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or by appt.

Teaching Fellows:

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HISTORY 190—History of Boston: Conflict and Community in Boston's Past

Focusing on three 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 three episodes are: the 1670s, when a ferocious war broke out between New England colonists and Indians; the end of the 19th century when the modern city of subways and skyscrapers, public services and a diverse population took shape; and the 1970s, when racial tensions boiled over with court-ordered busing. 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 17th century manuscripts and objects, organize an exhibition at the Massachusetts Historical Society, curate a digital portfolio, and analyze audiovisual recordings.

ASSIGNED READINGS: All books are available in paperback at the Bookstore. Students can find additional assignments at the Blackboard Learn (Blackboard 9) website. Readings are assigned from the following volumes:

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

Daniel R. Mandel, *King Philip's War* (2010)

Michael MacDonald, *All Souls* (1999)

Assorted Documents on the Blackboard Website--Indicated Below with an Asterisk (*)

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. Students should consult the Boston University Academic Conduct Code may be found at: <http://www.bu.edu/cgs/files/2011/07/FINAL-UACC1.pdf>. It is your responsibility to read these pages carefully and know exactly what constitutes plagiarism.

Use of Laptops (and other digital devices) is not permitted in class. If you take reading notes on your computer, please print them to refer to during discussion.

NOTE ON WRITING ASSIGNMENTS. For a detailed description of the proper format for historical essays, students should consult the BU History Department Writing Guide. You will find a link to the Writing Guide at the Blackboard website. "Writing Tips," a brief set of guidelines for essays in HI 339, is also posted on the website. Make sure that you review the writing tips before you turn in your first essay.

ATTENDANCE is required in every class. Three unexcused absences will lower your final grade by one-third (e.g., B becomes B-). Please notify your Professor or Teaching Fellow of any illnesses, family emergencies, or other excused absences by email, preferably in advance of your absence.

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

- First Essay 10% (**DUE OCTOBER 7**)
- Midterm Examination 10% (**OCTOBER 21**)
- Curatorial Assignment 15% (**DUE OCTOBER 28**)
- Busing Article 20% (**DUE NOVEMBER 25**)
- MHS group paper: 25% (**DUE DECEMBER 4—PRESENTATION AT MHS DEC 8**)
- MHS transcription: 10% (**DUE NOVEMBER 11**)
- Participation in History Labs 10%

COURSE REQUIREMENTS:

1. On Tuesday September 23, we will pass out questions for the first historical essay, covering topics from the first four weeks of the course. In class, on Tuesday, October 7, students will turn in a paper of approximately four double-spaced, typewritten pages (1000 words), analyzing one of the questions in an intelligent and coherent essay. Late papers will be penalized one half grade per day. All students are required to make and retain until the end of the semester a xerox copy or PDF scan of their essay. The essay will account for 10% of your final grade in the course.
2. In Class on Tuesday, October 21, a midterm examination will test your familiarity with the course materials, especially the assigned readings, from the first half of the course. The midterm examination will account for 10% of your final grade in the course.
3. Following the guidelines on the Curatorial Assignment instruction sheet (which will be posted under assignments 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 (the folders will be posted in early October). 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 Tuesday, October 28. The curatorial assignment will account for 20% of your final grade in the course.
4. On the course Blackboard website are links to transcripts of thirty-two interviews with Bostonians affected by the 1974 mandate ordering school desegregation. These include former students and their parents, elected officials, and school administrators. Beside each link is a short summary of the interview. Imagine that you, as a contemporary historian, have been commissioned by a magazine to write a profile of one interviewee that incorporates his or her perspective into the larger context of the city's school desegregation. You may structure the article any way you wish, as long as you give your readers a full and vivid sense of this person's life, attitudes, and experiences. The transcript is your primary source, but you must also use readings from this section of the course, as well as observations gleaned from our tours about the city's neighborhoods, to situate your subject in his or her historical and urban setting. You may also use opinions or experiences described in these readings to supplement, enhance, or question the views expressed in the interview. Use your best judgment about how much supplementary material is appropriate: too much of it will distract from your subject, and you will lose your readers' interest. Too little of it will leave the life and experiences of your subject disconnected from the greater context, and your readers will be confused. Articles should be 6-8 pages (1,500-2,000 words) in length and are due in

class on Tuesday, November 25. All students are required to make and retain until the end of the semester a xerox copy or PDF scan of their essay.

4. MHS Group Paper. 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 two (and in some cases, three). On December 4, each group will turn in an 10-12 page paper (2,500-3,000 words) on their findings. Each member of the group will also submit a 2-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, "Making History: King Philip's War in Documents and Artifacts," students will unveil their work at a reception and presentation (open to the public) at the MHS on the evening of Monday, December 8, 2014.

Together, the group paper and your individual statement will constitute 25% of your final grade in the course.

5. MHS Transcription. In addition to the major paper, each group will be assigned a handwritten document from the time of King Philip's War to decipher and transcribe. These original manuscripts and their transcription will also appear in the exhibit. Documents to be transcribed will be digitally scanned and posted on the course website. All other manuscripts, books, and artifacts must be consulted at the MHS. The transcription will account for 10% of your final grade in the course and is due on November 11.

6. History Laboratories. Attendance at the Thursday afternoon History Labs is mandatory. There will be no unexcused absences from section meetings. Participation in section will account for 10% of your grade in the course.

