

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

Professor James Johnson
Department of History
Fall, 2020
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Attending Class Remotely via Zoom:

All classes will be streamed on Zoom. On every occasion, a portion of the class will participate remotely. On designated classes, all participation will be remote.

Link for class:

[Redacted Zoom link]

Discussion Sections via Zoom:

Both discussion sections will be fully remote. The sections are taught by two Ph.D. students in BU's Department of History. Rachel Monsey (rmonsey@bu.edu) will teach B1, and Elizabeth Grumer (egrumer@bu.edu) will teach B2.

Link for B1:

[Redacted Zoom link]

Link for B2:

[Redacted Zoom link]

Class Recordings via Zoom:

All class and discussion section meetings will be recorded and posted on the course Blackboard site as soon as they are available.

Office Hours via Zoom

Drop-ins are welcome, but an appointment will assure a meeting. The Zoom Waiting Room function will be enabled so that meetings can remain one-on-one. Please wait when you log on: instructors will either admit you to begin the meeting or let you know that they are with another student.

James Johnson

Tuesdays, 3:30-5:00

[Redacted Zoom link]

Wednesdays, 3:30-5:00

[Redacted Zoom link]

Other days and times by appointment

Rachel Monsey (B1)

Mondays, 12:00-1:30

[Redacted Zoom link]

Wednesdays, 2:30-4:00

[Redacted Zoom link]

Other days and times by appointment

Elizabeth Grumer (B2)

Tuesdays and Thursdays (12:30-2:00); other days and times by appointment.



Some Thoughts About the Pandemic

This is a hard time for college students. You will make decisions that affect your health, the health of your friends and family, and your own educational future. I am very mindful of these circumstances and of the fears and anxieties that they have produced. I want to support you to the best of my ability. I encourage you to reach out to me by e-mail if you're facing particular challenges or concerns that may affect your work in the class. I also want you to tell me if there are things I can do to help.

I promise to be vigilant about the extensive safety protocols BU has put in place and encourage you to be so as well, including regular testing, physical distancing, and staying away from crowded gatherings. If you test positive for Covid or are required to quarantine, I encourage you to let me know, just as you would for any other illness or life circumstance that could affect your academic work. I will tell you if it becomes necessary for me to withdraw from in-person teaching for these reasons as well.

As a community, we will work together to make this course as meaningful and valuable as possible. We know that this will be a challenging and at times difficult semester. The pandemic has caused us to think more deeply about our common goals and collective vulnerabilities. It has also shown us how members of communities can take care of one another. We will do this best when we are as honest and straightforward with one another as we can be.

Course Description and Policies

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 immerse themselves in primary source material—ranging from archival and manuscript sources, to historical sites, art, and architecture, to oral interviews—in order to understand the elements of the city's identity over the past 300 years. These moments are: the 1670s, when a ferocious war broke out between colonists and Indians; the 19th-century, when European culture influenced America on the level of the arts and letters as well as through waves of immigration; and the 1970s, when racial tensions boiled over with court-ordered school desegregation.

Grades will be based on the following proportions:

Two essays: the 1st (4 pages) is 10%, the 2nd (5 pages) is 15%

Three in-class quizzes: 10% each

Final research paper (10-12 pages), submitted individually or with group: 20%

750-word summary of research paper: 10%

Transcription: 10%

One-page description of historical site: 5%

Attendance is expected in person or remotely for every class and discussion section meeting. If you are in a time zone that prevents you from attending, you are expected to watch the class and discussion section recordings. 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: “Representing the work or ideas of another as one’s own; and/or using another’s work or ideas without crediting the source.”

The *Code* may be found here: <https://www.bu.edu/academics/policies/academic-conduct-code/>. 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.

Faculty-in-Residence Open Hours. I am a faculty member in residence at South Campus. Once a week I host an open house, with good conversation and the chance to meet other students. I hope you’ll drop in. Wednesdays, 6-9 p.m.

