

**THE HISTORY OF BOSTON
HI 190**

**Tuesdays and Thursdays, 9:30-10:45am
CAS 203**

Professor Robichaud

Professor Robichaud's Office Location: HI 507 (226 Bay State Road)
Office Hours: Tuesdays 11-12, Thursdays 12:15-2:15 (and by appointment).
Email: andrewr1@bu.edu (Please expect a minimum 24 hours for email responses.)

Teaching Fellows

Jamie Grischkan (jgrisch@bu.edu)

Ryan Shaver (ryanmshaver@gmail.com)

Discussion Sections

Thursdays, 11 am - 12:15 pm

Jamie Grischkan's Discussion Section (B1)

PRB 150

3 Cummington Mall

Ryan Shaver's Discussion Section (B2)

MCS B31

111 Cummington Mall

Overview

In this course we look at the history of a single place—Boston—to see how a city began and developed, and how the history of a single place can offer insight into larger historical changes and questions. Boston history is most often remembered as Revolutionary history. This course explores that celebrated history, but will also unearth the many “cities” that have also existed here over time.

Boston is often called a “historic” city, but what does that mean? What history do Bostonians and visitors to Boston collectively remember and celebrate, and why?

This course uses Boston as a laboratory for historical inquiry, while also offering an introduction to the craft of “doing” history through primary source analysis and archival research in Boston. As a key part of the course, students will visit the Massachusetts Historical Society and do their own archival research and interpretation. Each week we will read relevant primary and secondary sources, and we will think critically about what we think these sources can and cannot tell us about the past.

Many weeks, we will actively engage real spaces in Boston, from the Boston Common and Beacon Hill to the city's "Emerald Necklace" of parks, designed in the nineteenth century.

Assignments will include exams, presentations, and papers. Your major assignment will involve working at the Massachusetts Historical Society with at least one original primary source. At the end of the semester, on December 4, our class will make a public exhibition and presentation at the Massachusetts Historical Society, and students will submit papers related to their projects.

*****PLEASE NOTE: Our final class presentation will be held at the Massachusetts Historical Society on Monday, December 4 at 6pm (and will go until about 7:30 or 8pm). If you cannot make this event, you cannot take this course, unfortunately. Please mark your calendars now!**

Evaluation

- 20% - Class/Section/Field Trip Attendance and Participation
(Please sign in to get credit for your attendance)
- 10% - Boston Landmark Presentation & 2-3 page reflection
- 10% - Midterm Exam
- 20% - Paper
- 15% - Final Exam
- 25% - Final Presentation (Dec. 4) and Group Paper (due in class on Dec. 7)

Attendance and Class Participation

Attendance and participation are mandatory. It is up to you to make sure that you sign in to get credit for your attendance in lectures discussion sections. If you arrive late, please notify the instructor at the end of the class.

You will be evaluated not only for showing up for class, but also for your engagement and participation (especially in discussion sections). If you are shy or unsure how to participate, please visit office hours or talk with me or your TF so we can discuss how you can better prepare for class discussions.

Attendance is mandatory. For every unexcused absence, students will be marked down 1/3 of a letter grade (3.33 points out of 100). You are allowed one unexcused absence without penalty. Up to one unexcused absence may be made up by submitting a two-page reflection essay on the week's readings.

Attendance on the walking tours and visits to MHS are also mandatory. Because our class will move around from time to time, please consult the syllabus and course announcements for instructions on where and when our class will be meeting.

Disabilities

Students with documented disabilities or special needs should contact the professor within the first week for accommodations. For more information, please contact the Office of Disability Services at (617) 353-3658. All discussions will be confidential.

Computers

Computers are not allowed during lectures. One important part of historical thinking and scholarship is being present and focused. While computers can be helpful in certain types of historical analysis, they tend to be major distractions in a lecture. Please take notes by hand. The use of laptops in discussion sections is up to the discretion of your teaching fellow and may change week-to-week.

Cell Phones

Cell phone use and texting is never allowed in class.

Email

Whenever possible, please address your questions to me and your TF's in person, either after class or during office hours. I check and respond to emails once or twice per day. (Your TF's will have their own email policies.) Please expect at least 24 hours for a response to any email.

