

HIS3942 History Practicum, Spring 2025
T 4 (10:40-11:30), Th 4-5 (10:40-12:35)
Keene-Flint 119

Prof. Harland-Jacobs [she/her]
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OH: Weds 11:30-1:30; Thurs 1:00-2:00
TA: Rutendo Rangisi

Britain, Florida, and the World

In 1763, Spain ceded the vast 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 Florida environment and all its denizens: human and animal; Indigenous, European, and African; men and women. It will focus on examining Florida's British period 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.

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 for HIS 4930 History Research Seminar)
- identify and use on-campus resources for conducting historical inquiry

What you will need

Mary Ann Rampolla, *Pocket Guide to Writing in History* (Bedford/St. Martin's) [any edition since the 7th]

Colin Calloway, *The Scratch of a Pen: 1763 and the Transformation of North America* (Oxford, 2006)

Note: a hard copy of the Calloway book is preferable to an ebook, given the "active reading" strategies you will practice while reading it.

Daniel Schafer, *Governor James Grant's Villa: A British East Florida Indigo Plantation (El Escribano Special Issue) 37* (2000) [pdf provided]

+ primary sources, articles, and chapters from books available on Canvas.

What you will do

Note: See Canvas for full assignment guidelines and grading criteria.

This course is designed to build from week to week, starting with an introduction to the discipline of History and culminating in the submission of a research project proposal ("a prospectus") that is problem-centered, situated in

relevant historiography, and based in primary sources. 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 or minor and reaping the invaluable benefits of “historical thinking” as you move forward into your careers and lives. I therefore invite you to see this class as a space for growth, risk taking, and exploration.

Since the course demands consistent effort every week of the semester and other responsibilities may impact your ability to complete all of the exercises on time, you may take advantage of TWO free late passes. Enter “free late pass” into the comments of the assignment submission page on Canvas and submit the exercise within 72 hours of the original due date.

Weekly Exercises [50 points]

- Exercise 1 Active reading/ accessing reference sources [3]
- Exercise 2 Notetaking/ discussion questions [3]
- Exercise 3 Predatory reading (article) [5]
- Exercise 4 How to read a book [7]
- Exercise 5 Searching library resources @uflib.ufl.edu [3]
- Exercise 6 Primary source analysis [7]
- Exercise 7 Predatory reading II [5]
- Exercise 8 Annotated bibliographies [3]
- Exercise 9 Practice annotations [6]
- Exercise 10 Preliminary topic statement [3]
- Exercise 11 Working bibliography [5]

HIS 3942 Skills Set Exam

-this is a required but ungraded, anonymous end-of-course assessment. You will complete it in class on Apr 22nd.

Engagement [30 points]

Your engagement in the course will be assessed on the basis of attendance, punctuality, preparedness, contributions to class discussions, and participation in activities, field trips, and workshops. (Each missed activity, field trip, or workshop will incur additional point deductions.)

Research Paper Prospectus [20 points]

The capstone assignment for the History Practicum is a prospectus. A prospectus is a research paper proposal consisting of the following elements: topic description, timeline, research question(s), historiographical and methodological discussion, tentative argument, research plan, and annotated bibliography. The exercises for Weeks 9, 11, and 12 are building blocks of the prospectus. Submission of a rough draft is strongly encouraged.

Grading Scale

| | | | |
|------------|----|------------|----|
| 94-100% | A | 73.3-76.6% | C |
| 90-93.9% | 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.

For information on UF’s grading systems and policies, see the Undergraduate Catalog.

Weekly Schedule

WEEK 1

Jan 14 Introductions
British History Basics

Jan 16 Florida and the British Empire, 1760s-1780s; Activity: Generating historical questions

- 1) Rampolla, Ch 3a "Reading actively in history"
- 2) Robin Fabel, "British Rule in the Floridas," in *The New History of Florida*, ed. Michael Gannon (Gainesville: University Press of Florida, 1996), 134-49
- 3) The Lordships of Lower & Upper Crispe

→ Exercise 1: Active reading/ accessing reference sources [due Jan 16, 10:30]

WEEK 2

Jan 21 What is historical thinking?

- 1) Rampolla, Ch 1
- 2) Samuel Wineburg, "Historical Thinking and Other Unnatural Acts" *Kappanmagazine.org* 92, no. 4 (Dec 2010/Dec 2011): 81-94 [originally published in *Phi Delta Kappan* 80, no. 7 (Mar 1999): 488-99]
- 3) Notetaking resources

→ Exercise 2: Notetaking + posing questions to prompt productive group discussion [due Jan 21, 10:30]

Jan 23 The discipline and the profession; Activity: The historian's keywords

- 1) Wendy Pojmann, et. al., "The Development of the Discipline of History" in *Doing History: An Introduction to the Historian's Craft* (Oxford: Oxford University Press, 2016): 19-36
- 2) [AHA Statement on Standards of Professional Conduct](#), 1-3

WEEK 3

Jan 28 Problem-centered history and predatory reading

- 1) Patrick Rael, "'Predatory' Reading" in [Reading, Writing, and Researching for History: A Guide for Students](#)
- 2) Nancy Gallman, "Reconstituting Power in an American Borderland: Political Change in Colonial East Florida," *Florida Historical Quarterly* 94, no. 2 (Fall 2015): 161-91

→ Exercise 3: Predatory reading (article) [due Jan 28, 10:30]

Jan 30 Activity: Distinguishing historical sources

- 1) Rampolla, Ch 2a
- 2) Chicago Manual of Style, [Notes and Bibliography Quick Guide](#)
- 3) Gallman, "Reconstituting Power in an American Borderland" con't.