Zoom link for Open Hours:



Required Books

- Daniel R. Mandell, *King Philip’s War* (Baltimore: The Johns Hopkins Press, 2010)
 Mary Rowlandson, *The Account of Mary Rowlandson and Other Indian Captivity Narratives* (New York: Dover, 2005 [1682])
 Lydia Maria Child, *An Appeal in Favor of That Class of Americans Known as Africans* (Carlisle, MA: Applewood Books, 2008 [1833])
 Jonathan Kozol, *Death at an Early Age* (Plume Publishing, 1995 [1967])
 Louis P. Masur, *The Soiling of Old Glory* (Bloomsbury Press, 2008)

Subjects of Semester Projects

Links to these books and artifacts appear on the course Blackboard site.

Manuscript, archival, and printed sources:

John Cotton, “Diary of John Cotton, Jr.” (kept from 6 March 1666-Nov. 1667 and 12 Oct. 1670-23 July 1678, together with a Massachuset Indian Language vocabulary)
<http://www.masshist.org/collection-guides/view/facotton?smid=b1>

John Eliot, *The Glorious Progress of the Gospel, Amongst the Indians in New England* (England, 1649)

Pages 68-98: <https://archive.org/details/collectionsofmas34mass/page/68/mode/2up>

John Eliot, et al., *Strength out of weakness, Or, a glorious manifestation of the further progresse of the Gospel among the Indians in New England* (London, 1652)

<https://babel.hathitrust.org/cgi/pt?id=coo1.ark:/13960/t08w40303&view=1up&seq=13>

John Eliot, *Tears of repentance; or, A further narrative of the progress of the Gospel amongst the Indians in New England* (London, 1653)

Pages 197-260: <https://archive.org/details/collectionsofmas34mass/page/196/mode/2up>

John Josselyn, *New Englands rarities discovered: in birds, beasts, fishes, serpents, and plants of that country: together with the physical and chyrurgical remedies wherewith the natives constantly use to cure their distempers, wounds, and sores* (London, 1672)

<https://babel.hathitrust.org/cgi/pt?id=dul1.ark:/13960/t2b88zt7z&view=1up&seq=9>

The present state of New England with respect to the Indian war (London, 1676)

<https://www.google.com/books/edition/The Present State of New England with Re/IKkTAAAYAAJ?hl=en&gbpv=1&dq=present+state+of+new-england&pg=PA5&printsec=frontcover>

Thomas Shepard, *The Clear Sun shine of the Gospel breaking forth upon the Indians in New England* (London, 1648)

Pages 24-64: <https://archive.org/details/collectionsofmas34mass/page/24/mode/2up>

Henry Whitfield, *The light appearing more and more toward the perfect day, or, A further discovery of the present state of the Indians in New England, concerning the progresse of the gospel amongst them* (London, 1651)

Pages 101-47: <https://archive.org/details/collectionsofmas34mass/page/100/mode/2up>

William Wood, *New Englands prospect : A true, lively, and experimentall description of that part of America, commonly called New England: discovering the state of that countrie, both as it stands to our new come English planters; and to the old native inhabitants. Laying downe that which may both enrich the knowledge of the mind travelling reader, or benefit the future voyager* (London: Thomas Cotes, 1634)

<https://www.google.com/books/edition/New England s Prospect/chF3xjKvGMcC?hl=en&gbpv=1&dq=wood,+new+england%27s+prospect&printsec=frontcover>

Artifacts:

Cutlass [hangar or cutlass belonging to Col. Benjamin Church and believed to be the sword Church was wearing when King Philip was slain]

<http://drbenjaminchurchjr.blogspot.com/2013/01/col-churchs-sword.html>

Elm burl samp bowl [a trophy from the wigwam of King Philip, when he was slain in 1676]

https://www.masshist.org/database/viewer.php?item_id=2310&pid=15

Flintlock from musket [lock of the gun by which King Philip was killed, 1676]

Map bearing inscription, 'A map of New-England, being the first that ever was here cut' from William Hubbard, *The present state of New England; being a narrative of the troubles with the Indians in New England* (London, 1677) <https://cdm.bostonathenaeum.org/digital/collection/p15482coll6/id/0/>

[Book:

