

## AMH 4930: Research Seminar

Class Meetings: Mondays, Period 6-8 (12:50 – 3:50 pm), Keene-Flint 229

Instructor: Dr. Olivia Barnard | [oliviabarnard@ufl.edu](mailto:oliviabarnard@ufl.edu)

OH: Keene-Flint 202, Mondays 9 – 10 am; Tuesdays 9 am – 11 am

### Borderlands, Bayous, and Bourbons: The Gulf South in Early America



### Course Description:

Early histories of the United States often begin with the thirteen British North American colonies and end with the constitution. Usually, the present-day states of Florida, Alabama, Mississippi, Louisiana, and Texas play a small role, joining the narrative of the United States upon statehood in the nineteenth century. In this class, we'll expand our understanding of the founding of the United States by examining America's "third coast," the Gulf South, between the 16<sup>th</sup> and early 19<sup>th</sup> centuries. Alongside reading recent scholarship, we'll discuss the various methods historians of the Gulf South use to study a region shaped by competing Spanish, French, British and American powers, layered Indigenous geopolitics, and diverse African societies.

Like all HIS 4930 courses, this class will culminate in a substantial research paper. Students in this course will investigate their own questions about the Gulf coast, identifying primary source material and historiographical debates to help answer their questions.

**Course Objectives:**

- Understand key themes, topics, and geographies of the Gulf South in early American history
- Situate scholars within historiographical debates on the topic
- Identify research topics and craft good research questions
- Practice and strengthen your reading, writing, and analytical skills
- Pursue original research in primary and secondary sources
- Produce a substantial research paper (18-20 pages) on the Gulf South in early American history

**Class Procedure:**

Absences: Attendance is mandatory for success in this course. Each student is allowed to miss **one** class this semester. Subsequent unexcused absences will result in the reduction of half of a letter grade from your total grade for the course. Absences on days of quizzes or presentations require appropriate documentation.

Class Structure: HIS 4930 courses serve as the capstone of the History major and are designed to be more demanding and rigorous than a typical lecture course. As a seminar, the first half of this course will consist of weekly discussions based on the assigned texts. Readings must be completed before the class session for which they are assigned. Be prepared to read a book a week for at least five weeks this semester. During the second half of the semester, students will focus primarily on researching and writing their final papers.

**Grading:**

Attendance & Participation: 30%

- Discussion Lead (10%)
- Weekly participation (20%)

Gulf South Map Quiz: 10%

- Template will be distributed on the first day of class, quiz is on January 26.

Research Project: 60%

- Research Paper Proposal: 10%
- Rough Draft: 15%
- Lightning Round Final Presentation: 5%

- Final Research Paper: 30%

### **Books:**

1. Richmond Brown, *Coastal Encounters: The Transformation of the Gulf South in the Eighteenth Century* (University of Nebraska Press, 2008). **Available at the Reserve Desk in the library.**
2. Juliana Barr, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands* (University of North Carolina Press, 2007).
3. Elizabeth Ellis, *The Great Power of Small Nations: Indigenous Diplomacy in the Gulf South* (Philadelphia: University of Pennsylvania Press, 2023). **Available as an e-book from the library.**
4. Jane Landers, *Black Society in Spanish Florida* (University of Illinois Press, 1999).
5. Jessica Marie Johnson, *Wicked Flesh: Black Women, Intimacy, and Freedom in the Atlantic World* (University of Pennsylvania Press, 2020). **Available as an e-book from the library.**
6. Recommended, though optional: Mary Lynn Rampolla, *A Pocket Guide to Writing in History* [any recent edition is fine].

*Additional readings will be available on Canvas.*

### **Schedule:**

#### **Week 1: January 12 – Introductions**

##### Course Overview & Expectations

- In class, you will select a chapter from *Coastal Encounters* on which to lead a discussion the following week. *Template for presentation will be provided in class.*
- You will also select which of the four monographs you will present to the class alongside your peers during the months of February and March. *Template for presentation will be provided in class.*
- Map of Gulf South to be distributed in class.

#### **Week 2: January 19 – MLK Jr. Day – NO CLASS**

Prep presentation on your assigned chapter from Richmond Brown, *Coastal Encounters: The Transformation of the Gulf South in the Eighteenth Century* (University of Nebraska Press: 2008).

#### **Week 3: January 26 – The Significance of the Gulf South in Early American History**

Read: Richmond Brown, *Coastal Encounters: The Transformation of the Gulf South in the Eighteenth Century* (University of Nebraska Press: 2008).

