

11.015J/21H104J. Riots, Strikes, and Conspiracies in American History. Fall 2010.

(A HASS-D, Communications Intensive Subject.)

Instructors:

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Prof. Pauline Maier

Writing Advisor: Nora Delaney

Requirements:

(1) Attendance and participation in class discussions. This subject is taught entirely through discussions. As a result, it is essential that students come to class having read the assigned readings and participate in discussions. Students will also be expected to give brief presentations on their chosen paper topics (see below) in the specially scheduled classes on writing papers. Class performance will be a significant consideration in assigning grades.

(2) Preparation of three papers, of which the final one will be a research paper on a riot, strike, or conspiracy *not* discussed in regular class meetings, but which applies the analytic techniques developed there. As the schedule below indicates, special classes will be devoted to choosing an appropriate paper topic and preparing final papers. Students will be asked to turn in a brief statement of topics on which they might write their papers on or before the class on September 16, and those proposed topics will be discussed in class on September 21. Thereafter written assignments will fall due as follows:

October 14. First paper, circa 8-10 pages. It should 1) provide a succinct narrative of the event to be studied, from beginning to end (circa five pages); 2) list the major questions (usually five to eight) and subsidiary questions for the entire event, and then 3) designate one of the major questions for closer study in a final paper, and 4) explain why that question was chosen. The paper must also 5) include a bibliography of major sources on the event.

November 16 Second paper. It will provide an outline of the final paper, which will answer the question chosen in the previous paper, and provide a bibliography for the specific topic of the paper that includes both primary and secondary sources --- that is, documents of the time (newspaper articles, official reports, letters by people involved in the event, etc.) as well as subsequent studies. The bibliography should also state where, particularly with regard to primary sources, those sources are available (for example: "on line through Proquest," "Boston Public Library," "microfilm through Interlibrary Loan"). Note that this bibliography is different from the general one submitted with the first paper, although some works will probably appear on both, and normally includes more primary sources.

December 9. Final paper, circa 15-18 pages. All papers must be based on both primary and secondary sources. Papers should not simply distill information from other secondary studies since the point of this exercise is to give students experience in doing first-hand historical research. All papers must include footnotes and a bibliography or bibliographical essay presented in a full, clear, and consistent form. A brief "Guide" to notes and bibliographies for history papers will be on the course website.

Since this is a Communications Intensive Subject, students will normally be asked to rewrite at least one of the first two papers. In rewriting papers and in preparing their final papers, students are encouraged to consult the writing advisor, Nora Delaney. Note that the purpose of rewrites is to improve the skills not only of students who have difficulty writing but also those who are already capable writers. *Rewrites must be turned in within two weeks of when the original papers were handed back.* Although there can be no rewrites of final papers, students

are encouraged to go over drafts of the final paper with the writing advisor before preparing the final version.

There will be no final examination other than the final paper, which should demonstrate the writing and analytical skills developed over the course of the term. Along with class attendance and participation, the papers, and particularly the final paper, determine final grades. Students should therefore invest appropriate time not just in researching and writing their papers, but in editing and proof-reading them.

Readings:

Most of the readings for 11.015J/21H104J are available on electronic reserves accessible through the subject's website. Two books, Benjamin Labaree's The Boston Tea Party and David Ray Papke's The Pullman Case: The Clash of Labor and Capital in Industrial America, should be purchased. Students will have to make their own Xeroxes of one assigned reading, Crisis at Columbia, from copies available in the Rotch and Humanities Libraries.

Class Schedule:

September 9. Introduction.

September 14-16. The Uprising at Attica Penitentiary, 1972

Cinda Firestone's documentary, Attica, will be shown in class on September 14. Students should read the New York Times articles on the uprising, which are available online through Proquest on the MIT libraries' website, by September 16. Start the readings on the Boston Tea Party.

September 21: First Discussion of Papers: What Makes for a Good Topic?

September 23-October 7. The Boston Tea Party, 1773.

Labaree, The Boston Tea Party. Students should read this book by the class meeting on September 23, paying particular attention to the basic narrative of Boston's "tea party" in chapters VI and VII, pp. 104-145, but also looking through earlier chapters for the background of that event (esp. circa 66-73 or so on the development of the Tea Act, and 88-103 on early resistance to the Act in New York and Philadelphia), and later chapters for its consequences. There is also a brief summary of the background of the "tea party" in the introduction to the "Readings" (below) and a succinct narrative of Boston's opposition to the dutied tea in the Upton article, also in "Readings."

From "Readings on the Boston 'Tea Party'" (on the course website):

Introduction.

Pauline Maier, "Popular Uprisings and Civil Authority in Eighteenth-Century America," William and Mary Quarterly, 3d Series, XXVII (1970), 3-35.

L.F.S. Upton, "Proceedings of Ye Body Respecting the Tea," Ibid. XXII (1965), 287-300.

Richard Frothingham's presentation to a special "Tea Party Anniversary" meeting of the Massachusetts Historical Society on December 16, 1873, in Proceedings of the Massachusetts Historical Society, XIII, 1873-1875 (Boston, 1875), 156-83.

"Destruction of the Tea in the Harbor of Boston, December 16, 1773," Collections of the Massachusetts Historical Society, 4th Series, IV (Boston, 1858), 372-86.

