February 8, 2012

TO: Susan Jackson, Senior Associate Dean, CAS

FROM: Bruce Schulman, Chair, CAS History Department

RE: Divisional Studies Credit for CAS HI 190, Proposed New Course, “Making History”

Dear Susan:

I write to request that HI 190—“Making History”—the new introductory level class that we are proposing to debut in Fall 2012—be added to the list of courses that satisfy Divisional studies requirements. As you will see from the proposed syllabus, HI 190 very precisely serves the pedagogical and intellectual purposes of a Divisional Studies course. While we hope and expect the course to recruit History concentrators, it principally seeks to introduce undergraduates to the ways scholars frame problems and solve them, equipping them with a set of historian’s tools they can call upon even if they never take another History course. The class introduces students to the very activities practicing historians carry out when writing books and essays. Focusing on three critical moments in the history of Boston, students will study primary source material ranging from archival and manuscript sources to film clips and documentaries to understand the elements of American identity stretching back over 300 years. These moments are: the 1670s, when a ferocious war broke out between colonists and Indians; the late 19th century, when European culture influenced America on the level of the arts and letters as well as through waves of immigrants; and the 1970s, when racial tensions boiled over with court-ordered busing. The course will include guided visits to the Massachusetts Historical Society, the Museum of Fine Arts, the historical sites of Copley Square, and Boston’s neighborhoods.

Yours truly,

[Signature]

Bruce J. Schulman
William E. Huntington Professor and Chair
DATE SUBMITTED: 9 February 2012
(X) New Course:
To be offered:
Sem./Year Fall 2012

The following materials must be submitted along with this course approval form.
Attach to proposal:
- Week-by-week syllabus matching assigned readings with class
  meetings (see "Checklist for Preparation of Syllabi" at
  http://www.bu.edu/ceit/teaching-resources/writing-a-syllabus)
- Cognate comment from Chairmen in relevant departments and/or
  programs (use form at http://www.bu.edu/cas/faculty-staff/form)

PROPOSED COURSE NUMBER: CAS HI 190
INSTRUCTOR: Professor James Johnson
PROPOSED TITLE: Making History:
(CURRENT TITLE if revision: Conflict and Community in Boston’s Past)

PREREQUISITES: (Indicate "AND" or "OR" wherever relevant)
Class Standing in CAS: ____________________________
AND / OR Courses: ____________________________
AND / OR Consent of Instructor
AND / OR Other (Please Describe)

CREDITS:
(X) Half course - 2 credits
(X) Full course - 4 credits
( ) Year course - 8 credits
( ) Variable (Please describe)

SUGGESTED SHORT TITLE Appears in On-line Course Inventory and on student transcripts. 15 Character Maximum
(including spaces)

M A K I N G H I S T O R Y

FORTY-WORD DESCRIPTION: (40 words or fewer) Note: This description is used for the CAS/GRS Bulletin. If this proposal
is for a revision of the course description, please attach a copy of the existing description.
A hands-on course that combines lectures and discussions with original archival research and visits to local historical sites. Students are introduced to pivotal episodes in Boston's history and shown how practicing historians conduct their research and make it public.

**Divisional Studies (Optional)**
If this course is intended to fulfill Divisional Studies requirements please attach a memo of justification from the chairman.

MEMO ATTACHED.

**Please answer the following questions: (Required for all proposals)**

1. If this course is a revision, how has it changed and why?
2. How frequently will the course be offered?

**Once every academic year.**

3. Are the present facilities, such as library, laboratory, and other technical resources, adequate for the proposed course? Yes.

4. Are there courses in the course inventory (CC00) with the same number and/or title as this course? If yes, any active course(s) that repeat the number or title of this course approval request should be phased out No.

5. What is the budgetary source of support for this course?

**Part of the Regular Faculty Allocation**

6. What is the estimated start-up cost for this course?

**Costs Covered by the RULE Grant**

7. Is this course cross listed or taught with some other course? If yes, which one? No.

8. What is the intended function of this course? Explain how this course is related to other similar courses in your department, in other departments, and in other schools and colleges at Boston University.

