

PROFESSOR:

PHONE NUMBER:

OFFICE LOCATION:

E-MAIL:

OFFICE HOURS:

SEMESTER:

I. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

AMH 2070 FLORIDA HISTORY (3 CREDITS)

This survey course provides students with a history of the political, economic, social, and environmental developments in Florida from the pre-Columbian Era to the present. Special emphasis is placed on the lived experiences of people living in the state, political developments over the last several hundred years, wars, economic booms and collapses, immigration, environmental changes, and urban and rural development. Students will engage with primary and secondary sources, analyze photographs and films, take class excursions to historical sites (when appropriate), and engage in critical discussions of several issues in Florida's history. This course is termed a writing intensive course and requires a minimum of 4,000 words of instructor-evaluated writing per student, including a minimum of three graded assignments over the duration of the course. If completed with a grade of "C" or better, this course serves to complete part of the writing intensive course requirements. This course also counts toward the requirements for International/Diversity Focus course.

II. **PREREQUISITES FOR THIS COURSE:**

SB 1720 Testing Exemption or Testing into ENC 1101; or completion of {(ENC 0025 and REA 0017) or (ENC 0022 and REA 0019)} with a "C" or better; or EAP 1620 and EAP 1640 with a "C" or better; or an eligible testing/course completion combination

CO-REQUISITES FOR THIS COURSE:

None

III. **GENERAL COURSE INFORMATION:** Topic Outline.

- Original inhabitants
- Encounters between Native Floridians and Europeans
- Spanish Florida
- British Rule
- Florida in the 19th Century

- Florida during the Civil War and Reconstruction
- Florida during the Gilded Age and Progressive Era
- Floridians in the 20th Century
- Immigration and Economic Changes in Florida
- Environmental Changes and Challenges

IV. ALL COURSES AT FLORIDA SOUTHWESTERN STATE COLLEGE CONTRIBUTE TO THE GENERAL EDUCATION PROGRAM BY MEETING ONE OR MORE OF THE FOLLOWING GENERAL EDUCATION COMPETENCIES:

Communicate clearly in a variety of modes and media.

Research and examine academic and non-academic information, resources, and evidence.

Evaluate and utilize mathematical principles, technology, scientific and quantitative data.

Analyze and create individual and collaborative works of art, literature, and performance.

Think critically about questions to yield meaning and value.

Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.

Visualize and engage the world from different historical, social, religious, and cultural approaches.

Engage meanings of active citizenship in one's community, nation, and the world.

A. General Education Competencies and Course Outcomes

1. Listed here are the course outcomes/objectives assessed in this course which play an *integral* part in contributing to the student's general education along with the general education competency it supports.

General Education Competency: **Think critically about questions to yield meaning and value.**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Students will analyze historical evidence, primary sources, and generate arguments and conclusions about major problems, debates, and issues in Florida history.

B. Other Course Standards

- Students will analyze how Florida history compares and contrasts to the history of the United States.
- Students will analyze the experiences of Native Americans in Florida and the Southeast and Caribbean more broadly prior to European colonization.
- Students will understand the role of Florida in the larger colonization of the Western hemisphere by European powers in the 16th, 17th, and 18th centuries.
- Students will be able to identify major issues and development that have affected Floridians during the 19th, 20th and into the 21st centuries, including Manifest Destiny, the Civil War, Reconstruction, Gilded Age, Spanish-American War, Progressive Era, World War I, the 1920s, the Great Depression, World War II, the Civil Rights Movement, and deindustrialization and the rise of the Sun Belt.
- Students will understand the importance of immigration to the larger development of Florida's economy, politics, and social life.

- Students will analyze the larger environmental history of the state from the pre-European period to the present.

V. DISTRICT-WIDE POLICIES:

PROGRAMS FOR STUDENTS WITH DISABILITIES

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College's guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

REPORTING TITLE IX VIOLATIONS

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct. Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu. Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online. Additional information and resources can be found on the College's website at <http://www.fsw.edu/sexualassault>.

VI. REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

VII. ATTENDANCE POLICY:

The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100	=	A
80 - 89	=	B
70 - 79	=	C
60 - 69	=	D
Below 60	=	F

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete grades.")

IX. REQUIRED COURSE MATERIALS:

Michael Gannon. *Florida: A Short History, Revised Edition*. Gainesville, University Press of Florida, 2003.

X. RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

XI. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

XII. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)