<https://www.google.com/books/edition/A Narrative of the Indian Wars in New En/eBMTAAAYAAJ?hl=en&gbpv=1&dq=william+hubbard,+the+present+state+of+new+england&pg=PA128&printsec=frontcover>]

Increase Mather [portrait by John van der Spriett, 1688]

<https://www.masshist.org/database/3281>

Samuel Shrimpton [lithograph, 1858, based on a portrait by Leopold Grozelier]

<http://catalog.bostonathenaeum.org/vwebv/holdingsInfo?bibId=411957>

In addition to one of the items listed, each group will be assigned a handwritten document from the time of King Philip's War to decipher and transcribe. Scans of these original manuscripts and their transcription will also appear on the course Blackboard site.

Schedule of Classes

Part One - Conflict and Community in Early America: King Philip's War

September 3 - **Remote:** Introduction to the Course

History Lab: "After the Mayflower," from *The American Experience. We Shall Remain* (PBS, 2009)

Zoom link for this film:

[REDACTED]

[REDACTED]

[REDACTED]

September 8 - New England's Native Populations

Assigned Reading:

- Philip Mandell, *King Philip's War*, Prologue and Chapter 1

September 10 - The Pilgrims Arrive

Assigned Reading:

- William Wood on the Indians' response to the English presence (1634) and Miantonomo, "Call for Indian Unity" (1642) (on course Blackboard site)

History Lab: Discussion of Mandell, Wood, and Miantonomo

September 15 - The Massachusetts Bay Colony

Assigned Reading:

- John Winthrop, "A Model of Christian Charity" (1630) (link to reading on course Blackboard site)

September 17 - The Massachusetts Bay Colony

Assigned Reading:

- Mandell, *King Philip's War*, Chapter 2

History Lab: Transcribing and Preserving the Historical Record

Daniel Hitchen, Reference Librarian, Massachusetts Historical Society

Sara Georgini, Series Editor, Papers of John Adams

Zoom link for this presentation:

[REDACTED]

[REDACTED]

[REDACTED]

September 22 - Contact, Tensions, and the Outbreak of War

Assigned Reading:

- Mandell, *King Philip's War*, Chapter 3
- John Easton, "A Relacion of the Indyan Warre" (1675) (on course Blackboard site)

Topics distributed, paper #1 (4 pages)

September 24 - Violence and Belief

Assigned Reading:

- From *The Account of Mary Rowlandson*, "Narrative of Mrs. Mary Rowlandson" (58-86)
- Mandell, *King Philip's War*, Chapter 4

History Lab: Transcriptions assigned, groups begin work. Note: completed transcriptions and a description not exceeding 50 words are due in class October 27th. Electronic copies of the original letter, the transcription, and the description must be submitted to your *History Lab* instructor for King Philip's War by 5:00 that day.

September 29 - King Philip's War and American Identity

Quiz #1 (40 minutes)

Assigned Reading:

- Mandell, *King Philip's War*, Chapter 5 and Epilogue
- Daniel Gookin, "An Account of the Disposall of the Indians, our Friends" (1676) (on course Blackboard site)
- Gookin, "An Historical Account of the Doings and Sufferings of the Christian Indians in New England" (1677) (on course Blackboard site)
- Excerpts from John Hull's *Journal* (1676) (on course Blackboard site)

October 1 - Remote: "The Plymouth Landing at 400," a conversation with David J. Silverman, Professor of History, George Washington University and author of *This Land is Their Land: The Wampanoag Indians, Plymouth Colony, and the Troubled History of Thanksgiving* (2019)

History Lab: Presentation and discussion of Making History website

Part Two - The European Influence: Culture, Ideas, & Immigration in 19th-Century Boston

October 6 - Boston in 1800

Paper #1 due (4 pages); send to *History Lab* instructors via e-mail

October 8 - Europe, Boston, and American Identity

Assigned Reading:

- Tocqueville, *Democracy in America* (189-95, 252-68, 286-97; on course Blackboard site)

History Lab: Presentation on online research tools and strategies by Dr. Ruth Thomas, Librarian, Mugar Memorial Library

