

Fall 8-2013

4800 Course Syllabus, Fall 2013

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History Capstone Seminar: BOSTON, 1600-1970
History 4800, Fall 2013

Instructor:

Prof. Ruth Wallis Herndon
Williams Hall 27
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LibGuide created by Prof. Carol Singer:

<http://libguides.bgsu.edu/hist4800boston>
Prof. Singer: singer_c@bgsu.edu

Class meets:

Tuesdays, 4:00-5:15pm
Williams 141
Tuesdays, 5:30-6:45pm
Jerome Library 142

Office hours:

Tuesdays, 3:00-4:00 and 7:00-8:00pm;
Thursdays, 2:00-4:00 and 7:00-8:00pm
other times by appointment; I recommend
appointments at all times

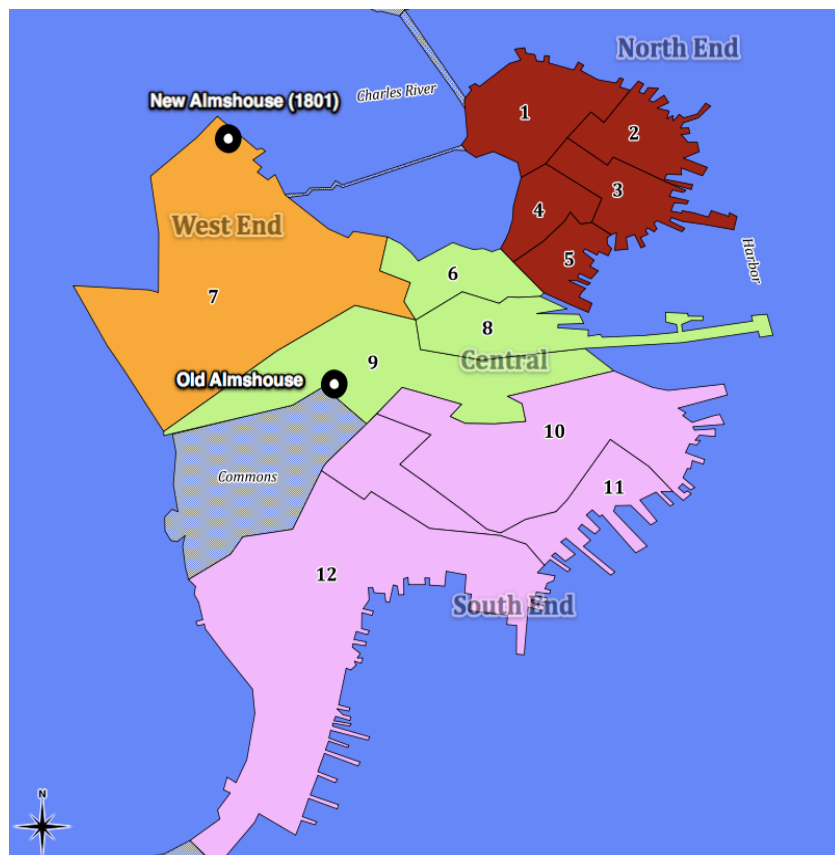
If you are taking this seminar, you are majoring in History. You are probably wondering what you are going to do with your History major. This seminar helps prepare you for the next step: a job in the History field, graduate school, teaching History, or something else. For this seminar, you will devote your time to the work of a professional historian. You will select primary sources and analyze them. You will develop an argument (a thesis) that you can defend with convincing evidence. You will read the relevant secondary sources and set your own project alongside those sources. You will write a major research paper in stages. Your final research paper will be sufficiently polished that you could present it at a professional conference. You will review your fellow students' paper stages in a collegial and positive fashion. You will present your project to the group orally, using professional methods. You will have honed your thinking and writing skills. You will be better prepared for the next step.

NOTABLE MOMENTS IN BOSTON HISTORY, 1600-1970

Winthrop's "City on a Hill" sermon
King Philip's War
Boston "Massacre"
Boston "Tea Party"
Paul Revere's Midnight Ride
Battle of Bunker Hill
Ralph Waldo Emerson and Transcendentalism
"Flying Cloud" clipper ship
Great Irish Migration to Boston
William Lloyd Garrison and "The Liberator"
Ninth Regiment of Massachusetts Volunteers
(the "Irish Ninth")
The Great Dam
Mary Baker Eddy / The Christian Science Church

