

SO 567: History Laboratory
Boston University
Wheelock College of Education & Human Development
Spring 2024
Location: CAS 227 and Site Locations
Time: 6:30-9:15 pm

Instructor: Dan Osborn, Ed.D.

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Office Hours: Wednesday 5:30-6:30 pm or by appointment

General Course Description

This course explores how resources for museums, cultural institutions, and educational non-profits can enhance classroom practice and active citizenship. 2 credits.

Course Overview

During this course, students will:

- Examine questions of collective memory and historical meaning-making, by critiquing and interpreting multiple place-based types of public narration
- Reflect upon personal place-based learning experiences, considering the interplay between design and interaction in different sites of memory
- Consider the interplay between remembrance, public amnesia, and the civic power of constructing counter-narratives
- Collaboratively develop pedagogical approaches to produce critical, reflective, and civic-oriented museum-going experiences

Because students taking History Laboratory are diverse racially, ethnically, socioeconomically and in gender, sexual orientation, language, and physical ability, it is important we create a climate where everyone feels comfortable sharing their experiences and perspectives, as well as offering and receiving constructive feedback or advice. At all times we will give each other respect, confidentiality, and confidence in each other.

Students are required to complete readings in preparation for each class session. These readings will be discussed in class (various strategies will be used to assess the readings including whole class discussion, small group discussion, carousel, and jig-saw). Students will also be required to complete regular assignments and a final major project.

There will be a diverse mix of students in SO 567, who are at different points in their respective programs. While the class will be scaffolded with these varying levels of experience in mind, if you ever feel as though you need additional support because we are working with pedagogy, practice, or content topics that are new to you please let me know.

NOTE: Because the class only meets bi-weekly, students are expected to be working on tasks between sessions.

Effective Oral and Written Communication

All writers benefit from continuing instruction and feedback. The Educational Resource Center and the College of Communication offers writing tutorials and support services for all BU students. We urge you to take advantage of these resources. Visit their websites:

www.bu.edu/erc/writingassistance/

www.bu.edu/com/academics/writing-program/writing-center

Required Texts and Readings

- See course schedule
- All readings and course resources are found on Google Drive

Assignments and Evaluation

Assignment 1: Reflective Prompts

10 Points Each (30 total)

Throughout the course there will be three reflective prompts. The prompts are found below. Responses should be between 1-2 pages in length.

Reflective Prompt 1: Museum Visit Reflection

Write a one page, single-spaced reflection on a visit to a museum. Describe the experience and focus on the following guiding questions.

- What was the purpose of the museum visit?
- What did it feel like to be at the museum?
- Would you consider the experience enjoyable and educational? Why or why not?

Reflective Prompt 2: Walking Tour Reflection

Prior to February 28, follow a walking tour of Boston (Freedom Trail, Black Heritage Trail, etc.) and write a one page, single-spaced reflection focused on the following questions:

- What types of historical people, places, or events did the tour emphasize?
- What major themes or concepts did the tour emphasize?
- How did the tour alter your understanding of Boston? In what ways?

Reflective Prompt 3: Monument, Memorial, Mural Reflection

Prior to March 13, visit one (1) monument, one (1) memorial, and one (1) mural in Boston and write a one page, single-spaced reflection focused on the following questions:

- How would you describe the aesthetics of these forms of public memory?
- What is being celebrated, mourned, and remembered?

- What civic messages do these monuments send?
- How could the civic messages and collective memory differ if different aesthetic choices had been made?

Assignment 2: Walking Tour

50 points

Identify a community, theme, or issue that you believe deserves more public attention in the collective memory of Boston.

- Identify upwards of 10 stops on this tour.
- Write a short description of the tour, underscoring the importance of this history.
- Write a description of the significance of each stop on the tour.
- Explain the type of intellectual, emotional, cultural, and civic experience you want participants in this tour to experience.

