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History 370: Mississippi History

Fall 2011

Liberal Arts Building (LAB) 101

Tuesday and Thursday, 11:00am-12:15pm

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

-William Faulkner

Loving all of it even while he had to hate some of it because he knows that you don't love because: you love despite; not for the virtues, but despite the faults.

-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 the major historical developments were 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. 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: In addition to various primary and secondary sources that are available on electronic reserve, there are five required books for this course.

Davis, Edwin Adams and William Ransom Hogan. The Barber of Natchez. Baton Rouge: Louisiana State University Press, 1973. ISBN: 0-8071-0212-1.

Heard, Alex. The Eyes of Willie McGee: A Tragedy of Race, Sex, and Secrets in the Jim Crow South. New York: Harper, 2010. ISBN: 978-0-06-128415-1.

Kirwin, Albert D. Revolt of the Rednecks: Mississippi Politics, 1876-1925. Lexington: University Press of Kentucky, 1951; reprint, Lexington: University Press of Kentucky, 2011. ISBN: 0813134285.

Leverett, Rudy H. Legend of the Free State of Jones. Jackson: University Press of Mississippi, 1984. ISBN: 978-1-60473-571-0.

Nairne, Thomas Nairne’s Muskogean Journals: The 1708 Expedition to the Mississippi River, ed. Alexander Moore. Jackson: University Press of Mississippi, 1988. ISBN: 1-57806-853-3.

GRADING: There are seven components to your grade. You must complete all of the assignments; *students who fail to complete all of these assignments will not pass the course.*

Attendance	050 pts.	1000-900 pts.	A
Two Midterm Examinations (150 pts. each)	300 pts.	899-800 pts.	B
Primary Source Paper	100 pts.	799-700 pts.	C
Secondary Source Paper	150 pts.	699-600 pts.	D
Primary and Secondary Source Paper	200 pts.	599-000 pts.	F
<u>Final Examination</u>	<u>200 pts.</u>		
Total	1000 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 25 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 will be lowered because of tardiness or disruptive behavior.

EXAMINATIONS: Your mid-term and final 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 (three or four sentences) identify and state the significance of these terms. The second section will consist of short answer and fill-in-the-blank questions. 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. 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!

FORMAL WRITING ASSIGNMENTS: There are three formal writing assignments for this class, each of which assesses a different skill set. For each of these essays, you will have two or three options that are due on different dates. You are free to choose the option that best matches your interests and your schedule.

One of my major goals in this course is to help you improve your critical thinking and writing skills. To that end, I ask that when you complete an assignment, you also turn in your previous essay(s). I will use your previous essays to track your improvement and to make suggestions for further strengthening your writing, reasoning, and use of evidence.

PRIMARY SOURCE PAPER: One of the fundamental skills that historians develop is the ability to answer historical questions with primary (first-hand) sources. This assignment will help you develop this critical skill. You must complete one of the following options.

OPTION ONE: In an essay of **three full pages**, answer the following questions. Based on the journals of Thomas Nairne and Pierre LeMoyne D'Iberville and the letters of Henri de Tonti, what effects did the slave trade have on the Chickasaw and Choctaw nations? How did the trade operate? More specifically, how were slaves captured, who did the capturing, and where were they sold? Finally, what did the English and the French hope to achieve by either supporting or ending the trade in enslaved Indians?

Your essay must follow the formatting guidelines listed below, and must include evidence from the text. You must cite that evidence using footnotes; parenthetical quotations are not acceptable. Use the following examples as models for your footnotes:

First Citation:

¹ Pierre LeMoyne D'Iberville, *Iberville's Gulf Journals*, ed. and trans, Richebourg Gaillard McWilliams (University: University of Alabama Press, 1981), 119.

¹ Thomas Nairne, Nairne's Muskogean Journals: The 1708 Expedition to the Mississippi River, ed. Alexander Moore (Jackson: University Press of Mississippi, 1988), 50.