Boston Symphony Orchestra
Ward "Bosses"
Immigrant Communities
Boston "Brahmin" Businessmen
Art Square / Copley Square
Boston Public Library
Olmsted's "Emerald Necklace" Parks
Boston Red Sox
Charles Ponzi (Securities Exchange Co.)
Mayor Curley
Boston Pops Concerts
Boston Marathon
School Desegregation
Civil Rights Protests





GOALS FOR STUDENT LEARNING IN THIS SEMINAR:

- Understand the major issues and questions posed by historians of Boston.
- Understand the major arguments/interpretations offered by historians of your topic.
- Formulate an original and significant question that pertains to the issue you will research.
- Design an original thesis/argument that engages the question you have formulated.
- Conduct independent research in primary sources that relate to your question.
- Weave together information drawn from primary and secondary sources.
- Use this information to support your original thesis/argument.
- Produce a well written, logically argued, 20-page research paper in good academic form.
- Critique your classmates' written work in a constructive, professional manner.
- Present your research orally in a clear, organized way to an audience of your peers.
- Understand the significance and practical usefulness of your own research.

COURSE INFORMATION

MEETING PLACES

Each session of our seminar will have two parts. Part 1 will convene at 4:00pm in Williams 141 for 75 minutes. Then we will take a 15-minute break. Part 2 will convene at 5:30pm in Jerome Library for 75 minutes. Most Part 2 sessions will take place in Jerome 142, but several of our meetings do not have a designated place and we will find a spot for ourselves when we arrive at the library.

PROFESSOR SINGER'S COURSE LIBGUIDE

Prof. Carol Singer, Reference Librarian, has created an online guide to primary and secondary sources on Boston history: <http://libguides.bgsu.edu/hist4800boston>. This LibGuide has excellent information about doing historical research in general and research on Boston in particular. Prof. Singer will walk us through her LibGuide for the first few sessions during the semester. In addition, she will be available at some of our later library sessions, so you can ask her questions about finding and using sources on your topic. I encourage you to browse the excellent LibGuide on your own and contact Prof. Singer with questions about your sources.

CONVERSATION WITH PROFESSOR ALLISON

Prof. Robert Allison of Suffolk University in Boston is the author of our first reading, A Short History of Boston. Prof. Allison will be holding a video conversation with us mid-way through the semester, after you have all drafted your project prospectus. This is a unique opportunity to "Ask the Expert" about your project.

CHICAGO DOCUMENTATION STYLE

This seminar requires that you learn and use Chicago documentation style, which is the standard for professional historians. Most university presses and scholarly journals in History require Chicago style. Numerous guides exist on the web to help you learn Chicago style. One of the best is here: http://bcs.bedfordstmartins.com/resdoc5e/res5e_ch10_s1-0001.html

ACCESSIBILITY

Any student with a disability who seeks accommodations to complete the requirements of this course must register with the Office of Disability Services, 413 South Hall, 419-372-8495 (<http://www.bgsu.edu/offices/sa/disability/>). I will make all reasonable efforts to accommodate such students as required by law and BGSU policy.

SEMINAR REQUIREMENTS

COURSE ATTENDANCE. Your presence and participation are keys to success in this seminar. The number of students in the seminar is kept low to cultivate discussion and develop professional relationships among students and between the students and the professor. I expect everyone to be an active member of the seminar, ready to discuss in a courteous and productive way. If you have to miss a seminar meeting, I expect you to contact me.

MEETING WITH PROFESSOR HERNDON. On October 8, seminar will not convene so that I can meet individually with each of you for 15 minutes. All these meetings will take place in Williams 141, and you will sign up in advance for a 15-minute spot. We will discuss your project prospectus, which you will submit the week before.

COURSE READINGS. I expect you to come to class prepared by having read the material assigned for that day. Every reading assignment relates to the central topic of Boston history. Every assignment is potentially a source you could use in your research project. Apart from the first reading by Allison, all readings will be short and will be available to you on line via SugarSync. I will send you the link to each reading in an email, so you can download the materials to your own computer. Please bring the reading to class in some form (electronic or paper), so you can refer to specific parts of it as you contribute to the discussion each week.

REFLECTIONS. At the end of each session (6:45-7:00pm), while you are still in the library and have access to a computer, you should write a reflection on the seminar meeting that also briefly describes your progress on your research project. Email this reflection to me. I will give prompts in advance to focus your thinking. I will respond to your reflection with comments and suggestions. These reflections will help you move your project forward significantly each week. Collectively, the reflections are worth up to 100 points. The quality and depth of your reflections will help me determine your final grade.

