LAPTOPS AND ANY TEXTING DEVICES ARE PROHIBITED FROM THIS CLASSROOM.

**History of New England ADHS160501: Fall 2015: 4 Credit course**

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**Schedule:** Tuesday night 6:15-9:15PM  
**Room:** Stokes 215N

Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

**Course Description: ADHS 160501 The History of New England**

For nearly four centuries, this region has managed to maintain an identity broadly American and distinctly New England. Course examines the region’s social, cultural, and political history, with particular attention to the Boston area in periods of momentous change. Topics explored include: witchcraft in Salem; the Minutemen and the American Revolution; nineteenth-century industrialization and immigration from Ireland; Boston’s Civil War; urban and suburban growth and the social crises of the twentieth century. Analysis of local historical sites serves to deepen understanding of New Englanders’ enduring attachment to its past.

**Course Objectives**

1. The student will demonstrate knowledge of New England history and culture and how New England’s unique role within American history shaped its society and history.
2. The student will demonstrate the ability to discuss important ideas and themes within New England history over the 400 years of its history.
3. The student will demonstrate skill in written expression, using standard, accepted norms of scholarship within the historical academy

**Grading:** Requirements of this course:

- Attendance and participation in out of class assignments is required to pass: 10%
- Midterm Exam: 20%
- Final Exam: 30%
- Paper: 10-12 pages: 40%

**WCAS Grading System**

The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course.

**Grade Reports.** All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the Student Learning and Support Center in the O'Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

**Text(s)/Readings: Required**

*From Puritan to Yankee* Richard Bushman  
*Reflections in Bullough’s Pond: Economy and Ecosystem in New England* Diana Muir
Important Policies: ACADEMIC INTEGRITY
The pursuit of knowledge proceeds only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the university and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others’ work as one’s own is not only intellectual dishonesty, but also undermines the educational process.

Standards: Academic integrity is violated by any dishonest act which is committed in an academic context including, but not restricted to the following:

Cheating is the fraudulent or dishonest presentation of work. Cheating includes but is not limited to:
- use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- falsification of papers, official records, or reports;
- copying from another student’s work;
- actions that destroy or alter the work of another student;
- unauthorized cooperation in completing assignments or during an examination;
- the use of purchased essays or term papers, or of purchased preparatory research for such papers;
- submission of the same written work in more than one course without prior written approval from the instructors involved;
- dishonesty in requests for late registrations, make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.

Plagiarism is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one’s own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

Other breaches of academic integrity include:
- the misrepresentation of one’s own or another’s identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- the sale of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;
- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

Collusion is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students’ scholarly development.

Collaboration at acceptable levels varies in different courses. Students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

Student Roles in Maintaining Academic Integrity
Students have a responsibility to maintain high standards of academic integrity in their own work, and thereby to maintain the integrity of their degree. It is their responsibility to be familiar with, and understand, the policy on academic integrity.
Students who become aware of a violation of academic integrity by a fellow student should respond in one of the following ways:

- Students may discuss their concerns with the student whom they suspect of a violation. Direct contact by another student may be the best means of resolving the problem. Repeated demonstration of student concern for academic integrity will in the long run build a peer-regulated community.
- If the incident is a major violation or part of a repeated pattern of violations, students should bring their concerns to the attention of the instructor or to the dean. Suspected violations by students reported to members of the faculty or to the dean will be handled according to the procedures set forth below.

Students who have serious concern that a faculty member is not living up to his or her responsibility to safeguard and promote academic integrity should speak with the faculty member directly, or should bring their concern to the dean.

**Positive Learning Environments**
Students are required to refrain from any type of cruel or hurtful behavior toward anyone that creates a risk to the individual or group’s physical and/or mental health and safety.
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

**Written Work**
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using only the Chicago Manual of Style format. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html]. **College standards of scholarship** require the use of valid sources of information. Wikipedia is not an acceptable scholarly source, unacceptable in all ways for college courses. The internet should be used with caution.

**Scholarship and Academic Integrity**
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

**Request for Accommodations**
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

**Attendance**
Class attendance is an important component of learning. **Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period.** When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, or graduations. Additional assignments, penalties and correctives are at the discretion of the instructor. **If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.** In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.
Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

**Deadlines**

Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly. **NO LATE PAPERS WILL BE ACCEPTED. PLAN ACCORDINGLY.**

**Course Assignments** (readings, exercises and/or experiences)

It is expected that 8 hours per week of your study time out will be spent on out of class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester. Students are expected to complete the following out of class course assignments:

Week 1, September 1: Geography, Indians and Explorers; begin Bushman, *Maine* 3-20

Week 2, September 8: European Exploration and Settlement; finish Bushman, *Maine* 21-36; **written paper topic due**

Week 3, September 15: Colonial New England in the 17th century; *Maine* 37-55

Week 4, September 22: Colonial New England in the 17th & 18th centuries; **bibliography of 5 books (NOT WEBSITES) and thesis statement**

Week 5, September 29: New England in the Revolution; *Maine* 56-106

Week 6, October 6: Early Republic and Origins of Industrial Revolution; begin *Bullough’s Pond, Maine* 107-148

October 13: **No Class**

Week 7, October 20: **Midterm Exam**

Week 8, October 27: Industrialization in New England; continue *Bullough’s Pond, Boott Mills* ch. 1; *Maine* 195 -203, 231-269; **2-3 page draft due**

Week 9, November 3: Antebellum New England; finish *Bullough’s Pond, Boott Mills* ch. 2

Week 10, November 10: Civil War, Reconstruction and Transformation of New England; *Boott Mills* ch. 3-5, *Maine* 151-191, 204-227; Rough Draft of entire paper due

Week 11, November 17: Transformation, Evaluation and Survival in turn of the century New England; rough draft of Paper due; *Boott Mills* ch. 6-8, *Maine* 327-365


Week 13, December 1: Post war New England; **Final Paper due- NO LATE PAPERS ACCEPTED, Maine 413-519, Boott Mills ch. 11-12**

Week 14, December 8: New England in the 1980’s and 1990’s and today

Week 15, December 15: **Final Exam**
Essay Assignment HS60501, 2013: History of New England

Choose a topic in the history of New England. This topic may be a location such as a town or region of New England. It might be a person influential in New England’s history. It could be an industry, intellectual movement, religious movement or even reform movement which was centered in New England. It might also deal with an entire group of people or important individual. For example, it could study the migration of an ethnic group into New England. Find a topic which interests you. This topic must be approved by the professor.

