions of Paradise* (Sarasota, FL: Pineapple Press, 1991), 22-33.

Week III (Sept 4 & 5 (no class Sept 2 Labor Day)): The Meeting of Two Worlds

(Museum Exercise Due)

Lecture & Discussion: French and Spanish explorations

Lecture & Discussion: Early Settlements

Readings:

Gannon, *Florida*, 3-10.

Stephen Edward Reilly, "A Marriage of Experience: Calusa Indians and Their Relations with Pedro Menendez de Aviles in Southwest Florida," *Florida Historical Quarterly* 59 (April 1981): 395-421.

Eugene Lyon, "Pedro Menendez's Strategic Plan for the Florida Peninsula," *Florida Historical Quarterly* 57 (July 1988): 1-14.

Landers, *Black Society in Spanish Florida*, 7-14.

Week IV (Sept 9, 11, 13): The First Spanish Foothold

Lecture & Discussion: The role of the Spanish missions

Lecture & Discussion: The Afro-Caribbean presence in early Florida

Readings:

Gannon, *Florida*, 10-18.

Jane Landers, *Black Society in Spanish Florida*, 14-28.

Week V (Sept 16, 18, 20): Imperial Rivalries in Florida

Lecture & Discussion: Spanish, French, and English

Lecture & Discussion: The British Occupation

Readings:

Gannon, *Florida*, 18-24

Paul E. Hoffman, "The Chicora Legend and Franco-Spanish Rivalry in *La Florida*," *Florida Historical Quarterly* 62 (April 1984): 419-38.

Landers, *Black Society in Spanish Florida*, 29-60.

Week VI (Sept 23, 25, 27): Spanish Redux

Lecture & Discussion: Establishing a new province

Lecture & Discussion: Land grants, economy, and the Anglo population

Readings:

Gannon, *Florida*, 24-27.

James Gregory Cusick, "Spanish East Florida in the Atlantic Economy of the Late Eighteenth Century," in *Colonial Plantations and Economy in Florida*, 168-88.

VII (Sept 30, Oct 2 & 4): Black Life in Spanish Florida

Lecture & Discussion: Free blacks and black women

Lecture & Discussion: Enslaved blacks

Readings:

Landers, *Black Society in Spanish Florida*, 83-182.

Schafer, *Anna Madgigine Jai Kingsley*, chapters 1-4.

VIII (Oct 7, 9, 11): Contemplating Florida Landscapes: First-Person Observations

Lecture & Discussion: William Bartram and John James Audubon in Florida

Lecture & Discussion: Envisioning Paradise

Readings:

William Bartram, *Travels of William Bartram* (1791) (excerpt); John James Audubon, *Ornithological Biography* (1834) (excerpt) in *The Florida Reader*, 51-57, 71-76.

IX (Oct 14 & 16 (no class Oct 18, Homecoming)): From Atlantic World Province to U.S. Territory

(1st Take-Home Essay Due.)

Lecture & Discussion: U.S. acquisition and designs

Lecture & Discussion: Territorial politics

Readings:

Gannon, *Florida*, 27-40.

Frank L. Snyder, "Nancy Hynes Duval: Florida's First Lady, 1822-1834," *Florida Historical Quarterly* 72 (Summer 1994).

Anya Jabour, "'The Privations and Hardships of a New Country': Southern Women and Southern Hospitality on the Florida Frontier," *Florida Historical Quarterly* 75 (Winter 1997): 259-74.

Week X (Oct 21, 23, 25): Florida's New Indians

Lecture & Discussion: Seminoles and Miccosukees

Lecture & Discussion: The African-Indian matrix

Readings:

Landers, *Black Society in Spanish Florida*, 229-48.

Week XI (Oct 28 & 30, Nov 1): The Longest War Ever

(Archive Exercise Due)

Lecture & Discussion: The Seminole wars

Lecture & Discussion: Red, white, and black

Readings:

Canter Brown Jr., "The Florida Crisis of 1826-1827 and the Second Seminole War," *Florida Historical Quarterly* 73 (April 1995): 419-42.

