

11.015J/21H104J. Riots, Strikes, and Conspiracies in American History. Fall 2003.
(A HASS-D, Communications Intensive Subject.)

Instructors:

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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 23, and those proposed topics will be discussed in class on September 25. Thereafter written assignments will fall due as follows:

October 9. 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.

October 30. 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 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 that simply distill information from other secondary studies will be unacceptable 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:

Many of the readings for 11.015J/21H104J are in special readers, one for each topic, available in the Rotch and Humanities Libraries, where students are free to make their own copies. For the first three units, readers can also be purchased at the Copy Center. One paperback is recommended for purchase:

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

Class Schedule:

September 4. Introduction.

September 9-23. The Boston Tea Party, 1773.

Labaree, The Boston Tea Party. Students should read this book by the class meeting on September 9, 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.

September 25: First Discussion of Papers: What Makes for a Good Topic?

September 30-October 14. The "Boston [Anti-] Slave Riot" and the Case of Anthony Burns, Boston, 1854.

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.

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

The first paper is due on October 9.

October 16. Second Discussion of Papers: Doing Research.

October 21-November 4. The Textile Workers' Strike at Lawrence, Massachusetts, in 1912.

From the "Readings" on the Lawrence Textile Workers' Strike:

Melvyn Dubofsky, We Shall Be All: A History of the Industrial Workers of the World (Chicago, 1969), 227-263. *Read this by October 21.*

Charles P. Neill, Report on the Strike of Textile Workers in Lawrence, Massachusetts, in 1912 (Washington, D.C., 1912), 9-28, 31-68, 496-505. *Of this, read pp. 496-505 by October 21.*

The Strike at Lawrence, Mass. Hearings before the Committee on Rules of the [U.S.] House of Representatives....March 2-7, 1912 (Washington, D.C., 1912), 31-52, 57-92, 98-124, 234-247, 261-355, 412-454.

"The Lawrence Strike from Various Angles," Survey, April 6, 1912, pp. 65-82.

James P. Heaton, "The Salem Trial," Survey, December 1912, pp. 301-04.

Walter E. Weyl, "The Strikers at Lawrence," Outlook, February 10, 1912, pp. 309-12.

John N. Cole, "The Issue at Lawrence," Outlook, February 24, 1912, pp. 405-06.

The second paper is due on October 30.

November 6. Third Discussion of Papers: The Preparation of Final Drafts.

There will be no class on November 11, MIT's continuation of Veteran's Day.

November 13-December 2. The Student Uprising at Columbia University, 1968.

From the "Readings":

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.

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, 205-15.

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.

David B. Truman, "The Dilemmas of an Unavoidable Confrontation," ca. 1969.

November 28 is a holiday (Thanksgiving).

December 4: Fourth Discussion of Papers: Student Presentations on the Results of Their Research.

December 9: Conclusion; final papers due.

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