SCHEDULE OF CLASSES AND READINGS

Sep 2 Introduction to the Course

Sep 4 Errands into the Wilderness: The World of the Massachusetts Puritans

Assigned Readings:

1. Daniel R. Mandel, *King Philip's War*, pp. 1-13.
2. Thomas Shepard, Autobiography (1640), in Nehemiah Adams ed., *The Autobiography of Thomas Shepard*, pp. 23-27, 42-45.*
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 9 The Land: Guest Lecture by Prof. Sarah Phillips

Assigned Readings:

1. Virginia D. Anderson, "King Philip's Herds: Indians, Colonists, and the Problem of Livestock in Early New England" (1994).*
2. Mary Rowlandson, *The Sovereignty and Goodness of God* (1682), in Charles Lincoln ed., *Narratives of the Indian Wars, 1675-1699*, pp. 132-37.*

Sep 11 **Visit to MHS--NOTE CLASS WILL DEPART FROM CAS 324 TO WALK TO MHS**

Assigned Reading:

1. Robert J. Allison, *A Short History of Boston*, ch. 1.

Sep 16 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. John Easton, "A Relation of the Indian Warre" (1675).*
4. Miantonomo, "Call for Indian Unity" (1642).*

Sep 18 Transcription Workshop with Sara Georgini, Massachusetts Historical Society

Sep 23 "In A Strang Way": The War for New England

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.*
5. R.H., "The Warr in New-England Visibly Ended" (1677), in Lincoln ed., *Narratives of the Indian Wars, 1675-1699*, pp. 103-06.*
6. Mary Rowlandson, *The Sovereignty and Goodness of God* (1682), in Lincoln eds., *Narratives of the Indian Wars, 1675-1699*, pp. 118-28.*

Sep 25 Legacies: King Philip's War and American Identity

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.*
4. Allison, *A Short History of Boston*, Ch. 2.

Sep 30 Boston in the New Nation

Assigned Readings:

1. Allison, *A Short History of Boston*, ch. 3.
2. Ralph Waldo Emerson, "New England Reformers" (1844), in Harrison Messeole et al., eds., *American Literature*, Vol. II, *Romantic and Realistic Writers*, pp. 1011-1026.*

Oct 2 19th Century Boston Walking Tour

Oct 7 The Rise of the City (**FIRST ESSAY DUE**)

Assigned Readings:

1. Allison, *A Short History of Boston*, Ch. 4.
2. Lincoln Steffens, "I Become A Reporter," excerpt from the *Autobiography of Lincoln Steffens*, pp. 169-178.*
3. Lincoln Steffens, "Bosses: Political and Financial" and "The Ghetto," excerpts from the *Autobiography of Lincoln Steffens*, pp. 231-246.*
4. Jacob Riis, *Photographs of a New York Street before and after Sanitation Reform* (1895).*

Oct 9 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 14 NO CLASS--MONDAY SCHEDULE ON TUESDAY

Oct 16 "Dame Boston" Meets the Subway: Politics and Transit

Assigned Readings:

1. Stephen Puleo, *A City So Grand* (2010), pp. 216-56.*
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 21 Mid-Term Examination

Oct 23 "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.

Oct 28 Boston, Race and the Postwar City (CURATORIAL ASSIGNMENT DUE)

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.

Oct 30 South End/Urban Renewal Tour

Assigned Readings:

1. Jim Vrabel, *A People's History of the New Boston* (2014), pp. 5-32.*
2. J. Anthony Lukas, *Common Ground* (1985), pp. 1-28, 139-59.*
3. Allison, *A Short History of Boston*, ch. 6.

Nov 4 From Equality to Power: The National Context of Civil Rights

Assigned Readings:

1. Michael Patrick MacDonald, *All Souls* (1999), chs. 1-2.
2. Clayborne Carson et al., eds., *The Eyes on the Prize Civil Rights Reader*, pp. 61-82.
3. "Malcolm X Demands Black Liberation" (1964).*
4. "The Black Panther Party Platform" (1966).*

Nov 6 Visit to MHS

Nov 11 Why Busing? (**MHS Transcription DUE**)

Assigned Readings:

1. MacDonald, *All Souls*, Chs. 3-4.
2. Lukas, *Common Ground*, pp. 222-251.*
3. Carson et al., eds., *Eyes on the Prize Civil Rights Reader*, pp. 591-611.*

Nov 13 Bus Tour of Boston's Neighborhoods

Assigned Reading:

1. MacDonald, *All Souls*, Chs. 5-6.
2. Lukas, *Common Ground*, pp. 277-300.*

Nov 18 Making History: Discussion and Review

Nov 20 The Community Reacts

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

Nov 25 Workshop: MHS Group Projects (**BUSING ARTICLE DUE**)

Nov 27 NO CLASS--THANKSGIVING HOLIDAY

Dec 2 Visit to MHS

Dec 4 New Boston/Legacies of Busing (**MHS PAPERS DUE**)

Assigned Reading:

1. MacDonald, *All Souls*, Chs. 9-11.
2. Allison, *A Short History of Boston*, ch. 7.

MONDAY DEC 8 (5:00-8:00) RECEPTION, PRESENTATION AND OPENING OF EXHIBITION AT MASSACHUSETTS HISTORICAL SOCIETY

Dec 9 Conclusion