¹ Patricia Galloway, "Henri de Tonti du villages des Chacta, 1702: The Beginning of the French Alliance," in La Salle and His Legacy: Frenchmen and Indians in the Lower Mississippi Valley, ed. Patricia Galloway (Jackson: University Press of Mississippi, 1982), 167.

Subsequent Citations:

² D'Iberville, Gulf Journals, 119.

² Nairne, Muskogean Journals, 50.

² Galloway, "Henri de Tonti," 167.

OPTION TWO: In an essay of **three full pages**, answer the following questions. Why did most of Mississippi's citizens believe that secession was both justified and necessary in 1860? Why were some people reluctant to leave the union? In answering this question, you should make use of the documents assigned for 12 October 2011 (Secession), all of which are available on electronic reserve.

Your essay must follow the formatting guidelines listed below, and must include evidence from the text. You must cite that evidence using footnotes; parenthetical quotations are not acceptable. Use the following examples as models for your footnotes:

First Citation:

¹ Bradley G. Bond, ed., Mississippi: A Documentary History (Jackson: University Press of Mississippi, 2003), 93.

¹ Charles B. Dew, Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War (Charlottesville: University Press of Virginia, 2001), 83.

¹ John K. Bettersworth, ed., Mississippi in the Confederacy (Baton Rouge: Louisiana State University Press, 1961), 17.

Subsequent Citations:

² Bond, ed., Mississippi, 93.

² Dew, Apostles of Disunion, 83.

² Bettersworth, ed., Mississippi in the Confederacy, 17.

SECONDARY SOURCE PAPER: Historians must often combine, or synthesize, the work of other scholars to address a historical question. This is more simply summarizing or reporting on their findings; it usually requires that you identify those parts of their work(s) that are of value to your project and use it to answer your question. This assignment will help you develop this skill. You must complete **one** of the following options.

OPTION ONE: Based on your readings of the pieces by Calloway and O'Brien, answer the following questions in an essay of **four full pages**. What role did the Chickasaw and Choctaw Indians play in the American Revolution? Why did these nations chose to fight alongside the British? Stated differently, what did they expect to gain through their alliance with Great Britain?

Your essay must conform to the formatting guidelines listed below, and must include evidence from the text. You must cite that evidence using footnotes; parenthetical quotations are not acceptable. Use the following examples as models for your footnotes:

First Citation:

¹ Colin G. Calloway, The American Revolution in Indian Country: Crisis and Diversity in Native American Communities (Cambridge: Cambridge University Press, 1995), 214.

¹ Greg O'Brien, "'We are behind you': The Choctaw Occupation of Natchez in 1778," Journal of Mississippi History 64 (Summer 2002), 107.

¹ Greg O'Brien, "The Choctaw Defense of Pensacola in the American Revolution," in Pre-Removal Choctaw History: Exploring New Paths, ed., Greg O'Brien (Norman: University of Oklahoma Press, 2008), 127.

Subsequent Citations:

² Calloway, American Revolution in Indian Country, 214.

² O'Brien, "Choctaw Occupation of Natchez," 107.

² O'Brien, "Choctaw Defense of Pensacola," 127.

OPTION TWO: Rudy Leverett and Victoria Bynum were the first scholars to apply rigorous historical analysis to questions surrounding Newton Knight and Jones County, Mississippi, during the Civil War. Through their research, Leverett and Bynum arrived at radically different conclusions about the motives of Knight and his supporters. In an essay of **four full pages**, answer the following questions. How are the interpretations of Newton Knight and of the wartime events in Jones County offered by Leverett and Bynum similar and different? What do they believe drove the Knight Company? What evidence do they offer to support their conclusions? Which interpretation do you find most convincing? Why?

Your essay must follow the formatting guidelines listed below, and must include evidence from the text. You must cite that evidence using footnotes; parenthetical quotations are not acceptable. Use the following examples as models for your footnotes:

First Citation:

¹ Rudy H. Leverett, Legend of the Free State of Jones (Jackson: University Press of Mississippi, 1984), 32.