Here is your term-paper schedule of deadlines:
Week 2: hand in written topic
Week 4: hand in bibliography of 5 books and thesis statement
Week 8: 2-3 page draft due
Week 10: Rough Draft of entire paper due,
Week 13: Final Paper Due; NO LATE PAPERS WILL BE ACCEPTED.

Paper Guidelines:
1. This is a college course with college standards of scholarship. You must make use of real sources, not the internet. You may not use Wikepedia or any encyclopedias, these are not acceptable scholarly sources. I will not accept papers which use these as sources, they are unacceptable in all ways for college courses.
2. All papers must be typed, double spaced, 10 or 12 point type and 10-12 pages long. All papers should be proof-read to insure there are no typographical, spelling or grammatical errors. Margins should be 1 inch. Footnotes or endnotes must be used. History uses the Chicago Manual of Style format, not the MLA or any other. Citing within the text is not acceptable.
3. Your paper is an essay and should reflect your own thinking. The paper is a way to see how the student constructs an argument. It is less concerned with the one correct or “right” answer. Plagiarism is the use of others thoughts or words in your papers without citation. Remember to footnote passages and concepts. Plagiarism is a serious academic offense and should result in expulsion. No grade is worth your honor and morality.
4. Papers should have a clear introduction and conclusion. Your argument should be clear to the reader from the introduction through the conclusion.
5. Strategy: A complete answer should set the historical place of your topic. Why is it important? How did it affect New England history? How did it alter the history of New England? How does your paper fit into the larger themes of the course?
6. Strive to include as much primary source information in your paper as possible. As a rule, you should quote primary source material and paraphrase secondary source material.
7. I will read any drafts of the paper before the due date. If you want to send me a draft I will correct it and suggest ways to improve it as many times as possible before the paper is due. The more words and pages you submit to me, the more helpful I can be. Rewriting is always much easier than writing, so begin writing early and then rewrite to perfection. I will accept no late papers. Late work must be completed but earns no credit. You may turn in any item early.

Paper Guidelines:
Footnotes or Endnotes
Footnotes and endnotes are completely interchangeable terms. I do not care where the citations occur, at the bottom of the page (footnote) or at the end of the paper (endnotes). All computers will do footnotes automatically for you, so it is an easy thing to insert at the bottom of the page. The same function on the computer also allows you to place the notes at the end of the paper, so put them where you want.
When to footnote?
1. You must cite any time you quote more than 3 words in exact order.
2. You must cite whenever you use the thoughts or ideas that are not your own.
Any good paper should have some reference to the scholarship which exists on a subject. You should refer to this scholarship briefly and then provide your own thoughts on the subject. You will be graded on your thoughts, not simply on how many different other people's thoughts you put into the paper. You should use direct quotes from primary sources, not secondary sources. Do not quote from textbooks. If you are using ideas from a textbook, paraphrase it and footnote your paraphrased portion.
Wikepedia or any encyclopedias are not acceptable scholarly sources. I will not accept papers which use these as sources; they are unacceptable in all ways for college courses.
Primary sources: articles or works written at the time, or direct quotations from people of the time. Secondary sources are written after the time. When you quote, you must quote exactly, changing nothing at all. Every word, punctuation, spelling error or stupid idea must be recorded without changing anything.
How to footnote?
Bismarck once said, "Not by speeches and majority votes are the great questions of the day decided - that was the error of 1848 and 1849 - but by blood and iron!"
If you were writing about German nationalism, Bismarck would be an excellent primary source. In your paper you could quote Bismarck like this. Otto von Bismarck felt that war or "blood and iron" was the only practical way to achieve nationalism.
You could also paraphrase what Bismarck was saying like this. Otto von Bismarck mocked the liberal attempts to create nations with legislatures, feeling only war was the way to bring countries together.
You can summarize huge amounts of materials using footnotes like this. Bismarck's idea of nation building was through violence, rather than liberal peace.

How much to quote?
Despite your protests to the contrary, 10 pages is a short paper. You should not have large direct quotations. You should have short, direct quotations. Your quotes should be no more than 2 lines. Longer than that, and they are not helping your grade. This paper is about your thoughts, not other authors or experts' thoughts. If I want expert or "correct" opinions, I will read them myself. I want to know what and how you think about things. Only quote the absolute necessary and then only from primary rather than secondary sources. You may take a huge amount of material and shorten it, without changing it. Do this with the following:
Ellipses: Maybe used, actually the only time they should ever be used in formal writing, in quotes to shorten them. Again using the Bismarck quote, instead of:
"Not by speeches and majority votes are the great questions of the day decided - that was the error of 1848 and 1849 - but by blood and iron!"
you could say
"Not by speeches and majority votes are the great questions ... decided ... but by blood and iron!" Be sure that when you edit a quote like this, that you retain the same sense of the quote as the author intended. You could not, for instance write,
"By speeches and majority votes are the great questions of the day decided... " Bismarck said these words, but he meant the exact opposite of this quote.