

Competing Powers in the Colonial Gulf South, 1500-1836

Instructor Name: Charles L. Cox Jr.

Semester and Year: Fall 2024

Number of Credits: 3

Class Location: Zoom

Class Meeting Day(s) & Time(s): Monday/Wednesday, 9:30-10:45

Zoom Access Information: My personal Zoom ID is 391 993 9633. I will have the Zoom open during office hours, so feel free to hop in during the scheduled time or coordinate a time with me that works best.

Office Location: Via Zoom

Office Hours: Monday and Wednesday 12-1:30

Email: ccox1@uwf.edu

Response Time: I generally will try to respond within 24 hours, from the hours of 8 am Monday to 3 pm Friday. While I check emails on the weekend, it is important for me to have my time as well, so I may not respond over the weekend.

Course Description

As Historian Mike Bunn has called it, “the Fourteenth Colony,” The Gulf South, from Florida to Texas, experienced an indigenous and imperial shift from the sixteenth century to the nineteenth century. In this class, we will trace the development of the Colonial Gulf South, focusing on several groups of people from free and enslaved Indigenous and African people, the Spanish, the English, and the French. We will start with pre-European contact in the late fifteenth to early sixteenth century and go through the nineteenth century once all of these areas (Florida, Alabama, Mississippi, Louisiana, and Texas) were no longer controlled by European Imperial powers and became territories of the United States. Through our journey, we will meet and be introduced to several different historical actors. We will see what they saw, read what they wrote, try to understand the world as they did, and ponder the overarching question for the class: How did the Gulf South transform and become a melting pot of ideologies, cultures, races, religions, genders, and different sexualities?

Learning Outcomes

- Recognize history as an interpretative account of the human past is created in the present from surviving evidence.
- Building historical knowledge about the Colonial Gulf South and the people that encompassed it.
- Evaluate historians' arguments explaining how they were constructed and might be improved.
- Evaluate and analyze primary sources.
- Discuss and practice the basic methods and traditions of research and analysis in History.

Required Texts / Materials

- All readings will be provided on Canvas as PDFs

Additional / Supplementary Resources

If you are interested in a major in history (**which you should be because History Majors Get Jobs!!**) you should contact the Department of History at (850) 474-2860 or set up a meeting with me!!!!

Instructional Methods

The class is structured in a traditional lecture manner. The class will also be broken up into four sections: Free and enslaved Indigenous and African people, the Spanish, the French, and the English. Over the sixteen weeks, we will spend four weeks on each group. However, while the focus might be on the Spanish, for instance, we will almost always talk about the other groups as well. Just because we are focusing on one group does not mean we will not be talking about others.

Course Policies and Requirements

Assignments

- Participation
 - You will be graded on participation each week. If you are in class, I expect you to participate in class discussions. The discussion questions you all turn in will help drive the discussion. I will use the topics that you all come up with in your discussion questions to help guide the discussion. With that being said, be

prepared to discuss the readings every class. Please see the participation below so you know what is expected of you every day in class.

- Academic Poster
 - This year, UWF is hosting the Gulf South Association's annual conference in downtown Pensacola in partnership with the Historic Trust. As a member of the association, the conference is allowing for a special session for our class to present academic posters so you can share your work and get valuable feedback from historians who study the Gulf South. Everyone besides those who are strictly online students will be required to attend and present their poster. For those students who are fully remote, you will create a digital poster and present it the same week in class. The poster session will take place on Friday, October 11th, so please plan accordingly. More to come on this as we get closer to the date.
- Mini Papers
 - At the end of each four-week period, each student will write a 1000-1500 word paper on a subject or theme that they found interesting that we talked about. They will be required to use the readings we used in class as well as bring in another source from the bibliography that I will provide in class. For instance, let us say the student wanted to write about the gender and sexuality of Indigenous and African people. They would pick the assigned readings from that week and use them and then bring in a book or article from the bibliography like Daniel Usner's *Indians, Settlers, & Slaves in a Frontier Exchange Economy: The Lower Mississippi Valley Before 1783*. Students would not use the entire book but rather the specific parts where Usner describes gender in the Frontier Exchange Economy. Students are required to produce three of these for the four weeks. One of the weeks, they will not have to write a paper but will be responsible for covering that topic in their final podcast assignment. Students may choose which section they do not want to write on.
- Discussion Questions
 - Students each week will produce three discussion questions on the readings that we do. The questions for Monday's class will be due every Sunday at 3 PM and for Wednesday's class, on Tuesday at 3 PM each week. The questions need to be detailed and thoughtful; that way, they will help produce an engaging conversation in class.
- Podcast Outline
 - The podcast outline will be a detailed summary of the themes and topics that you will cover in the podcast. You will also be using different sounds and music in the podcast, so it is important that you incorporate those into the plan as well. Throughout the semester, groups will have the ability to work with their partner in class on the project.
- Final Podcast

