

Fall 2018

Prof. Bruce Schulman

Office: 226 Bay State Road, Room 407

617-353-8306

Email: bjschulm@bu.edu

Office Hours: Tues 11-12:30; Thursday 2:00-3:00, Or By appt.

History 190

History of Boston: Community and Conflict in Boston's Past

Teaching Fellows:

Cari Babitzke babitzke@bu.edu, Office Hours T 9-9:30/R 12:30-2, or by appointment

Mathew Lavallee mattlav@bu.edu, Office Hours T 2-3:30, or by appointment

General Course Objectives: Focusing on critical moments in the history of Boston, students will immerse themselves in primary source materials—ranging from archival and manuscript sources, to colonial and native American artifacts, to oral interviews and catalog news video, to works of art and architecture—in order to understand the development of Boston and the formation of American identity over the past 300 years. The course will include guided visits to the Massachusetts Historical Society, the historical sites of downtown Boston, Copley Square, and the South End, and to Boston's neighborhoods. Using Boston as a laboratory, HI 190 is designed to involve students in the activities that practicing historians carry out. Students will work with archival manuscripts and artifacts, organize an exhibition at the Massachusetts Historical Society, curate a digital portfolio, and analyze audiovisual materials.

In addition, students should develop a set of skills and habits of mind that derive from serious study of history, including:

- appreciation for how a historical perspective can enrich understanding of contemporary problems;
- the ability to analyze the value and limitations of various sources as evidence;
- a capacity to weigh multiple perspectives and evaluate the merits of competing interpretations,
- research skills using both primary and secondary sources,
- and proficiency in constructing persuasive and evidence-based arguments in written, oral, and digital formats.

BU HUB Objectives:

This course will meet [BU Hub Learning Outcomes](#) for Historical Consciousness Historical Consciousness, The Individual in Community, Teamwork/Collaboration.

In particular, students will

-- complete a series of assignments that ask them to **create historical narratives, evaluate interpretations based on evidence, and construct historical arguments**. Lectures and readings will model these skills, as will class discussions.

--In their assessments of sources and writing assignments, **students will demonstrate knowledge of intellectual paradigms, forms of political organization, and socio-economic forces, and how these have changed over time.**

--By investigating the lives of diverse Bostonians--Native American, Puritan, Quaker, Brahmin, African American, immigrants and more--the landscapes they transformed and the institutions and social practices they created students will **analyze several of the dimensions of experience that inform their own worldviews and beliefs as well as those of other individuals and societies.**

-- In conducting their research in the community, interacting with people at various urban sites, and collaborating with the Massachusetts Historical Society, **students will participate respectfully in different Boston-area communities and recognize and reflect on the issues relevant to those communities.**

--By engaging in activities that explicitly develop their capacity for collaboration, such as developing a team contract, and **by engaging sustained experiences of collaborating with others and producing a team research project, students will be able to identify the characteristics of a well-functioning team and demonstrate an ability to use the tools and strategies of working successfully with a diverse group, such as assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.**

Attendance:

Attendance at all classes is mandatory. (It is also educational!) If you are unable to attend a lecture, there is no need to e-mail the TF or the professor. Return to class as soon as you are able, and ask another student for notes on the class you missed.

Required Readings:

All required books are available in paperback at the Bookstore. Students can find additional assignments, marked with an asterisk (*) on the course schedule below, at the Blackboard Learn website. The following books are available for purchase at the BU bookstore (and many other booksellers):

Robert Allison, *A Short History of Boston* (2004)
 Michael Patrick MacDonald, *All Souls* (1997)
 Daniel R. Mandel, *King Philip's War* (2010)
 Michael Rawson *Eden on the Charles* (2014)

Plagiarism:

Plagiarism -- the presentation of another's work as your own, even by mistake -- is a violation of university and community standards of proper academic behavior. In the field of history, truth and candor are the bedrocks of your work. Plagiarism will result in serious penalties. Never do it, and never tolerate it in others. If in doubt, consult a professor.

