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History 370: Mississippi History
Fall 2008
Tuesday & Thursday (9:30-10:45am) • LAB 101

To understand the world, you have to understand a place like Mississippi.
-William Faulkner

Eight flags have flown over Mississippi, each of which represented a distinct phase in the colony's and state's history. The Native American nations—which had no flags—along with Spain, Great Britain, France, the Republic of West Florida, the United States, and the Confederate States of America each left an indelible imprint on Mississippi. Throughout the syllabus, you will notice flags that represent distinct periods of Mississippi's history. As you read and take notes, ask yourself what were the major historical developments while each of these flags flew over Mississippi? Why were the banners hoisted aloft and what kind of changes did each flag herald?

This course offers a broad overview of Mississippi's history from the period before European settlement to the present. The class is divided chronologically, with the first third examining the cultures of Mississippi's indigenous peoples, European exploration and colonization, the arrival of African slaves, and the creation of Mississippi territory. The middle section of the course examines the creation of an economic and political system dominated by slaveholding planters. Among the major issues addressed in this section are slavery, secession, the Civil War and its aftermath, and the overthrow of the state's Reconstruction government. The final section of the course begins in the 1870s and continues to the present. Topics discussed include the disenfranchisement of black voters, the rise of Jim Crow, the Progressive Era, World War I, the 1927 Mississippi Flood, the Great Depression, World War II, the Civil Rights Movement, and the resurgence of the state's Republican Party.

Required Readings:

- Bynum, Victoria E. The Free State of Jones: Mississippi's Longest Civil War. Chapel Hill: University of North Carolina Press, 2001.
- Carson, James Taylor. Searching for the Bright Path: The Mississippi Choctaws from Prehistory to Removal. Lincoln: University of Nebraska Press, 1999.
- Curry, Constance. Silver Rights. New York: Harcourt, 1996.
- Davis, Edwin Adams and William Ransom Hogan. The Barber of Natchez. Baton Rouge: Louisiana State University Press, 1954.
- Helferich, Gerard. High Cotton: Four Seasons in the Mississippi Delta. New York: Counterpoint, 2007.

Grading: Your grade will consist of the following elements:

Attendance and Participation	50 pts.	700-630 pts.	A
Eight Quizzes (10 pts. each)	80 pts.	629-560 pts.	B
First Writing Assignment	75 pts.	559-490 pts.	C
Mid-Term Examination	100 pts.	489-420 pts.	D
Second Writing Assignment	120 pts.	419-000 pts.	F
Third Writing Assignment	125 pts.		
Final Examination	150 pts.		
Total	700 pts.		

Attendance: *Attendance will be taken in this course.* Students who accrue more than two unexcused absences during the semester will have their attendance grade lowered by ten points for each subsequent unexcused absence. Students missing class because of illness, family emergencies, military service, university activities, etc., must notify the professor of their absence before class via e-mail OR provide written verification of their excuse for missing class. Please note that the attendance grade may be lowered because of tardiness or disruptive behavior.

Quizzes: Throughout the semester, there will be eight quizzes (the dates of the quizzes are in the course outline). The quizzes will be held during the first ten to fifteen minutes of class—***students arriving late will not be given additional time!*** The quizzes will be fill-in-the-blank questions and short answer (two-three sentences) questions on the assigned readings. To encourage students to take notes while reading, the use of hand-written or printed notes will be permitted. ***Students who miss a quiz and who have a written, verifiable excuse will be allowed to take a make-up quiz. This quiz must be taken within one week of the date upon which the quiz was originally scheduled.***

Examinations: Your mid-term examinations will consist of three components. In the first section, you will be presented with a list of twelve terms (events, ideas, people, etc.), of which you will select six. You will briefly (two to three sentences) identify and state the significance of these terms. In the second section, you will write one brief essay (two to three paragraphs) addressing questions raised by specific readings. As with the first section, you will have some choice in choosing which questions to answer. The final portion of your examinations require you to write one essay (six paragraphs) dealing with a broad question that touch upon several readings and lectures. Again, you will have some choice in answering this question. **It is incumbent upon you to keep up with the readings and to review your notes on a regular basis. You will be given a study guide on the examinations, but will not be allowed to use notes. Do not wait until the night before the examination to begin studying!**

Your final examination will consist of four components and will follow the basic format of the mid-term examination with one notable exception – there will be a cumulative essay question worth fifty points. You will be given the question for the cumulative essay on the last day of class.

Extra Credit Assignment: After viewing the documentary, “Cahokia Mounds: Ancient Metropolis” (Cook Library, Media Room, E 78.I3 C33 1994 [video has been placed on reserve]) and completing the worksheet distributed in class, write a brief (two page) essay that addresses the following questions:

What are the strengths and weaknesses of documentary films in presenting historical information? Compared with a historical monograph or book—like Carson’s Searching for the Bright Path—what are the advantages and disadvantages of using film to convey information? What does the documentary do better than Carson’s book and vice versa?

