LAPTOPS AND ANY TEXTING DEVICES ARE PROHIBITED FROM THIS CLASSROOM. YOU WILL BE ASKED TO LEAVE THE ROOM IF TEXTING. THIS IS AN EXTREMELY DISRUPTIVE AND RUDE PRACTICE.

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.

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

- *The Hub: Boston Past and Present* Thomas H. O’Connor
- *Death of an American Jewish Community* Hillel Levine and Lawrence Harmon
- *South Boston is My Home Town* Thomas H. O’Connor
Canvas
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click here.

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%

WCAS Grading System
The undergraduate grading system for Woods College is as follows:
A (4.00), A- (3.67)
B+ (3.33), B (3.00), B- (2.67)
C+ (2.33), C (2.00), C- (1.67)
D+ (1.33), D (1.00), D- (.67)
F (.00)
The graduate grading system for Woods College is as follows:
A (4.00), A- (3.67)
B+ (3.33), B (3.00)
B- (2.67), passing but does not count toward degree
C (2.00), passing but not for degree credit
F (.00)
All students can access final grades through Agora after the grading deadline each semester. Students who complete course evaluations can access grades earlier, as they are posted.

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 you will spend 8 hours per week 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:

May 15: 17th Century Massachusetts: Boston 1650-1700, Whitehill, Chaps. 1-4; O'Connor chap. 1

May 17: 18th Century & Revolutionary Boston: Whitehill, Chaps. 5-7; O'Connor chap. 2; hand in paper topic

May 22: Fieldtrip Boston, begin South Boston is My Home Town

May 24: Fieldtrip Dorchester and South Boston, Roxbury; read Whitehill, Chap. 9, O'Connor chap. 5, begin Local Attachments; 2-3 page draft due

May 29: 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 31: Midterm Exam

June 5: Fieldtrip Charlestown:

June 7: Boston & the growth of the city: 19th century; O'Connor chap. 6

June 12: Fieldtrip Jamaica Plain and Roxbury; Whitehill, Chap.10

June 14: Fieldtrip West Roxbury, Roslindale, Hyde Park, 20th century Boston, Finish Local Attachments; begin Death of An American Jewish Community

June 19: 20th Century Boston and the Neighborhoods; finish Death, O'Connor chap. 7; Paper due, NO LATE PAPERS WILL BE ACCEPTED

June 21: Final Exam

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.

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.

**Accommodation and Accessibility**
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Woods College courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- **The Connors Family Learning Center (CFLC)** coordinates services for students with LD and ADHD.
- **The Disabilities Services Office (DSO)** coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).

**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.
Essay Assignment: Boston Neighborhoods
Choose a topic in Greater Boston history from 1630 to 2000. Your topic should encompass Boston and her neighborhoods. This might be the relation between Boston and the independent towns before they join Boston, or neighborhoods after they become part of Boston. Your topic may focus on a person, an industry, an area of Boston, a group of people within Boston or specific time period within Greater Boston history. For example, one might write about Polish immigration within Boston. One could write about a Polish leader within the Boston community. One could write about an area of Boston which had Polish and other competing or cooperating immigration and how that played out. One could look at a Boston industry, like piano making and there might be a large Polish group working within this industry. One might write about turn of the century Boston and part of that paper would be the impact of immigrant groups, among which would be Polish immigrants. This topic must be approved by the professor. Here is your term-paper schedule of deadlines:

May 17: hand in topic
May 24: hand in bibliography of 5 books and thesis statement
June 7: 2-3 page draft due
June 19: Paper due, NO LATE PAPERS WILL BE ACCEPTED.

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. Plagiarism is a class 1 violation and will result in expulsion from Mass Maritime.

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. Why is it important? How did it affect Greater Boston history? Did it alter the history of Greater Boston history?

5. You must consult books, not websites. Strive to include as much primary source information in your paper as possible.

6. 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.
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 paraphased 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?

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, 7 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.

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2 Bismarck, p. 24
3 Bismarck, chap. 2.