In class:

- Gulf South Map Quiz
- Presentations: You will lead a discussion of your assigned chapter from Richmond Brown's edited volume to present for the class. Chapters will be assigned in class on Jan 12. *Everyone will be expected to have read every chapter regardless of which chapter you choose to present in class.*

**Week 4: February 2 – Gulf South Archives @ UF**

In class: Trip to Smathers Library Special Collections

Archives to Explore & More:

1. [Guide to Researching in Florida's Colonial Papers: Sources for the Spanish Colonial Period](#) (UF Library Guide)
2. [Guide to Researching in Florida's Colonial Papers: British Colonial Period](#) (UF Library Guide)
3. [The Caribbean Newspaper Digital Collection](#) within the Digital Library of the Caribbean

**Week 5: February 9 – Colonial Florida**

Read:

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

Archives to Explore & More:

1. [Slave Societies Digital Archive: Florida Collection](#)
2. [La Florida: The Interactive Digital Archive of the Americas](#)
3. [The Spanish Paleography Digital Teaching and Learning Tool](#)
4. [The East Florida Papers](#) (digitized by the Library of Congress)
5. [Slavery Images: A Visual Record of the African Slave Trade and Slave Life in the Early African Diaspora](#)

**Week 6: February 16 – Spanish Borderlands and Texas**

Read:

1. Juliana Barr, *Peace Came in the Form a Woman: Indians and Spaniards in the Texas Borderlands* (University of North Carolina Press, 2007).

Archives to Explore & More:

1. [Herbert Eugene Bolton, \*The Spanish Borderlands: A Chronicle of Old Florida and the Southwest\* \(1921\)](#)
2. [Bexar Archives Online](#) (University of Texas at Austin)

3. Christina Marie Villarreal, “Black Fugitive Strategies: Slavery and Self-Emancipation in the Spanish Gulf Coast Borderlands,” in *At the Heart of the Borderlands: Africans and Afro-Descendants on the Edges of Colonial Spanish America* (2023). [Canvas].

### **Week 7: February 23 – Senegambia and French Colonial Louisiana**

#### Read:

1. Jessica Marie Johnson, *Wicked Flesh: Black Women, Intimacy, and Freedom in the Atlantic World* (Philadelphia: University of Pennsylvania Press, 2020).

#### Archives to Explore & More:

1. [Louisiana Colonial Documents Digitization Project](#)
2. [Keywords for Black Louisiana](#)
3. [Mutinous Women: How French Convicts Became Founding Mothers of the Gulf Coast](#)
4. [The Collins C. Diboll Vieux Carré Digital Survey](#)
5. [Louisiana Digital Library](#)

### **Week 8: March 2 – Native Diplomacy in the Southeast**

#### Read:

1. Elizabeth Ellis, *The Great Power of Small Nations: Indigenous Diplomacy in the Gulf South* (Philadelphia: University of Pennsylvania Press, 2022).

#### Archives to Explore & More:

1. [Louisiana Colonial Documents Digitization Project](#)
2. [Mississippi Provincial Archives, 1729-1740: French Dominion](#)
3. [Diocese of New Orleans, formerly Diocese of Louisiana and the Floridas](#) (University of Notre Dame)
4. [Indigenous Histories and Cultures in North America](#) (via UF Library site)
5. Samuel Proctor Oral History Program: [Native Peoples of the Americas](#)

### **Week 9: March 9 – The Craft of Research**

Workshop: Asking Good Research Questions + Writing Useful Research Proposals

Due: Research Proposals to Canvas on **3/15** by midnight.

### **Week 10: ---- SPRING BREAK ----**

### **Week 11: March 23 – Individual Meetings [No Class]**

Individual consultations (~15-20 minutes) either during the class period or at a time of our agreement during the week of March 23-27 to discuss your proposal and project.

**Week 12: March 30 – Writing, Revising, and Editing**

Due: 10-page rough draft of your final paper to Canvas by 9 am. Bring printed copy to class.

**Week 13: April 6 – Research & Writing Day [No Class]**

Continue to research and write on your topic.

**Week 14: April 13 – Final Presentations**

A template for the presentations will be distributed in class closer to the due date.

**Week 15: April 20 – Final Presentations & Conclusions**

FINAL PAPERS DUE ON CANVAS BY MIDNIGHT ON **APRIL 25**

Grading Scale

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

Academic Integrity

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. See the UF Conduct Code website (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class

Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See “Get Started With the DRC” Disability Resource Center webpage (<https://disability.ufl.edu/get-started/>). 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.

Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete

evaluations in three ways:

- The email they receive from GatorEvals
- Their Canvas course menu under GatorEvals
- The central portal at <https://my-uf1.bluera.com/>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### History Department

Stay involved with what's happening within the Department of History at the University of Florida. Follow UF History on Instagram or visit the UF History Department website.

Resources at UF

- [U Matter, We Care](#)
- [Writing Studio](#)
- [Ask a Librarian!](#)