Academic Conduct

Your work for this course must be your own. Quoting or using another person's ideas without attribution, or presenting another person's work as your own, are forms of plagiarism. If you are found plagiarizing, you will receive a failing grade for the assignment, and possibly the course, with possible further sanctions by the University Academic Conduct Committee. Students should consult the Boston University Academic Conduct Code: <http://www.bu.edu/academics/policies/academic-conduct-code/> It is your responsibility to read these policies carefully and to know exactly what constitutes plagiarism.

Late Work

All in-class presentations must be made on the day they are assigned. Students who do not present on their assigned day will not get credit for the assignment.

Written work is to be handed in at the very start of class on the date listed on the syllabus, unless otherwise specified. A paper will be marked down 1/3 of a grade for each 24 hours that it is late (an A will become an A-, a B+ will become a B, etc.). Assignments more than one week late will not be accepted. I will consider extensions when there is a compelling reason and sufficient notice. If you need an extension, let me know well in advance (at least a full week).

Landmark Presentation Assignment (2-3 written pages, 5 min. presentation in class)

At the beginning of the semester each student will sign up for a day to present a "landmark" that they have found in Boston. This can be anything from a plaque on the side of a building, to a historical site. It can be something that is publicly commemorated, or something that is not memorialized at all. At the beginning of each discussion section,

one to two students will present their findings in a short presentation to the class. We will discuss the assignment further, but here are the basics:

- Take a selfie in front of the site. If there is a plaque or physical marker of any kind, take a picture of that, too.
- In 2-3 pages, explore the history of that landmark or site. Focus your analysis on how this landmark has been remembered (or not remembered) and why.
 - Is there evidence of commemoration (a plaque, a marker, etc.)?
 - If there is a plaque, you may say something about who put it there and why. If there is not a plaque, what would you write if you were designing one? Say something about the historic significance of this place.
 - Say something about the “history of the history” of the place. Who is responsible for the commemoration? When was it designated a historic site? Why do you think the commemoration happened at that particular time and in that particular way?
 - Based on your own research into the place, what information do you see as missing?

Think critically about the sources you use for this assignment. Use at least one published source (a book or an article), and do not rely on unattributed Internet sources (historians know these to be unreliable in many cases!).

Email your picture to your TF at least one day before your presentation so they can have it ready for class. Bring your written analysis to discussion section to hand in, including a list of sources you used. Prepare a short presentation (5 minutes) of your findings for your section. Practice your presentation and time yourself.

Think of this as your opportunity to become an expert on one little corner of Boston history and to share your expertise with your classmates.

Paper

Students will be given two or three essay options and must pick one. More information about this assignment will become available in the first few weeks of the course.

Final MHS Paper and Presentation

Students will become acquainted with the Massachusetts Historical Society in the first few weeks of the semester. We will tour the research library and learn procedures for ordering and handling items in the collection. Students will be assigned a “primary source” from the collection, which they will study in depth for their semester-long project.

Working in teams of two or three students, you will submit a 10-page paper on your group’s findings and the broader significance of the item you are assigned. Each member of the group will also submit a 2-page description of their specific contributions to the project.

Working with staff at MHS, Students will prepare an exhibit and presentation, which will take place on the evening of December 4 at 6pm. Please mark this in your calendar now. If you cannot attend this event you cannot take the course.

BOOKS FOR PURCHASE (available at the BU Bookstore):

Robert Allison, *A Short History of Boston*

Michael Rawson, *Eden on the Charles*

Louis Masur, *The Soiling of Old Glory*

Course Outline

IMPORTANT NOTE: Please have readings for the week completed prior to Thursday's discussion sections. Please be prepared to discuss the readings for that week.

Readings are subject to change. Please keep an eye out for announcements via Blackboard and email.

