



The Southern Frontier, 1660-1860 (AMH 6439)

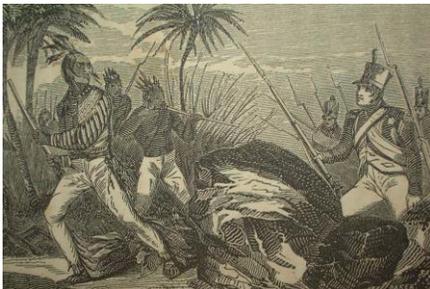
**Wednesday, 5:30-8:15
Building 50, Room 221**

**Dr. Steve Belko
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COURSE DESCRIPTION

This course examines the interaction of the various and numerous peoples occupying the Southeastern frontier from the Restoration to the U. S. Civil War. Central to this story is the incessant conflict arising from the territorial and commercial expansion of the British colonies and then the United States into the Spanish Gulf borderlands. Within this larger conflict is included the rivalry among the United States, the European colonial powers of Spain and Great Britain, and the various Native American peoples residing in the frontier region. The culture and society of the various peoples, both of European and Native descent, occupying the Southern frontier will likewise be a central focus, and will include the stories of some of the major players in this conflict, their notorious exploits and valiant deeds, their rise and fall, and their victories and defeats over a period of two centuries.



STUDENT LEARNING OUTCOMES

- Identify the political, military, social, religious, cultural, and economic forces determining British colonial and then U. S. expansion into the Southeastern frontier.
- Identify the prominent figures – U. S., Spanish, British, and Native American – that had a direct influence on and reaction to Anglo-American expansion from the establishment of the Restoration colonies in the South to the eve of the U. S. Civil War.
- Assess the dramatic impact that Anglo-American expansion into the Spanish Borderlands had on native peoples.
- Demonstrate a general comprehension of the various cultures and societies composing the vast Southern frontier from 1660 to 1860, and how these peoples interacted to make the Southern frontier a multi-cultural, mixed, and dynamic region unlike any other in North America.

TEXTS (listed in order of reading + on reserve at Pace Library + any edition will do)

- Wilcomb E. Washburn, *The Governor and the Rebel: A History of Bacon's Rebellion in Virginia* (New York: W. W. Norton & Co., 1957) **[Reserve]**
- William L. Ramsey, *The Yamasee War: A Study of Culture, Economy, and Conflict in the Colonial South* (Lincoln: University of Nebraska Press, 2008)
- J. Leitch Wright, *Creeks and Seminoles: The Destruction and Regeneration of the Muscogulge People* (Lincoln: University of Nebraska Press, 1986) **[Reserve]**
- Kathryn Braund, *Deerskins and Duffels: The Creek Indian Trade with Anglo-America, 1685-1815* (Lincoln: University of Nebraska Press, 1993) **[Electronic Source]**
- Andrew K. Frank, *Creeks and Southerners: Biculturalism on the Early American Frontier* (Lincoln: University of Nebraska Press, 2005) **[Electronic Source]**
- Thomas D. Clark and John D. W. Guice, *The Old Southwest, 1795-1830: Frontiers in Conflict* (Norman: University of Oklahoma Press, 1989) **[Reserve]**
- John Buchanan, *Jackson's Way: Andrew Jackson and the People of the Western Waters* (Hoboken, NJ: John Wiley & Sons, Inc., 2001)
- Frank L. Owsley, Jr., and Gene A. Smith, *Filibusters and Expansionists: Jeffersonian Manifest Destiny, 1800-1821* (Tuscaloosa: University of Alabama Press, 1997) **[Reserve]**
- James G. Cusick, *The Other War of 1812: The Patriot War and the American Invasion of Spanish East Florida* (Gainesville: University Press of Florida, 2003) **[Reserve]**
- Frank L. Owsley, Jr., *Struggle for the Gulf Borderlands: The Creek War and the Battle of New Orleans, 1812-1815* (Tuscaloosa: University of Alabama Press, 1981) **[Reserve]**
- Benjamin Griffith, Jr., *McIntosh and Weatherford: Creek Indian Leaders* (Tuscaloosa: University of Alabama Press, 1988) **[Reserve]**
- Sean Michael O'Brien, *In Bitterness and Tears: Andrew Jackson's Destruction of the Creeks and Seminoles* (Westport, CT: Praeger, 2003) **[Reserve]**
- John K. Mahon, *History of the Second Seminole War, 1835-1842* (Gainesville: University Press of Florida, 1985) **[Reserve]**
- William S. Coker and Thomas D. Watson, *Indian Traders of the Southeastern Spanish Borderlands: Panton, Leslie & Company and John Forbes & Company, 1783-1847* (Pensacola: University of West Florida Press, 1986) **[Reserve]**

