

**THE HISTORY OF BOSTON  
HI 190**

**Tuesdays and Thursdays, 9:30-10:45am  
CAS 213**

**Professor Andrew Robichaud**

Professor Robichaud's Office Location: HI 507 (226 Bay State Road)  
Office Hours: Tuesdays 11-12, Fridays 2-3 (and by appointment).  
Email: [andrewR1@bu.edu](mailto:andrewR1@bu.edu) (Please expect at least 24 hours for email responses.)

Teaching Fellows

Thomas Sojka ([tsojka@bu.edu](mailto:tsojka@bu.edu))  
James Williams ([jwill219@bu.edu](mailto:jwill219@bu.edu))

**Discussion Sections**

Thursdays, 11 am - 12:15 pm

Thomas Sojka's Section (B1)  
CAS 220 (725 Commonwealth Ave.)

James Williams's Discussion Section (B2)  
EPC 203 (750 Commonwealth Ave.)

**Course 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 memorialized and remembered as Revolutionary War history and Colonial history. This course explores that celebrated history, but students will also unearth the many cities and people 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? What gets lost and forgotten? In this course, we will consider these questions.

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 perform their own archival research and historical interpretation. Each week we will read primary and secondary sources, and we will think critically and discuss what these sources might 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 that were 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 **MONDAY, DECEMBER 9**, our class will make a public exhibition and presentation at the Massachusetts Historical Society.

**\*\*\*PLEASE NOTE: Our final class presentation will be held at the Massachusetts Historical Society on Monday, December 9 at 6pm (and will go until about 8pm). If you cannot make this event, you cannot take this course, unfortunately. Please mark your calendars now!**

### **Evaluation**

- 25% - Class/Section/Field Trip attendance and discussion section participation  
(Please be sure to sign in to get credit for your attendance in lectures)
- 15% - Boston "Landmark" Essay and short presentation in section
- 15% - In Class Exam (NOVEMBER 19)
- 15% - Paper (DUE NOVEMBER 5)
- 5% - Team Development Assignments
- 5% - Final Presentation at Massachusetts Historical Society (DEC. 9)
- 20% - Group Paper and Presentation (DUE DECEMBER 13)

### **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.

For discussion sections, it's also very important that you participate actively and thoughtfully. Discussion sections are your opportunity to engage with the readings for that week, and to raise any questions or observations you have. This is also an opportunity to listen and converse with other students, and to take in and respond to different perspectives in a thoughtful and respectful way. 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 in lectures and discussion sections is mandatory. For every absence, students will be marked down 3 points (out of 100 from your participation grade). You are allowed two absences from lectures—for any reason--without penalty. If you need to miss class additional classes due to special circumstances, please come speak with me (and your TF) during office hours so we can determine a way for you to make up the in-class work you will or have missed. 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 read the syllabus carefully and mark your calendars. I will do my best to remind you of upcoming obligations, but the syllabus and Blackboard will ultimately be your best guide.

### **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 usually check and respond to emails once or twice per day. (Your TF's will have their own email policies.) I will try to respond as soon as possible, but please plan for 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, talk with me well in advance of the assignment.

### **Landmark Essay and Presentation Assignment**

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 also be a site that is not yet commemorated, but which you would like to memorialize. 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. This is key. You must actually GO TO THE SITE! If there is a plaque or physical marker of any kind, take a picture of that, too.
- In 1,100-1,500 words, explore the history of that landmark or site. Focus your analysis on how this landmark has been commemorated (or not) 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 two published sources (books or articles), and do not rely on unattributed Internet sources or Wikipedia (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 section. 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 classmates in 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.

### **Team Development Assignments**

Early in the semester you will be assigned to a team for our final projects at MHS. To assist your team’s development and progress, students will be responsible for the following assignments:

**September 26** - Complete the Team Skills Inventory and Self-Introduction Forms  
(See Assignments page of Blackboard)

**October 22** - Complete the Team Contract Worksheet (See Assignments page of Blackboard)

**November 12** - Each team will submit a completed Team Contract. (See Assignments page of Blackboard)

### **Paper**

Students will write a paper (approximately 1,000-1,500 words, or 4-6 pages) based on two or three essay options. This paper is due on November 5.

### **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 2,500 word paper (approximately 10 pages) 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 (followed by a reception!) which will take place on the evening of December 9 at 6pm. Please mark this in your calendar now. If you cannot attend this event, unfortunately you cannot take the course.

### **Books for Purchase (available at the BU Bookstore):**

Robert Allison, *A Short History of Boston* (2004)

### **Assigned Books (purchase optional) available online, through the BU Library:**

Michael Rawson, *Eden on the Charles: The Making of Boston* (2010)

Marilynn Johnson, *The New Bostonians* (2015)

### **Course Outline**

**Please complete the week’s readings prior to Thursday’s discussion sections and come prepared to discuss them!**

**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 3 & 5**

- Introductions
- Review of syllabus
- Course Overview

Readings:

- Allison, A Short History of Boston, chapter 1
- Thomas Morton, New English Canaan (1637), selections on Blackboard\* (Who was Thomas Morton? What was his perspective on North America?)