¹ Victoria E. Bynum, "Telling and Retelling the Legend of the 'Free State of Jones,'" in Guerrillas, Unionists, and Violence on the Confederate Home Front, ed., Daniel E. Sutherland (Fayetteville: University of Arkansas Press, 1999), 19.

¹ Victoria E. Bynum, The Long Shadow of the Civil War: Southern Dissent and Its Legacies (Chapel Hill: University of North Carolina Press, 2010), 85.

Subsequent Citations:

² Leverett, Legend of the Free State of Jones, 32.

² Bynum, "Telling and Retelling," 19.

² Bynum, Long Shadow of the Civil War, 85.

PRIMARY AND SECONDARY SOURCE PAPER: This assignment requires you to combine primary and secondary source material to answer a question. You must complete one of the following options.

OPTION ONE: This assignment is based on the articles by Galloway and Foret, Du Pratz's History of Louisiana, and on the primary source documents in Bond (pp. 22-39). In an essay of **between four and five pages**, discuss the role the Choctaws played in the wars between the English, the French, and the Chickasaws in the 1730s and 1740s and the effects of those wars on the Choctaw nation. Your essay should include a discussion of the war's causes, a brief narrative of the wars, in which you discuss what happened and when. It should also include a discussion of what the French and Choctaws hoped to gain through their alliance and through their wars against the Chickasaw. How strong was the Choctaws' commitment to the French cause? What kind of strains did the Choctaw nation suffer because of these wars? Your essay must include evidence from the text and you must cite that evidence using footnotes. Parenthetical quotations are not acceptable. Use the following examples as models for your footnotes:

First Citation:

¹ Michael J. Foret, "War or Peace? Louisiana, the Choctaws, and the Chickasaws, 1733-1735," Louisiana History 31 (July 1990), 273.

¹ Patricia Galloway, "Choctaw Factionalism and Civil War, 1746-1750," in Pre-removal Choctaw

History: Exploring New Paths (Norman: University of Oklahoma Press, 2008), 70-103.

¹ Bradley G. Bond, ed., Mississippi: A Documentary History (Jackson: University Press of Mississippi, 2003), 22.

¹ Le Page Du Pratz, The History of Louisiana, or of the Western Parts of Virginia and Carolina (London: T. Becket, 1774; reprint, Baton Rouge: Claitor's Publishing, 1972), 88.

Subsequent Citations:

² Foret, "War or Peace," 275.

² Bond, Mississippi, 22.

² Galloway, "Choctaw Factionalism," 72.

Subsequent Citations (continued):

² Du Pratz, History, 88.

OPTION TWO: In an essay of **between four and five pages**, compare and contrast the challenges facing free black men and women in antebellum Natchez. How were the lives of free black men like William Johnson different from those of free black women? What kind of strategies did men develop to survive in a slave society? How were those strategies similar to, or different from, those employed by women? In answering this question, you should draw upon the Mississippi Code, Davis and Hogan's biography of William Johnson, and the article by Broussard.

Your essay must include evidence from the text and you must cite that evidence using footnotes. Parenthetical quotations are not acceptable. Use the following examples as models for your footnotes:

First Citation:

¹ Edwin Ransom Davis and William Ransom Hogan, The Barber of Natchez (Baton Rouge: Louisiana State University Press, 1973), 86.

¹ Joyce L. Broussard, "Stepping Lively in Place: The Free Black Women of Antebellum Natchez," in Mississippi Women: Their History, Their Lives, ed. Elizabeth Anne Payne, Martha H. Swain, and Marjorie Julian Spruill, vol. 2 (Athens: University of Georgia Press, 2010), 25.

Subsequent Citations:

² Davis and Hogan, Barber of Natchez, 110.

² Broussard, "Stepping Lively in Place," 28.

