

## READINGS IN NINETEENTH-CENTURY U.S. HISTORY

Loyola University Chicago  
HIST 450, Sec. 802  
(773) 508-2232  
202 Sullivan Center  
Wed., 4:15-6:45  
<http://www.luc.edu/depts/history/gilfoyle/gilfoy.htm>

Prof. Timothy J. Gilfoyle  
511 Crown Center Fall 2007  
  
Office Hrs.: Wed., noon-4 p.m.  
and by appointment

Modern, industrial America was born in the nineteenth century. The United States experienced its most remarkable changes between the presidencies of Thomas Jefferson and Theodore Roosevelt. American cities grew at their greatest rates ever. Per capita levels of immigration were the highest ever. The most sophisticated form of coercive labor in world history became a dominant institution. A new feminine ideal flourished. The factory was born and for the first time, industry replaced agriculture as the dominant economic force in the land. Institutions like the public school, the Mormons, the prison, the department store and "Wall Street" were created. The United States completed its final continental boundaries. Political officials left imprints which still define American politics and culture: James Madison, Andrew Jackson, John C. Calhoun, Frederick Douglass and Abraham Lincoln. An American literary renaissance produced canonical writers like Ralph Waldo Emerson, Margaret Fuller, Herman Melville, Edgar Allan Poe, Emily Dickinson, Henry David Thoreau, Edith Wharton and Walt Whitman. And the century witnessed the most devastating war in U.S. history. Since many contemporary American institutions and social problems originated during these years, this course will enable students to better comprehend the history and culture of their own time.

This colloquium provides a historiographical introduction to the major questions and issues of nineteenth-century America. Class discussion will also examine different possibilities for future research. Students should consider investigating themes of interest in this class with which they might continue to study in future seminars. The course requirements include one 20- to 25-page typewritten essay (50%), an oral report (25%) and class participation (25%). Essay guidelines can be found at the end of this syllabus. A primary responsibility of students is to complete the weekly reading before the date of the scheduled class and contribute their thoughtful, reflective opinions in class discussion. The readings can be interpreted in a variety of ways and students should formulate some initial positions and questions to offer in the class discussion. For every required article or book, students should be prepared to answer all of the questions found in the "Critical Reading" section of the syllabus below. All required readings may be purchased at Barnes & Noble Bookstore in the Granada Center or at Beck's Bookstore, both on Sheridan Road. Students do not have to buy any of the books since each one has been placed on reserve at Cudahy Library.

## Class Meeting Dates and Assignments

29 Aug. - Republicanism: Moving the Margins to the Center

Alfred F. Young, "George Robert Twelves Hewes (1742-1840): A Boston Shoemaker and the Memory of the American Revolution," William and Mary Quarterly, 38 (1981), 561-623.

Paul E. Johnson, "The Modernization of Mayo Greenleaf Patch: Land, Family, and Marginality in New England, 1766-1818," New England Quarterly, 55 (1982), 488-516.

5 Sept. - The Frontier

Alan Taylor, William Cooper's Town: Power and Persuasion on the Frontier of the Early American Republic (New York: Knopf, 1995).

Oral Report:

Daniel Rogers, "Republicanism: The Career of a Concept," Journal of American History, 79 (June 1992), 11-38.

Linda Kerber, "The Revolutionary Generation: Ideology, Politics and Culture in the Early Republic," in Eric Foner, ed., The New American History (Philadelphia: Temple University Press, 1997).

Richard W. Etulain, "Introduction," in Etulain, ed., Does the Frontier Experience Make America Exceptional? (New York: Bedford/St. Martin's Press, 1999).

Students should be familiar with Frederick Jackson Turner, "The Significance of the Frontier in American History," orig. 1893 (available in Richard W. Etulain, Does the Frontier Experience Make America Exceptional? (New York: Bedford/St. Martin's Press, 1999).

12 Sept. - Women and Gender

Laurel Thatcher Ulrich, A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812 (New York: Knopf, 1990).

Oral Report:

Joan Scott, "Gender: A Useful Category of Historical Analysis," American Historical Review, 91 (Dec. 1986); reprinted in Gender and the Politics of History (New York, 1988), 28-50.

Jurgen Habermas, "The Public Sphere: An Encyclopedia Article (1964)," New German Critique, 5 (1974), 49-55.