There is no right or wrong answer, but I do expect papers that give specific examples from both the video and Carson’s book. To receive any points, you **must** complete both the worksheet and write the essay! The assignment is worth a maximum of **40 points**. The completed assignment is due at the beginning of class on 16 September 2008. **No late assignments will be accepted for the extra credit option!**

First Writing Assignment: This assignment is designed to help you identify and critique the arguments in a historical monograph. In an essay of between three to four pages, answer the following question:

In Searching for the Bright Path, James Taylor Carson argues that the Mississippi Choctaws were attempting to walk what they referred to as “the straight bright path.” What did the Choctaws mean by this expression? Where does Carson believe that the Choctaws succeeded or failed in this endeavor? What kind of evidence does Carson use to make his case? Do you find his argument convincing? Why or why not?

This essay must be more than a summary of the book! You should avoid simple critiques of Carson’s work (“I found this book dry” or “I did not like this book”). You need to discuss whether Carson succeeded or

failed in making his argument. In writing your essay, you need not discuss every aspect of Choctaw culture—focus on one or two examples of cultural change/continuity that you can discuss in detail. Also, make certain that your essay includes an introduction that discusses your major interpretative points. Finally—and most importantly—make certain that you address **all** the questions in assignment.

Your essay must include evidence from the text and you must cite that evidence using footnotes. Parenthetical quotations (Carson, 21) are not acceptable. In crafting your footnotes, use the following examples as a models:

First citation:

¹ James Taylor Carson, Searching for the Bright Path: The Mississippi Choctaws from Prehistory to Removal (Lincoln: University of Nebraska Press, 1999), 2.

Subsequent citations:

² Carson, 5.

Your essay must comply with the formatting rules discussed below and is due at the beginning of class on 9 September 2008.

Second Writing Assignment: This assignment is designed to test your ability to combine material from two historical works and develop a thesis. Mississippi's planters controlled the state's politics and owned the bulk of its wealth. They presided over a regime that consigned the vast majority of African Americans to bondage and relegated poorer whites to secondary economic and political positions. Yet some Mississippians bristled under the planters' authority and stepped outside their prescribed roles.

In an essay of **between four and five pages**, answering the following question:

Did William Johnson and Newton Knight defy the conventions of antebellum society? Stated differently, what do these apparently exceptional people reveal about the power of race in Mississippi society and the strength of the planters' regime? In answering this question, you should draw from both Hogan and Davis's The Barber of Natchez and Bynum's The Free State of Jones.

You have considerable leeway in how you answer this question. Indeed, you may argue that neither man challenged the slaveholders' regime and that both men accepted the prevailing racial attitudes. You may also argue that both men accepted some of the existing social mores but rejected others. For example, you could state that Newton Knight accepted prevailing notions of honor and manhood, but did not accept the dominant racial attitudes. Again, there is not necessarily a right or wrong answer to this question. You will be evaluated on your familiarity with the material and your ability to marshal evidence to support your argument.

You must cite your sources using properly formatted footnotes and must include a separate works cited page (which will not count toward the required five pages). Do not use parenthetical citations in your essays!

Make certain that your paper complies with the formatting guidelines discussed under course policies. The completed essay is due at the beginning of class on 28 October 2008.

Third Writing Assignment: While the fortunes of Mississippi's economy have been inextricably linked to cotton markets since the nineteenth century, the state's farmers and planters have confronted an ever-changing array of problems throughout the state's history. Your assignment in this essay is to assess elements of continuity and change in the state's farm economy between 1890 and the present.

In an essay of **between four and five pages**, answer the following questions:

First, what problems did farmers face at the dawn of the twentieth century and how did they respond to these problems? In answering this question, you should draw upon the lectures and materials discussed in the classroom exercises (esp. the attached primary source reader). Second, what challenges are small cotton-growing farmers confronting in present-day Mississippi? In answering the second question, you should draw upon Hefnerich's High Cotton. Finally, discuss how the plights of farmers in the late nineteenth and early twenty-first centuries are similar and different.

This assignment has three objectives. First, to give you the opportunity to interpret primary sources and to craft those sources into an essay. Up to this point, you have been reading secondary works—now it is your turn to be the historian! Second, to compare and contrast the lives of similar people (i.e., Mississippi's cotton growers) across time. The ability to assess how and why things change is a vital skill for historians. And finally, you should come away from this assignment with a better understanding of how the cotton markets have shaped Mississippi's history for better and for worse.