RESEARCH PAPER. The research paper is the goal of this seminar. Accordingly, 90 percent of your grade rests on the stages of this paper. The purpose of all activity in this seminar is to build a better paper. You will write the paper in 10 stages and each stage will be due in sequence. See the grade worksheet and the assignment due dates below.

ELECTRONIC SUBMISSIONS PLEASE! My goal is to use as little paper as possible. The syllabus is the only paper I will distribute. You are responsible to download all course materials; I hope you will choose electronic formats. You must submit all assignments as word-processed files via email. Microsoft Word (.doc or .docx extensions) is the standard academic format. If you do not have Word, use a BGSU computer that does.

RESEARCH PAPER STAGES

NOTE: I will provide a checklist (cover sheet) for each stage.

Stage 1. Research Question and Sources. (Due September 17)

In two pages, state the research question(s) you propose to investigate. State the sub-questions that connect to it. Explain why you framed that question, connecting your research question to Allison's Short History of Boston. Explain the specific primary sources you expect to use in your project.

Stage 2. Prospectus with Bibliography. (Due October 1)

In this short paper (3-5 pages), put your research question into historical and historiographic context. Format the bibliography in Chicago style, and provide samples of footnotes in Chicago style. Your primary sources must be sufficient to sustain extended analysis. Your secondary sources must include at least ten books and articles in addition to the assigned course readings.

Stage 3. Source Annotations. (Due October 15)

Annotate two primary sources and two secondary sources for your project. Each annotation includes two paragraphs: one paragraph is an abstract of the source; the second paragraph describes why you selected the source and how it helps your project.

Stage 4. Draft 1. (Due October 22)

This is a rough draft of your entire paper, emphasizing argument and evidence, in very detailed outline form or in prose. Email the draft to Prof. Herndon and your peer evaluator.

Stage 5. Peer Review of Draft 1. (Due October 29)

This is a thoughtful critique of another seminar member's Draft 1, following a checklist of questions.

Stage 6. Footnote Forensics. (Due November 12)

Trace two footnotes in a secondary source. One should take you to a published primary source. The other should take you to a published secondary source. Critique the accuracy and usefulness of the footnotes in your secondary source.

Stage 7. Draft 2 with Annotated Bibliography. (Due November 19)

This is a full prose draft of your entire paper. Respond to feedback from Prof. Herndon and your peer evaluator. This draft must include a bibliography of your primary and secondary sources, each one annotated. Email the draft to Prof. Herndon and your peer evaluator.

Stage 8. Peer Review of Draft 2. (Due November 26)

This is a thoughtful critique of another seminar member's Draft 2, following a checklist of questions.

Stage 9. Oral Presentation. (Due December 3 or 10)

Present your paper to the seminar. Do not read it. You may use note cards, visual aids, and PowerPoint. Your presentation should be 10-15 minutes long. You should distribute an abstract of your project to all seminar members.

Stage 10. Final Draft. (Due December 17)

Your final paper should be about 20 pages long, written in formal academic style of prose and citation. Respond to feedback from Prof. Herndon and your peer evaluator. This paper will be submitted to the History Department for assessment of student performance.

FINAL PAPER REQUIREMENTS
(HISTORY DEPARTMENT GUIDELINES)

- Begins with an effective introduction that states a clear thesis/argument.
- Uses Chicago style citations that are consistent, complete, and appropriate.
- Builds and defends an argument, rather than simply narrates a story.
- Supports the argument with primary sources, rather than uses the primary sources as illustrative material.
- Contextualizes the research with relevant secondary sources.
- Discusses the interpretations found in secondary sources.
- Reaches thoughtful conclusions that explain the historical significance and contemporary relevance of the research.
- Provides an annotated bibliography (in addition to the 20-page text).
- Has been revised twice in response to critiques by instructor and peer evaluators.
- Uses library research, rather than just assigned course materials and web sources.
- Is expressed in academic style, with no contractions (it's), informal language (that was a heck of a revolution), or colloquialisms (as you can see).
- Is about 20 pages long (3-page leeway either side of 20) in 12pt, double-spaced and one-inch margins.
- Uses at least ten secondary sources, including both scholarly books and academic journal articles, in addition to assigned course readings.
- Uses an equivalent amount of varied primary sources—newspapers, court records, military reports, personal correspondence, local/state/federal government documents, etc.
- History Department guidelines for 4800 research papers state: “Students are to be evaluated on the relevance and originality of the thesis and its historiographic importance, evaluation of evidence, depth of research, and quality of expression. How these are balanced is up to the discretion of the instructor.”