Linda Gordon, "U.S. Women's History," in Eric Foner, ed., The New American History (Philadelphia: Temple University Press, 1997).

Laura Edwards, "Gender and the Changing Roles of Women," in William Barney, ed., A Companion to 19<sup>th</sup>-Century America (Oxford, Eng.: Blackwell, 2001), 223-37.

19 Sept. - The Frontier and the City

Paper topic prospectus due.

William Cronon, Nature's Metropolis: Chicago and the Great West (New York: W.W Norton, 1991).

Oral Report:

Richard White, "Discovering Nature in North America," Journal of American History, 79 (Dec. 1992), 874-91.

Donald Wooster, et al., "A Round Table: Environmental History," Journal of American History, 76 (March 1990), 1087-1147.

Timothy J. Gilfoyle, "Urbanization," in William Barney, ed., A Companion to 19<sup>th</sup>-Century America (Oxford, Eng.: Blackwell, 2001), 152-63.

#### 26 Sept. - Jacksonian Democracy

Arthur M. Schlesinger, Jr., The Age of Jackson (Boston: Little, Brown, 1945), pages.

Sean Wilentz, The Rise of American Democracy (New York: W.W. Norton, 2005), pages.

Oral Report:

Arthur M. Schlesinger, Jr., "The Ages of Jackson," New York Review of Books (7 Dec. 1989), 48-51.

#### 3 Oct.- The American Gun Culture

Michael A. Bellesiles, Arming America: The Origins of a National Gun Culture (New York: Knopf, 2000), esp. introduction, chaps. 3-epilogue.

Daniel Justin Herman, "Book Review: Michael A. Bellesiles's Arming America: The Origins of a National Gun Culture," H-Net, 17 June 2002, available at:

<http://hnn.us/articles/printfriendly/99.html> and

<http://www.saf.org/pub/rkba/general/BellesilesBookReviewOld.htm>

Oral Report:

James Lindgren, "Fall From Grace: Arming America and the Bellesiles Scandal (Part 1)," Yale Law Journal, 111 (June 2002), 2195-2249; available at: <http://hnn.us/articles/930.htm>

"Forum: Historians and Guns," William & Mary Quarterly, 59 (Jan. 2002), 203-68; available at [http://www.historycooperative.org/cgi-bin/justtop.cgi?act=justtop&url=http://www.historycooperative.org/journals/wm/59.1/guns\\_intro.htm](http://www.historycooperative.org/cgi-bin/justtop.cgi?act=justtop&url=http://www.historycooperative.org/journals/wm/59.1/guns_intro.htm)

Stanley N. Katz, Hanna H. Gray, Laurel Thatcher Ulrich, "Report of the Investigative Committee in the matter of Professor Michael Bellesiles," 10 July 2002, available at:

[www.emory.edu/central/NEWS/Releases/Final\\_Report.pdf](http://www.emory.edu/central/NEWS/Releases/Final_Report.pdf)

Michael Bellesiles, "Response to My Critics," from Weighed in an Even Balance, pamphlet published 17 December 2003, excerpts at: <http://hnn.us/articles/1869.html>

10 Oct. - Sexuality

Timothy J. Gilfoyle, City of Eros: New York City, Prostitution, and the Commercialization of Sex, 1790-1920 (New York: W.W. Norton, 1992).

Oral Report:

Timothy J. Gilfoyle, "Prostitutes in History: From Parables of Pornography to Metaphors of Modernity," American Historical Review, vol. 104, no. 1 (Feb. 1999), 117-41, available at: <http://www.jstor.org.flagship.luc.edu>

17 Oct. - Sexuality

Helen L. Horowitz, Rereading Sex: Battles Over Sexual Knowledge and Suppression in Nineteenth-Century America (New York: Knopf, 2002).

Oral Report:

Michel Foucault, The History of Sexuality, Vol. I: An Introduction (New York: Pantheon, 1978).  
Estelle Freedman, "The History of the Family and the History of Sexuality," in Eric Foner, ed., The New American History (Philadelphia: Temple University Press, 1997).  
Estelle Freedman, "Sexuality in Nineteenth-Century America: Behavior, Ideology, and Politics," Reviews in American History, 10 (Dec. 1982), 196-215.