Assignment 3: West End Museum Project

100 points

- In collaboration with the West End Museum, students will work in three small groups to develop a series of lesson plans designed around the exhibit at the museum. One group will focus on the “pre-visit” lesson plans, another the “during-visit” lesson plans, and another on the “post-visit” lesson plans. Groups will work together to develop materials that include the elements of inquiry-based learning and are oriented towards students’ civic participation and awareness raising about the issues impacting Boston and its diversity and cultural preservation.
- Project details to be provided in greater detail in class.

Participation: Readings, Class Discussions, Group Work, and Activities

20 Points

Class participation is important for successful learning. Students should be prepared to address all reading discussions in class. It is expected that students will attend every class session. Students are expected to contact the instructor if they are unable to attend class. Please see the instructor in advance if there is an emergency, extenuating circumstances, or other reasons why class may be missed.

Required Syllabus Information & Policies

Grading Scale

All BU Wheelock courses that use a numeric scale shall adhere to the same percentage point scale below for assigning final letter grades in courses.

A	94 – 100%
A -	90 – 93.9%

B+	87 – 89.9%
B	84 – 86.9%
B-	80 – 83.9%
C+	77 – 79.9%
C	74 – 76.9%
C-	70 – 73.9%
D	60 – 69.9%
F	0 – 59.9%

Accommodations for Students with Disabilities

BU Wheelock is committed to equal access for students with disabilities. If students have a specific disability that requires accommodations, they are advised to inform their instructor early in the semester so that appropriate accommodations can be provided. Students must provide their instructor with a letter of needed accommodations prepared by the Office of Disability & Access Services (ODAS). Call ODAS at (617) 353-3658 V/TTY or email the Office at access@bu.edu. All discussions and written materials will be kept confidential.

BU Academic Conduct Code

Academic integrity is the bedrock of any scholarly community. The objective of Boston University in enforcing academic rules is to promote a community atmosphere in which learning, and the pursuit of knowledge can best take place.

As articulated in the Academic Conduct Code, “All students at Boston University are expected to maintain high standards of academic honesty and integrity. It is the responsibility of every student to be aware of the Academic Conduct Code’s contents and to abide by its provisions.” Please access the code at: <http://www.bu.edu/academics/policies/academic-conduct-code/>

In general, academic misconduct is conduct by which a student misrepresents his, her, or their academic accomplishments or impedes other students’ opportunities of being judged fairly for their academic work. Students should pay particular attention to the rules regarding plagiarism, group work, submission of work to more than one course without permission, and how they conduct themselves in a professional field-based experience, internship, teaching, or research-related experience. If students have any questions about academic integrity or how it applies to the assignments within a specific course, they should consult their instructor.

Incomplete Grade Policy

At BU Wheelock, students receiving a grade of Incomplete must complete an [Incomplete Grade Report](#). Both the student and instructor must complete this report to identify the outstanding work to be completed, the deadline for completion, and the course grade the student should receive if the outstanding work is not completed and submitted. After the form is signed by both the student and instructor, it should be returned to Wheelock’s Data and Enrollment Management Office (DEMO) for processing at wherec@bu.edu. Incomplete grades will not be awarded without this contract.

An incomplete grade should only be used in extenuating circumstances and only when the student has attended most of the class sessions and completed the majority of the coursework; a student’s nonattendance or limited attendance does not warrant issuing an incomplete grade. Students who do not

attend or rarely attend classes but never officially drop a course should be issued the grade earned based on what coursework has been completed.

Students have one year to resolve the terms of the contract, or the grade will become the grade earned at the time the “I” grade was issued. After a one-year period, if the contract remains unresolved, a grade of F is issued.