### **SEPTEMBER 10 & 12**

**Native Boston – The “Massachusett”  
European Arrival  
Colonial Settlement  
Seeds of Conflict**

Readings:

- Virginia Anderson, “King Philip’s Herds”\*
- 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 17 & 19**

**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.\*

(continued on next page)

**\*\*\* SEPTEMBER 19 – FIRST VISIT TO MASS. 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 and plan to be there by 10am sharp!**

**SEPTEMBER 24 & 26**

**\*\*\* Team Skills forms due in class on September 26 \*\*\***

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

Readings:

- 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” (Link in Blackboard)
  - 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
- Phillis Wheatley poems\*

**OCTOBER 1 & 3**

**Revolutionary Boston**

Readings:

- Allison, *A Short History of Boston*, chapter 2, “Boston in the Revolution”
- David Hackett Fischer, *Paul Revere’s Ride*, selections\*
- Middlekauff, *The Glorious Cause* (selections) \*
- James Otis, “The Rights of the British Colonies” (selection)\*
- Massachusetts Historical Society: Digital Collection on the Boston Massacre\* (links in Blackboard):
  - 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\*

## **OCTOBER 8 & 10**

### **The 19<sup>th</sup> Century City Urbanization, Industrialization, and Labor Irish Immigration**

#### 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\*
- Rawson, *Eden on the Charles*, chapter 1, “Enclosing the Commons” (pp. 22-74)

## **OCTOBER 15 – NO CLASS (Monday Schedule)**

## **OCTOBER 17**

### **\*\*\* THOMAS’S SECTION VISITS BLACK HERITAGE TRAIL\*\*\***

**James’s Section meets for discussion section only (no lecture) at 11am**

### **Boston’s Emerging African American Community Abolitionism and Antislavery**

#### Readings:

- Allison, *A Short History of Boston*, chapter 4, “Boston in the 19<sup>th</sup> Century”
- Kantrowitz, “A Place for ‘Colored Patriots’” (2016)\*
- David Walker, *Appeal to the Colored People of the World* (1829), selection\*
- Massachusetts Historical Society, “54<sup>th</sup> Regiment!” (peruse)  
[http://www.masshist.org/online/54thregiment/essay.php?entry\\_id=528](http://www.masshist.org/online/54thregiment/essay.php?entry_id=528)

## **OCTOBER 22**

### **\*\*\*Team Contract Worksheet Due\*\*\***

### **Boston’s “Intellectual Hothouse” Transcendentalism Social Reform**

#### Readings:

- Emerson, “The American Scholar” (1837)
- Nathaniel Hawthorne, *The Blithedale Romance* (1852), selection (~8pp.)

### **\*\*\* OCTOBER 24 –JAMES’S SECTION VISITS BLACK HERITAGE TRAIL\*\*\***

**Thomas’s Section meets for discussion section only (no lecture) at 11am**



## **OCTOBER 29 & 31**

**Social Conflict and Environmental Change  
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 (pp.129-178)
- Frederick Law Olmsted, *Civilizing American Cities*, selections\*
- William Dean Howells, *Suburban Sketches*, selections\*

**Back Bay/Fens Walking Tour—Weather and time permitting!**

## **NOVEMBER 5**

**\*\*\* PAPERS DUE ON NOVEMBER 5 \*\*\***

**Gilded Age of Immigration**

Readings:

- Marilyn Johnson, *The New Bostonians*, Introduction and Chapter 1 (pp.1-47)  
(via BU Library, link provided in Blackboard)
- Mary Antin, *The Promised Land*, selections\*

## **NOVEMBER 7 – CLASS MEETING DETAILS TBA**

## **NOVEMBER 12 & 14**

**\*\*\* TEAM CONTRACT DUE NOVEMBER 12 \*\*\***

**NOVEMBER 14 – THOMAS'S SECTION VISITS MHS**

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

**James's Section: TBA**

Readings:

- Alvan Sanborn, "Anatomy of a Tenement Street" (1895)\*
- *Americans in Process* (1902), selections\*

## **NOVEMBER 19 - \*\*\* EXAM \*\*\***

**NOVEMBER 21**

**JAMES'S SECTION VISITS MHS**

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

**Thomas's Section: TBA**

**Another "Great Migration:" Black Boston in the 20<sup>th</sup> Century  
Boston's Immigrants and Demographics in the 20<sup>th</sup> Century**

Readings:

- Malcolm Little's Boston, *The Autobiography of Malcolm X* (selections)\*
- Pauline Hopkins, *Contending Forces* (1900) (selection, pp. 80-86)\*
- Johnson, *New Bostonians*, chapter 2, pp.48-73, link via blackboard.

**NOVEMBER 26**

**Boston's Post-WWII Neighborhoods  
The "Urban Crisis" and Busing**

Readings

- Allison, A Short History of Boston, chapter 6
- Masur, *Soiling of Old Glory* (selections)\*
- Watch: Eyes on the Prize, "The Keys to the Kingdom (1974-1980)"\*
- Boston Globe Interactive Website on Busing\*
- Reactions to Busing, via WGBH Open Vault\*

**NOVEMBER 28 – No Class – Thanksgiving Recess**

**DECEMBER 3 & 5**

**The "New Boston"  
Urban Renewal: Hopes and Realities  
Postwar Immigration and Suburbanization  
Boston's New Immigrants**

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.\*
- Johnson, *New Bostonians*, chapter 5 (pp.126-150) and epilogue (pp.227-235)

**\*\*\* DECEMBER 9 – FINAL PRESENTATION,  
CELEBRATION, AND RECEPTION AT MHS AT 6PM \*\*\***  
**(Invite your family and friends!)**

## December 10 – Conclusions

Readings:

- Boston *Globe* Spotlight Series: “Boston. Racism. Image. Reality.”\* (2017)

**\*\*\* FINAL PAPERS DUE FRIDAY, DECEMBER 13 \*\*\***  
**(Submission Details TBA)**