George Klos, "Blacks and the Seminole Removal Debate, 1821-1835," *Florida Historical Quarterly* 68 (July 1989): 55-78.

Week XII (Nov 4, 6, 8): The Ascendancy of Middle Florida and statehood

Lecture & Discussion: Creating a Deep South landscape—Life and Labor

Lecture & Discussion: Statehood

Readings:

Stephanie D. Moussalli, "Florida's Frontier Constitution: The Statehood, Banking, and Slavery Controversies," *Florida Historical Quarterly* 74 (Spring 1996).

William Warren Rogers Jr., "'As to the People': Thomas and Laura Randall's Observations on Life and Labor in Early Middle Florida," *Florida Historical Quarterly* 75 (Spring 1997): 441-57.

Edward E. Baptist, "The Migration of Planters to Antebellum Florida: Kinship and Power," *The Journal of Southern History* 62 (August 1996): 527-55. (available through JSTOR)

Week XIII (Nov 13 & 15 (no class Nov 11, Veterans Day)): Florida in Black and White

(Internet Exercise Due)

Lecture & Discussion: The original he-coon: cracker culture

Lecture & Discussion: Life and labor in antebellum Florida

Readings:

James M. Denham, "The Florida Cracker Before the Civil War as Seen Through Travelers' Accounts," *Florida Historical Quarterly* 72 (April 1994): 453-68.

Schafer, *Anna Madgigine Jai Kingsley*, chapters 5-9.

Week XIV (Nov 18, 20, 22): Civil War and Reconstruction

Lecture & Discussion: Joining in disunion, and Florida's role in war

Lecture & Discussion: Reconstruction and Florida's Black Codes

Readings:

Gannon, *Florida*, 40-53.

Week XV Thanksgiving Holiday

Week XVI (Dec 2 & 4): Civil War and Reconstruction continued and the Last Hurrah

Tracy J. Revels, "Grander in Her Daughters: Florida's Women During the Civil War," *Florida Historical Quarterly* 77 (Winter 1999): 261-84.

Patricia L. Kenney, "La Villa, Florida, 1866-1887: Reconstruction Dreams and the Formation of a Black Community," in *The African American Heritage of Florida* (Gainesville: University Press of Florida, 1995) David R. Colburn and Jane L. Landers, eds., 185-203 (course packet).

(2nd Take-Home Essay Due December 4)

Course Requirements Descriptions:

All written work for the course must be typed or computer generated and in 12-point double-spaced print. Your work must also be presented in third-person language.

Grammar and Style-Guide Exercise should be downloaded from my web. Circle the correct answer and bring to class on due date.

Take-Home Essays will represent responses to a list of essay questions provided on my web site at least one week prior to the due date of the assignment. The questions will be drawn from the assigned readings and the course lectures, and you will be expected to use the course readings and your class notes as sources to answer the questions. Each answer must be presented in essay format, using formal, academic language and style (i.e., complete sentences, tightly constructed paragraphs, no colloquialisms). Do not, in other words, provide answers in lists or bullets. Those exams that address each question in a rigorous and organized manner are more likely to earn a decent grade. These grades will be dependent in part on your compliance with the rules in the "Writing Mechanics" exercise.

Museum Exercise

"South Florida: People and Environments"

Following your trip to the Florida Museum of Natural History, write a page or two addressing the following questions. Your assignment must be typed or computer generated, and your responses presented in a narrative and not in bullet form answers.

- * What were the origins of the early people of south Florida and when did they live here?
- * How was their culture related to the environment?
- * How were these people of south Florida different from other peoples of a sedentary culture?
- * What ultimately happened to the indigenous people of south Florida?

Please note that your ability to comply with the rules in the "Writing Mechanics" exercise will be factored into your grade.

Archive Exercise

Visit the P. K. Yonge Library of Florida History and read the late eighteenth- and early nineteenth-century newspaper articles set aside for this class. Write a five-page paper identifying the theme that emerges from these newspaper articles.