*** - indicates the reading will be available on Blackboard**

September 5 & 7

Introductions

Review of syllabus

Overview of the course

Discussion sections overview

Student Introductions

TF Introductions

Readings:

Allison, *A Short History of Boston*, chapter 1

Thomas Morton, *New English Canaan* (1637), selections on Blackboard*

September 12 & 14

Native America – The “Massachusetts”

Migrations

Disease

European Arrival

Colonial Settlement

Seeds of Conflict

Readings:

Secondary:

Virginia Anderson, “King Philip’s Herds”*

Primary:

- Mayflower Compact*
- John Winthrop, “Reasons To Be Considered for . . .the Intended Plantation in New England (1629).”*
- John Winthrop, “A Model of Christian Charity (1630).”*
- William Wood on the Indians’ Response to the English Presence (1634).*
- Thomas Shepard, Autobiography (1640), in Nehemiah Adams ed., *The Autobiography of Thomas Shepard*, pp. 25-27, 42-45.*
- Miantonomo, “Call for Indian Unity” (1642).*
- Edward Johnson on Transformation of the Wilderness (1654) *

SEPTEMBER 19 & 21

King Philip’s War

Readings:

Mandell, *King Philip’s War*, selections*

- John Easton, “A Relacion of the Indian Warre” (1675).*
- N. S. (Nathaniel Saltonstall), *The Present State of New-England With Respect to the Indian War* (1675), in Lincoln ed., *Narratives of the Indian Wars, 1675-1699*, pp. 38-45.*
- N. S. (Nathaniel Saltonstall), *A Continuation of the State of New-England* (1676), in Lincoln ed., *Narratives of the Indian Wars, 1675-1699*, pp. 65-68.*
- N.S. (Nathaniel Saltonstall), *A New and Further Narrative of the State of New- England* (1676), in Lincoln ed., *Narratives of the Indian Wars, 1675-1699*, pp. 98-99.*
- R.H., “The Warr in New-England Visibly Ended” (1677), in Lincoln ed., *Narratives of the Indian Wars, 1675-1699*, pp. 103-06.*
- Mary Rowlandson, *The Sovereignty and Goodness of God* (1682), in Lincoln eds., *Narratives of the Indian Wars, 1675-1699*, pp. 118-28, 132-137.*

SEPTEMBER 21 – VISIT TO MASSACHUSETTS HISTORICAL SOCIETY

We will meet at our classroom at 9:30 and walk over together. Students who would like to meet at MHS (1154 Boylston St.) should discuss their plan with the professor in advance.

(Discussion Sections to Follow MHS Visit, time permitting)

SEPTEMBER 26 & 28

**Life in the Massachusetts Bay Colony: A “Comfortable Subsistence?” Land Use and Agriculture in Colonial life in Massachusetts
Slavery in Massachusetts**

Readings:

- Brian Donahue, *The Great Meadow*, selections *
- Ira Berlin, *Many Thousands Gone*, selections*
- Brown and Tager, *Massachusetts: A Concise History* (pp. 47-57)*
- Documents and readings from Mass. Historical Society Website, “Slavery in Massachusetts:”
 - Samuel Sewell, “The Selling of Joseph: A Memorial” (1700)
 - “Indenture between David Stoddard Greenough and Dick Morey,” (1786)
 - “Bill of sale from John Mory to David Stoddard Greenough for Dick (a slave),” 30 July 1785
 - “Laws of the African Society, Instituted at Boston, Anno Domini 1796”
 - “Petition from Prince Hall to the Massachusetts General Court, 27 February 1788”
 - Deed from Habijah Weld to William Clark for sale of Dido (a slave), 17 January 1737

OCTOBER 3 & 5

Revolutionary Boston

Readings:

- Allison, *A Short History of Boston*, chapter 2, “Boston in the Revolution”
- David Hackett Fischer, *Paul Revere’s Ride*, selections*
- Alfred Young, *The Shoemaker and the Tea Party*, selections *
- Middlekauff, *The Glorious Caure* (selections) *

Primary Source Readings:

- James Otis, “The Rights of the British Colonies” (selection)*
- Letters from Loyalists*
- Massachusetts Historical Society: Digital Collection on the Boston Massacre:
 - Samuel P. Savage Diary
 - John Rowe Diary
 - Paul Revere, “The Bloody Massacre” and “The Boston Massacre”
 - “A Monumental Inscription on the Fifth of March” (1772)
- Accounts and Court Depositions of the Boston Massacre*

TUESDAY, OCTOBER 10 – NO CLASS (Monday Schedule)

OCTOBER 12 & 17

- The 19th Century City**
- Urbanization and Immigration**
- Industrialization**
- Boston’s Irish Immigrants**

Readings:

Allison, *A Short History of Boston*, chapter 3, “Boston in the New Nation”
Charles Dickens, “Boston,” in *American Notes* (1842)*
Brown and Tager, *Massachusetts: A Concise History* (pp. 120-129)*
Lowell Mill documents*

