

Senior Capstone Seminar:
Boston's College, Your Life
UNCP553201 / HIST460101

Monday, 4:30-6:50
Stokes 205S

Dean Joseph Burns
Waul House 201
x 2-3273
BURNSJ@BC.EDU

"Only second to that which is felt for the sacred precincts of home with all its tender associations, is the affection cherished for the school that is so dear to us all, as the fountain at which we derived the mental refreshment and invigoration that makes us to fill acceptably our proper place in the world. Since this is true of the ordinary school, the one designed for development of intellect merely, with how much more force is it true of the loved alma mater, whose beneficent influences combined for the perfecting of our mental and moral stature, the expansion of the heart as well as the brain, that we might not only be able, but good men - men of uplifting moral character as well as of intellectual power. This is the affection that is felt by those who have enjoyed the benefits of Boston College - benefits developing in value and usefulness as the years go on."

Introduction to the Brochure of Boston College and the Young Men's Catholic Association issued for the Fifteenth Annual reunion of the Association,
February 5, 1894

This course examines the historical origin of the structures and traditions that make up the modern Boston College. It asks students to examine in detail how these elements developed over time and also to reflect in a structured way on the impact each piece has had on their own personal educational experience. Several short reflective essays and a longer historical research paper are required.

Readings:

History of Boston College, Donovan, Dunigan, Fitzgerald, Boston College Press, 1990
<https://archive.org/details/historyofbostonc00dono>

Boston College: Glimpses of the Past, Charles F. Donovan, S.J., Boston College Press, 1994 (excerpts on .pdf)

Til the Echoes Ring Again: A Pictorial History of Boston College Sports, Jack Falla, Stephen Greene Press, 1982 (excerpts on .pdf)

The Boston Irish, Thomas H. O'Connor, Back Bay Books, 1995 (excerpts on .pdf)

Academia's Golden Age, Richard M. Freeland, Oxford University Press, 1992 (excerpts on .pdf)

On Line Resources (The Heights, Sub Turri, occasional papers):

<http://www.bc.edu/libraries/collections/collinfo/digitalcollections.html>

SEMINAR EXPECTATIONS and GRADING

CLASSES: Preparation for and participation in class reports and discussions are absolutely essential to making this seminar a success. Students will be expected to do some reading and research each week and be prepared to engage discussion of it in class. They will also be expected to actively articulate and discuss their personal reflections and opinions in the seminar. Students are expected to devote full attention to class discussions, so **NO ELECTRONIC DEVICES** of any kind may be used during class time. There will be a graded quiz on the reading most weeks. There will be a formal evaluation of each student's participation/reflections/engagement with readings at mid-term.

REFLECTION PAPERS: Several one-page personal reflection papers will be required to be submitted by Sunday evening prior to the class where that topic will be discussed.

RESEARCH PAPER: A 7-10-page historical research paper on an issue or question related to Boston College history is also required. The research paper must use at least two primary sources, and one personal interview.

ESSAY: There will be one take-home essay, 3-4 pages in length, where you will be asked to describe in the first half what you consider to be the most important influence of your BC educational experience on the person you have become and why it was so important. Then in the second half, you will describe historically how that influence (event, program, courses, friends) began and developed at Boston College.

ACADEMIC INTEGRITY: You are expected to observe the highest standards of academic integrity in all your work and are responsible for knowing the University policy governing academic integrity, cheating, collusion, plagiarism, citation of research materials, and more. This link takes you to the webpage on Academic policies and procedures:

<http://www.bc.edu/offices/stserv/academic/resources/policy.html#integrity>

Click on "Academic Integrity", the top item in the right column.