John Adams, diary entry for December 17, 1773, and selections from number VI of his “Novanglus” newspaper essays, first published in 1774 to answer another essayist who wrote as “Massachusettensis,” from Charles Francis Adams, ed., The Works of John Adams (Boston, 1865), II: 323-24 and III: 79-93, 98-99.

October 14: First papers due.

October 12-26. The Rendition of Anthony Burns, Boston, 1854.

The Fugitive Slave Act of 1850, available at http://avalon.law.yale.edu/19th_century/fugitive.asp

From “Readings on the Anthony Burns Crisis in Boston” (on the course website):

Jane H. and William H. Pease, The Fugitive Slave Law and Anthony Burns: A Problem in Law Enforcement (Philadelphia, New York, and Toronto, 1975), pp. v-viii, 3-54, 71-98. *Read this and the Finkelman article by October 12.*

Paul Finkelman, “Legal Ethics and Fugitive Slaves: The Anthony Burns Case, Judge Loring, and Abolitionist Attorneys,” Cardozo Law Review, XVII (May 1996), 1793-1836. Some of the narrative is redundant with other assigned readings, but look for new elements and consider the ethical issues Finkelman raises.)

Harold Schwartz, “Fugitive Slave Days in Boston,” New England Quarterly, XXVII (1854), 191-212.

Boston Slave Riot, and Trial of Anthony Burns. Containing the Report of the Faneuil Hall Meeting; The Murder of Batchelder; Theodore Parker’s Lesson for the Day; Speeches of Counsel on Both Sides. Corrected by Themselves; A Verbatim Report of Judge Loring’s Decision; and Detailed Account of the Embarkation (Boston, 1854).

Thomas Wentworth Higginson, Cheerful Yesterdays (Cambridge, 1900), 132-66.

Charles Francis Adams, Richard Henry Dana: A Biography, Vol I (Houghton Mifflin and Company; Boston and New York, 1891), chapter XIV, pp. 262-82.

Henry David Thoreau, “Anti-Slavery in Massachusetts,” in Thoreau, Anti-Slavery and Reform Papers (Montreal, 1963), 26-41.

October 28. Second Discussion of Papers: Doing Research; Preparing Final Drafts.

November 11 (Thursday): Veteran’s Day; No Class.

November 16: Second Paper due.

November 5-19. The Pullman Strike in Chicago, June-July 1894.

Basic Narrative:

Papke, David Ray, The Pullman Case: The Clash of Labor and Capitalism in Industrial America. University Press of Kansas, 1999. ISBN 0-7006-0954-7

Other Readings (on the course website):

United States Strike Commission, Report on the Chicago Strike of June-July, 1804.... (Washington, 1895), i-iv (introductory materials; the commissioners' report); also testimony on behalf of the Pullman workers at 416-35 (Thomas Heathcote, Jenny Curtis); of the company at 528-47, 552-599, 618-20 (George Pullman and Thomas H. Wicks, with statements issued during the strike at 578-88); of the union and on the escalation and failure of the strike at 129-54, 160-65, 168-71 (Eugene V. Debs), and the injunction issued on July 3, 1894 at 179-80.

Selections from Harper's Weekly, July 7, 14, 21, 28. [14 pages of text; 6 of pictures]

"In Re Debs," Supreme Court Decision, 1894, in United States Reports, Volume 158 (New York, 1895), 564-600.

Grover Cleveland, "The Government in the Chicago Strike of 1894" in Presidential Problems (New York, 1904), 79-117.

Eugene V. Debs, "The Federal Government and the Chicago Strike," (1904; a reply to Cleveland) in Debs: His Life, Writings and Speeches (Chicago, 1908), and "How I Became a Socialist," 181-205, 79-84.

John Peter Altgeld, Live Questions (Chicago, 1899), 459-61 (comments on "In Re Debs," November 15, 1894), and 650-70 (comments on the federal government's interference in the strike, October 17, 1876).

"The Lesson of the Recent Strikes" from four perspectives, North American Review, August 1894, 180-206.

Thursday, November 25: Thanksgiving Holiday.

November 23- December 9. The Uprising at Columbia University, 1968.

Crisis at Columbia: Report of the Fact-Finding Commission Appointed to Investigate the Disturbances at Columbia University in April and May 1968 (New York, 1969), 63-155, 205-215. Available in the Humanities and Rotch Libraries for students to make copies for their own use.

"Readings" on the course website:

Daniel Bell, "Columbia and the New Left," in Daniel Bell and Irving Kristol, eds., Confrontation: The Student Rebellion and the Universities (New York, 1969), 67-107. *Read by November 24.*

David Truman, "Reflections on the Columbia Disorders of 1968," (an unpublished memoir; used with the permission of Truman's son), pp. 1-96, 106-180, 251-72.

Stephen Donadio, "Columbia: Seven Interviews," Partisan Review, Fall 1968, pp. 354-92.

Jerry L. Avorn, et. al., Up Against the Ivy Wall (New York, 1969), Appendix I and II, pp. 285-97.

James Simon Kunen, The Strawberry Statement: Notes of a College Revolutionary (New York, 1969), 15-55.

December 9: Last Class; Conclusion; final papers due.

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<http://ocw.mit.edu>

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