

**Power and Violence in America**  
**Fall 2015**  
**Middlebury College - PSCI 282**  
**Amherst College - POSC 324**

**Professors:**

**Adam Dean**  
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**Lecture**

**Location:** Davis Library 105A  
**Time:** T & TH 9:30–10:45

**Lecture**

**Location:** Seeley Mudd 002  
**Time:** T & TH 10:00–11:30

**Office Hours**

**Location:** Munroe 305  
**Time:** T & TH 3:00–4:30 PM

**Office Hours**

**Location:** Keefe Health 201  
**Time:** T 2:00-4:00

The following syllabus is tentative and subject to change. The most current version will always be available on the course's Canvas site.

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**Course Description**

In this course we will explore the complex relationship between industrialization, the labor movement, race relations, and the organization of violence in America. It will focus on the transformative year of 1877, which saw the end of Reconstruction, as well as the first nationwide strike in American history. In studying this 'Great Upheaval,' students will encounter fundamental questions concerning the distribution of income and the use of force in American society. We will examine the historical processes that preceded the events of 1877, as well as the indelible mark that these events left on American political development in the twentieth century. This course is being taught simultaneously at Amherst College and will include a virtual classroom component as well as opportunities for inter-collegiate collaboration.

## Canvas

This class will use an innovative online chalkboard program called Canvas. To access the site, you need to create an account at the following url:

<https://middlebury.instructure.com/login/canvas>

In order to create a user account, use the following “course code”: RYW849

The syllabus, readings, discussion fora, and collaborative access will be available through Canvas.

## Readings

Readings are an essential part of this course. Students are expected to complete all assigned readings before their corresponding lecture. All readings will be available through the course’s Canvas site. There are no required books to purchase.

## Grades

Students are evaluated based on class participation, group collaboration, and two essays.

**25% Class Participation**

**30% Essay 1**

**30% Essay 2**

**15% Student Collaboration**

Participation is extremely important. You should be prepared to answer and ask questions in every class. Attending class is only the first step to good participation. Answering questions, engaging in discussion and asking your own questions are all necessary to receive a high participation grade.

## Grading Breakdown

**Class Participation:**

Participation in this class involves both preparing for and actually discussing the material assigned. Because this is a class with a virtual component, your participation will be even more critical than usual. As such, you are going to be

responsible not only for doing the reading and discussing actively inside the classroom, but also preparing a question/comment to be submitted to a forum on Canvas no later than noon the day before class. This question or comment can address issues of clarification, extensions of points made by the authors, contextualizations of arguments and evidence, and so forth. During class we will use this discussion forum to direct and guide our conversation.

### **Essays 1 and 2:**

The two essays - each 10-15 pages long - are the keystone assignments of this course. Each will involve several parts: a topic/intro paragraph, a rough draft, and a final draft. You will use Google Docs to submit the topic/intro and rough draft to a collaborative group on Canvas, where your fellow group members will provide feedback and commentary. You will only be graded on the final draft of each paper, though Professors Dean and Obert will also provide provisional evaluation on the topic/intro and rough draft. Each paper will be evaluated according to whether or not it has a clear argument, is grammatically correct and well-organized, appropriately cites sources, and provides evidence for its main claim. Exemplary papers will also be interesting and creative.

### **Student Collaboration:**

This class is innovative in another way - we will be creating collaborative groups of 4 or 5 students who will work as a workshop group for each other's written work. Specifically, after we divide you into groups composed of a mix of Amherst and Middlebury students, you will be using a combination of Google Docs and Canvas to provide feedback and comments on the topic/intro and rough draft assignments of your fellow group members. This feedback needs to be substantive, engaged, and helpful. Good collaboration involves responding to the argument and evidence provided by the author, asking penetrating and insightful questions of his or her's main points, identifying possible revisions, making editorial suggestions, and providing information or citations that might be useful to the author. You should offer both comments on the draft itself, as well as write a summary paragraph at the end of the document which responds to the piece as a whole. We will demonstrate in class how this process will work.

## Class Policies

### *Absence:*

Attendance is required. Absences are excused in cases of illness and personal emergency with proper documentation. Absence due to a college-sponsored event or religious holiday is also excused, provided that the student informs me of the absence at least two weeks in advance. Vacation and social engagements are not excused.

### *Special Needs:*

If you have special physical or academic needs, you are responsible for informing me at the beginning of the semester and pursuing the proper channels for making arrangements to handle your needs. The Americans With Disabilities Act Office provides instructors with a list of arrangements that need to be made for the student. This assessment is the responsibility of the student to obtain. All arrangements requested by the ADA Office will be provided.