24 Oct. - Slavery

Ira Berlin, Generations of Captivity: A History of African-American Slaves (Cambridge: Harvard Univ. Press, 2003).

Oral Report:

Raymond Williams, "Hegemony" in Marxism and Literature (New York: Oxford Univ. Press, 1977), 108-14.  
Barbara Jeanne Fields, "Slavery, Race and Ideology in the United States of America," New Left Review, 181 (May-June 1990), 95-118.  
Thomas C. Holt, "African American History," in Eric Foner, ed., The New American History (Philadelphia: Temple University Press, 1997).

31 Oct. - Immigrants, Anthropology and History

First draft of essay due.

Kerby A. Miller, Emigrants and Exiles: Ireland and the Irish Exodus to North America (New York: Oxford University Press, 1985).

Oral Report:

Kathleen Neils Conzen, David A. Gerber, Ewa Morawska, George Pozzetta, Rudolph J. Vecoli,

"The Invention of Ethnicity: A Perspective from the U.S.A." Journal of American Ethnic History, 12 (1992), 3-63.

Eric Arnesen, "Whiteness and the Historians' Imagination," International Labor and Working Class History, 60 (Fall 2001), 3-32.

James R. Barrett, "Americanization from the Bottom Up: Immigration and the Remaking of the Working Class in the United States, 1880-1930." Journal of American History, 79 (1992), 996-1020.

#### 7 Nov. - Cultures of Crime

Timothy J. Gilfoyle, A Pickpocket's Tale: The Underworld of Nineteenth-Century New York (New York: W.W. Norton, 2006).

#### Oral Report:

Norval Morris and David Rothman, eds., The Oxford History of the Prison (New York: Oxford Univ. Press, 1995), essays by Spierenburg, Rothman, Rotman, and Morris.

James C. Scott, Domination and the Arts of Resistance: Hidden Transcripts. New Haven: Yale Univ. Press, 1990.

James C. Scott, "Everyday Forms of Peasant Resistance." Journal of Peasant Studies, 13 (1986): 5-35.

#### 14 Nov. - The Civil War

James McPherson, Battle Cry of Freedom (New York: Oxford Univ. Press, 1988).

#### Oral Report:

Eric Foner, "Slavery, the Civil War, and Reconstruction," in Eric Foner, ed., The New American History (Philadelphia: Temple University Press, 1997).

Vernon Burton, "Civil War and Reconstruction," in William Barney, ed., A Companion to 19<sup>th</sup>-Century America (Oxford, Eng.: Blackwell, 2001), 47-60.

#### 21 Nov.: THANKSGIVING BREAK - NO CLASS

#### 28 Nov. - Reconstruction

Eric Foner, Reconstruction: America's Unfinished Revolution, 1863-1877 (New York: Harper/Collins, 1988), esp. pp. 1-34, 60-175, 228-39, 271-316, 346-79, 425-44, 460-99, 512-24, 553-87, 602-12.

#### Oral Report:

Alex Lichtenstein, "Was the Emancipated Slave a Proletarian?" Reviews in American History, 26 (March 1998), 124-45.

#### 5 Dec. - Reconstructing the North

David Quigley, Second Founding: New York City, Reconstruction and the Making of American Democracy (New York: Hill and Wang, 2004).

Final essay due.

This final class is invited to dinner at Tim Gilfoyle's home: 2614 N. Dayton Street, 5 p.m.

Students who are disabled or impaired should meet with the professor within the first two weeks of the semester to discuss the need for any special arrangements.

### **DISCUSSIONS AND CRITICAL READING**

Discussion and class participation is a very important part of your grade (25 percent). Incisive, imaginative and thoughtful comments that generate and facilitate discussion are weighed heavily in the final grade. Asking questions, responding to student questions and contributing to an ongoing discussion are a necessary part of the learning experience. Failure to speak in class will only lower a student's final grade. Discussions are scheduled for 14 class periods, each worth 2 "points." Students will receive 1 point for attendance or minimal participation and 2 points for active participation. Students who raise questions that generate discussion in other classes will earn extra points.

The best ways to prepare for and contribute to class discussion are: 1) complete the reading on time, and 2) critically analyze the reading. The primary goal of critical reading is to find the author's interpretation and what evidence and influences led to that conclusion. Never assume a "passive" position when reading a text. If students ask and attempt to answer the following questions, they will more fully comprehend and understand any reading.