BE SURE TO READ AND COMPLY WITH BU'S UNIVERSAL ACADEMIC CONDUCT CODE FOR UNDERGRADUATE STUDENTS. It is available at:

<http://www.bu.edu/academics/resources/academic-conduct-code/>

A Note on Tech:

Use of laptops (and other digital devices) is not permitted in class (except at times designated by the instructors). Please stow your devices before the start of every class. If you have a certified condition that requires the use of a digital tool, let us know.

Grading: Your course grade is based on the following assignments:

- Site Analysis 10% (DUE SEPTEMBER 25)
- Historical Essay 10% (DUE OCTOBER 11)
- Curatorial Assignment 15% (DUE OCTOBER 31)
- Boston Communities Assignment 15% (DUE NOVEMBER 20)
- MHS Group Paper and Presentation 25% (DUE DECEMBER 4)
- PRESENTATION AT MHS DEC 6
- Participation in the History Labs and on the Team Project 15%
- Final Exam 10% (DECEMBER 18, 9-11AM)

COURSE REQUIREMENTS:

1. Site Analysis: On the Assignments page on the Blackboard website, you will find instructions for the Site Analysis Assignment. Students will choose a Boston-Area location from the list of suggested sites, visit the site (attach a selfie of you at the site to the completed assignment) and answer a series of short questions about them (1 or 2 paragraphs each; the total will be no more than two pages). The completed assignment is due in class on **Tuesday, September 25**. Late papers will be penalized one-third of a grade per day. The Site Analysis Assignment will account for 10% of your final grade in the course.

2. Historical Essay: On Tuesday September 25, I will post on the Assignments page of the Blackboard site questions for the historical essay, covering topics from the first five weeks of the course. In class, on **Thursday, October 11**, students will turn in a paper of approximately five double-spaced, typewritten pages (1,250 words), analyzing one of the questions in an intelligent and coherent essay. Late papers will be penalized one-third of a grade per day. The essay will account for 10% of your final grade in the course.

3. Curatorial Assignment: Following the guidelines on the Curatorial Assignment instruction sheet (which is posted on the assignments page on the course website), students will research and produce a virtual exhibition of 5 artifacts, drawn *either* from the provided folder of documents and images relating to the 1897 opening of the Boston subway--the first underground railway in North America--or the construction and 1895 opening of the Boston Public Library McKim Building (folders of the artifacts are posted on the Assignments page). You will write an introduction to the exhibition (200-500 words) and one paragraph headnotes for each item. You will submit the eportfolio electronically by 5:00PM on **Wednesday, October 31**. Late papers will be penalized one-third of a grade per day. The curatorial assignment will account for 15% of your final grade in the course.

4. Boston Communities Assignment: Following the instructions sheet for the Boston communities assignment on the course website, you should choose **one (1)** of the three options:

analyzing the history of a city block, constructing your own alternate “Freedom Trail,” or writing a magazine profile based on an interview transcript with a busing participant. Whichever option you choose, the assignment is due in class on **Tuesday, November 20**. Late papers will be penalized one-third of a grade per day. The Boston Communities Assignment will account for 15% of your final grade in the course.

5. MHS Group Paper and Presentation: The central assignments of this course involve research at the Massachusetts Historical Society, 1154 Boylston Street, Boston MA. Early in the semester students will tour the research library and exhibition space, learn procedures for ordering, handling, and consulting objects from the collection; and receive assignments for archives, books, or artifacts to be studied for their semester-long project to be completed in teams of four persons. On **Tuesday, December 4**, each group will turn in a 10-12 page paper (2,500-3,000 words) on their findings. Each member of the group will also submit a 1-page account of the particular contribution he/she has made to the project.

In addition, working with professionals at the Massachusetts Historical Society, students will prepare a public exhibit based on these assignments. To inaugurate the exhibit, “Boston and Bostonians in World War I,” students will unveil their work at a reception and presentation (open to the public) at the MHS on the evening of **Thursday December 6, 2018**. Students will practice their presentations in the History Lab meetings on the morning of December 6.