<http://www.middlebury.edu/campuslife/services/ada/policy/>

<https://www.amherst.edu/campuslife/deanstudents/disabilities>

### *Cell Phone, Laptops, and Tablets:*

Laptops and tablets are not allowed in class unless the student has a documented special need. Cell phones must be turned off during class.

### *Office Hours and Appointments:*

Students are encouraged to meet with professors during office hours to discuss questions and address any difficulties with the course, as well as paper topics, readings, etc. Each professor will also be available, upon request, to video conference with students from each college.

### *Communication and email:*

The best option for discussing course material and assignments is to attend regular office hours. For questions that cannot wait for office hours, please, feel free to email your professors ([adean@middlebury.edu](mailto:adean@middlebury.edu); [jobert@amherst.edu](mailto:jobert@amherst.edu)). However, please keep in mind that we will not respond to email after 5 PM or on the weekends. Additionally, we will not respond to emails received the day before an assignment is due. In general, we will do our best to respond to all student

emails within 24 hours. Students from both institutions should feel free to email either instructor with questions.

### **Honor Code and Plagiarism**

Each institution's Honor Code should be strictly followed for any tests or other work submitted for this course. The honor codes can be found at:

<http://www.middlebury.edu/academics/acadinfo/honorcode/statement.htm>

<https://www.amherst.edu/campuslife/deanstudents/handbook/studentrights#Honor>

Plagiarism is a violation of these Honor Codes. Using another person's ideas and information either in exact form or by paraphrasing without proper citation is plagiarism. In your papers, you are required to cite all sources, use quotations where necessary and provide a bibliography. Plagiarism will be taken extremely seriously. If you have questions, ask me before submitting work. Violation of Middlebury's or Amherst's Honor Code will automatically prompt us to post a failing grade for this course.

## Course Schedule

### Introduction

Tuesday, September 8 (Amherst Only)  
Syllabus and Introduction

Thursday, September 10 (Amherst Only)

- Morone, "Storybook Truths about America," *Studies in American Political Development*

Tuesday, September 15 - Class canceled for ROSH HASHANAH (Amherst Only)

Thursday, September 17 (Middlebury Only)  
Syllabus and Introduction

- Morone, "Storybook Truths about America," *Studies in American Political Development*

\*\*\*Sunday, September 20 - **Middlebury Field Trip to Amherst**

- Seth Ackerman, "Yes, Racism is Rooted in Economic Inequality," *Jacobin Magazine*

### Republican America

Tuesday, September 22

- Cedric De Leon, *The Origins of Right to Work*, Chapter 2, pp. 24 - 48.
- Eric Foner, *Free Soil, Free Labor, Free Men*, Chapter 1, pp. 11 - 39.

Thursday, September 24

- Pauline Maier, "Popular Uprisings in Civil Authority in Eighteenth-Century America," *William & Mary Quarterly*
- Paul Gilje, *The Road to Mobocracy*, Chapter 7

### Industrialization

Tuesday, September 29

- Cronon, *Nature's Metropolis*, Chapters 2-3, pp. 55-147

*Paper 1 Topic and Intro Paragraph (Due Tuesday, 5PM)*

Thursday, October 1

- Lawrence Friedman, *Crime and Punishment in American History*, Chapters 5 & 9

*Feedback on Paper 1 Topic and Intro Paragraph (Due Friday, 5PM)*

## **Republican/Liberal Response**

Tuesday, October 6

- Gaventa, John. *Power and Powerlessness*, Chapter 1
- Foner, Eric. "Why Is There No Socialism in America?." *History Workshop Journal*. Vol. 17. 1984.

Thursday, October 8

- ~~Wilbur Miller, "Police Authority in London and New York City," *Journal of Social History*~~ Archer, SAPD
- Allan Silver, "The Demand for Order in Civil Society," in *The Police: Six Sociological Essays*

*Class Participation and Forum Questions (in class on Thursday)*

## **Southern Slavery and the Civil War**

Tuesday, October 13

- ~~George Fitzhugh, excerpts from "Cannibals All! Or, Slaves Without Masters," pp. 1-3~~
- Barrington Moore, *Social Origins of Dictatorship and Democracy*, Chapter 3, pp.111-149

Thursday, October 15

- ~~Richard Bense, "Southern Leviathan," *Studies in American Political Development*~~

