

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	AMH 2070
COURSE TITLE:	History of Florida
PREREQUISITE(S):	Satisfactory score on reading and writing placement tests. (placement into ENC 1101)
COREQUISITE(S):	None
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	3
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3
Laboratory:	
Other _____:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	35
CATALOG COURSE DESCRIPTION:	
	This course in the history of Florida emphasizes the explorations, U.S. acquisitions, Convention of St. Joseph, Civil War and Reconstruction, and Florida's growth in the 20th Century.
SUGGESTED TEXT(S):	Gannon, Michael (edited) <u>The New History of Florida</u> , latest edition, UFP (University Presses of Florida) Gannon, Michael, <u>Florida: A Short History</u> , 2003, UFP (University Presses of Florida)
IMPLEMENTATION DATE:	November 14, 1987
REVIEW OR MODIFICATION DATE:	Fall Term, 1998 (991) Fall Term, 2002 (20031) Fall Term, 2006 (20071) Fall Term, 2007 (20081)

COURSE TOPICS

CONTACT HOURS
PER TOPIC

I. Background and Pre-American Experience		11
A. Physical Environment	(2)	
1. Geography		
2. Geological Formation		
B. Pre-Columbian Man in Florida	(2)	
1. Big Game Hunters		
2. Archaic Traditions		
3. Burial Mound Traditions		
4. Temple Mound Traditions		
C. Spanish and French Explorers	(3)	
D. Spanish and French Colonial Experience	(2)	
E. British Colonial Experience	(2)	
II. United States Acquisition and Early Statehood		11
A. United States Takes Over	(4)	
1. Early Attitude of the United States		
2. Adams-Onis Treaty		
3. Jackson Period		
4. Indian Problem		
B. Struggle for Statehood	(3)	
C. Secession and the Civil War	(4)	
III. Reconstruction and Reform		12
A. The Reconstruction Period	(4)	
B. The Bourbon Era	(4)	
C. The politics of Reform	(4)	
IV. The Development of Modern Florida		11
A. World War I and the Land Boom	(3)	
B. Bust and Depression	(3)	
C. World War II and the post war boom	(3)	
D. Civil Rights and the Great Society	(2)	

This course is intended to transfer to an upper division school and is of special interest to teachers and persons interested in local history. Three contact hours, three credit hours.

It is intended that by the end of this term students will be introduced to the disciplined, rigorous study of the past of this culture and may through this study come to better understand why society values certain behaviors and condemns others. It may also give us guidance in the solution of problems facing us in the present, so that we will not be required to repeat the mistakes of the past. Without this knowledge we would spend our lives drifting from place to place with no guideposts of belief or ideology. This drift would result in a failure of our society to either set goals for the mutual satisfaction of ourselves or in a failure to achieve the necessary advancements to progress in our quest for a good and livable life.

Florida History is a more detailed history, and as such will be more interested in individuals and their impact upon our present. We will study individuals and events in much more detail with emphasis upon the historiography of the events we are examining. Cause and effect and personal motivation will be more important than it is in the general survey courses offered.

Individual essays will be offered to the student to reveal the student's knowledge and ability to apply historical standards to learning situations.



**Florida State College
At Jacksonville**

**General Education Requirements
Categories & Courses Review Checksheet**

Course Prefix and Number: AMH 2070	Semester Credit Hours: 3
Course Title: History of Florida	

Discipline Area for the Course:

<input type="checkbox"/> Communication	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Social & Behavioral Sciences
<input type="checkbox"/> Humanities & Visual/Performing Arts	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Other-Designated Option

INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input checked="" type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input type="checkbox"/> Working Collaboratively

KNOWLEDGE	Primary	Secondary	N/A	VALUE	Primary	Secondary	N/A
A. Global and Historical Knowledge & Understanding				Intellectual honesty	<input checked="" type="checkbox"/>		
• Comprehends a general knowledge of the nature, origins and contributions of major civilizations	<input checked="" type="checkbox"/>			Curiosity and openness to new ideas	<input checked="" type="checkbox"/>		
• Comprehends the workings and interrelations of personal, business and government economies	<input checked="" type="checkbox"/>			Recognition of one's own creative potential	<input checked="" type="checkbox"/>		
• Comprehends political, social and economic systems and their effects upon society	<input checked="" type="checkbox"/>			Acceptance of and respect for differences among people and cultures	<input checked="" type="checkbox"/>		
B. Cultural and Aesthetic Knowledge and Understanding							
• Comprehends the contributions of the arts and humanities to the human experience on a personal, national or global level	<input checked="" type="checkbox"/>			Civic Engagement	<input checked="" type="checkbox"/>		
• Comprehends the historical development of the arts and sciences		<input checked="" type="checkbox"/>		Lifelong Learning	<input checked="" type="checkbox"/>		
• Comprehends religious and cultural systems and their effects upon society	<input checked="" type="checkbox"/>						
C. Human Awareness and Understanding							
• Comprehends the dynamics of human behavior and the process of increasing self-awareness, growth and development		<input checked="" type="checkbox"/>					
• Comprehends the stages of human development and the dynamics of human relationships in diverse cultures		<input checked="" type="checkbox"/>					
• Comprehends the factors that promote physical, mental and social well-being	<input checked="" type="checkbox"/>						
D. Mathematics, Science and Technology							
• Comprehends the basic concepts and investigative processes of the natural sciences			<input checked="" type="checkbox"/>				
• Comprehends the breadth, significance and development of the mathematical sciences			<input checked="" type="checkbox"/>				
• Comprehends the ways science and technology have shaped and continue to reshape human cultures and the environment		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				

Name of Person Completing This Form: _____ Charles Douglass _____ Rachele Wadsworth _____

Signature: _____ Date: _____ 02/28/06 _____
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**Florida State College
At Jacksonville**

**General Education Review Checksheet
and Learning Outcomes**

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Learning Outcomes

Method Of Assessment

Learning Outcomes	Method Of Assessment
1 Understand the background, geological, geographical and anthropological of Florida	Students will demonstrate mastery of outcomes by:
2 Be aware of the motivation for the colonizing process (French, Spanish, English)	Completing written assignments
3 Understand the relationships between local state history and international events	Engaging in class discussions
4 Understand the processes and influences which determine the evolution of modern Florida	Successfully completing content-based examinations
5	
6	
7	
8	
9	
10	

Name of Person Completing This Form: Charles Douglass Rachelle Wadsworth

Signature: _____ Date: 02/28/06