ASSESSMENT POLICIES

DUE DATES:

- You must bring a rough draft of the assignment to the seminar on the day indicated.
- All assignments are due by midnight on the day indicated (always a Tuesday).
- There is a grace period of 24 hours for every assignment (until midnight Wednesday).
- If you submit your work after the grace period, I will subtract 10% for each day late.

EVALUATION PROCEDURES:

- I will evaluate your work, comment on it, and return it to you electronically.
- I will comment via Word's "Track Changes" feature.
- I aim to return all assignments via email within a week of submission.

GRADING SCALE AND CRITERIA:

Over 90 points = A

Outstanding quality; only minor problems with content or presentation of ideas

80-89 points = B

High quality; some problems with content or presentation of ideas

70-79 points = C

Acceptable quality; persistent problems with content or presentation of ideas

60-69 points = D

Below acceptable; failure to address key questions or serious problems presenting ideas

DETERMINATION OF FINAL GRADE:

Reflections (5 pts each through Oct 1; 10 pts each thereafter):	100 points
Research Paper:	<u>900 points</u>
	1000 total course points

SEMINAR GRADE SCALE:

900+ pts = A

800-899 pts = B

700-799 pts = C

600-699 pts = D

HIST 4800 GRADE WORKSHEET (Fall 2013)

RESEARCH PAPER STAGES: 900 points possible

1. Research Questions and Sources 50 points Due September 17	6. Footnote Forensics 50 points Due November 12
2. Prospectus with Bibliography 100 points Due October 1	7. Draft 2 with annotated bibliography 100 points Due November 19
3. Source Annotations 50 points Due October 15	8. Review of another person's Draft 2 50 points Due November 26
4. Draft 1 100 points Due October 22	9. Oral presentation 100 points Due December 3 or 10
5. Review of another person's Draft 1 50 points Due October 29	10. Final draft 300 points Due December 17

Total for RESEARCH PAPER: _____

REFLECTIONS: 100 points possible: 5 points per reflection through Oct 1; 10 points per reflection thereafter

Aug 27 (5 points)	Sept 17 (5 points)	Oct 15 (10 points)	Nov 12 (10 points)	Dec 10 (10 points)
Sept 3 (5 points)	Sept 24 (5 points)	Oct 22 (10 points)	Nov 19 (10 points)	
Sept 10 (5 points)	Oct 1 (5 points)	Oct 29 (10 points)	Dec 3 (10 points)	

Total for REFLECTIONS: _____

TOTAL COURSE POINTS: _____

DR. HERNDON'S PHILOSOPHY OF TEACHING

My Goals for Your Learning:

- Identify the cultural assumptions YOU bring to a study of the past.
- Find your own analogies to connect the past to the present day.
- Read/view primary sources critically, assessing the creator's motive and perspective.
- Read/view secondary sources critically, assessing the creator's motive and perspective.
- Understand how the past is "used" politically and culturally today.

Civil Discourse in the Classroom:

- I will respond to any questions and listen to any concerns. I expect you to refrain from publicly raising private questions that are not relevant to the whole class. Bring such questions to me privately.
- I will begin class on time and end on time. I expect you to arrive on time and stay until the end of class. If you have special circumstances that make it necessary for you to be late or leave early on occasions, I expect you to discuss these with me privately.
- If you need to leave the classroom during the class session, I expect you to do so as quietly as possible.
- I will evaluate written materials and return them to you in a timely manner. I expect you to submit written work in a timely manner.
- I will do my best to evaluate your work fairly. If you have any questions concerning my evaluation, I expect you to bring them directly to me before taking them to another party.
- I will respect your privacy and not single you out in any embarrassing way. I expect you to be prepared to respond to direct, courteous questions about the material assigned.
- Class time will be devoted to intellectual exchange of information and ideas. I expect you to refrain from doing anything that would disrupt this intellectual environment. I will turn off my cellphone; I expect you to do the same. I also expect you to refrain from using your electronic devices for activity that is not relevant to the class session.
- I will treat your opinions with courtesy and respect. I expect all students to likewise treat each others' views — however different — with courtesy and respect. Racist, sexist, or any other demeaning language has no place in our discussions. *"You don't always have to chop with the sword of truth. You can point with it, too."* (Anne Lamott, *Bird by Bird* [1994], 156)

· I hold myself to a rigorous standard of integrity in my own scholarship and teaching; I expect the same from you. (See the statement on Academic Integrity on the last pages of this syllabus.)