- For the final project, students will be paired up in groups of two to produce a podcast where they will discuss in detail their mini-papers. Though you do not have to write a mini paper for each section, the podcast must discuss all four sections, so it is imperative to take good notes every day. In the podcast, the students should address the broader themes of their papers and how each of them fits into the Colonial Gulf South. Students should think about questions like how do their topics relate to the Gulf South? What do historians/authors say about it? Do they agree or disagree? What is missing? What concepts need to be expanded on? How do the different subjects that each student has speak to each other? The podcast should be roughly 15-20 minutes, but students have the option to go longer. Students will also produce a detailed plan/outline of their podcast that will help them when they get ready to record.

Grading

Final Grade Elements / Grade Breakdown:

Assignments, Exams/Quizzes, Presentations, etc.	Percentage
Podcast Plan	15%
Academic Poster and Presentation	15%
Participation	10%
Discussion Question	10%
Mini-Papers	20%
Final Podcast	30%

Grading Scales

Grade	Score	Grade	Score
A	94–100	C	74–76.99
A-	90–93.99	C-	70–73.99
B+	87–89.99	D+	67–69.99
B	84–86.99	D	64–66.99

Grade	Score	Grade	Score
B-	80–83.99	D-	60–63.99
C+	77–79.99	F	0–59.99

Late Work

Because you all are now college students, that makes you responsible enough to get assignments turned in on time. With that being said, I **DO NOT** accept late work unless it is an excused absence by the university or something that me and you have talked about prior to the assignment being due. You will have plenty of time to complete each assignment, so there should be no reason why you cannot have it done in time.

Grading Concerns

Surprisingly, I am human, and I do make mistakes. If you have any concerns about your grades, please come and talk to me, and I'd be more than happy to talk about them with you! If I make a grading error and you catch it, please let me know, and I will get it fixed for you immediately.

Attendance

If you are healthy and available to attend class, expect you to be there every day. I allow two unexcused absences without punishment, but following your second absences, I will begin taking off participation points. As an incentive, for every class you attend, I will add one extra point for a possible total of 30 points that I will add to your lowest grade at the end of the year. I will also say those who do not attend class can expect to do worse in the class as they will not have the knowledge from the weekly lectures and discussions.

Participation

If you are in class, I expect you to participate in class discussions. The discussion questions you all turn in will help drive the discussion, so when a particular subject or topic comes up, you should be prepared to help guide the discussion.

Other Syllabus Resources

For specific syllabus statements, please see this link [Additional Syllabus Statements - UWF Public Knowledge Base - UWF Confluence](#)

Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

Date	Topic	Preparation / Homework	Class Activity
		Section One: Indigenous and African People	
Aug. 19 Mon.	Introduction to the class and syllabus	N/A	N/A
Aug. 21 Wed.	Indigenous people prior to European Contact	<p>Read Daniel Usner's "The Significance of the Gulf South in Early American History" and Read Ch.1 in Michael Gannon ed., <i>The New History of Florida</i> entitled "Original Inhabitants" by Jerald Milanich from Canvas.</p> <p>Prepare discussion questions</p>	<p>Discuss Usner's and Milanich's articles and lecture on Indigenous Populations in the Gulf South.</p>
Aug. 26 Mon.	Indigenous Slavery in the Gulf South	<p>Read "South Carolina's Entrance into the Indian Slave Trade," in <i>Indian Slavery in Colonial America</i>, ed., Alan Galloway, (Lincoln and London: University of Nebraska Press, 2009), 109-146 from Canvas.</p> <p>Prepare discussion questions on the readings.</p>	<p>Discuss Galloway's "South Carolina's Entrance into the Indian Slave Trade,"</p> <p>In class discussion with Dr. Alan Galloway on Indigenous Slavery and the development of the English empire.</p>
Aug 28 Wed.	Indigenous Trade and Mercantile Enterprises	<p>Read Mathew Babcock's "Roots of Independence: Transcultural Trade in Texas-Louisiana Borderlands," <i>Ethnohistory</i> 60, no. 2 (2013) 245-268 from Canvas.</p> <p>Prepare discussion questions</p>	<p>Discuss Babcock's "Roots of Independence"</p> <p>A lecture on Trade in the Gulf South.</p>
Sep. 2 Mon		Labor Day! No Class!	

