

Rolling Exam Questions

1. The colonists on the *Arbella* and the other ten ships of the Massachusetts Bay Company set out to create a community that would be, in the mind of John Winthrop at least, “a model of Christian charity.” How did Winthrop envision the “Christian charity” of the would-be colony? Do you see any tension between Winthrop’s vision and the task laid out in the Charter of Massachusetts Bay, and/or in the realities of displacing people who already lived there and had long shaped the ecology to sustain human settlement?
2. Professor Blatt and Professor DeLucia discussed the absence of commemoration to King Philip’s War in Boston’s landscape and memoryscape today. Do you consider this a problem to be rectified? Why or why not? If you believe a corrective is necessary explain what kind of memorial—where, what type, and how—you would consider best and why. If you believe one would not be appropriate explain why, and how otherwise you would go about enhancing public understanding of King Philip’s War. Your answers must be informed, given context, and supported by reference to the readings and lecture. There is no right answer here—be creative (!), but also ground your creativity in thoughtful and well informed argumentation.
3. How does Professor Peterson explain Boston’s survival in its first few decades? Does his perspective support or conflict with your own earlier assessments of Boston’s origins?
4. Both Professor Peterson and Professor Hardesty emphasize the connected economies and societies of port cities and towns in the 17th- and 18th-century Atlantic world. How did slavery function as an engine or web (or other metaphor you fancy) connecting Boston to other Atlantic societies and economies? Use specific examples from the readings to illustrate and substantiate your answer.
5. Alfred Young writes the following about George Robert Twelves Hewes in *The Shoemaker and the Tea Party*: “Between 1768 and 1775, the shoemaker became a citizen—an active participant in the events that led to the Revolution, an angry, assertive man who won recognition as a patriot.” Using examples, explain how Hewes’s story evokes some of the themes discussed by Prof. Schlereth about how average Bostonians became swept up in the events that would ultimately lead to the Revolution.
6. Mark Peterson calls the Protestant response in Boston to Irish migration the “collapse of Christian charity.” Why and how did “Puritan Boston” seek to turn the tide of Irish migration, and how did policies adopted and implemented in Massachusetts in the mid-nineteenth century influence federal immigration policies later?
7. Before Judge Thayer’s sentencing of Sacco and Vanzetti, each made speeches. As part of those speeches, Nicola Sacco said, “I know the sentence will be between two classes, the oppressed class and the rich class, and there will always be collision between one and the other. . . . That is why I am here today on this bench, for having been of the oppressed

class.” Bartolomeo Vanzetti for his part stated, “I am suffering because I am a radical and indeed I am a radical. I have suffered because I was an Italian and indeed I was an Italian.” In these short sentences there are a wide range of explanations for their clearly unfair trial and execution (whatever their guilt or innocence). Considering Sacco and Vanzetti’s explanations and/or others, what do you think was the reason for their unfair trial and execution? What was particular about Boston that created the conditions for the factor or factors you consider most responsible? Please answer BOTH questions.

8. I had two ideas this week so I decided to give you both and leave you the option of which ONE (yes ONE—you do not need to answer both) you want to answer:
 - a. Professor Delmont spoke about the need to view the longer history of the civil rights movement in Boston, rather than focusing only on 1974 and after. Why? Please explain using examples from the readings (plural).
 - b. The media’s use of images played an important role in shaping the public narrative and memory of school integration in Boston. Select one relevant image to analyze from one of the online resources in the module or Northeastern’s Digital Repository Service (<https://repository.library.northeastern.edu/>), and explain (with help from the class materials, but nothing else) how the image in question might represent a particular viewpoint and/or how it might have been used to frame the issue of integration. Please include the image pasted at the beginning or end as an appendix.
9. The final question is worth double, so make it rock. Choose ONE of the following questions to answer:
 - a. What do you see as the key theme that emerges in the three neighborhood films? Using examples, explain how the theme you’ve identified connects the films and your understanding of (some of) Boston’s neighborhoods.
 - b. Governor Dukakis, Professor Brunson, and President Janey all had very different perspectives, and also some shared views, on the challenges of policing in Boston. Using examples from the readings and discussions, explain what you see as the greatest challenge to effective policing in Boston, and whose perspective you consider most convincing.
 - c. Your final option is to reflect back on the class—now that we’ve made it through nearly 400 years—about what you consider the most determinative feature or element in Boston’s history so far. Some suggested possibilities include (but are not limited to!) geography, religion, race, or immigration, however, sky’s the limit, as long as you can tie together a few strands from different weeks of the class. I know this seems like a very big question, and it is, but be concise as the guidelines for length still hold.