OPTION THREE: Answer the following questions in an essay of **between four and five pages**. Based on your readings of the Report of the Committee on Agriculture, Kirwin's Revolt of the Rednecks, and Holmes's article on "Whitecapping," what role did race play in white farmers' response to the farm crisis of the 1890s and 1900s? Stated differently, did whites connect the farm crisis to racial concerns? If so, how?

Your essay must conform to the formatting guidelines listed below, and must include evidence from the text. You must cite that evidence using footnotes; parenthetical quotations are not acceptable. Use the following examples as models for your footnotes:

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.

First Citation (continued):

¹ William F. Holmes, "Whitecapping: Agrarian Violence in Mississippi," Journal of Southern History 35 (May 1969), 166.

¹ Albert D. Kirwin, Revolt of the Rednecks: Mississippi Politics, 1876-1925 (Lexington: University Press of Kentucky, 1951), 23.

Subsequent Citations:

² Report . . . on the Condition of Cotton Growers, 334.

² Holmes, "Whitecapping," 166.

² Kirwin, Revolt of the Rednecks, 23.

EXTRA CREDIT ASSIGNMENT: You will have one extra credit opportunity in this course. During your fall break, you are to visit one of the many historical sites or museums in Mississippi. To document your visit, you will need to snap a picture of yourself at the site (a printout of the picture or a ticket stub must be included with your paper). You will then write an essay of **two full pages** describing the exhibits and what you found most interesting. You must also attach a separate bibliography listing three secondary sources related to this site. The assignment is worth a possible 50 points, which is approximately half a letter grade. If you decide to take advantage of this opportunity, your paper will be due at the beginning of class on 21 October.

COURSE POLICIES AND FORMATTING GUIDELINES: 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 **25 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
[Assignment Name and Option Number]
[Date]

Do not use a title page and 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 and right margins. Evidence must be cited using footnotes. Use of alternate forms of citation, such as the MLA format, is not acceptable unless otherwise noted. Because you have examples of how to format the footnotes, I expect your references to be properly formatted. Finally, your essays must be stapled (no “dog ears,” paper clips, or binders) and the pages must be numbered. **Papers that do not meet these standards will be accepted, but you will incur a 15 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 a 0 on that assignment and may be given a failing grade 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.

CLASSROOM DECORUM: 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 to zero. Repeat offenders will be dismissed from the class.

I have found laptop computers and recording devices to be a constant nuisance. The vast majority of students who bring them to class use them to play games and/or access the Internet instead of taking notes. To that end, **I do not allow the use of laptops in my classes unless the student has a note from the Office for Disability Accommodations (ODA).** Likewise, **I do not allow the recording of my lectures without my permission and without documentation from the ODA that the recording device is necessary.**

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

Week One

25 August

Introduction and the Pre-History of Mississippi



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

Week Two

30 August

The Mississippian Civilizations

Readings:

Moore, ed., Nairne's Muskogean Journals, pp. 1-31.

Christina Snyder, Slavery in Indian Country: The Changing Face of Captivity in Early America (Cambridge, Mass.: Harvard University Press, 2010), 13-45. [*electronic reserve*]

1 September

The De Soto Raid

Readings:

Moore, ed., Nairne's Muskogean Journals, pp. 32-79.

“Contact” from James West Davidson and Mark Hamilton Lytle, After the Fact: the Art of Historical Detection, 6th ed. (New York: McGraw Hill, 2010), pp. 1-29. [*electronic reserve*]

Week Three

6 September

The “Mississippi Shatter Zone” and the Chickasaw Indians

Readings:

Patricia Galloway, “Henri de Tonti du villages des Chacta, 1702: The Beginning

of the French Alliance,” in La Salle and His Legacy: Frenchmen and Indians in the Lower Mississippi Valley , ed. Patricia Galloway (Jackson: University Press of Mississippi, 1982), 146-175. [*electronic reserve*]
Richebourgh Gaillard McWilliams, ed. and trans., Iberville’s Gulf Journals (University: University of Alabama Press, 1981), 119-20; 171-74. [*electronic reserve*]