Date	Topic	Preparation / Homework	Class Activity
Sep. 4 Wed.	Enslaved Africans in the Colonial Gulf South	<p>Read Sophie Burton and Todd Smith's "Slavery in the Colonial Louisiana Backcountry: Natchitoches, 1714-1803," <i>Louisiana History: The Journal of the Louisiana Historical Association</i> 52, no. 2 (Spring 2011) 133-188 from Canvas.</p> <p>Prepare discussion questions</p>	<p>Discuss Burton and Smith's "Slavery in the Colonial Louisiana Backcountry"</p> <p>A Lecture on African slavery in the Colonial Gulf South</p>
Sep. 9 Mon.	Enslaved Women in the Gulf South	<p>Read Ch. 4 of Jessica Marie Johnson's <i>Wicked Flesh: Black Women, Intimacy, and Freedom in the Atlantic World</i> entitled "Full Use of Her: Intimacy, Service, and Labor in New Orleans" from Canvas.</p> <p>Prepare discussion questions</p>	<p>Discuss Johnson's "Full Use of Her"</p> <p>A lecture on enslaved women in the Colonial Gulf South</p>
Sep. 11 Wed.	Indigenous and African Maroon Communities	<p>Read Ch. 7 in Nathaniel Millett's, <i>The Maroons of Prospect Bluff and their Quest for Freedom in the Atlantic World</i> entitled "Community and Culture."</p> <p>Prepare discussion questions.</p> <p>Mini paper on Indigenous and African People is due by 11:59 PM on Canvas.</p>	<p>Discuss Millett's "Community and Culture"</p> <p>A lecture on Maroon Communities in the Colonial Gulf South.</p>
Section Two: The Spanish			
Sep. 16 Mon.	The Conquest of Mexico	<p>Read Thomas Brinkerhoff's "Reexamining the Lore of the Archetypal Conquistador: Hernan Cortes and the Spanish Conquest of the Aztec Empire, 1519-1521," <i>The History Teacher</i> 49, no. 2 (February 2016) 169-187 from Canvas</p> <p>Prepare discussion questions.</p>	<p>Discuss Brinkerhoff's "Reexamining the Lore of the Archetypal Conquistador"</p> <p>Group primary source activity on a brief section of Hernan Cortes' account.</p>
Sep. 18 Wed.	Spanish Religion and Missions	<p>Read Ch. 2 from Mark Goldberg's <i>Conquering Sickness: Race, Health, and Colonization in the Texas</i></p>	<p>Discuss Goldberg's "The Health of the Missions: Spanish Friars, Coastal Indians, and</p>

Date	Topic	Preparation / Homework	Class Activity
		<p><i>Borderlands</i> entitled “The Health of the Missions: Spanish Friars, Coastal Indians, and Missionization in the Gulf Coast” from Canvas.</p> <p>Prepare discussion questions.</p>	<p>Missionization in the Gulf Coast”</p> <p>Lecture on Religion and Missions in the Spanish Colonial Gulf South</p>
Sep. 23 Mon	Women and Gender in the Spanish Colonial Gulf South	<p>Read Bonnie McEwan’s “The Archaeology of Women in the Spanish New World,” <i>Historical Archaeology</i> 25 no. 4 (1991) 33-41 and Daniel Murphee’s “Gendering the Borderlands: Conquistadors, Women, and Colonialism in Sixteenth-Century Florida,” <i>The Sixteenth Century Journal</i> 43 no.1 (Spring 2012) 47-69 from Canvas.</p> <p>Prepare discussion questions.</p>	<p>Discuss McEwan’s and Murphee’s articles</p> <p>Lecture on women and gender in the Spanish Colonial Gulf South</p>
Sep. 25 Wed.	The Spanish in Mississippi Valley	<p>Read John Bannon’s “The Spaniards in the Mississippi Valley- An Introduction,” in <i>The Spanish in the Mississippi Valley, 1762-1804</i> ed., John McDermott from Canvas.</p> <p>Prepare discussion questions.</p>	<p>Discuss Bannon’s chapter</p> <p>Overview discussion on the Spanish in the Mississippi Valley</p> <p>Discuss what makes for a good Academic Poster</p>
Sep. 30 Mon.	Trade and Commerce in the Spanish Colonial Gulf South	<p>Read Daniel Usner’s “The Frontier Exchange Economy of the Lower Mississippi Valley in the Eighteenth Century,” <i>The William and Mary Quarterly</i> 44 no. 2 (Apr. 1987) 165-192 from Canvas.</p> <p>Prepare discussion questions.</p>	<p>Discuss Usner’s article.</p> <p>Lecture on trade and commerce in the Spanish Colonial Gulf South.</p>
Oct. 2 Wed.	Diplomacy and Rebellion in Spanish Louisiana	<p>Read Charles Cox’s “Distance does not Change a Frenchman's Heart: The 1768 French Creole Revolt in Spanish Louisiana and Redefining the Age of Revolutions”</p> <p>Prepare discussion question.</p>	<p>Discuss Cox’s article.</p> <p>Lecture on Spanish diplomacy in the Colonial Gulf South</p>