"Making History" is designed to involve new college students in the activities of practicing historians. Focusing on three critical moments in the history of Boston, students will explore primary source material ranging from archival and manuscript sources to film clips and documentaries to understand the elements of American identity stretching back over 300 years. The course will also include guided visits to the Massachusetts Historical Society, the Museum of Fine Arts, the historical sites of Copley Square, and Boston's neighborhoods. If approved, this will be the only course offered by the History Department that introduces beginning history students to primary research and interpretation.

9. If this course is being offered at an external program/campus, please provide a brief description of that program and attach a curriculum vitae for the proposed instructor.
Department Approval:  

2/9/12  

Department Chair  

Date  

Second Department Chair if this is a cross-listed course  

Date  

Contact person for questions/notification regarding this proposal:  

Sarah Phillips  

Name (PLEASE PRINT)  

3-9914  

Extension  

DEAN'S OFFICE CURRICULUM ADMINISTRATOR USE ONLY:  

CAS/GRS CURRICULUM COMMITTEE APPROVAL:  

( ) Approved  

Date:  

( ) Tabled  

Date:  

( ) Not Approved  

Date:  

( ) Divisional Studies Request:  

Endorsed / Not Endorsed  

HU NS SS  

Curriculum Committee Chair  

Signature  

Comments:  

Provisional Approval requested for Semester/Year:  

Dean of Arts and Sciences  

Signature  

Comments:  

FACULTY ACTION:  

Faculty Meeting Date:  

( ) Approved  

( ) Not Approved  

Curriculum Administrator  

Signature  

Comments:  

4
TO: History Department Faculty
FROM: Department “RULE” Faculty (Haberkern, Johnson, Phillips)
DATE: Feb. 10, 2012
RE: New Gateway Course Proposal

HI 190: Making History: Community and Confrontation in Boston’s Past

Proposed 40-word description for CAS Bulletin: A hands-on course that combines lectures and discussions with original archival research and visits to local historical sites. Students are introduced to pivotal episodes in Boston's history and shown how practicing historians conduct their research and make it public.

Background and Summary:

In 2010 Provost David Campbell announced the availability of several competitive grants for “Redesigning the Undergraduate Learning Experience” (RULE). These grants would offer receiving departments sufficient funds to revise and rethink a key introductory course. Though the grants were largely developed to enable the “STEM” fields (Science, Technology, Engineering, and Mathematics) to align their introductory instruction with “evidence-based” best-practice approaches, the grant process was open to all departments. In November 2010, the History Department received a modest two-year RULE grant, the only representative of the humanities or social sciences among those funded.

The original departmental proposal was the product of a series of group discussions among interested faculty members and advanced graduate students. It reflected the group’s consensus that “our current introductory courses fail to enlist undergraduates in the historical enterprise” and that, far too often, “the task of disseminating a discrete body of knowledge has overshadowed the heart of historical work—the causal analysis and interpretive arguments that convinced faculty to become professional historians in the first place and continue to excite us.”

The Department proposed a new gateway course in history that, instead of covering a particular time period or geographic area, would showcase how historians define problems, identify sources, analyze evidence, and present conclusions. The proposal described other institutions’ innovative approaches to teaching history, and suggested that our course might feature site analyses, archival visits, independent research, the use and display of visual information, formal and informal writing, and exhibitions. Most importantly, to stay in step with the digital age and with new students’ learning styles, the course would also feature electronic portfolios—an organizational space where students would maintain a dossier of their writing and their multimedia files. The portfolio
would catalyze the development of beginning students’ “metacognitive” skills: the ability to reflect upon and evaluate their own learning experience and the specific discipline’s—history’s—wider applications.

In the summer of 2011, the Department established a RULE planning team consisting of Sarah Phillips (chair), Philip Haberkern, Tom Underwood (CAS Writing), and graduate students Anne Blaschke, Seth Blumenthal, and Kate Hollander. In the fall of 2011 the team was joined by James Johnson, who agreed to teach the course when it’s piloted in the fall of 2012.

