

MIT OpenCourseWare
<http://ocw.mit.edu>

21H.104J / 11.015J Riots, Strikes, and Conspiracies in American History
Fall 2004

For information about citing these materials or our Terms of Use, visit: <http://ocw.mit.edu/terms>.

11.015J/21H104J. Riots, Strikes, and Conspiracies in American History. Fall 2008.
(A HASS-D, Communications Intensive Subject.)

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 having 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 11, and those proposed topics will be discussed in class on September 16. Thereafter written assignments will fall due as follows:

- October 14. First paper, circa 5 pages. Provides a narrative of the entire event to be studied, with a bibliography of the best sources on the event. Indicate which of these sources provided the basis for your narrative.
- November 4. Second paper, circa 3-5 pages. Lists a set of major questions---usually from five to eight--- and appropriate subsidiary questions that cover the entire event being examined, from its beginning to end; chooses *one* of those major questions for closer study in the final paper, and explains why that question was chosen; 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 9. 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. One book, Benjamin Labaree's The Boston Tea Party, should be purchased. In another case, students will have to make their own Xeroxes of an assigned reading, Crisis at Columbia, from copies available in the Rotch and Humanities Libraries.

Class Schedule:

September 4. Introduction.

September 9-11. The Uprising at Attica Penitentiary, 1972

Cinda Firestone's documentary, Attica, will be shown in class on September 9. Students should read the New York Times articles on the uprising, which are available online through Proquest, by September 11.

September 16: First Discussion of Papers: What Makes for a Good Topic

September 18- October 2. The Boston Tea Party, 1773.

Labaree, The Boston Tea Party. Students should read this book by the class meeting on September 18, 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 also a 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."

From "Readings on the Boston "Tea Party":

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), 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 "Massachusettensis," from Charles Francis Adams, ed., The Works of John Adams (Boston, 1865), II: 323-24 and III: 79-93, 98-99.

October 7-21. The Rendition of Anthony Burns, Boston, 1854.

The Fugitive Slave Act of 1850, available at
<http://www.yale.edu/lawweb/avalon/fugitive.htm>

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

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.

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.

Paul Finkelman, "Legal Ethics and Fugitive Slaves: The Anthony Burns Case, Judge Loring, and Abolitionist Attorneys," Cardozo Law Review, XVII (May 1996), 1793-1836, available at:

<http://ssrn.com/abstract=1120322>

NOTE: Although the web version of this article is 50 pages, the article itself is 31 pages. Some of the narrative is redundant with other assigned readings, but look for new elements and consider the ethical issues Finkleman raises.

The first paper is due on October 14.

October 23. Second Discussion of Papers: Doing Research.October 28-November 13. 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, 150-59, 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 pps. 225-28, they provide a succinct chronology of the event. *Read those pages as well as the Yellen chapter (below) by October 28.*

From the "Readings":

Samuel Yellen, American Labor Struggles, 1877-1934 (New York, 1970), 72-100.

Robert Reinders, "Militia and Public Order in Nineteenth-Century America," Journal of American Studies, April 1977, pp. 81-101.

Robert M. Fogelson, America's Armories: Architecture, Society, and Public Order (Cambridge, 1989), pp. 20-44.

William C. Oates, "The Homestead Strike. I. A Congressional View"; George Ticknor Curtis, "ii. A Constitutional View"; T. V. Powderly, "III. A Knights of Labor View," North American Review, September 1892, pp. 355-75.

The second paper is due on November 4.

November 11 is a holiday (Veterans' Day).

November 18. Third Discussion of Papers: The Preparation of Final Drafts.

November 20-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.

From the "Readings" on the Stellar site:

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.

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.

November 27 is a holiday (Thanksgiving).

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