*Paper 1 Rough Draft (Due Friday, 5 PM)*

## Reconstruction and Evolution of the Military

Tuesday, October 20

- Karl Marx, "On the Jewish Question", in David McLellan, *Karl Marx: Selected Writings*, pp. 46-69.
- W.E.B. Dubois, "The Freedmen's Bureau," *The Atlantic*

*Feedback on Paper 1 Draft (Due Wednesday, 5 PM)*

Thursday, October 22

- ~~Enforcement Acts (1870 and 1871)~~
- ~~Posse Comitatus Act (1878)~~
- George Rable, *But There Was No Peace*, Chapters 5 & 6, pp. 59-100

## 1877 Great Upheaval and Rise of Pinkertons

Tuesday, October 27

- Jeremy Brecher, *Strike!*, Chapter 1, pp. 11 - 32
- Karen Orren; "Organized Labor and the Invention of Modern Liberalism in America," *Studies in American Political Development*
- ~~Karl Marx, Letter to Engels~~

Thursday, October 29

- Allan Pinkerton, *Strikers, Communists, Tramps, and Detectives*, Preface and Chapter 1, pp. xi - xii; 13-24.
- ~~Morris Friedman, *The Pinkerton Labor Spy*, Chapters 1-2, pp. 1-29.~~  
Hogg, Pinkertons and Homestead?

*Final Paper 1 (Due Friday, 5 pm)*

## Knights of Labor and Ethnic Violence

Need more chapters to get to actual  
bombing

Tuesday, November 3

- James Green, *Death in the Haymarket*, ~~Chapters 9-10, pp. 145 - 173.~~
- Leon Fink, "The New Labor History and the Powers of Historical Pessimism," *Journal of American History*



Thursday, November 5

Move this down  
to next  
week

- Susan Olzak, "Labor Unrest, Immigration, and Ethnic Conflict in Urban America, 1880-1914," *American Journal of Sociology*
- Jules A. Karlin, "The Anti-Chinese Outbreak in Tacoma, 1885," *Pacific Historical Review*

## **AFL and the Rise of the Police**

Tuesday, November 10

- ~~Julia Greene, *Pure and Simple Politics*, Intro and Chapter 1, pp. 1-47~~
- Ileen A. DeVault "Narratives Serially Constructed and Lived: Ethnicity in Cross-Gender Strikes 1887–1903." *International Review of Social History*

*Paper 2 Topic and Intro (Due Tuesday in class)*

Move Police up  
to previous  
week

Thursday, November 12

- Sidney Harring, "The Buffalo Police 1872-1900," *Crime and Social Justice*
- ~~Bruce Johnson, "Taking Care of Labor," *Theory and Society*~~

Sam Metroni, Reforming Repression

*Feedback on Paper 2 Topic and Intro (Due Friday, 5 pm)*

## **Agrarian Populism**

Tuesday, November 17

- ~~Richard Hofstadter, *Age of Reform*, Chapter 3, pp. 94 - 130.~~
- Elizabeth Sanders, *Roots of Reform*, Chapter 4, pp. 101-147

Thursday, November 19

- Stephen Kantrowitz, ~~*Ben Tillman and the Reconstruction of White Supremacy*, Chapters 4-5, pp. 110-197~~

Ben Tillman ad Hendrix McLain, Agrarian  
Rebels...

**THANKSGIVING RECESS - MONDAY, NOVEMBER 23 - SUNDAY, NOVEMBER 29**

## Progressive Responses

Tuesday, December 1

- James Grossman, "The White Man's Union: The Great Migration and the Resonance of Class and Race in Chicago, 1916-1922" in Trotter, *The Great Migration in Historical Perspective*, pp. 83-105.
- James Chace, 1912, Chapter 12, pp 191-197

Thursday, December 3

- Michael Cohen, "The Ku Klux Klan Government," *Journal for the Study of Radicalism* Tuttle, Labor Conflict and Racial Violence
- Christopher Capozzola, "The Only Badge you Need is your Patriotic Fervor," *Journal of American History*

*Paper 2 Rough Draft (Due Friday 5 pm)*

## New Deal

Tuesday, December 8

- Ira Katznelson and Sean Farhang, "The Southern Imposition," *Studies in American Political Development*
- Margaret Weir, 2005 "States, Race, and the Decline of New Deal Liberalism" *Studies in American Political Development* 19 157-172  
Goldfield, Worker Insurgency, Radical Organization, and New Deal Labor Legislation

Thursday, December 10

- Stephen Norwood, *Strikebreaking and Intimidation*, Chapter 6, pp. 194-227

*Feedback on Paper 2 Rough Draft (Due Friday 5 pm)*

\*\*\*Field Trip to Middlebury (TBD)