The original RULE proposal left open the course topic and theme, and with Jim’s direction the team constructed a course that delved into Boston’s past with three units or modules. The course will be taught on Tuesdays and Thursdays, with required discussion sections following immediately upon the Thursday lecture (to make available a 3-hour block of time for site visits). We are planning for 50 students and 2 Teaching Fellows for Fall 2012. The terms of the grant require the Department to gather and submit quantitative student-level assessment data (how students measure their own abilities as a result of taking the course). We envision an entrance and exit survey designed both to provide such data and to improve course design. CEIT has been coordinating assessment training for RULE faculty, and it has also become the de facto point of contact between the RULE teams and the administration. CEIT has made it clear that the terms of the grant also require the entire department’s “buy-in” and support.

This summer we will publicize the course during the crucially important freshmen orientation sessions, and we will emphasize that while all students are welcome and encouraged to enroll, this course is particularly suited to entering students who received AP credit in History. Instead of hanging up their interest in history because of AP credit, these students can now fulfill a divisional requirement with a course that is novel, accessible, and exciting.

Current Statement of Course Philosophy and Objectives

One of the main obstacles in teaching history effectively is a large, but often dimly perceived gap between how practicing historians and students view their subject. For undergraduates, the study of history is often about stringing together a definitive, objective narrative of the past based on the accumulation of facts. For historians, however, the study of history is about the difficult process of sorting through contradictory and incomplete data in order to create a plausible and persuasive interpretation of people’s motivations and actions in the past. There is a disconnect here between basic perceptions about what history is all about: the restatement of facts or the construction of arguments.

“Making History” seeks to make use of unique local resources to get students outside of the classroom and (either virtually or physically) in touch with the raw
materials that are used to construct interpretations of the past. The chief
innovation of this course concerns content delivery—it will be divided into
discrete modules centered on events in local history. Assignments will ask
students to use manuscripts, books, artifacts, interviews, and works of art, music,
and literature in their study of three moments: King Philip's War of the 1670s;
European influences on cultural figures (e.g., Henry James, John Singer Sargent)
and institutions (Boston Public Library, Trinity Church) in the 19th century; and
the Boston busing crisis of the 1970s. The subtitle of "Making History" is
"Community and Confrontation." Its unifying theme treats elements of national
identity through Americans' encounters with indigenous peoples, European
culture and ideas, and ethnic and racial diversity. Local resources will furnish
material for the course, and, while course lectures will seek to contextualize these
events and discuss the literature, material culture, and images that emerged from
them, the emphasis in the class will always be on the students' interpretation of
historical data and the collaborative presentation of their findings.

Another innovation in this class concerns assessment. Rather than depending
exclusively on traditional exams and essays, this course will ask students to
create a portfolio of short writing assignments, research summaries, and site
reports as a means of documenting how their interpretations of past events take
shape in light of continuing contact with sources and artifacts. These writings
will be augmented and complemented by a final small group project in which
students will deliver a presentation for the Massachusetts Historical Society on
objects from the era of King Philip's War. This final project will ask students to
contextualize archival materials, manuscript and printed sources, and historical
artifacts, and to describe their historical significance within a larger, self-
generated narrative of that conflict and its outcomes. It is our hope that the
collaborative construction of this exhibit will serve as a capstone to the students'
introduction to the discipline of history over the course of the semester. They
will have completed the processes of discovery, analysis, and interpretation that
underlies all historical research, and as such will have the tools at their disposal
to take on further research in any historical period, or in related scholarly
disciplines.

At a time when students (and their parents) may question the utility of social
science or humanities education, we believe that a course such as this will
provide students with a toolkit of intellectual skills that are exportable to any
academic discipline or workplace, including the ability to: (1) Identify relevant
questions about a given event or problem; (2) Make use of technology and
human resources to find and organize information relevant to that topic; (3)
Collaborate in small working groups to test and ultimately formulate compelling
interpretations of the event, and (4) Effectively communicate these
interpretations in written, oral, and visual formats.
Conflict

HI 190 - Making History: Community in Boston's Past

Professor James Johnson
Fall, 2012

Making History is designed to involve students in the very activities practicing historians carry out when writing books and essays. Focusing on three critical moments in the history of Boston, students will study primary source material ranging from archival and manuscript sources to film clips and documentaries to understand the elements of American identity stretching back over 300 years. These moments are: the 1670s, when a ferocious war broke out between colonists and Indians; the late 19th-century, when European culture influenced America on the level of the arts and letters as well as through waves of immigrants; and the 1970s, when racial tensions boiled over with court-ordered busing. The course will include guided visits to the Massachusetts Historical Society, the Museum of Fine Arts, the historical sites of Copley Square, and Boston's neighborhoods.