As with previous assignments, you have considerable leeway in how you structure your paper. It is, however, important that you devote equal space to discussing the primary source documents and Hefnerich's High Cotton. One possible approach is to spend two to three paragraphs describing farmers' struggles in the late nineteenth and early twenty-first centuries before discussing similarities/differences in your concluding paragraph(s).

As with the previous assignments, **you must cite your sources using properly formatted footnotes** and must include a separate works cited page (which will not count towards the required four pages).

When citing documents from the primary source reader, you should use this format:

First citation:

¹ U.S. Congress, Senate, *Report of the Committee on Agriculture and Forestry on the Condition of Cotton Growers*, S. Rept. 986, 53rd Congress, 3rd sess. (1895), 331.

Subsequent citations:

⁴ *Report . . . on the Condition of Cotton Growers*, 334.

The completed essay is due at the beginning of class on 4 December 2008.

A Note About Writing Assignments: A major goal of this course is to help you improve your writing. To this end, I will hold extended office hours in the week before your papers are due. During these times, I will be available to read rough drafts of your papers (please bring hard copies of your papers—I will not read and respond to papers sent as e-mail attachments). In addition to the improved grade you will receive for taking the time to edit and revise your paper, you will receive an additional 5 points for bringing me a rough draft.

Course Policies: Writing assignments are due at the beginning of class on the date indicated. Essays must be submitted as hard copies (electronic copies of papers will not be accepted). Late papers will be accepted, but they will be penalized 15 points per business day that they are overdue.

Your papers must be typewritten, with 12 pt. font (Times New Roman) and double-spaced lines. The header of your paper should be single-spaced and in the following format:

[Your Name]
History 370: Mississippi History
First Writing Assignment
9 September 2008

Do not place a title on your papers—it is unnecessary and tends to “pad” the length. Your paper should have 1” margins on the top and bottom and 1.25” margins on the left right margins. Evidence must be cited using footnotes. Use of alternate forms of citation, such as the MLA format, is not acceptable. Finally, your essays must be stapled (no “dog ears,” paper clips, or binders) and the pages numbered! **Papers that do not meet these standards will be accepted, but you will incur a 10 pt. penalty.** If you have questions about the proper format of your essay, please see me during my office hours.

The university’s policies concerning academic integrity will be enforced in this course. According to the Student Handbook and Undergraduate Bulletin, students caught cheating on their examinations or papers may be given an “F” on the work involved or for the course. Students may also be referred to the Dean of Students for additional disciplinary action and may be subject to probation, suspension, or expulsion. If you have questions about plagiarism, please see me during my office hours.

Out of respect for your classmates, you will refrain from disruptive behavior (arriving late, cell phone conversations, text messaging, listening to music, reading newspapers, eating, sleeping, etc.). Students who consistently arrive late or disrupt class will have their attendance score lowered. Repeat offenders will be dismissed from the class. **THIS CONSTITUTES YOUR WARNING!**

Students with Disabilities: If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address: The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive #8586
Hattiesburg, MS 39406-0001

Voice Telephone: (601) 266-5024 or (228) 214-3232
Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or e-mail Suzy Herbert at Suzanne.Herbert@usm.edu.

COURSE OUTLINE



Spanish Flag of Castile and Leon, ca. 1540-1542; Bourbon Flag of France, 1682-1763

Week One

21 August 2008: Course Introduction and the Pre-History of Mississippi

Week Two

26 August 2008: Mississippian Civilizations

Carson, pp. 1-25

28 August 2008: The De Soto *Entrada*

Carson, pp. 26-69

*Quiz on Carson, pp. 1-69

Week Three

2 September 2008: Frenchmen and Africans in Louisiana

Carson, pp. 70-111

4 September 2008: The Natchez Indians

Carson, pp. 112-134

*Quiz on Carson, pp. 70-134

Week Four

9 September 2008: The Chickasaw Indians

*First Writing Assignment Due

11 September 2008: Struggles for the Gulf Borderlands: The American Revolution and the Spanish in Mississippi

Bynum, pp. 1-28



Flag of Great Britain, 1763-1779; Spanish Flag of Castile and Leon, 1779-1798; Flag of the United States, 1798-1861; Flag of the Republic of West Florida, 1810

Week Five

16 September 2008: Struggles for the Gulf Borderlands: The War of 1812 and the Creation of Mississippi Territory

Bynum, pp. 29-46

*Extra Credit Assignment Due

18 September 2008: Indian Removal and “Flush Times”

Bynum, pp. 47-69

*Quiz on Bynum, pp. 1-68

Week Six

23 September 2008: Video – “Prince Among Slaves”

Davis and Hogan, pp. 1-54

25 September 2008: Slavery in Antebellum Mississippi

Davis and Hogan, pp. 54-68; 90-104

Week Seven

30 September 2008: On the Margins – Poor Whites and Free Blacks

Davis and Hogan, pp. 129-167

*Quiz on Davis and Hogan, pp. 1-68

2 October 2008: The Secession Crisis
Davis and Hogan, pp. 215-240

Week Eight

7 October 2008: Mid-Term Examination

9 October 2008: Class Cancelled (Professor Attending 2008 Southern Historical Association Meeting)
Please continue with your readings! Davis and Hogan, pp. 241-272