Zoom link for this presentation:

October 13 - Monday schedule, no class

October 15 - Writers and Thinkers, I

Assigned Reading:

- Lydia Maria Child, *An Appeal in Favor of That Class of Americans Known as Africans*, Chapters 1-3

History Lab: Discussion of MHS projects: approaches, strategies, deadlines for the semester

- Each group will give a 10- minute progress report on project

October 20 - **Remote:** “Boston’s Abolitionists and Lydia Child,” a presentation by Lydia L. Moland, Professor of Philosophy, Colby College and author of *Never the Same Again: The Radical Conscience of Lydia Maria Child*

Assigned Reading:

- Lydia Maria Child, *An Appeal in Favor of That Class of Americans Known as Africans*, Chapters 5, 8

October 22 - Writers and Thinkers, II

Assigned Reading:

- Ralph Waldo Emerson, “Self-Reliance”

History Lab: Discussion of Child and Emerson

October 27 - Boston’s Newest Immigrants

Transcription and 50-word description due via e-mail; send to *History Lab* instructors via e-mail

Assigned Reading:

- Mary Antin, *They Who Knock at Our Gates* (Chapter 1)

October 29 - Philanthropy, Public Schooling, and Assimilation

Assigned Reading:

- Mary Antin, *They Who Knock at Our Gates* (Chapters 2 and 3)

History Lab:

Presentation and discussion of Making History website

Progress reports on MHS projects; workshop on writing and documentation in the discipline of History

- Each group will turn in a working bibliography (minimum 3 books and/or articles) of sources relevant to its specific object
- Groups will also turn in a preliminary list of topics (aim for 4-5) related to

object under consideration for paper

November 3 - Architecture and Urban Development

Quiz #2 (40 minutes)

November 5 - Class and History Workshop suspended for self-guided discovery tour

Students will spend the class and History lab periods studying, sketching, photographing, and taking notes on the places chosen for papers. A single-spaced, one-page description and sketch based solely on your observations is due in class November 10. The completed paper, based on research using four internet sites is due November 17. Your photograph and sketch for those willing to share it), along with a summary of the paper not exceeding 50 words, must be submitted to the class web designers by 5:00 that day.

Please select one destination. Find your way to it and, once there, spend some time observing, photographing, sketching, and taking notes on what you see. If you are in another city, find your way to the site using Google Earth. If you do not have access to Google Earth, please work from a reputable internet site. There are several parts to this assignment. 1) Take a photo that captures the essence of the site; 2) find a single interesting detail of the site and spend some time making a sketch of it (the photo, sketch, and 50-word summary are due to web designers Nov. 17th); 3) write a one-page, single-spaced account of this place that includes no historical facts but instead records accurately what you see (this is due via e-mail Nov. 10th).

You are then to write a 5-page paper addressing the particular questions connected with the site below. Your sources will be four internet sites. You will receive a grade on the appropriateness of these sites for academic use, so be discriminating in your selection and be prepared to justify your selections. (Wikipedia would receive an D.) In your paper connect your discussion to points from your readings or lectures from Part One or Part Two of the course. The paper and your submissions to web designers for this section of the course are due November 17th.

African Meeting House - Discuss three different uses of this space and their historical significance.

Boston Public Library - Discuss the significance of its two statues in front; in your opinion, how do they relate to the words and/or names on facade of building?

Charles Street Meeting House - Name three people who spoke here in the nineteenth century and describe what they each spoke about.

Copp's Hill Burying Ground - Sketch the tombstones and describe the lives of two people buried here; why were they buried here?

Lewis and Harriet Hayden House - Describe its eponymous inhabitants and their historical significance.

Old South Meeting House - Describe the circumstances of this building's construction and furnish a profile of the biography and beliefs of one early minister.

Old State House - Describe the circumstances and context of one important event here that is relevant to Part Two of the course other than reading of Declaration of Independence.

Massachusetts State House - Describe the circumstances and context of one piece of legislation directly relevant to Part Two of the course.