ASSIGNMENTS

Book Reviews

There will be five book reviews due for this course, covering five of the readings listed above, and due on the dates listed in the class schedule. The reviews must be typed, double spaced, 12-point font, and 4-5 pages in length. Include the following information: author, title, and date of publication. Your review should consist of three parts: (1) a summary of the book and its major topics, (2) the book's thesis and/or major themes, and (3) a critical evaluation of the book. In being critical of the book, consider the following: how well it is written in terms of style, clarity, and organization; how well the material is documented with citations to sources; does the author use logical arguments and present sufficient information to prove or support the thesis or major themes; does the author appear biased and lack objectivity; does the author make a significant contribution to the scholarship in the field. Page numbers in parenthesis are sufficient for quotations, but use quotations sparingly. You may choose any five books listed above on which to write a review. Each book review is worth 100 points. Reviews turned in after the due date will not be accepted under any circumstance.

Synopses

There will be nine synopses due for this course, covering nine of the readings listed above, and due on the dates listed in the class schedule. On a single page of paper include: the author, the full title, the date of original publication, and state the thesis and/or themes of the book; neither summarize nor critique the book. Again, you may choose the nine books on which to write the synopses. Each synopsis is worth 50 points. Synopses turned in after the due date will not be accepted under any circumstance.

Outline

For each book, you will compose a basic outline of the (1) events and episodes (e.g. wars, battles, treaties, agreements, crises, etc.) and (2) central figures involved in that particular book. Each outline will be due at the same time as the review/synopsis for that specific book. At the end of the semester, a general outline of all the events and people covered in the readings will be handed out to each student – factual material to accompany the historiographical aspect of this course. Each outline is worth 10 points. Outlines turned in after the due date will not be accepted under any circumstance.

Discussion

Class discussion – that is, *quality* discussion – is imperative for a graduate seminar and thus will be expected of all students. Failure to participate in seminar discussions will adversely affect your final grade, as class discussion will be 10% of your final grade.

ATTENDANCE

Class discussion will revolve around the readings, and the reviews and the synopses will serve as your basis for contributing to the discussion. Attendance, therefore, is expected and will be taken at every class period. For every class you miss, 50 points will be deducted from your final total. If you have completed all the assignments and finish the semester with a borderline grade, then perfect attendance will raise your final grade one full average point to the next grade level.

GRADING [Total points: 1090]

A (94-100)	A- (90-93)	B+ (87-89)	B (84-86)	B- (80-83)
C+ (77-79)	C (74-76)	C- (70-73)	D (60-69)	F (59 and below)

EXPECTATIONS FOR ACADEMIC CONDUCT

As members of the University of West Florida academic community, we commit ourselves to honesty. As we strive for excellence in performance, integrity—both personal and institutional—is our most precious asset. Honesty in our academic work is vital, and we will not knowingly act in ways which erode that integrity. Accordingly, we pledge not to cheat, nor to tolerate cheating, nor to plagiarize the work of others. We pledge to share community resources in ways that are responsible and that comply with established policies of fairness. Cooperation and competition are means to high achievement and are encouraged. Indeed, cooperation is expected unless our directive is to individual performance. We will compete constructively and professionally for the purpose of stimulating high performance and standards. Finally, we accept adherence to this set of expectations for academic conduct as a condition of membership in the UWF academic community. (From the Student Life Handbook, page 46.)

If you cheat or plagiarize on an assignment, you will fail the course and face academic misconduct charges at the university level which could result in your suspension or expulsion – in either case, it will be stamped permanently on your official transcripts. (From Dr. Belko)

For more information on the University's academic conduct policies, see the following resources:

- Academic Conduct Policy: ([Web Format](#)) | ([PDF Format](#)) | ([RTF Format](#))
- Plagiarism Policy: ([Word Format](#)) | ([PDF Format](#)) | ([RTF Format](#))
- Student Handbook: ([PDF Format](#))

DUE DATES

Washburn	January 13
Ramsey	January 20
Wright	January 27
Braund	February 3
Frank	February 10
Clark/Guice	February 17
Buchanan	February 24
Owsley/Smith	March 3
Cusick	March 17
Owsley	March 24
Griffith	March 31
O'Brien	April 7
Mahon	April 14
Coker/Watson	April 21