Grades will be based on the following proportions:
- Three module-based papers: 15% each
- Three in-class exams: 10% each
- Final project (paper, presentation): 20%
- Class participation: 5%

Whenever appropriate, the course will employ digital technology, including online portfolios of artifacts, images, documents, works of art, film and audio, maps, and assignments.

Attendance is required in every class. For each multiple of three unexcused absences your final grade will be lowered one-third (e.g., B becomes B-). Please notify your professor of any illnesses, family emergencies, or other excused absences by email, preferably in advance of your absence.

Academic Conduct. The work you submit in this course must be your own. Presenting the work of others as your own is plagiarism and will be punished by an F for the assignment and possibly for the course, with possible further sanctions by the University Academic Conduct Committee.

The Boston University Academic Conduct Code describes plagiarism as including the following: “copying the answers of another student on an examination, copying or substantially restating the work of another person or persons in any oral or written work without citing the appropriate source, and collaboration with someone else in an academic endeavor without acknowledging his or her contribution.” A more detailed discussion with examples appears elsewhere in the Code (see http://www.bu.edu/cas/students/undergrad-resources/code/#II). It is your responsibility to read these pages carefully and know exactly what constitutes plagiarism.

All websites consulted for use in written work must be acknowledged in your papers. Unacknowledged use of material from the internet will be considered plagiarism and punished as such.
Required Readings


Schedule of Classes

**Section One - Conquest & Community in Early America: King Philip's War**

September 4 - Introduction to the Course

September 6 - Overview of King Philip’s War

*Assigned Reading:*

- Thomas O’Connor, Chapter One, “A Bible Commonwealth,” *Bibles, Brahmins, and Bosses* (5-20)
- Philip Mandell, Chapter One, “Struggles in New England,” *King Philip’s War* (1-31)

Discussion section - Reading and discussion of documents in class:

- John Winthrop, “A Model of Christian Charity” (1630)
- William Wood on the Indian’s response to the English presence (1634)
- Miantonomo, “Call for Indian Unity” (1642)

September 11 - Guest lecture: Sarah Philips on Plants and Animals in Colonial History

*Assigned Reading:*

- John Easton, “A Relacion of the Indyan Warre” (1675)

September 13 - Contours of the War

*Assigned Reading:*

- Mandell, Chapter Three, “The War Widens,” *King Philip’s War* (60-89)

Discussion section - Reading and discussion of documents in class:

- Town of Lancaster, “Petition to the Governor and Council of Massachusetts” (1675)
• “A Memorandum of Indian Children Put Forth into Service to the English” (1676)

September 18 - Archival Practicum

Assigned Reading:
• Mandell, Chapter Four, “Indians Ascendant,” King Philip’s War (90-117)

September 20 - Visit, Massachusetts Historical Society

Assigned Reading:
• O’Connor, Chapter Two, “Bluebloods and Redcoats,” Bibles, Brahmins, and Bosses (21-37)

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 semester-long project. At the end of the semester members of each group will give a presentation of their object at the Massachusetts Historical Society, and the group will present an 8-10 page paper on their findings. Each member of the group will also submit a 1-2 page account of the particular contribution he/she made to the project.