Granary Burial Ground - Sketch the tombstones and describe the lives of two people buried here; why were they buried here?

John J. Smith House - Describe its eponymous inhabitant and his historical significance.

King's Chapel - Describe the circumstances of this building's construction and furnish a profile of the biography and beliefs of one early minister.

King's Chapel Burying Ground - Sketch the tombstones and describe the lives of two people buried here; why were they buried here?

Robert Gould Shaw and 54th Regiment Memorial - Describe origin and historical significance of this monument; why is it placed here?

Tremont Temple - Describe three famous gatherings here and their historical significance.

Park Street Church - Describe one famous sermon delivered here, including its speaker, subject, and circumstances. Why was it delivered in this space?

November 10 - Music and Art

Assigned viewing:

- John Singer Sargent (on course Blackboard site)

Assigned listening:

- Edward McDowell, "Indian Suite" (1897); Horatio Parker, "Vathek (1903) (on course Blackboard site)

One-page description, photo, and sketch of Boston site due; send to *History Lab* instructors via e-mail

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

November 12 - Twentieth-Century Boston

Assigned Reading:

- Jonathan Kozol, *Death at an Early Age* (1967), Chapters 1-7

History Lab: progress reports on MHS project, discussion of 50-word label-writing

- Groups should have all primary-source reading and note-taking finished
- Bibliography with at least 5 appropriate internet sites and 3 academic articles related to object due
- Provisional outline of term paper due

November 17 - The Civil Rights Movement and Boston

Paper #2 (5 pages) of Boston site due; send to *History Lab* instructors via e-mail

Assigned Reading:

- Jonathan Kozol, *Death at an Early Age*, Chapters 8-13
- From Carson, Garrow, et al., *Eyes on the Prize: The Civil Rights Reader*
 - Darlene Clark Hine, "Introduction: Fighting Back (1957-1962)" (61-64)
 - *Brown et al. v. Board of Education of Topeka et al.* (64-74)

- Kenneth B. Clark, "How Children Learn About Race" (74-81)
- Tom P. Brady, "Black Monday (83-84, 89-94)

November 19 - Boston's Schools

Assigned Reading:

- Jonathan Kozol, *Death at an Early Age*, Chapters 14-20 and selected documents (213-38)

History Lab: "The Night James Brown Saved Boston" (2009)

Zoom link for this film:

<https://bostonu.zoom.us/j/94145113639?pwd=ZUhPWdVvSlA5U0FSN1VjNkxyVFdEdz09>

Meeting ID: 941 4511 3639

Passcode: 228334

November 24 - Why Busing?

Quiz #3 (40 minutes)

Assigned Reading:

- From *Eyes on the Prize*:
 - Gerald Gill, "Introduction: The Keys of the Kingdom (1974-1980) (591-96)
 - Statement to the Boston School Committee, June 11, 1963 (596-602)
 - *Tallulah Morgan et al. v. James W. Hennigan et al.* (609-11)
- Masur, *The Soiling of Old Glory*, Preface and Chapter 1

December 1 - The Community Reacts: Roxbury, South Boston, and Charlestown

Assigned Reading:

- Masur, *The Soiling of Old Glory*, Chapters 2 and 3

50-word labels and final outline of research paper due from groups and individuals; send to *History Lab* instructors via e-mail

All reading and note-taking of books and/or articles on bibliography should be finished

December 3 - The Legacy of the Busing Crisis: Boston and Beyond

Assigned Reading:

- Masur, *The Soiling of Old Glory*, Chapter 4

History Lab: Presentation and discussion of Making History website

750-word summary of research paper for website due from groups; send to *History Lab* instructors via e-mail

December 8 - **Remote:** "Racial Justice in Boston, 1974-2020," a conversation with Dr. Theodore Landsmark, Professor of Public Policy and Urban Affairs, Northwestern University

Assigned Reading:

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

December 10 - **Remote:** Making History: Course Overview and Conclusions

History Workshop: Presentation and discussion of Making History website

Research papers due by 5:00 Friday, December 11; send to *History Lab* instructors via e-mail

Final date to be announced: “Making History” website goes live