Confidential TITLE IX Resources

Boston University recognizes that sexual assault, harassment, discrimination, and other forms of sexual misconduct can have a profound impact on a person’s personal, academic, and work life. The University encourages any student coping with such a situation, and who is uncertain of their options or simply needs help, to call one of the following *confidential* resources:

On Campus

[BU Sexual Assault Response & Prevention Center](#) 617-353-7277

sarp@bu.edu 930 Commonwealth Avenue, Boston, MA 02215

[Boston University Chaplains](#)

[Student Health Services](#) 617-353-3575

[Behavioral Medicine](#) 617-353-3569

Off Campus

[Rape, Abuse, and Incest National Network](#) 1-800-656-4673 (HOPE)

[Boston Area Rape Crisis Center \(BARCC\)](#) 800-841-8371

Non-Confidential Disclosure to Title IX Coordinators

Boston University is committed to fostering an environment that is free from all forms of sexual misconduct. Any concerns, questions, or disclosures related to sexual misconduct can be directed to any of the Wheelock College [Title IX Deputy Coordinators](#) or reported to Boston University through [Sexual Misconduct Reporting](#).

All disclosures of sexual or gender-based violence or harassment on or off campus made to faculty, teaching assistants, or other university employees must be reported to the BU Title IX Coordinator (617-353-9286). For more information, consult the [Boston University Title IX Policy](#).

(Approved by Wheelock Faculty Assembly, 11/27/18)

ATLAS Referral and Outreach Program

Faculty and staff are encouraged to use the [ATLAS Referral and Outreach Program](#) designed to support undergraduate and graduate students enrolled in both part and full-time programs at BU Wheelock. Faculty may submit an ATLAS form to document concerns they have about a student that appear to be impeding their success in a course, field experience, work study position, research or teaching apprenticeship or other types of student endeavors. If a student is struggling with academic performance, attendance, or class participation, their professor can submit the referral to share this concern with the student and to activate support through the Student Services Office.

A Student Services Professional will contact the student, assess their situation, and help them access the additional supports they may need to get back on track.

Preferred Student Names and Pronouns

Students have the right to use a chosen name that reflects their identity. Boston University has provided instructions for students to change or modify the name that appears on Blackboard courses and throughout the University systems.

[Blackboard Personal Settings](#)

[Change your My Directory Listing](#)

Pronouncing Students' Names Correctly

In Blackboard, the name pronunciation feature allows you to add a phonetic spelling and/or short audio recording of how to pronounce your name. We recommend that as instructors, you provide a pronunciation of your name, and we also recommend that you ask students to use this feature to ensure that their names are pronounced correctly by faculty and by classmates.

To add either phonetic spelling or a short audio recording for the pronunciation of your name:

1. Click the **Add pronunciation** link on your profile (Click on your name to access your profile).
2. In the *Pronunciation* field, type in a phonetic spelling of your name. Separate syllables with dashes and use capital letters to indicate the syllable that should be stressed.
3. Click the **Record name pronunciation** link to record yourself pronouncing your name.
 1. You may need to click **Allow** to provide permission for the browser to use your microphone.
 2. Wait for the 3..2..1.. countdown to begin recording.
 3. Click the **Stop** button to the right when you are done recording.
 4. Click **Play name pronunciation** to review your recording, and click the **X** to remove the current recording and start a new one.
4. Click the **Done** button when you have finished.

Credit Hour Explanation

To satisfy governmental and accreditation requirements, faculty should keep in mind that one hour of contact with students (during scheduled class meeting time) is equated to one earned credit; there is a 1:1 correspondence rule preferred in higher education institutions.

If your 4-credit course is scheduled for 2 hours and 45 minutes, once a week, for example, over a typical 15-week semester, you have to identify other ways in which students will work outside of the class meeting time to achieve the learning objectives and outcomes of the course equivalent to an hour and 15 minutes. Please remember that satisfying contact hours is separate from traditional homework assignments or test preparation. It could include student attending conferences with instructor, teaching lessons in the field, participating in online modules, analyzing films, meeting in peer groups, preparing group projects, and visiting local sites related to course content. Faculty members should identify how students can satisfy the additional contact hours.

Below are sample statements to include in your syllabus. Please adjust the time based on course credits and course delivery.

