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 analytical 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 12, and those proposed topics will be discussed in class on September 17. Thereafter, written assignments will fall due as follows:

October 15. 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, 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 14 Second paper. It will 1) outline—using outline form—the final paper, which should answer the question chosen in the previous paper, and 2) provide a bibliography of the primary and secondary sources relevant to the paper’s specific topic; that is, the bibliography should list documents of the time (newspaper articles, official reports, letters by people involved in the event, etc.) as well as subsequent studies of or relevant to the event, and also 3) state where, particularly with regard to primary sources, those sources are available (for example: “online 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. This bibliography generally includes more primary sources and some specialized studies keyed to the specific question being answered.

December 10. 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.

Since this is a Communications Intensive Subject, students will normally be required to rewrite at least one of the first two papers. The purpose of rewrites is to improve the skills of
students who are already capable writers as well as of those who have difficulty writing. Rewrites must be turned in no later than two weeks after the original papers were handed back, which is usually done in the class after that in which they were turned in. Although there can be no rewrites of final papers, students are encouraged to go over drafts of the final paper with the writing advisor or to consult the appropriate instructor before preparing the final version.

Note that the MIT Libraries offer a wide array of services designed to aid students’ research, including personal consultations to help locate sources for their specific paper topics. Contact the History librarian, Michelle Baildon (baildon@mit.edu, 3-9352), to ask research questions or to schedule an appointment, or visit http://libraries.mit.edu/consultations. The class Writing Advisor will help students in preparing papers as well as in doing rewrites.

There will be no final examination. However, the final paper 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 in researching, writing, editing and proof-reading their papers, and take advantage of the help available to improve their writing.

Readings:
Most of the readings for 11.015J/21H.226J are available on electronic reserves accessible through the subject’s Stellar site. Only one book must be purchased:

David P. Demarest, The River Ran Red: Homestead 1892 (Pittsburgh, 1992)

Students will also need to make their own xeroxes of one assigned reading, Crisis at Columbia, from copies available in the Rotch and Humanities Libraries.

Class Schedule:

September 4. Introduction.

September 9-23. The Rendition of Anthony Burns, Boston, 1854.

From “Readings on the Anthony Burns Crisis in Boston” (on the Stellar site):


Gordon S. Barker, The Imperfect Revolution: Anthony Burns and the Landscape of Race in Antebellum America (Kent, Ohio, 2010), 1-7

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).


September 25: First Discussion of Papers

September 30-October 14: The Lockout-Strike at Homestead, Pennsylvania, 1892


Readings on the Stellar site:


October 14: First Paper Due

October 16: Second Discussion of Papers

October 21–November 6: Twenty-One and the Quiz Show Scandals of the 1950s
Readings on the Stellar Site:


November 13: Third Discussion of Papers

November 13: Second Paper Due

November 18-December 5: The Uprising at Columbia University, 1968.


Readings on the Stellar site:


December 9: Final Paper Due.