1. What is the thesis of the author?
2. Does the author have a particular stated or unstated point of view? How does the author construct their argument? Are the author's goals, viewpoints, or agendas revealed in the introduction or preface? Does the author provide evidence to support the argument? Is it the right evidence? In the final analysis, do you think the author proves the argument or does the author rely on preconceived views or personal ideology? Why do you think that?
3. Does the author have a moral or political posture? Is it made explicit or implicit in the way the story is told? What is the author's view of human nature? Does change come from human agency and "free will" or broad socio-economic forces?
4. What assumptions does the author hold about society? Does the author see society as hierarchical, pluralistic, democratic or elitist? Does the author present convincing evidence to support this view?

5. How is the narrative constructed or organized? Does the author present the story from the viewpoint of a certain character or group? Why does the author begin and end at certain points? Is the story one of progress or decline? Why does the author write this way?
6. What issues and events does the author ignore? Why? Can you think of alternative interpretations or stories that might present a different interpretation? Why does the author ignore certain events or facts?

## PAPER TOPICS

The essay requirement for this class serves several purposes. First, good, thoughtful writing disciplines and educates the mind. To write well, one must think well. If one's writing improves, so does their thinking and intelligence. Second, students personally experience on a first-hand basis some form of historical writing. A research paper relying on primary sources exposes students to the challenges, difficulties and even contradictions of analyzing historical events. Ideally, students will think more "historically" as a result of the exercise. Third, the essay can later function as a writing sample for students applying for future employment positions as well as to graduate or professional school.

Two types of essays are acceptable for this course: research and historiographical. **Research essays** analyze a specific topic using primary or original sources. Examples of primary sources include (but are not limited to) architectural drawings, newspapers, architectural reviews, engineering or construction records, diaries, letters, oral interviews, books published during the period under study, manuscript collections, and old maps. A research essay relies on source material produced by the subject or by institutions and individuals associated in some capacity with the subject. The use and immersion of the writer/researcher in such primary and original sources is often labeled "doing history." In this class, students should consider choosing a specific structure, block or well-defined neighborhood in a city as their research subject.

A useful introduction to available primary sources in Chicago is:  
<http://www.lib.uchicago.edu/e/law/legalhistory.pdf>

**Historiographical essays** are based upon secondary sources, or what historians have written about a specific structure. Such a paper examines how historians' interpretations have differed and evolved over time regarding a specific topic or theme. The major focus of a historiographical essay are the ideas of historians, how they compare with each other and how they have changed over time. Examples and models for such essays can be found in the following collections:

- Louis P. Masur, ed. The Challenge of American History (Baltimore: Johns Hopkins Univ. Press, 1999).
- Eric Foner, ed., The New American History, revised and expanded (Philadelphia: Temple Univ. Press, 1997).
- Michael Kammen, ed. The Past Before Us: Contemporary Historical Writing in the United States

(Ithaca, N.Y.: Cornell Univ. Press, 1980), especially essays in part II.

Both types of assignments should be the length of a standard scholarly article (approximately 20 typewritten pages of text, plus notes). The attached bibliography offers suggestions for possible paper topics, but by no means are students limited to these subjects. All students should select a topic as soon as possible, in consultation with the instructor. A preliminary bibliography which includes a bibliographic list of possible sources should be completed and handed in by 4:15 p.m., Wednesday, 19 September 2007.

All essays should be typed. The essay should be in the professor's possession by 4:15 p.m. on Wednesday, 31 October 2007. Completion of the essay by this date is worth five percent of the final grade. Students who complete the essay on time will have the opportunity to rewrite the paper upon its evaluation and return (remember - the only good writing is good rewriting). All other and rewritten essays are due at the final class meeting on 5 December 2007. Students should submit TWO copies of the final essay. Students who rewrite the essay should also include the corrected first draft.

All final papers should be free of typographical errors, misspellings and grammatical miscues. Essays are to be written for this class ONLY. No essay used to fulfill the requirements of a past or current course may be submitted. Failure to follow this rule will result in an automatic grade of F for the assignment. Extensions are granted automatically. However, grades on essays handed in 48 hours (or more late) will be reduced by a fraction (A to A-, A- to B+, etc.). Every three days thereafter another fraction will be dropped from the paper's final grade.