- * What events unfold from the articles?
- * How do the social relationships described in the articles evolve?
- * What implications do they have for larger events in American history?
- * What implications do they have for the relationship between the U.S. and foreign countries?

You may have to incorporate additional research to flesh out the larger context and to identify biographical figures in the articles. Ensure that you cite any sources--including the articles--from which you quote.

Remember that your grade will be based in part on your compliance with the rules in the "Writing Mechanics" exercise.

Internet Exercise

This exercise requires that you write a five-page paper using original-source letters or a memoir on an Internet site. The letters or memoir must not have been published in a book, such as *Travels of William Bartram*, and they must be related to Florida during the time period that we are studying. Letters can be those of a particular individual or of several individuals writing about the same place, experience, or event. The letters of soldiers who fought in the Seminole Wars offer an example of the latter. One excellent site for sources that meet the stated criteria is the Florida Heritage Collection at <http://susdl.fcla.edu/fh/> . Once you have found your source or sources, write a paper analyzing a theme or themes described in the original material. For example, you might find that several military soldiers wrote home about the hardship of dealing with the Florida environment or the travails of Indian fighting. Or you may want to focus on their

common and differing perceptions of Indians. Ensure that you identify the individual or individuals who left behind the written observations and that you place their observations within the proper historical context.

Again, following the rules of the "Writing Mechanics" exercise is imperative to doing work of full potential.

Other Business:

Plagiarism and Honesty Code:

Keep in mind that your written assignments must represent original work. You cannot copy the words, phrases, arguments, ideas, and conclusions of someone else or of another source (including Internet sources) without giving proper credit to the person or source by using both **quotation marks** and a **footnote**. Do not cobble together paragraphs or passages of separate texts and then try to claim that you have done original and legitimate work. You must write with your own ideas and in your own words. If you copy the words of someone else without putting those words in quotation marks, REGARDLESS OF CITING THE SOURCE, you are plagiarizing. Plagiarism is theft, and it is academic dishonesty. You can be reported to the Dean of Students office for plagiarism, and the incident may then become a permanent part of your academic record. Plagiarism **will** earn you a failing grade in the course, a grade that is final and that cannot be made up. If you have any questions about how you are citing or using sources, come to me for the answers.

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. <https://sccr.dso.ufl.edu/process/student-conduct-code/>

Again, please consult with me if you have any questions or concerns.

In-Class Recording:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations

between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

Classroom Assistance:

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Click here (<https://disability.ufl.edu/get-started/>) to get started 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.

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact 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. Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website. University Police Department: Visit UF Police Department website 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; Visit the UF Health Emergency Room and Trauma Center website. GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-2734450.

Online Course Evaluation:

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.aa.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 <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Resources Information:

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

Career Connections Center: Reitz Union Suite 1300, 352-392-1601.

Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.

General study skills and tutoring. Writing Studio: 2215 Turlington Hall, 352-846-1138.

Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

History Majors:

If you are a history major or minor and wish to receive important announcements on courses, scholarships, awards, and the Phi Alpha Theta Honor Society, please sign on to the history department listserv. Compose a message to: majordomo@clas.ufl.edu. In the text of the message, type the following: subscribe hist-ba@history.ufl.edu

Alpata: A Journal of History

Keep in mind that the undergraduate- and graduate-student members of Phi Alpha Theta History Honor Society at the University of Florida publish an academic journal each spring. In the fall, the journal editors will be sending out a call for submissions (articles and book reviews) to the journal. The journal is also looking for talented students who would like to serve on the editorial board. Please contact me if you're interested.

UF Grading Scale

A = 4.0
A- = 3.67
B+ = 3.33
B = 3.0
B- = 2.67
C+ = 2.33
C = 2.0
C- = 1.67

D+ = 1.33

D = 1.0

D- = 0.67

E = 0.0

E1 = 0.0 Stopped attending or participating prior to end of class

I (incomplete) = 0.0