Together, the group paper and your individual statement will constitute 25% of your final grade in the course. Late papers will be penalized one-third of a grade per day.

6. History Laboratories and Team Participation: Participation in the Thursday late morning History Labs (the discussion sections) and on all field trips is mandatory. There will be no unexcused absences from these meetings.

As teaching effective collaboration is an important goal of the course, your performance on the team project also constitutes an essential element in the course. By the beginning of the second week of the course, you will be assigned to a 4-person team. To assist your team project, over the course of the semester, students will reach the following landmarks:

--By **September 18**, complete the Team Skills Inventory and Self-Introduction Forms located on the Assignments Page.

--By **October 16**, complete the Team Contract Worksheet located on the Assignments Page.

--**On October 25**, each team will submit a completed Team Contract.

The Team Contract form is located on the Assignments Page.

Participation in the History Labs and Team Participation will account for 15% of your final grade in the course.

7. Final Examination. The Final Exam will take place at 9:00AM on Tuesday, December 18. It will consist of Identification items and short open response questions. The exam is designed to reward students who have attended class and completed reading assignments.

SCHEDULE OF CLASSES AND READINGS

Sep 4 Introduction to the Course

Sep 6 Errands into the Wilderness: The World of the Massachusetts Puritans

Assigned Readings:

1. Daniel R. Mandel, *King Philip's War*, pp. 1-13.
2. Robert J. Allison, *A Short History of Boston*, ch. 1.
3. John Winthrop, "Reasons To Be Considered for . . .the Intended Plantation in New England (1629)."
4. John Winthrop, "A Model of Christian Charity (1630)."

Sep 11 Visible Saints, Invisible Manitou: Indian-White Relations in Colonial New England

Assigned Readings:

1. Mandell, *King Philip's War*, pp. 27-59.
2. William Wood on the Indians' Response to the English Presence (1634).*
3. Miantonomo, "Call for Indian Unity" (1642).*
4. Virginia Anderson, "King Philip's Herds," *William and Mary Quarterly* 51 (Oct. 1994): 601-24.*

Sep 13 Transcription Workshop with Sara Georgini, Massachusetts Historical Society

1. Sandra Deacon Carr, *The Team Learning Assistant Workbook*, pp. 1-6.*
2. John Easton, "A Relacion of the Indian Warre" (1675).*
3. Mary Rowlandson, *The Sovereignty and Goodness of God* (1682), in Charles Lincoln ed., *Narratives of the Indian Wars, 1675-1699*, pp. 132-37.*

Sep 18 "In A Strang Way": The War for New England

(SUBMIT TEAM SKILLS AND SELF-INTRODUCTION FORMS)

Assigned Readings:

1. Mandel, *King Philip's War*, pp. 102-05, 108-17, 134-38.
2. 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.*
3. 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.*
4. 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.*

Sep 20 Visit to MHS--NOTE: CLASS WILL DEPART FROM CAS 226

Sep 25 Legacies: King Philip's War and American Identity (SITE ANALYSIS DUE)

Assigned Readings:

1. Mandel, *King Philip's War*, pp. 118-30, 139-44.
2. Cotton Mather, *Decennium Luctuosum* (1699), in Lincoln ed., *Narratives of the Indian Wars, 1675-1699*, pp. 103-06.*
3. John Augustus Stone, "Metamora; or, The Last of the Wampanoags" (1829), in Eugene R. Page ed., *Metamora & Other Plays*, pp. 32-33, 38-40.*

**Sep 27 Visit to Royall House and Slave Quarters: Meet at Bus on
Comm. Ave in front of CAS**

Assigned Readings:

1. Documents from Mass. Historical Society Website (READ ON-LINE TO SEE ORIGINAL DOCUMENT AND TRANSCRIPTION SIDE-BY-SIDE):
[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"](#)

Oct. 2 Revolutionary Boston: American Freedom, American Slavery

Assigned Readings:

1. Allison, *A Short History of Boston*, Ch. 2.
2. David Hackett Fischer, *Paul Revere's Ride*, pp. xv-xviii, 3-29.*
3. Michael Rawson, *Eden on the Charles*, pp. 1-21.

