Instructors:
Prof. Robert M. Fogelson  
Prof. Pauline Maier

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, read the assigned readings, and participate in discussions. Students will also be expected to give brief, cogent 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, conducting research, 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 26, and those proposed topics will be discussed in class on September 28. Thereafter written assignments will fall due as follows:

**October 12.** First paper, circa 5 pages, which gives a basic narrative of the entire event to be studied, and provides a bibliography of the best primary and secondary sources on that event. Indicate which of these sources provided the basis for your narrative.

**November 2.** Second paper, circa 3-5 pages, which (1) defines a set of major questions—usually from five to eight, presented in list form—and appropriate subsidiary questions for the entire event being examined, from its beginning to end; (2) chooses one of those major questions for closer study in the final paper; (3) explains why you chose that question; and (4) identifies the relevant secondary and primary sources on that specific question, indicating where—particularly with regard to primary sources—those sources are available.

Although the greater part of the second paper will probably be devoted to the list of major and subsidiary questions, be sure that it also covers the rest of the assignment! No paper will be accepted without a bibliography on the specific question chosen for further work—which is different from the general bibliography submitted with the first paper (although of course some works will probably appear on both).

**December 19.** Final paper, circa 15-18 pages. Answers the question chosen in the previous paper. All papers must be based on both primary and secondary sources—that is, on documents of the time as well as subsequent studies. 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 also include footnotes and a bibliography or bibliographical essay presented in a full, clear, and consistent form.

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, students are
encouraged to consult the writing tutor. 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 can
submit drafts of the final paper for comments and suggestions to the instructors or the
writing tutor before preparing the final version.

There will be no final examination.

Readings:

Most of the readings for 11.015J/21H104J are available on electronic reserves
accessible through the subject’s website. In one case, however, students will have to
make their own Xeroxes of an assigned reading from copies available in the Rotch and
Humanities Libraries. In addition, students should purchase one paperback book:

Benjamin Woods Labaree, The Boston Tea Party. Originally published by
Oxford University Press, NY, in 1964, and now a Northeastern Classics paperback.
ISBN 0930350057.

Class Schedule:

September 7. Introduction.


Labaree, The Boston Tea Party. Students should read this book by the class
meeting on September 12, paying particular attention to the basic narrative of Boston's
"tea party" in chapters V, VI and VII, pp. 80-145, but also reading earlier chapters on the
background of the event. There is another brief summary of that background 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," both of which should also be read
before the class on September 12.

From "Readings on the Boston 'Tea Party'":

Introduction.

Pauline Maier, "Popular Uprisings and Civil Authority in Eighteenth-Century

87-300.

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 “Massachusettsensis,” from Charles Francis Adams, ed., The Works of John

October 3-19. The "Boston [Anti-] Slave Riot" and the Case of Anthony Burns, Boston, 1854.


From "Readings on the Anthony Burns Crisis in Boston":


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.


*The first paper is due on October 12.*

October 24: Library Instructional Session.


October 31-November 14. The Lockout/Strike at Homestead, Pennsylvania, 1892.

David Demarest, Jr., ed., "The River Ran Red": title page and table of contents; vii- 9, 13-30, 35, 37, 41-105, 112-16, 119-38, 140-46, 148-49, 15-59, 162-73, 178-96, 198-203, 225-28. NOTE: This book, which has unfortunately gone out of print, includes a large selection of documents on the Homestead “Strike” along with some secondary accounts, generally by modern historians. The documents are broken up so they relate to that part of the Homestead story covered in a chapter. Note that EACH CHAPTER begins with a summary of “events.” These appear on pages xii, 24, 46, 72, 104, 126, 162, 180, 202. Along with the “Afterword” on pp. 225-28, they provide a succinct chronology of the event. Read those pages as well as the Yellen chapter (below) by October 31.

From the "Readings":


The second paper is due on November 2.


From the "Readings" on the course website:

November 23 is a holiday (Thanksgiving).

December 12: Conclusion; final papers due.