Partial list of materials to be considered:

Manuscript, archival, and printed sources:
- Lydia Child, The First Settlers of New-England: or, Conquest of the Pequods, Narragansets and Pokanokets (Boston, 1828 [?])
- John Cotton, Diary [kept from 6 March 1666 to November 1667 and 12 October 1670 to 23 July 1678, together with a Massachuset Indian Language vocabulary]
- The Present State of New-England with Respect to the Indian War (London, 1676)

Artifacts:
- Elm burl sump bowl [a trophy from the wigwam of King Philip, when he was slain in 1676, by Richard. Presented to the MHS by Eleazer Richard, his grandson, 1655-75]
- Cutlass [hang or cutlass belonging to Col Benjamin Church and believed to be the sword Church was wearing when Metacomet, Sachem of the Wampanoags, was slain in 1676; 17th century]
- Flintlock from musket [lock of the gun by which King Philip was killed, 1676]

Topics distributed, paper #1 (4 pages)

September 25 - Interpretations of the War

Assigned Reading:
• Michael Wigglesworth, “God’s Controversy with New-England” (1661)
• Increase Mather, “An Earnest Exhortation to the Inhabitants of New-England” (1676)
• Anne Nelsen, “King Philip’s War and the Hubbard-Mather Rivalry”
September 27 - King Philip’s War and American Identity

*Assigned Reading:*
  - Mandell, Chapter Five, “Colonists Victorious and Wounded,” “Epilogue,” *King Philip’s War* (118-44)

*Discussion Section - Exam #1 (50 minutes); discussion of MHS projects: approaches, strategies, deadlines for the semester*

Section Two - The European Influence: Culture & Ideas in 19th-century Boston

October 2 - Boston in the 19th Century: Culture & Ideas in Context

*Reading Assignment:*

*Paper #1 due (4 pages)*

October 4 - Alexis de Tocqueville’s America

*Assigned Reading:*
  - Tocqueville, *Democracy in America* (189-95, 252-68, 286-97)

*Discussion Section - Democracy in America*

October 9 - Monday schedule, no class

October 11 - Architectural tour of Copley Square, Trinity Church, and the Boston Public Library

*Assigned Reading:*
  - O’Connor, Chapter Three, “The Brahmin Aristocracy,” *Bibles, Brahmins, and Bosses* (38-57)

October 16 - American Expatriates, i: John Singer Sargent

*Assigned Reading:*
  - O’Connor, Chapter Four, “The Friends of Man,” *Bibles, Brahmins, and Bosses* (58-81)

*Assigned Viewing:*
  - Selected works by Sargent (on Course Blackboard website)

October 17 - 6:30 p.m. Gallery lecture on John Singer Sargent, Boston Museum of Fine Arts (attendance strongly encouraged but not required)

Students will select either a portrait in the MFA’s Sargent collection or an object from a list of choices drawn from the architecture in Copley Square to write about. Papers are to be 5 pages in length and are due in class November 6.

For portraits. Working with books on the course bibliography, write a biographical sketch of the subject
with any details you may find or plausibly conclude about his or her personality. With this in mind, discuss the portrait in terms of mood, style, and setting. In what ways do Sargent’s choices (e.g., colors and composition, posture, dress, facial expression, etc.) capture or contradict what you know about the person?

List of paintings to consider:

The Daughters of Edward Darley Boit (Mary Louisa Boit, Julia Overing Boit, Jane Hubbard Boit, and Florence D. Boit) (1884)

Edith, Lady Playfair (Edith Russell) (1884)

Mrs. Edward Darley Boit (Mary Louisa Cushing) (1887)

Mrs. Charles E. Inches (1887)

Helen Sears (1895)

Mrs. Fiske Warren and Her Daughter Rachel (Gretchen Osgood and Rachel Warren) (1903)

General Charles J. Paine (1904)

Nude Study of Thomas E. McKeller (c. 1917-20)

For objects in Copley Square. Working with articles and books on the course bibliography, write a contextual description and analysis of the object. This should include the intention of its creator, responses (favorable and unfavorable) from its contemporaries, and why you think its style and content were selected for this particular space.