Credit Hour Explanation Sample Statements

4 Credit Hour Explanation

This course is a 4-credit course. It has a scheduled course lecture/discussion time of 2 hours and 45 minutes per week. Students are expected to engage in an additional 1-hour and 15 minutes of course-related work each week during the semester.

2 Credit Hour Explanation

This course is a 2-credit course. It has a scheduled course lecture/discussion time of 1 hour and 30 minutes per week. Students are expected to engage in an additional 30 minutes of course-related work each week during the semester.

BU Wheelock's, Equity, Diversity, and Inclusion

BU Wheelock is committed to advancing equity, diversity, and inclusion at all levels across the College and University. Please review events and resources here: [Equity, Diversity, and Inclusion](#). EDI meetings, events, and resources are designed for students, staff, and faculty.

Course Schedule

Class	Topic	Readings Due	Assignments Due
1 Wednesday February 14	West End Museum Project Kickoff Guest Speakers, West End Museum Introduction and Overview What are our experiences with place-based learning?	“What does it mean to think historically...and how do you teach it?” by Bruce VanSledright (in class)	Reflective Prompt 1: Museum Visit Reflection
2 Wednesday February 28	Historical Walking Tours and Place Names Hidden Brookline **Class will be held in Brookline** Guest Speaker, Hidden Brookline What are the untold stories all around us?	“Some Functions of Public History” in <i>Lies Across America</i> by James Loewen “The Sociology of Historic Sites” in <i>Lies Across America</i> by James Loewen “The Power in the Story” in <i>Silencing the Past</i> by Michel-Rolph	Reflective Prompt 2: Walking Tour Reflection (requires visit in-between classes)

Class	Topic	Readings Due	Assignments Due
	<p>What does it look like to curate the history of a place?</p> <p>How can we tell a more critical and inclusive story of our community?</p> <p>Monuments, Memorials, and Murals</p> <p>Why do people commemorate the past through monuments, memorials, and murals?</p> <p>How do people interact with monuments, memorials, and murals?</p> <p>Why are monuments, memorials, and murals valued and controversial?</p>	<p>Trouillot</p> <p>Hidden Brookline website</p> <p>Black Heritage Trail website</p> <p>Freedom Trail website</p>	
Wednesday March 13	No Class: Spring Break		Reflective Prompt 3: Monument, Memorial, Mural Reflection (requires visits in-between classes)
3 Wednesday March 27	<p>West End Project</p> <p>Guest Speakers, West End Museum</p> <p>How do we prepare educators and students to visit a museum?</p> <p>How should educators and students engage with museums?</p> <p>How do teachers and students engage in civic life, based on the lessons learned from museum visits?</p> <p>Introduction to Museum</p>	<p>“Introduction” and “What History Is” in <i>Re-thinking History</i> by Keith Jenkins</p> <p>“The MFA is showing looted African art. Here’s how to deal with it” <i>The Boston Globe</i></p> <p>“What does it mean to decolonize a museum?” <i>Museum Next</i></p> <p>“Exhibiting Africa” <i>What Teachers Need to Know Podcast</i></p> <p>College, Career, and</p>	No Assignment Due

Class	Topic	Readings Due	Assignments Due
	Studies What is history? How is the past represented? What is the purpose of the museum? How can we problematize historical memory and museum exhibits?	Civic Life C3 Framework Historical Photos: Boston's Razed West End Main Street: Boston's Old West End Neighborhood video Leonard Nimoy Remembers Boston's West End Neighborhood video	
4 Wednesday April 10	West End Museum Visit **Class will be held at the West End Museum** 150 Staniford Street Suite 7, Boston MA	"Disciplined Inquiry in Social Studies Classrooms" by John W. Saye	Walking Tour Assignment
5 Wednesday April 24	Vilna Shul Visit **Class will be held at the Vilna Shul** 18 Philips Street, Boston How do we read a building as a text? What makes cultural preservation possible?	"This Boston synagogue looks like a New England church but murals reveal its Jewish identity," <i>The Forward</i>	No Assignment Due
6 Wednesday May 8	West End Project Presentations		West End Museum Project