Magnolia Republic, 1861; Confederate States of America, 1861-1865

Week Nine

14 October 2008: Mississippians at War (Military Campaigns)

Bynum, pp. 93-148

*Quiz on Bynum, pp. 93-148

16 October 2008: Class Cancelled (Fall Break)

Week Ten

21 October 2008: Mississippians at War (The Home Front)

Bynum, pp. 149-205.

23 October 2008: From Emancipation to Reconstruction

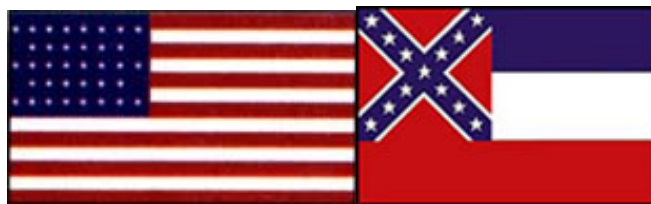
Helferich, pp. 1-48

Week Eleven

28 October 2008: From Reconstruction to “Redemption”

Helferich, pp. 49-110.

*Second Writing Assignment Due at the Beginning of Class



Mississippi State Flag, 1894-Present
United States, 1865-Present

30 October 2008: Bourbons, Populists, and “Rednecks” – Politics in Mississippi (1877-1914)

*Quiz on Helferich, pp. 1-110

Week Twelve

4 November 2008: The Persistence of Cotton – Mississippi’s Agricultural Economy (1877-1914)

Read *Report of the Committee on Agriculture and Forestry (1895)*

6 November 2008: Creating and Enforcing the Color Line – The Rise of Jim Crow
Helferich, pp. 111-158

Week Thirteen

11 November 2008: Modernizing Mississippi – The Progressive Era
Helferich, pp. 159-217

13 November 2008: Northern Migrations – World War One, the First Great Migration, and the 1927 Mississippi River Flood
Helferich, pp. 218-266
*Quiz on Helferich, pp. 218-266

Week Fourteen

18 November 2008: Portents of Change – The Great Depression, the New Deal, and World War Two
Curry, pp. 3-55

20 November 2008: Breaking the Color Line – The Struggle to Integrate Mississippi
There are no assigned readings for today's class. Spend time working on third essay.

Week Fifteen

25 November 2008: From Freedom Summer to Black Power – The Civil Rights Movement Continues
Curry, pp. 56-90

*Quiz on Curry, pp. 3-90

27 November 2008: Class Cancelled (Thanksgiving Break)

Week Sixteen

2 December 2008: Mississippi and the Conservative Revolution
Curry, pp. 91-157

4 December 2008: Course Summary and Review for Final Examination
Curry, pp. 158-201

*Third Writing Assignment Due at the Beginning of Class

Final Examination – 10 December 2008 (8:00-10:30am)

History 370 – Grading Rubric

Grading Components	A	B	C	D	F
Thesis Statement and Argument	A clear, forceful thesis statement that is developed throughout the paper.	Paper has a thesis and the argument proceeds in a logical manner. Individual points may be disjointed. The argument may not be properly introduced or summarized in the conclusion.	Paper has a thesis, but the argument is not developed logically. The paragraphs may seem disjointed and the argument may not be properly introduced or summarized.	The paper does not have a well-defined thesis. The paper is disorganized and rambling.	No discernable thesis statement or argument.
Grammar and Style	Paper is free of grammatical errors. The prose is polished.	Paper contains minor grammatical errors and stylistic concerns (i.e. poor word choice, improper punctuation, etc.), but is generally well written.	Paper contains some grammatical errors. Paper may have stylistic concerns, such as choppy sentences, omitted words, wrong tense, or poorly organized paragraphs.	Paper is poorly written. Numerous grammatical and spelling errors, suggesting that the student did not take time to proofread the paper.	Generally reserved for papers that are unintelligible. See the professor or consult the history writing center.
Familiarity with Material	Excellent understanding of material, as evidence by the use of evidence and quotations from the text.	Good understanding of the book that goes beyond material covered in class discussions.	A general understanding of the work, commensurate with having attended lectures and overheard class discussions of the readings. Little or no evidence from the text.	Some familiarity with the material, but only a vague understanding of the book's argument.	No demonstrated familiarity with the material.

Comments:

Final Grade: