

**JUNIOR COLLOQUIUM:
THE EMERGENCE OF THE AMERICAN INDUSTRIAL CITY**

Loyola University Chicago
HIST 291, Sec. 01W
Fall 2007
Monday, 2:45-5:15 p.m.
tgilfoy@luc.edu
202 Sullivan Center
<http://www.luc.edu/depts/history/gilfoyle/gilfoy.htm>

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Office Hours: Wed., noon-4 p.m.

"God made the country and man made the town."

William Cowper, 1780

The United States was born in the country and moved to the city. This course examines the transformation of the United States from a simple, agrarian, small-town society to a complex urban and suburban nation. Between 1850 and 1950, American urban communities were transformed from "horizontal" cities of row houses, tenements and factories to "vertical" cities of apartments and skyscrapers. From New York's Brooklyn Bridge to Chicago's Sears Tower to San Francisco's Golden Gate Bridge, the tower and the bridge epitomized American urbanism, and frequently America itself. Certain themes recur throughout the course of American urban and cultural history which will be focal points of this class: the interaction of private commerce with cultural change, the rise of distinctive working and middle classes, the segregation of public and private space, the formation of new and distinctive urban subcultures organized by gender, work, race, religion, ethnicity, and sexuality, problems of health and housing resulting from congestion, and blatant social divisions between the rich and poor, the native-born and immigrant, and blacks and whites. More broadly, the course attempts to comprehend the American city within the changing questions of what it means to be an American. Why do American cities look the way they do? What is distinctive about the social and built environments of American cities? How have Americans created and adapted to those environments? Where do I fit in? Who am I? In the end, students will better comprehend the urban environment in which they live and work.

The course requirements and their percentage of the final grade are: 1) 20 page essay (64%), and 2) participation and class discussion (36%). Since this course includes no formal examinations, students will be heavily evaluated by their level of verbal participation in class discussions. Consequently, 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. Students should allocate enough time to complete the required reading. 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 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 and Noble Bookstore or at Beck's Bookstore, both on Sheridan Road. The required books have been placed on reserve in Cudahy Library. Please note that

readings marked with an asterisk (*) are available on the Internet. The website addresses are located below in the Course Outline section.

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.

The reading assignments for this course are:

- * Timothy J. Gilfoyle, "White Cities, Linguistic Turns, and Disneylands: Recent Paradigms in Urban History," Reviews in American History, vol. 26, no. 1 (March 1998), 175-204.
- * 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.
- Timothy J. Gilfoyle, City of Eros: New York City, Prostitution, and the Commercialization of Sex, 1790-1920 (New York: W.W. Norton, 1992).
- * 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 Johnson, "The Modernization of Mayo Greenleaf Patch: Land, Family, and Marginality in New England, 1766-1818," New England Quarterly 55 (December 1982), 488-516.
- Timothy J. Gilfoyle, A Pickpocket's Tale: The Underworld of Nineteenth-Century New York (New York: W.W. Norton, 2006).
- * Jacob A. Riis, How the Other Half Lives, edited and introduction by David Leviatin (New York: Bedford/St. Martin's, 1996), orig. 1890.
- David Quigley, Second Founding: New York City, Reconstruction and the Making of American Democracy (New York: Hill and Wang, 2004).
- * William L. Riordan, Plunkitt of Tammany Hall, edited and introduction by Terrence McDonald (New York: Bedford/St. Martin's, 1992), orig. 1905.
- *Michael A. Bellesiles, "The Origins of Gun Culture in the United States, 1760-1865," Journal of American History, 83 (Sept. 1996), 425-55; and related articles.

COURSE OUTLINE

27 August: Introduction

Cudahy Library Resources, Jeannette E. Pierce, Head of Reference, 3:30, Cudahy Library.

3 Sept. - Labor Day NO CLASS

10 Sept.: What is Historiography?

Timothy J. Gilfoyle, "White Cities, Linguistic Turns, and Disneylands: Recent Paradigms in Urban History," Reviews in American History, vol. 26, no. 1 (March 1998), 175-204; reprinted in Louis P. Masur, ed. The Challenge of American History (Baltimore: Johns Hopkins Univ.

Press, 1999), 175-204; and available at:

<http://www.luc.edu/depts/history/gilfoyle/WHITECIT.HTM>

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 Sept.: Field Trip to the Clerk of the Circuit Court of Cook County Archives, Richard J. Daley Center, Room 1113, 50 W. Washington Street. Contacts: Phil Costello and Jeannie Child (312) 603-6601. For information, see

<http://www.cookcountyclerkofcourt.org/Archives /archives .htm>

Recommended: The following books relied heavily on primary source materials located in the Cook County Circuit Court Archives. Michael Willrich, City of Courts: Socializing Justice in Progressive Era Chicago (New York: Cambridge University Press, 2003).

Andrew Cohen, The Racketeer's Progress: Chicago and the Struggle for the Modern American Economy, 1900-1940 (New York: Cambridge University Press, 2004).

24 Sept.: Sex in the City

Paper topic prospectus due.

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

1 Oct.: Researching Early American Biography

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, available at: <http://www.jstor.org/view/00435597/di957253/95p0027r/0>

Paul Johnson, "The Modernization of Mayo Greenleaf Patch: Land, Family, and Marginality in New England, 1766-1818," New England Quarterly 55 (December 1982), 488-516, available at: <http://www.jstor.org/view/00284866/ap020223/02a00030/0>

8 Oct.: MIDSEMESTER BREAK - NO CLASS

15 Oct.: Researching Crime

Timothy J. Gilfoyle, A Pickpocket's Tale: The Underworld of Nineteenth-Century New York

(New York: W.W. Norton, 2006).

22 & 29 Oct.: Politics in the Industrial City

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

William L. Riordan, Plunkitt of Tammany Hall, edited and introduction by Terrence McDonald (New York: Bedford/St. Martin's, 1992), orig. 1905. Available at:
<http://www.marxists.org/reference/archive/plunkett-george/tammany-hall/>

Recommended: Jane Addams, Twenty Years at Hull House (New York: Macmillan, 1910), available at <http://digital.library.upenn.edu/women/addams/hullhouse/hullhouse.html>

5 Nov.: The Tower and the Bridge

First draft of essay due.

Movie: Ken Burns, Brooklyn Bridge

Recommended web sites on the Brooklyn Bridge:
http://www.greatbuildings.com/buildings/Brooklyn_Bridge.html
<http://www.endex.com/gf/buildings/bbridge/bbridge.html>

12 Nov.: NO CLASS - INDIVIDUAL MEETINGS

19 Nov.: Historians and Evidence - The American Gun Culture

Michael A. Bellesiles, "The Origins of Gun Culture in the United States, 1760-1865," Journal of American History, 83 (Sept. 1996), 425-55, available at www.jstor.org

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>

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>

"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.historycoope>

rative.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

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>

Recommended:

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

26 Nov.: Poverty in the Industrial City

Jacob A. Riis, How the Other Half Lives, edited and introduction by David Leviatin (New York: Bedford/St. Martin's, 1996), orig. 1890. Available at <http://www.cis.yale.edu/amstud/inforev/riis/title.html>

3 Dec.: The City of the Future

Essay assignment due - final draft

Movie: Blade Runner (1982)

On Mike Davis and Blade Runner, see:

<http://www.levity.com/markdery/ESCAPE/VELOCITY/author/davis.html>

DISCUSSIONS AND CRITICAL READING

Discussion and class participation is a very important part of your grade (36 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 11 class periods, each worth 3 "points." Students will receive 1 point for attendance, 2 points for minimal participation and 3 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 (Philadelphia: Temple Univ. Press, 1990), especially essays in part II.

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 2:45 p.m. on Monday, 24 Sept. 2007.

All essays should be typed. The essay should be in the professor's possession by 2:45 p.m. on Monday, 5 November 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 3 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.

Students in search of a paper topic can begin their investigation with a cursory reading of any

published overview on urban history. Examples include:

Raymond Mohl, ed. The Making of Urban America, second edition (Wilmington, Del.: SR Books, 1997).

Eric H. Monkkenon, America Becomes Urban: The Development of U.S. Cities and Towns, 1780-1980 (Berkeley: Univ. of California Press, 1988).

John Reys, The Making of Urban America (Princeton: Princeton University Press, 1965).

Sam Bass Warner, Jr., The Urban Wilderness: A History of the American City (New York: Harper and Row, 1972)

The following journals are also useful: Journal of Urban History, Urban History Yearbook, Urban Affairs Quarterly, Urban Affairs Review, and Journal of Social History.

Good bibliographies on urban history can be found on the world-wide web:

<http://www.uoguelph.ca/history/urban/citybib.html>

<http://www.uoguelph.ca/history/urban.html>

<http://www.ku.edu/history/VL/USA/urban.html>

Bibliographies on urban planning and design include:

<http://www.cyburbia.org/>

<http://www.lib.berkeley.edu/ENVI/urbhist.html>

<http://www.ku.edu/history/VL/USA/urban.html>

A good bibliography on Chicago is:

<http://www.ukans.edu/history/VL/USA/urban/chicago.html>

Web sites with descriptions and discussions of significant urban structures include:

<http://www.greatbuildings.com/>

Another useful source for certain Chicago structures is the Commission of Chicago Landmarks, a committee of the City Council. The Commission has a small professional staff and does reports on potential landmark sites. They are usually willing to share reports with students and researchers. See their web site at:

<http://www.ci.chi.il.us/Landmarks/Commission.html>

Certain specialized topics have good web sites that offer useful introductory information. For example, anyone interested in researching a specific address or structure in Chicago, the following web sites offer research strategies and sources:

http://www.rootsweb.com/~ilcook/info/howto/home_own.htm
<http://www.chicagohistory.org/research/resources/architecture>
<http://www.chsmedia.org/househistory/1909snc/start.pdf>

Those interested in mass transit in the Chicago region should consider the following:

<http://www.shore-line.org/ShoreLine/index.html>
<http://www.cera-chicago.org/>

Other recommended Internet sites include:

Chicago Imagebase <http://www.uic.edu/depts/ahaa/imagebase/index.html>

The Skyscraper Museum (see images on exhibits on Big Buildings and the construction of the Empire State Building)

<http://www.skyscraper.org/>

The World's Columbian Exposition of 1893

<http://www.xroads.virginia.edu/~MA96/WCE/title.html>

The Brooklyn Bridge

http://www.greatbuildings.com/buildings/Brooklyn_Bridge.html

<http://www.endex.com/gf/buildings/bbridge/bbridge.html>

History of Planning and Urbanism: A Brief Guide to Research Resources (UC Berkeley Environmental Design Library): <http://www.lib.berkeley.edu/ENVI/histplan.html>

"Pathways in American Planning History, A Thematic Chronology," by Albert Guttenberg (American Planning Association): <http://www.planning.org/pathways/default.htm>

The American Planning Association Homepage: <http://www.planning.org/aicp/index.htm>

"Urban Planning, 1794-1918: An International Anthology (full-text searchable) of Papers and Reports," Selected and Annotated by John W. Reps of Cornell University:

<http://www.library.cornell.edu/Reps/DOCS/homepage.htm>

The International Planning History Society:

<http://web.bsu.edu/perera/iphs/>

H-Urban Weblinks:

http://www.h-net.org/~urban/weblinks/3wsubj_plan.htm

For suburbanization and spawl:

<http://www.sprawlwatch.org/>
<http://www.sprawlwatch.org/economy.html>
<http://www.rut.com/misc/beyondSprawl.html>

SELECT AND SUGGESTED BIBLIOGRAPHY

- Adams, Thomas. The Building of the City. New York: Regional Plan for New York and Its Environs, 1931, 2 vols.
- Abbott, Edith. The Tenements of Chicago, 1880-1935. Chicago: Univ. of Chicago Press, 1936.
- Alterman, Hyman. Counting People: The Census in History. New York: Harcourt, 1969.
- American City Magazine, 1900-1930. [detailed reports on International Congress of Cities] Art Index, 1929-
- Berger, Miles L. They Built Chicago. Chicago: Bonus Books, 1992.
- Bureau of the Census, U.S. Department of the Interior. Urban Atlas, Tract Data for Standard Metropolitan Statistical Areas: Chicago, Ill. Washington, D.C., 1974.
- Butchart, Ronald E. Local Schools: Exploring Their History. Nashville, Tenn.: American Association for State and Local History, 1986.
- Chicago Fact Book Consortium. Local Community Fact Book: Chicago Metropolitan Area, 1980. Chicago: Chicago Review Press, 1984.
- Chicago Association of Commerce and Industry. Community Area Data Book. Chicago: Chicago Association of Commerce and Industry, 1970.
- Chicago Plan Commission. 44 Cities in the City of Chicago. Chicago: Chicago Plan Commission, 1942.
- Condit, Carl W. American Building: Materials and Techniques from the Beginning of the Colonial Settlements to the Present. Chicago: Univ. of Chicago Press, 1968.
- Chicago, 1910-1929: Building, Planning, and Urban Technology. Chicago: Univ. of Chicago Press, 1973.
- Chicago, 1930-1970: Building, Planning, and Urban Technology. Chicago: Univ. of Chicago Press, 1974.
- Cranz, Galen. The Politics of Park Design: A History of Urban Parks in America. Cambridge: MIT Press, 1982.
- DeForest, Robert W. and Lawrence Veiller, The Tenement House Problem. New York: Macmillan, 1903, 2 vols.
- Danzer, Gerald A. Public Places: Exploring Their History. Nashville, Tenn.: American Association for State and Local History, 1987.
- Fitch, James Marston. American Building: The Historical Forces that Shaped It. Second ed. Boston: Houghton Mifflin, 1966.
- American Building: The Environmental Forces that Shaped It. Second ed. New York: Schocken, 1972.
- Flink, James J. The Automobile Age. Cambridge: M.I.T. Press, 1988.
- Ford, James. Slums and Housing with Special Reference to New York City: History, Conditions, Policy. Cambridge: Harvard Univ. Press, 1936.
- Gilbert, Paul T. and Charles L. Bryson. Chicago and Its Makers. Chicago: F. Mendelsohn, 1929.