Oct 4 19th Century Boston Walking Tour: MEET AT PARK STREET STATION

Oct 9 MONDAY SCHEDULE ON TUESDAY--NO CLASS MEETING

Oct. 11 Boston in the New Nation (HISTORICAL ESSAY DUE)

Assigned Readings:

1. Allison, *A Short History of Boston*, ch. 3.
2. Ralph Waldo Emerson, "The American Scholar," An Oration Delivered Before the Phi Beta Kappa Society, Cambridge, MA, August 31, 1837.*
3. Rawson, *Eden on the Charles*, pp. 22-74.

Oct 16 The Rise of the City (SUBMIT TEAM CONTRACT WORKSHEET)

Assigned Readings:

1. Allison, *A Short History of Boston*, Ch. 4.

2. Rawson, *Eden on the Charles*, pp. 75-128.
3. Lincoln Steffens, "I Become A Reporter," excerpt from the *Autobiography of Lincoln Steffens*, pp. 169-178.*
4. Lincoln Steffens, "Bosses: Political and Financial" and "The Ghetto," excerpts from the *Autobiography of Lincoln Steffens*, pp. 231-246.*

Oct 18 Over Here: The Home Front During the Great War

Assigned Readings:

1. Christopher Capozzola, "Legacies for Citizenship: Pinpointing Americans During and After World War I," *Diplomatic History* 38, (September 2014): 713–726.*

Oct 23 The Uprooted: Immigration and Politics

Assigned Readings:

1. William R. Merriam et al., *Twelfth Census of the United States, taken in the Year 1900*, (Washington: U.S. Census Bureau, 1900), pp. xcix, clxxxvii-cxc.*
2. John F. Fitzgerald, "Bigger and Better Boston," Address at the Franklin Exercises, January 17, 1906, in *Letters and Speeches of the Honorable John F. Fitzgerald*, pp. 1-4.*
3. Fitzgerald, "Public Spirit," Address Before the Committee on Metropolitan Affairs, March 21, 1906, in *Letters and Speeches of the Honorable John F. Fitzgerald*, p. 7.*
4. Fitzgerald, Boston Catholics, Address at the Reception to Cardinal O'Connell, February 7, 1912, in *Letters and Speeches of the Honorable John F. Fitzgerald*, pp.101-05.*
5. "The Races of Europe," *The Literary World: A Monthly Review of Current Literature*, Aug 5, 1899.*

Oct 25 "Dame Boston" Meets the Subway: Politics and Transit (**TEAM CONTRACT DUE**)

Assigned Readings:

1. Rawson, *Eden on the Charles*, pp. 129-178 .*
2. Folder Marked "Subway"*
 Contents: "TAXPAYERS TALK," *Boston Daily Globe*, Mar 9, 1894, p. 10; "AGAINST THE SUBWAY," *Boston Daily Globe*, Mar 27, 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.

Oct 30 “Free For All”: The Library and the Modern City

Assigned Readings:

1. 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.*
2. Folder Marked “Library”*
 Contents: Margaret Allston, “Her Boston Experiences: A Bright Girl’s Picture of Modern Boston Society and People,” *The Ladies’ Home Journal* XVI (November 1899), p. 11;” SAW THE LIONS,” *Boston Daily Globe*, Feb 4, 1895, p. 5; CHARACTERS IN THE PUBLIC LIBRARY, *Boston Daily Globe*, Dec 1, 1895; p. SM38; Frederick Crunden, “The Free Public Library,” *Lend a Hand*, Jun 1, 1893; “PUBLIC LIBRARY CHILDREN,” *Boston Daily Globe*, Oct 25, 1896, p. 32; “TRAMPS STOLE THE SOAP,” *Boston Daily Globe*, May 23, 1895, p. 8; Elmer Ellsworth Garnsey, “The Boston Public Library,” *Peterson Magazine*, Nov 1894; F.E. Effington, “In The Boston Public Library,” *The Youth’s Companion*, Aug 15, 1895, p. 388; W.I. Fletcher, *The Critic: A Weekly Review of Literature and the Arts*, Jun 27, 1896.
3. Rawson, *Eden on the Charles*, pp. 179-232, 277-284. The War to End War