8 September

The Natchez Indians

Readings:

Le Page Du Pratz, The History of Louisiana, or of the Western Parts of Virginia and Carolina (London: T. Becket, 1774; reprint, Baton Rouge: Claitor’s Publishing, 1972), 87-96. [*electronic reserve*]

Assignment:

Primary Source Paper [Option One]

Week Four

13 September

The French in Colonial Louisiana

Readings:

Michael J. Foret, “War or Peace? Louisiana, the Choctaws, and the Chickasaws, 1733-1735,” Louisiana History 31 (July 1990): 273-90. This article is available through the database www.jstor.org.

15 September

Slavery in Colonial Louisiana



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

20 September

The Choctaw Indians

Readings:

Bradley G. Bond, ed., Mississippi: A Documentary History (Jackson: University Press of Mississippi, 2003), 22-39. [*electronic reserve*]
Patricia Galloway, “Choctaw Factionalism and Civil War, 1746-1750,”

in *Pre-removal Choctaw History: Exploring New Paths* (Norman: University of Oklahoma Press, 2008), 70-103. [*electronic reserve*]

22 September

First Midterm Examination

Week Six

27 September

Readings:

The American Revolution in the Gulf South

Colin G. Calloway, *The American Revolution in Indian Country: Crisis and Diversity in Native American Communities* (Cambridge: Cambridge University Press, 1995), 213-243. [*electronic reserve*]

Greg O'Brien, "The Choctaw Defense of Pensacola in the American Revolution," in *Pre-Removal Choctaw History: Exploring New Paths*, ed., Greg O'Brien (Norman: University of Oklahoma Press, 2008), 123-147. [*electronic reserve*]

Greg O'Brien, "'We are behind you': The Choctaw Occupation of Natchez in 1778," *Journal of Mississippi History* 64 (Summer 2002): 106-124. [*electronic reserve*]

29 September

Assignment:

Readings:

Mississippi Territory

Primary and Secondary Source Paper [Option One]

Ransom and Hogan, *Barber of Natchez*, pp. 1-29.

Week Seven

4 October

Assignment:

Readings:

Struggles for the Southern Borderlands: The West Florida Revolt, the War of 1812, and Statehood

Secondary Source Paper [Option One]

Ransom and Hogan, *Barber of Natchez*, pp. 30-90.

6 October

Readings:

Indian Removal

Ransom and Hogan, *Barber of Natchez*, pp. 91-117.

Week Eight

8 October

Readings:

"Flush Times" and Panics: Mississippi in the 1830s

Ransom and Hogan, *Barber of Natchez*, pp. 118-167.

10 October

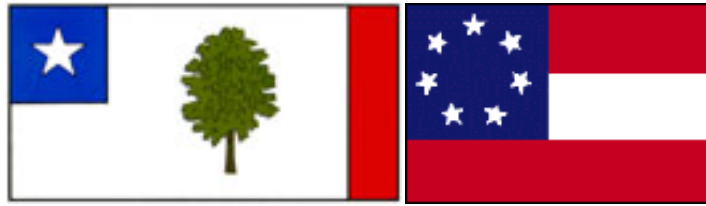
Readings:

Jacksonian Democracy in Mississippi

Ransom and Hogan, *Barber of Natchez*, pp. 241-272.

Joyce L. Broussard, "Stepping Lively in Place: The Free Black Women of Antebellum Natchez," in Elizabeth Anne Payne, Martha H. Swain, and Marjorie Julian Spruill, ed., *Mississippi Women: Their Histories, Their*

Lives, vol. 2 (Athens: University of Georgia Press, 2010): 23-38.
[*electronic reserve*]



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

Week Nine

12 October

Secession

Readings:

John K. Bettersworth, ed., Mississippi in the Confederacy (Baton Rouge: Louisiana State University Press, 1961), 17-35. [*electronic reserve*]
Bradley G. Bond, Mississippi: A Documentary History (Jackson: University Press of Mississippi, 2003), 85-105. [*electronic reserve*]
Charles B. Dew, Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War (Charlottesville: University Press of Virginia, 2001), 83-89. [*electronic reserve*]

14 October

Fall Break

Week Ten

19 October

The Civil War (Military Campaigns)

Assignment:

Primary and Secondary Source Paper [Option Two]

Readings:

Leverett, Legend of the Free State of Jones, pp. 1-120.