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		Draft of poster due!	
Oct. 7 Mon	Spanish Texas	<p>Read Ch. 9 in <i>Spanish Texas, 1519-1821</i> entitled “The Spanish Occupation of Texas, 1714-1722” by Donald Chipman and Harriett Joseph from Canvas.</p> <p>Prepare discussion questions</p>	<p>Discuss “The Spanish Occupation of Texas, 1714-1722”</p> <p>A lecture on Spanish Texas</p>
Oct. 9 Wed.	Slavery in the Spanish Gulf South	<p>Read Hans Baade’s “The Law of Slavery in Spanish Louisiana, 1769-1803” in <i>The Spanish Presence in Louisiana, 1763-1803</i> ed., Gilbert Din from Canvas.</p> <p>Prepare discussion questions.</p> <p>Mini-paper on the Spanish due by 11:59 PM on Canvas.</p>	<p>Discuss Baade’s chapter.</p> <p>Discuss the process of making and producing a podcast.</p>
Oct. 11 Fri.		POSTER PRESENTATION AT THE GULF SOUTH CONFERENCE	
		Section Three: The French	
Oct. 14 Mon.	The Exploration of Louisiana	<p>Read Ch. 1-5 in Marcel Giraud’s <i>A History of French Louisiana Vol. I: The Reign of Louis XIV, 1698-1715</i> from Canvas.</p> <p>Prepare discussion questions</p>	<p>Discuss Giraud’s chapters.</p> <p>Read and have a primary source activity from La Salles journey and his travel down the Mississippi River.</p>
Oct. 16 Wed.	The Founding of New Orleans	<p>Read Ch. 1 in Dianne Guenin-Lelle’s book <i>The Story of French New Orleans: History of a Creole City</i> entitled “Building a French Colony” from Canvas.</p> <p>Prepare discussion questions</p>	<p>Discuss Guenin-Lelle’s chapter.</p> <p>Have a podcast workshop for students to work on their podcast</p>

Date	Topic	Preparation / Homework	Class Activity
Oct. 21 Mon.	Indigenous Race and Gender in French Louisiana	<p>Read Kathleen DuVal's "Indian Intermarriage and Metissage In Colonial Louisiana" <i>The William and Mary Quarterly</i> 65 no. (Apr. 2008), 267-304 from Canvas.</p> <p>Prepare discussion question</p>	<p>Discuss DuVal's article.</p> <p>Lecture on Indigenous relations and gender in Colonial Louisiana</p>
Oct. 23 Wed.	Slavery in French Colonial Louisiana	<p>Read Carl Brasseaux's "The Administration of Slave Regulations in French Louisiana, 1724-1766" <i>Louisiana History: The Journal of the Louisiana Historical Association</i> 21 no. 2 (Spring, 1980), 139-158 from Canvas.</p> <p>Prepare discussion questions.</p>	<p>Discuss Brasseaux's article.</p> <p>Lecture on Slavery in Colonial French Louisiana</p>
Oct. 28 Mon.	Trade and Commerce in French Louisiana	<p>Read Carl Ekberg's "The Flour Trade in French Colonial Louisiana," <i>Louisiana History: The Journal of the Louisiana Historical Association</i> 37 no. 3 (Summer, 1996) 261-282 from Canvas.</p> <p>Prepare discussion questions.</p>	<p>Discuss Ekberg's article</p> <p>Lecture on Trade in Louisiana and its connection to the Atlantic World</p>
Oct. 30 Wed.	Free Africans in French Louisiana	<p>Read Thomas Ingersoll "Free Blacks in a Slave Society: New Orleans, 1718-1812," <i>The William and Mary Quarterly</i> 48 no. 2 (Apr., 1991) 173-200 from Canvas.</p> <p>Prepare discussion questions.</p>	<p>Discuss Ingersoll's article.</p> <p>Lecture on Free Africans in French Louisiana</p>
Nov. 4 Mon.	Competing Imperial Rivalries in the Colonial Gulf South	<p>Read Gilbert Din's "Empires Too Far: The Demographic Limitations of Three Imperial Powers in the Eighteenth-Century Mississippi Valley," <i>Louisiana History: The Journal of the Louisiana Historical Association</i> 50 no. (Summer 2009) 261-292 from Canvas.</p> <p>Prepare discussion questions.</p>	<p>Discuss Din's article.</p> <p>A lecture on how the Mississippi Valley became a contested space during the eighteenth century.</p>