### **BASIC STYLE SHEET FOR NOTES IN ESSAYS**

The University of Chicago Press provides a quick citation guide based on the Chicago Manual of Style at:

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

Below is a simplified and acceptable summary for endnote citation:

#### **BOOKS**

1. Constance McLaughlin Green, Holyoke: A Case History of the Massachusetts Industrial Revolution in America (New Haven, 1939), 24-27.

2. Bessie L. Pierce, A History of Chicago, 3 vols. (New York, 1937-1957), I, 213-220.

3. Ferdinand Toennies, Community and Society (1887), translated by C.F. Loomis (New York, 1963), 13-14.

#### **ARTICLES AND BOOK CHAPTERS**

1. Eric Lampard, "American Historians and the Study of Urbanization," American Historical Review 67 (1961), 61-63.
2. Oscar Handlin, "The Modern City as a Field of Historical Study," in Oscar Handlin and John Burchard, eds., The Historian and the City (Cambridge, 1966), 26.
3. Ernest W. Burgess, "The Growth of the City," Publications of the American Sociological Society 18 (1924), 85-97.

#### GOVERNMENT DOCUMENTS

1. Story v. New York Elevated Railroad Co., 90 NY 122 (1883).
2. U.S. Department of the Interior, Census Office, Tenth Census of the United States, 1880, Report of the Social Statistics of Cities, comp. by George Waring, Jr., 2 vols. (Washington, D.C., 1887), I, 220.

#### NEWSPAPERS

1. New York Times, June 18, 1947, February 2, 3, 1948; Chicago Tribune, June 4, 1950.

#### UNPUBLISHED MATERIAL

1. Robert David Weber, "Rationalizers and Reformers: Chicago Local Transportation in the Nineteenth Century" (Ph.D. dissertation, University of Wisconsin, 1971), 178-197.
2. Graeme Davison, "Explanations of Urban Radicalism: Old Theories and New Historians" (paper delivered to the New Zealand Association for the Advancement of Science Congress, Melbourne, August, 1977), 22-34.

After a work has been fully cited, subsequent citations should use only the the author's last name, a short title and page numbers. Consecutive citations of the same publication should employ ibid. and page numbers. The use of abbreviations is permissible, as long as the practice is consistent.

Plurals of dates do not need an apostrophe; write 1850s, not 1850's.

Commas are used to separate the last two items in a series of three or more: thus, one, two, and three . . .

Regions are capitalized when used as nouns (North, Midwest), but not capitalized when used as adjectives.

Chronological range always includes full dates; write 1956-1995, not 1956-95.

Certain terms are hyphenated only when used as adjectives; write nineteenth-century cities, not nineteenth century cities; or middle-class reformers, not middle class reformers.

Century titles are always written out in full; write twentieth-century cities, not 20th-century cities.

Numbers must be used consistently throughout an article or essay and will always be given as numerals except if the number begins a sentence (e.g., Two-hundred-and-forty-seven people gathered to hear seventy-two artists sing 134 songs.). Ratios should be given as 2-1, 5-4, etc.

### **STATEMENT ON PLAGIARISM**

Plagiarism will result in a final grade of F for the course as well a letter, detailing the event, to be placed in the offending student's permanent file in the Dean's office. The definition of plagiarism is:

You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his [or her] exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did with the sources at your elbow.

Wayne Booth, Gregory C. Colomb, and Joseph M. Williams, The Craft of Research (Chicago: University of Chicago Press, 1995), p. 167.

To avoid plagiarism, take notes carefully, putting all real quotes within quotation marks, while summarizing other parts in your own language. This is difficult; if you do not do it correctly, it is better to have all your notes in quotes. The worst thing is to alter a few words from the source, use no quotation marks, and treat the notes as a genuine summary. You will likely copy it out as written on your notecard, and thus inadvertently commit plagiarism. Changing around a word, a phrase, or a clause is still plagiarism if it follows the thought sequence or pattern in the original. On the other hand, do not avoid plagiarism by making your paper a string of quotations. This results in poor writing, although it is not criminal.

In any case, do not let this prevent you from quoting your primary sources. As they are the "evidence" on which you build your argument, you will need to quote them at necessary points. Just be sure to put quotation marks around them, or double indent them as in the example above, and follow the quote with a proper foot or endnote.