21 October

The Civil War (Home Front)

Assignment:

Extra Credit Paper Due

Readings:

Victoria Bynum, The Long Shadow of the Civil War: Southern Dissent and Its Legacies (Chapel Hill: University of North Carolina Press, 2010), 77-99. [*electronic reserve*]

Victoria E. Bynum, "Telling and Retelling the Legend of the 'Free State of Jones,'" in Guerrillas, Unionists, and Violence on the Confederate Home Front, ed., Daniel E. Sutherland (Fayetteville: University of Arkansas Press, 1999), 17-29. [*electronic reserve*]

Week Eleven

26 October

Reconstruction

Assignment:

Primary Source Paper [Option Two]

Readings:

Kirwin, Revolt of the Rednecks, pp. 1-39.

28 October

Class Cancelled – Southern Historical Association

Readings:

Kirwin, Revolt of the Rednecks, pp. 40-84.

Week Twelve

1 November

Reconstruction

Assignment:

Secondary Source Paper [Option Two]

Readings:

Kirwin, Revolt of the Rednecks, pp. 85-121.

3 November

Second Midterm Examination

Week Thirteen

8 November

Agriculture in the New South

Readings:

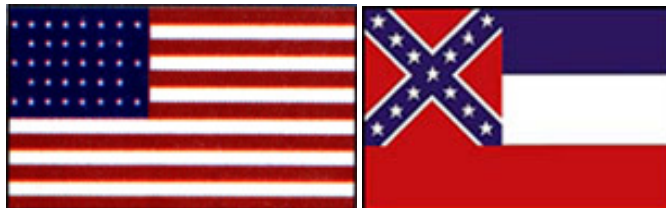
Kirwin, Revolt of the Rednecks, pp. 121-143.

10 November

Bourbons, Farmers, and the Constitution of 1890

Readings:

Kirwin, Revolt of the Rednecks, pp. 144-177.



United States, 1865-Present

Mississippi State Flag, 1894-Present

Week Fourteen

15 November

Readings:

The Rise of Jim Crow

Kirwin, Revolt of the Rednecks, pp. 178-210.

William F. Holmes, "Whitecapping: Agrarian Violence in Mississippi, 1902-1906," Journal of Southern History 35 (May 1969): 165-185.

This article is available through the database JSTOR. You may access this database through www.lib.usm.edu.

17 November

Readings:

Reforming Mississippi: The Progressive Movement

Kirwin, Revolt of the Rednecks, pp. 243-272.

Week Fifteen

22 November

Readings:

The Great Depression in Mississippi

Heard, Eyes of Willie McGee, pp. 1-54.

24 November

Thanksgiving Holiday

Week Sixteen

29 November

Documentary:

Readings:

World War Two in Mississippi

"Home Front and Battlefield: Mississippi in World War II"

Heard, Eyes of Willie McGee, pp. 55-104.

1 December

Assignment:

Readings:

The Origins of the Civil Rights Movement

Primary and Secondary Source Paper [Option Three]

Heard, Eyes of Willie McGee, pp. 105-150.

Week Seventeen

6 December

Documentary:

Readings:

Freedom Summer

"Mississippi—Is This America?"

Heard, Eyes of Willie McGee, pp. 151-232.

8 December
Readings:

The Resurgence of the Republican Party
Heard, Eyes of Willie McGee, pp. 232-350.

Final Examination: Thursday (15 December), 10:45am-1:15pm

