H.S. 55601  Boston Neighborhoods: 3 Credit course  Summer 2013

Instructor: Dr. Christopher Hannan  email: hannanc@bc.edu
Office: Woods School Office, McGuinn 100  Office Hours: by appointment  Telephone: 617-552-3900
Schedule (class times &day(s): Mon & Thurs night 6:15-9:15pm  Room: McGuinn 121

LAPTOPS AND ANY TEXTING DEVICES ARE PROHIBITED FROM THIS CLASSROOM.

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
HS 55601  Boston’s Neighborhoods  An historical look at Boston through parts of its “neighborhoods,” including the South End, the North End, South Boston, East Boston, Jamaica Plain, Roxbury, Charlestown and Dorchester. Walking and bus tours are planned during the regular class meetings.

Course Objectives
1. The student will demonstrate knowledge of Boston history and culture.
2. The student will demonstrate how to analyze discuss important ideas and points of view as they relate to specific Boston neighborhoods.
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 class is required to pass the course: 10%
Midterm Exam: 20%
Final Exam: 30%
Paper: 10-12 pages: 40%

Summer 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. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.

Grade Reports. All students are required to log into the web through Agora to access their summer grades. Students must utilize their BC username and password to log on. If your username or password is not known, the HELP Desk located in the Campus Technology Resource Center (CTRC) in O’Neill Library will issue a new one. The CTRC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Text(s)/Readings: Required
Death of an American Jewish Community Hillel Levine and Lawrence Harmon
South Boston is My Home Town Thomas H. O’Connor
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].

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)

Students are expected to complete the following out of class course assignments:

- **May 13:** 17th Century Massachusetts: Boston 1650-1700, Whitehill, Chaps. 1-4; O'Connor chap. 1
- **May 16:** 18th Century & Revolutionary Boston: Whitehill, Chaps. 5-7; O'Connor chap. 2; **hand in paper topic**
- **May 20:** **Fieldtrip** Boston, begin *South Boston is My Home Town*
  - May 23: Early Republic: Athens of America; Whitehill, Chap. 8, O'Connor chaps. 3-4, finish South Boston; **hand in bibliography of 5 books and thesis statement**
- **May 30:** **Midterm Exam**
- **June 3:** **Fieldtrip** Dorchester and South Boston, Roxbury; read Whitehill, Chap. 9, O'Connor chap. 5; **2-3 page draft due**
- **June 6:** Boston & the growth of the city: 19th century; O'Connor chap. 6
- **June 10:** **Fieldtrip** Jamaica Plain and Roxbury; Whitehill, Chap.10
- **June 13:** **Fieldtrip** West Roxbury, Roslindale, Hyde Park, 20th century Boston, Paper due; Begin *Death of An American Jewish Community*
- **June 17:** 20th Century Boston and the Neighborhoods; finish Death, O'Connor chap. 7; **Paper due, NO LATE PAPERS WILL BE ACCEPTED**
- **June 20:** **Final Exam**

Late work must be completed but earns no credit. You may turn in any item early.

**Paper Guidelines:**

1. All papers must be typed. 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. Citing in the text is not acceptable. Plagiarism is the use of others thoughts or words in your papers without citation. Remember to footnote passages and concepts. (see other side of this sheet) **Plagiarism is the most serious of academic offenses. It will be dealt with accordingly.**
2. Papers should be **10-12 pages long.** You must have a clear introduction and conclusion to your paper. Your argument should be clear to the reader from the introduction.
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.
4. Strategy: A complete answer should set the historical place of your topic. How do these films relate to American History? Do they reflect or create American values, ideals or culture? Do they form or interpret American life?
5. You must consult books, not websites. Strive to include as much primary source information in your paper as possible.
6. I am available for advice and help in writing. I will read any drafts of the paper before the final 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 written pages and words you give to me, the more helpful I can be. I will accept no late papers.
7. The hardest part about writing the paper is the initial blank page. Rewriting is always easier than writing. If you want to do well on this portion of the class, begin early and submit drafts to me to review. History uses the Chicago Manual of Style format, not the MLA or any other.
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. 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? for example:
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.