Partial list of objects to consider

From Boston Public Library:

John Singer Sargent, any one of the 18 murals in the series The Triumph of Religion (1890-1919)

Edward Austin Abbey, The Quest for the Holy Grail (1891-1901)

Frederick MacMonnies, Bacchanne and Infant Faun (1894)

Puvís de Chavannes, any one of the 8 murals in the series, The Muses of Inspiration (1895)

Any three of the panels inscribed with names on the exterior of the building

Bela Pratt, Art and Science (1911)

From Trinity Church:

John La Farge, any three subjects among his interior murals (1867-77)

John La Farge, any one of the 4 stained-glass windows (Christ Preaching, The New Jerusalem, Purity, Presentation of Mary at the Temple, The Resurrection [1883-1902])

Augustus Saint Gaudens, Phillips Brooks (1907-10)

October 18 - American Expatriates, ii: Henry James

Assigned Reading:

• Henry James, “Point of View”

Discussion Section - Discussion of Sargent and James

October 23 - Boston’s New Immigrants

Assigned Reading:

• O’Connor, Chapter Five, “The Yankee and the Celt,” Bibles, Brahmins, and Bosses (82-106)

• Mary Antin, “Chapter One, “Within the Pale”; Chapter Nine, “The Promised Land,” A Promised Land (1-28, 180-205)
October 25 - Brahmins and Newcomers: Philanthropy, Public Schooling, and Assimilation
  Assigned Reading:
  • O'Connor, Chapter Six, “The Age of the Bosses,” *Bibles, Brahmins, and Bosses* (107-27)

  Discussion Section - Discussion of O'Connor and Antin

October 30 - End of the Melting Pot? Ethnic Tensions in Turn-of-the-Century Boston
  Assigned Reading:
  • Mary Antin, Chapter Two, “Judges in the Gate,” *They Who Knock at Our Gates* (1914) (31-94)

November 1 - The Place of Europe in American Identity
  Assigned Reading:
  • Randolph Bourne, “Transnational America” (1916), *History of a Radical and Other Papers* (160-84)

  Discussion Section - Exam #2 (50 minutes); discussion of Antin and Bourne

*Section Three - Race in the 20th Century: Desegregating Boston’s Public Schools*

November 6 - Boston and the Great Migration
  Assigned Reading:

  Paper #2 due (5 pages)

November 8 - Race and the Public Schools in Boston
  Assigned Reading:
  • O’Connor, Chapter Seven, “Towards a New Boston,” *Bibles, Brahmins, and Bosses* (128-51)
  • Dominic Sandbrook, Chapter Six, “Southie Won’t Go,” *Mad as Hell: The Crisis of the 1970s and the Rise of the Populist Right* (103-20)
  • J. Anthony Lukas, *Common Ground* (1-28)

  Discussion Section - Discussion of Malcolm X, Sandbrook, and Lukas

November 13 - Boston’s Neighborhoods
  Assigned Reading:
  • Lukas, *Common Ground* (139-59)
  • Michael MacDonald, Chapter Two, “Freedoms,” *All Souls* (16-49)
November 15 - Guided Tour by Bus of Roxbury, South Boston, City Hall Plaza, Charlestown
Assigned Reading:
- Lukas, Common Ground (160-208)
- MacDonald, Chapter Three, “Ghetto Heaven,” All Souls (79-106)

Students will explore the media links on the class website, containing oral histories, archived news and film sources, and official documents about the busing crisis. Select two sources/documents to describe and analyze (4 pages). Why did you select these documents? What specific light does this material shed on the crisis?

November 20 - Why Busing?
Assigned Reading:
- Lukas, Common Ground (222-51)

November 22 - The Community Reacts: Roxbury & South Boston
Assigned Reading:
- Lukas, Common Ground (277-300)
- MacDonald, Chapter Four, “Fight the Power” (79-106)

Discussion Section: Discussion of Lukas and MacDonald

November 27 - The Community Reacts: Charlestown
Assigned Reading:
- Lukas, Common Ground (301-26)
- MacDonald, Chapter Five, “Looking for Whitey” (107-34)

Paper #3 due (4 pages)

December 4 - The Legacy of the Busing Crisis: Boston and Beyond
Assigned Reading:
- O’Connor, Conclusion, “A Bible Commonwealth,” Bibles, Brahmins, and Bosses (152-56)

December 6 - Panel Discussion: Race and American Identity

Discussion Section - Exam #3 (50 minutes); discussion of Formisano

December 11 - American Identity in the 21st Century

Final exam date (to be announced) - Presentation of projects at Massachusetts Historical Society, group papers (8-10 pages) and individual descriptions (1-2 pages) due