GRADING:

Participation, Quizzes and Reflections	50%
Research Paper (7-10 pages)	40%
Essay	10%

Seminar Topics

- Jan 22 Introduction, Preliminary Research Topics
Scavenger Hunt
- Jan 29 *Reflection*: What was the most important factor in my choice to come to Boston College?
Scavenger Hunt Answers
- Feb 5 Boston College: the Beginning, 1863, the Boston Irish
Reading: History, chap 1-5, O'Connor Boston Irish, chap 2-3 (.pdf copies)
Reflection Paper 1: Have I become more or less of an intellectual at BC?
- Feb 12- 4 pm Introduction to the Archives and Historical Sources (Burns Lib)
Feb 12 – 5:30 The Students' View: 1880-1900
Reading: Glimpses, chaps 5,11: History, chaps 8-9
Team Reports on Stylus 1883-1905
- Feb 18-12 Noon SUNDAY**: Tour of the original Boston College
- Feb 19 1900-1915: The Harvard Law School controversy and Jesuit Education.
Reading: Mahoney, Kathleen, "Fin-de-Siecle Catholics", US Catholic Historian 13, pp 19-48 (1995); and Timothy Bresnahan, S.J. "Response to President Eliot" from Sacred Heart Review (.pdf copies).
Reflection paper 2: What has the "distinctive" character of Jesuit liberal arts education contributed to my personal education?
- Feb 26 Development of the Academic Program
Reading: Glimpses, chap 12; History, pp. 217-220, 369-377, Burtchaell pp.574-578 "BC Greatly Enlarged" (.pdf copies).
Reflection Exercise 3: What were the most important academic choices I made here?
Personal Transcript Analysis

SPRING BREAK

- Mar 12 Moving to Chestnut Hill, 1915-1945
Reading: History, chap 12, 13; Glimpses, chap 6 and 9; "The Plattsburgh Controversy" (.pdf copies).
Team Reports on the Heights 1922-1945
Tour of Gasson Hall
Research Question Due (1/2 page)

- Mar 19 The War Years and Post-War University 1945-1965
 Reading: History, chap 22, 25, pp. 221-227; Chris Iacoi '01: "Little Pond, Big results" (.pdf files)
 Film: "Distant Spires"
 Tour of St. Mary's Hall
- Mar 26 The Sixties, the Financial Crisis and the Strike
 Reading: History, pp. 296-308 and 317-325, chaps. 30,31; Prof Harold Petersen memoir "Two Turbulent Years"; William Bole, "Power of the People" in BC Magazine, spring 2009, pp. 17-27 (all on .pdf);
Reflection: What kinds of Diversity in your BC experience have had the greatest (and the least) impact on your education?
- HAPPY EASTER!**
- Apr 2 The Monan Era – 1970's –Financial Stability and the Newton Campus
History, chap 33 and pp. 403-413 and 422-434; J.Donald Monan Speeches on the BC Financial Crisis and Catholic Colleges; Kevin McGovern '14 "Financial Turmoil of the 1970's" (.pdf).
Reflection Paper 4: What are the dominant values of the Student Culture at BC? How have I become like the BC stereotype? How am I different from it?
RESEARCH PLAN (questions? interviews? sources?)
- Apr 9 The Modern Era: Growth, Arts, Residential Life and National Stature
 Reading: Burtchaell, pp.616-630 "Last of the Imperial Presidents" (pdf copies); "Goals for the Nineties" and "Advancing the Legacy" (BC planning documents .pdf); History pp. 460-467
Reflection: What aspects of "Boston" remain part of the "BC Experience" and how has it affected your own education.
- Apr 16 **Marathon Monday**-no class
- Apr 23 Athletics at Boston College
 Readings: Fr. William Neenan, SJ "It's How You Play the Game" (Conversations on Jesuit Higher Education) pp: 1-18; Falla, Til the Echoes Ring Again: chapters 1,2,6 (.pdf)
Reflection: What is the most important way big time athletics has influenced my BC experience?
- Apr 30 Professional/Personal Development
 Reading: Boston College Magazine on "Jobs"
 Michael Himes "Three Key Questions"; Dom DeLeo, "Working to Answer Three Key Questions" (.pdf copies).
 Personality Inventories and Career Choice
RESEARCH PAPER DUE

May 7

BC Alumni: What's my future?

Alumni Interviews

Reflection Paper 5: What are the most important ways my closest friends in college have influenced my education?

May 8

Take-Home Essay due

Final Reflections and Research Findings