*****OCTOBER 19 – MIDTERM EXAM*****

OCTOBER 24 & 26

**Boston’s “Intellectual Hothouse”
Transcendentalism
Reform Movements (part I)
Abolitionism and Antislavery**

- Allison, *A Short History of Boston*, chapter 4, “Boston in the 19th Century”
- David Walker, *Appeal to the Colored People of the World* (1829), selection*
- Kantrowitz, (selection TBD)
- Massachusetts Historical Society, “54th Regiment!”
http://www.masshist.org/online/54thregiment/essay.php?entry_id=528

OCTOBER 26 – RYAN’S SECTION WILL VISIT BLACK HERITAGE TRAIL

OCTOBER 31 AND NOVEMBER 2

NOVEMBER 2 –JAMIE’S SECTION 2 WILL VISIT BLACK HERITAGE TRAIL

**Reform Movements (part II)
Environmental Reform**

Readings:

Michael Rawson, *Eden on the Charles*, Intro and Chapter 1
Ronald Walters, *American Reformers*, selections*

NOVEMBER 7 & 9

**Remaking Space and Environment
Making Land: The Back Bay
The Fens
Olmsted’s Boston
Creating Urban and Suburban
“Streetcar Suburbs”**

Industrial Suburbs: Allston and Brighton

Readings:

Allison, *A Short History of Boston*, chapter 5, “City Transformed”
Michael Rawson, *Eden on the Charles*, chapter 3 and 4
William Dean Howells, *Suburban Sketches* (1871) (selections)*
Frederick Law Olmsted, selections*

NOVEMBER 14 & 16

NOVEMBER 16 – MHS VISIT

We will meet at our classroom at 9:30 and walk over together to 1154 Boylston St.

(Discussion section to follow MHS Visit, time permitting)

Building the Modern City The “T”

Readings:

- Stephen Puleo, *A City So Grand* (2010), pp. 216-56.*
- James C. O’Connell, “How Metropolitan Parks Shaped Greater Boston, 1893-1945,” in Anthony Penna and Conrad Wright, eds., *Remaking Boston* (2009), pp. 168-97.*
- Rawson, chapter 5

Documents on Blackboard labeled “Subway”*

- “TAXPAYERS TALK,” Boston Daily Globe, Mar 9, 1894, p. 10
- “AGAINST THE SUBWAY,” Boston Daily Globe, Mar 2, 1894, p. 5
- “GROWING BOSTON,” Boston Daily Globe, Jan 28, 1894, p. 1
- Cartoon, “Dame Boston’s First Impression of Rapid Transit,” Boston Herald, September 2, 1897, p. 3
- Illustration, “Public Garden Entrance to the Subway, Boston Herald, September 2, 1897
- Illustration, Boston Post, September 1, 1897; Illustration, “The First Car Through the Subway Yesterday,” Boston Herald, September 2, 1897.

NOVEMBER 21

Another “Great Migration”

Boston’s Immigrants and Demographics in the 20th Century

- Malcolm Little's Boston, *The Autobiography of Malcolm X* (selections)*
- Masur, *The Soiling of Old Glory*, Intro, Chapter 1-3.

NOVEMBER 23 – No Class – Thanksgiving Recess

NOVEMBER 28 & 30

Boston's Post-WWII Neighborhoods

The "Urban Crisis" and Busing

Allison, *A Short History of Boston*, chapter 6

Boston Globe Interactive Website on Busing

Oral histories of Busing via WGBH Open Vault Website

Masur, *The Soiling of Old Glory*, chapter 5, 6 and Afterword

*** DECEMBER 4 –FINAL PRESENTATIONS AND EXHIBIT AT MHS AT 6PM ***

DECEMBER 5 & 7

The "New Boston"

Urban Renewal: Hopes and Realities

Postwar Immigration and Suburbanization

Making the Freedom Trail: What gets saved and what gets lost?

Readings:

Allison, *A Short History of Boston*, chapter 7 and Conclusion

Thomas H. O'Connor, "Urban Renewal in Boston: Successes and Controversies," pp. 419-27.*

December 12 – Conclusions (last class)

Readings: TBA

FINAL EXAM (Exam Week, exact date and time TBA)