WEEK 4

Feb 4 How to read a book

- 1) Patrick Rael, "How to read a Secondary Source" in [Reading, Writing, and Researching for History: A Guide for Students](#)
- 2) Calloway, *The Scratch of a Pen*

→ Exercise 4: How to read a book [due Feb 4, 10:30]

Feb 6 Activity: How to read a book/ Calloway discussion, con't. + Note-mining

→ Exercise 4 resubmission (if needed)

WEEK 5

Feb 11 Introduction to historical research [libraries & archives]

- 1) Rampolla, Ch 5
- 2) sample prospectus

→ Exercise 5: Searching library resources @uflib.ufl.edu [due Feb 11, tba]

Feb 13 Activity: Library Map Library/ Library West scavenger hunt

Note: start reading for next week and choose document for primary source analysis.

WEEK 6

Feb 18 Analyzing primary sources [British Florida promotional literature]

- 1) Rampolla, Ch 2b and 3c-1
- 2) Mark Kishlansky, "How to read a document"
- 3) 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 [read 430-42 for today]

Feb 20 Workshop: reading documents > primary source analyses

→ Exercise 6: Primary source analysis [due Fri Feb 21, noon]

WEEK 7

Feb 25 Subjects and agents of history

Robert Olwell, "Incidental Imperialist: John Bartram's Florida Travels, 1765-1766" in *European Empires in the American South: Colonial and Environmental Encounters*. Edited by Joseph Ward, 188-217 (Jackson: University Press of Mississippi, 2017).

→ Exercise 7: Predatory reading II [due Feb 25, 10:30]

Feb 27 Field trip: UF Special Collections, Smathers Room 100, Library East

WEEK 8

Mar 4 Florida and the British Atlantic economy

- 1) Daniel Schafer, *Governor James Grant's Villa: A British East Florida Indigo Plantation (El Escribano Special Issue) 37* (2000), 1-7
- 2) "[The Blue That Enchanted the World](#)," *Smithsonian Magazine* (Nov/Dec 2022)

→ Exercise 8: Annotated bibliographies [due Mar 4, 10:30]

Mar 6 Activity: Reading documents, con't. [Atlantic commodities]

- 1) The Trade in Guns, Slaves and Elephants' Teeth, 1714, TNA [\[link\]](#)
- 2) ads in the *South Carolina Gazette*

WEEK 9

Mar 11 The trade that built the Atlantic world

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

→ Exercise 9: Practice annotations [due Mar 11, 10:30]

Mar 13 Activity: Using digital history resources [Slavevoyages.org]

WEEK 10 SPRING BREAK

WEEK 11

Mar 25 The world of British Florida plantations

- 1) Schafer, *Governor James Grant's Villa*, tba
- 2) 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)

Mar 27 Workshop: subjects > topics > research questions

→ Exercise 10: Preliminary topic statement [due Fri Mar 28, noon]

WEEK 12

Apr 1 The challenge of women's and gender history

- 1) Pojmann, "The Development of the Discipline of History," 31-33
- 2) Deborah Bauer, "'in a strange place': the Experiences of British Women during the Colonization of East and West Florida," *Florida Historical Quarterly* 89, 2 (2010): 145-85 [sections tba]

optional:

- 1) Early Visions of Florida: Elizabeth Pilot, Autobiography [see also "Elizabeth Digby Pilot: Memoir of an Eighteenth-Century Officer's Wife during his Service in North America," *Journal of the Society for Army Historical Research* Vol 96 (2018) part I and part II]
- 2) Memoir of Mary Port Macklin

Apr 3 Workshop: finding and citing sources

- 1) CMOS, [Notes and Bibliography Quick Guide](#)
- 2) Rampolla, Ch 7

→ Exercise 11: Working bibliography [due Fri Apr 4, noon]

WEEK 13

Apr 8 "Between loyalty and revolt": British Florida, 1774-82

Apr 10 Field trip: Harn Museum of Art

→ Rough draft (optional) due

WEEK 14

Apr 15 The Loyalist refugees

- 1) Maya Jasanoff, "A New World Disorder," in *Liberty's Exiles: American Loyalists in the Revolutionary World* (New York: Knopf, 2011): 85-109
- 2) Memoir of Mary Port Macklin

Apr 17 The future of "British Florida"?

Denise I. Bossy and Andrew Frank, "Charting a Path toward an Indigenous History of Florida," *Florida Historical Quarterly* 100, 1 (2021): 1-22

Activity: Avoiding plagiarism [see Rampolla, Ch 6]

WEEK 15

Apr 22 Wrap up

→ HIS 3942 Skills set exam (in class)

→ Final Prospectus due on or before Apr 28, noon.

Expectations, Policies, Resources

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 the listed reading and assignments for a given day in advance of class. Students can expect a respectful atmosphere in which to express their thoughts and grow as historians.

Attendance & makeup policy

Daily attendance is required. Unexcused absences will adversely affect your grade. Consistent tardiness will also impact your engagement grade.

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/UGRD/academic-regulations/attendance-policies/>

Please keep electronic distractions to a minimum.

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. See the DSO, [Conduct Code Process](#).

Accommodations for Students with Disabilities

Students requesting classroom accommodation must first register with the [Disability Resource Center](#) by providing appropriate documentation. Once registered, students will receive an accommodation letter to present to the instructor.

Evaluations

Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via this link: <https://gatorevals.aa.ufl.edu/students>.

Resources

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| U Matter We Care | Library Help | Teaching Center | Writing Studio | @UF History |
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