The Seminar Syllabus:

· The syllabus explains how I will administer the seminar, what I require from you, how I will evaluate your work, and when/how I am available to meet with you.

· The syllabus lays out my professional commitment to you and my professional expectations of you. Barring serious illness or other emergency, I will follow what is stated in the syllabus.

Keys to success in this course

· Take the course seriously. Know what is required of you. If this isn't the kind of work you want to do, drop the course. If this is what you want to do, read and sign the contract at the end of this syllabus.

· Take responsibility for your own learning. Recognize the difference between teaching and learning. I am responsible to teach—to present material in a way that stimulates your thinking. You are responsible to learn—to think in new ways.

· Come to class prepared. Do the reading in advance and have some contributions to make to the class as a whole. Stay tuned-in during class. There is no substitute for regular attendance and focused attention.









· Communicate with me in a professional manner. If you are having problems with the assignments, send me an email, call my office during office hours, or see me directly after class. Construct your emails in professional style; do not use “textspeak”. Address me as “Dr. Herndon” or “Prof. Herndon.” In your signature block, identify yourself by first and last name and indicate which of my courses you are in.

· Use the resources designed to help you succeed. Investigate the course LibGuide. Consult Professor Singer. Download the materials I post on line.

· Learn to become your own best editor. I will not edit your prose for you. If you have writing problems, I will direct you to the writing tutors at BGSU's Learning Commons (419-372-2221). There is no charge for their professional services. They are there to help. For more information, visit their website at: <http://www.bgsu.edu/offices/learningcommons/>

· College life can be stressful. If you reach a point where you feel overwhelmed and cannot psychologically handle your academic work, call BGSU's Counseling Center (419-372-2081). They are there to help. They provide free and confidential services. For more information, visit their website at: <http://www.bgsu.edu/offices/sa/counseling/index.html>

SEMINAR MEETING SCHEDULE

- August 27:
Week 1 Overview
Part 1: How the seminar works / examples of primary sources
Part 2: LibGuide 1 / Jerome 142 / getting familiar with Boston sources
Assignment Due on August 27:
 **REFLECTION 1**
- Sept 3:
Week 2 Digging into Boston History
Part 1: Discussion of Allison / Topics in Boston history
Part 2: LibGuide 2 / Jerome 142 / finding primary sources for your project
Assignments Due on September 3:
READING: Allison, A Short History of Boston (all)
 **REFLECTION 2**
- Sept 10:
Week 3 Boston in Broader Context
Part 1: Discussion of Bridenbaugh / Historiography of Boston
Part 2: LibGuide 3 / Jerome 142 / finding secondary sources for your project
Assignments Due on September 10:
READING: Bridenbaugh, Cities in the Wilderness (excerpt)
 **REFLECTION 3**
- Sept 17:
Week 4 Boston in the Revolutionary Era
Part 1: Discussion of Philbrick / Abstracts and Annotations
Part 2: Work on Stage 1 / Jerome Library TBA
Assignments Due on September 17:
READING: Philbrick, Bunker Hill (excerpt)
 **STAGE 1: RESEARCH QUESTION AND SOURCES**
 **REFLECTION 4**
- Sept 24:
Week 5 Using Primary Sources: A Case Study
Part 1: Special Speaker: Dr. Shirley Green
Part 2: Doing Research: Conversation with Dr. Green
Assignments Due on September 24:
 **REFLECTION 5**
- Oct 1:
Week 6 Boston Historian
Part 1: Conversation with Prof. Robert Allison
Part 2: Building your base of sources / Jerome Library TBA
Assignments Due on October 1:
READING: Dr. Allison's bio: <http://www.suffolk.edu/college/11990.php>
 **STAGE 2: PROSPECTUS WITH BIBLIOGRAPHY**
 **REFLECTION 6**