Date	Topic	Preparation / Homework	Class Activity
Nov. 6 Wed	Podcasting!	Podcast Workshop! Mini-paper on the French is due by 11:59 PM	Work on Podcast Plan in Class!
		Section Four: The British	
Nov. 11 Mon.		Veteran Day! No Class!	
Nov. 13 Wed.	The British Entrance into the Gulf South	Read Ch. 1 of Mike Bunn's <i>Fourteenth Colony: The Forgotten Story of the Gulf South During America's Revolutionary Era</i> entitled "The British Takeover of the Gulf Coast" from Canvas. Prepare discussion questions.	Discuss Bunn's chapter. Lecture on the British entrance into the Colonial Gulf South.
Nov. 18 Mon.	Women during Colonization in the English Empire	Read Deborah Bauer's "In a Strange Place: The Experiences of British Women during the Colonization of East & West Florida," <i>The Florida Historical Quarterly</i> 89 no. 2 (Fall 2010) 145-185 from Canvas. Prepare discussion questions.	Discuss Bauer's article.
Nov. 20 Wed.	The American Revolution in British Florida	Read Ch. 7 of Mike Bunn's <i>Fourteenth Colony: The Forgotten Story of the Gulf South During America's Revolutionary Era</i> entitled "The Coming of the Revolutionary War" from Canvas. Prepare discussion questions.	Discuss Bunn's chapter with him.
Nov. 25 Mon.	The Development of the Plantation System	Read Daniel Schafer "Plantation Development in British East Florida: A case Study of the Earl of Egmont," <i>The Florida Historical Quarterly</i> 46 no. 2 (Oct.,1984) 172-183 from Canvas. Prepare discussion questions.	Discuss Schafer's article In class guest lecture with Dr. Alan Gally on The Development of the Plantation System in the British Gulf South

Date	Topic	Preparation / Homework	Class Activity
Nov. 27 Wed.	The War of 1812 in the Gulf South	Read Nathaniel Millett's "Britain's 1814 Occupation of Pensacola and America's Response: An Episode of the War of 1812 in the Southeastern Borderlands," <i>The Florida Historical Quarterly</i> 84 no. 2 (Fall, 2005) 229-255 from Canvas. Prepare discussion questions	Discuss Millett's article. A lecture on the War of 1812 in the Gulf South
		Final podcast due Dec. 7th by 3PM	

Class Participation Rubric

	Satisfactory (5 Pts)	Needs Development (3 Pts)	Unsatisfactory (1 Pt)
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions.	Sometimes arrives unprepared or with only superficial preparation.	Exhibits little evidence of having read or thought about assigned material.
Quality of Contributions	Comments are relevant and reflect understanding of assigned texts); previous remarks of other students; and insights about assigned material.	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students.	Comments reflect little understanding of either the assignment or previous remarks in seminar.
Impact on Class	Comments frequently help move seminar conversation forward.	Comments sometimes advance the conversation, but sometimes do little to move it forward.	Comments do not advance the conversation or are actively harmful to it.
Frequency of Participation	Actively participates at appropriate times	Sometimes participates but at others is tuned out	Seldomly participates and engages in discussion