CURATORIAL ASSIGNMENT--DUE BY 5PM ON OCT. 31

Nov 1 **Visit to MHS**

Nov 6 The War to End War

Assigned Readings:

1. *American Yawp*, Chapter 21, “[World War I and Its Aftermath.](#)”
2. Browse the MHS Website, “[Letters and Photographs from the Battle Country: The World War I Memoir of Margaret Hall.](#)” Edited by Margaret R. Higonnet with Susan Solomon

Nov. 8 Boston, Race and the Postwar City

Assigned Readings:

1. Allison, *A Short History of Boston*, ch. 5.
2. Warren J. Vinton, “Urban Redevelopment and Public Housing Must Work Together,” *American City*, December 1949, 117-18.*
3. Thomas H. O’Connor, “Urban Renewal in Boston: Successes and Controversies,” (1993), in Howard Chudacoff and Peter Baldwin eds., *Major Problems in American Urban and Suburban History*, 2nd Edition, pp. 419-27.

Nov 13 From Equality to Power: The National Context of Civil Rights

Assigned Readings:

1. Michael Patrick MacDonald, *All Souls* (1999), chs. 1-2.
2. American Yawp, Chapter 26, Section III, “The Civil Rights Movement Continues.”*
3. “Malcolm X Demands Black Liberation” (1964).*
4. “The Black Panther Party Platform” (1966).*

Nov. 15 South End/Urban Renewal Tour

Assigned Readings:

1. Jim Vrabel, *A People’s History of the New Boston* (2014), pp. 5-32.*
2. MacDonald, *All Souls*, Chs. 3-4.
3. Allison, *A Short History of Boston*, ch. 6.

Nov 20 Workshop: MHS Group Projects (**Boston Communities Assignment Due**)

Assigned Readings:

1. MacDonald, *All Souls*, Chs.5-6.
2. Carson et al., eds., *Eyes on the Prize Civil Rights Reader*, pp. 591-611.*

Nov 22 **NO CLASS THANKSGIVING**

Nov 27 Why Busing?

Assigned Readings:

1. MacDonald, *All Souls*, chs. 7-8.
2. Louis P. Masur, *The Soiling of Old Glory* (2008), pp. 1-19.*

Assigned Viewing:

1. James Brown and Mayor Kevin White Address the Crowd at the Boston Garden, <http://openvault.wgbh.org/catalog/bec92a-james-brown-and-mayor-kevin-white-address-the-crowd-at-the-boston-garden>
2. Leona Pleas, African American bus monitor and parent <http://openvault.wgbh.org/ton/MLA000868/index.html>
3. Interviews with African American students at English High School <http://openvault.wgbh.org/ton/MLA000899/index.html>
4. Interviews with white and African American students at South Boston High School <http://openvault.wgbh.org/ton/MLA000867/index.html>
5. Theodore Landsmark press conference,

<http://openvault.wgbh.org/ton/MLA000846/index.html>

6. African American Senator Owens speaks out against the Landmark attack

<http://openvault.wgbh.org/ton/MLA000848/index.html>

Nov 29 **Visit to MHS**

Dec 4 The Community Reacts (**MHS TEAM PROJECT DUE**)

Assigned Readings:

1. MacDonald, *All Souls*, Chs. 9-11.
2. Masur, *Soiling of Old Glory*, pp. 20-53.*

December 6 New Boston/Legacies of Busing

Assigned Readings:

1. Allison, *A Short History of Boston*, ch. 7.
2. Ronald Formisano, *Boston Against Busing*, ch. 9.*

THURSDAY DEC 6 (5:30-7:30) RECEPTION, PRESENTATION AND OPENING OF EXHIBITION AT MASSACHUSETTS HISTORICAL SOCIETY

Dec 11 Conclusion

FINAL EXAMINATION: TUESDAY, DECEMBER 18, 9-11AM