- Oct 8:
Week 7
NO CLASS—INDIVIDUAL MEETINGS—PROSPECTUS DISCUSSIONS
- Oct 15:
Week 8
Boston in the New Nation
Part 1: Discussion of Herndon / Methodologies
Part 2: Polish your annotations / Jerome Library TBA
Assignments Due October 15:
READING: Herndon, “Poor Women and the Boston Almshouse”
🔗 STAGE 3: SOURCE ANNOTATIONS
🕒 REFLECTION 7
- Oct 22:
Week 9
Boston as a City
Part 1: Discussion of McCaughey / Historiography of your topic
Part 2: Polish Draft 1 / Jerome Library TBA
Assignments Due October 22:
READING: McCaughey, “From Town to City”
🔗 STAGE 4: DRAFT 1
🕒 REFLECTION 8
- Oct 29:
Week 10
Mapping Boston
Part 1: Discussion of Herndon-Challu / Reviewing scholarship
Part 2: Work on Peer Reviews / Jerome TBA
Assignments Due October 29
READING: Herndon-Challu, “Mapping the Boston Poor”
🔗 STAGE 5: PEER REVIEW OF DRAFT 1
🕒 REFLECTION 9
- Nov 5:
Week 11
NO CLASS—DR. HERNDON AT CONFERENCE
- Nov 12:
Week 12
Boston and the Civil War
Part 1: Discussion of Hanna / Chicago style
Part 2: Work on your footnotes / Jerome 142
Assignments Due November 12:
READING: Hanna, “Boston Draft Riot”
🔗 STAGE 6: FOOTNOTE FORENSICS
🕒 REFLECTION 10
- Nov 19:
Week 13
Catholic Boston
Part 1: Discussion of Formisano / Scholarly reviews
Part 2: Polish Draft 2 / “Revising Prose” video / Jerome 142
Assignments Due November 19:
READING: Formisano, review of Urban Exodus
🔗 STAGE 7: DRAFT 2 WITH ANNOTATED BIBLIOGRAPHY

 **REFLECTION 11**

Nov 26: NO CLASS—THANKSGIVING BREAK WEEK
Week 14 Assignment due on November 26:

 **STAGE 8: PEER REVIEW OF DRAFT 2**

Dec 3: Your presentations
Week 15 Part 1: Your presentations in Williams 141
Part 2: Your presentations in Jerome 142
Assignments Due on December 3:

 **STAGE 9: YOUR ORAL PRESENTATION**

 **REFLECTION 12**

Dec 10: Your presentations
Week 16 Part 1: Your presentations in Williams 141
Part 2: Your presentations in Jerome 142
Assignments Due on December 10:

 **STAGE 9: YOUR ORAL PRESENTATION**

 **REFLECTION 13**

Dec 17 (T): Last week: celebration
Exam Week Assignment Due:

 **STAGE 10: FINAL DRAFT OF RESEARCH PAPER**

HIST 4800, Fall 2013
Senior Seminar: Boston, 1600-1970

On the next page of this syllabus is a contract form to sign and return to Dr. Herndon in person. At that time Dr. Herndon will sign this page and the next. Dr. Herndon will keep the next page; you will keep this page. This indicates that both you and she take seriously your participation in the course. By signing you agree to:

- Attend class regularly.
- Treat fellow students with respect.
- Keep up with course materials to the best of your ability.
- Complete all required assignments.
- Remain academically honest in all coursework, paying special attention to this statement:

The work that you submit in this course must be your own. In the research paper, you must cite in a bibliography any books, articles, or websites you consulted, and you must footnote any passages either quoted or paraphrased. If, in discussing the paper with a friend, that person suggests an important idea that you use in the paper, you should credit that person in the first footnote of acknowledgments.

We will have an open discussion of plagiarism and other forms of academic dishonesty early in the semester. The American Historical Association defines plagiarism this way: "The expropriation of another author's work, and the presentation of it as one's own, constitutes plagiarism and is a serious violation of the ethics of scholarship." (Source: <http://www.historians.org/pubs/Free/ProfessionalStandards.cfm>)

Dr. Herndon will vigorously enforce the University's "Code of Academic Conduct (Academic Honesty Policy)," which starts on page 25 of the 2013-14 Student Handbook. A copy of the handbook is available on-line at: <http://www.bgsu.edu/offices/sa/studentconduct/> Dr. Herndon expects all students to read and follow these guidelines. Direct any questions you may have about this to Dr. Herndon. Ignorance of the guidelines is not an excuse.

Your signature: _____

Date: _____

Dr. Herndon's signature: _____

After getting Dr. Herndon's signature, keep this page for your records.

HIST 4800, Fall 2013
Senior Seminar: Boston, 1600-1970

I have read the previous page of this syllabus.

I have paid special attention to this statement on academic dishonesty:

The work that you submit in this course must be your own. In the research paper, you must cite in a bibliography any books, articles, or websites you consulted, and you must footnote any passages either quoted or paraphrased. If, in discussing the paper with a friend, that person suggests an important idea that you use in the paper, you should credit that person in the first footnote of acknowledgements.

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I understand and I accept the terms and conditions described in this syllabus.

Your printed name: _____

Your signature: _____

Date: _____

Dr. Herndon's signature: _____

Dr. Herndon will sign and keep this page for her records.