- Hauser, Philip, and Evelyn M. Kitagawa. Local Community Fact Book for Chicago, 1950. Chicago: Univ. of Chicago Press, 1953.
- Howe, Barbara J., Dolores A. Fleming, Emory L. Kemp, Ruth Ann Overbeck. Houses and Homes: Exploring Their History. Nashville, Tenn.: American Association for State and Local History, 1987.
- Hoyt, Homer. One Hundred Years of Land Values in Chicago. Chicago: University of Chicago Press, 1933.
- Industrial Chicago. Chicago: Goodspeed, 1891, 4 vols.
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- Kammen, Carol. On Doing Local History: Reflections on What Local Historians Do, Why, and What It Means. Nashville, Tenn.: American Association for State and Local History, 1986.
- Kerr, K. Austin, Amos J. Loveday, Mansel G. Blackford. Local Businesses: Exploring Their History. Nashville, Tenn.: American Association for State and Local History, 1990.
- Kitagawa, Evelyn and Karl Tauber, eds. Local Community Fact Book: Chicago Metropolitan Area, 1960. Chicago: Univ. of Chicago Press, 1963.
- Kyvig, David E. and Myron A. Marty. Nearby History: Exploring the Past Around You. Nashville, Tenn.: American Association for State and Local History, 1982.
- Industrial Arts Index, 1913-1957.
- Mitchell, Brian R. International Historical Statistics: The Americas, 1750-1988, 2nd ed. New York: Stockton Press, 1993.
- , International Historical Statistics: The Americas and Australasia. Detroit: Gale Research Co., 1983.
- , European Historical Statistics, 1750-1975, 2nd edition.
- The People of Chicago, Who We Are and Who We Have Been: Census Data on Foreign Born, Foreign Stock, and Race, 1837-1970. Chicago: Department of Development and Planning, 1976.
- Randall, Frank A. History of the Development of Building Construction in Chicago. Urbana: Univ. of Illinois Press, 1949.
- Real Estate Record Association. A History of Real Estate, Building, and Architecture in New York City During the Last Quarter Century. New York, 1898.
- Salvadori, Mario. Why Buildings Stand Up: The Strength of Architecture. New York: McGraw-Hill, 1980.
- Sinkevitch, Alice, ed., A.I.A. Guide to Chicago (New York: Harcourt Brace Jovanovich, 1993).
- Stern, Robert A.M. Pride of Place: Building the American Dream. Boston: Houghton Mifflin, 1986.
- , Thomas Mellins, David Fishman. New York 1880: Architecture and Urbanism in the Gilded Age. New York: Monacelli, 1999.
- , Gregory Gilmartin, John Massengale. New York 1900: Metropolitan Architecture and Urbanism, 1890-1915. New York: Rizzoli, 1983.
- , Gilmartin and Thomas Mellins. New York 1930: Architecture and Urbanism between the Two World Wars. New York: Rizzoli, 1987.
- Mellins, David Fishman, New York 1960: Architecture and Urbanism Between the Second

- World War and the Bicentennial. New York: Monacelli, 1995.
- Willensky, Elliot, and Norval White, A.I.A. Guide to New York City, 3rd edition. New York: Harcourt Brace Jovanovich, 1988.
- Wind, James P. Places of Worship: Exploring Their History. Nashville, Tenn.: American Association for State and Local History, 1990.
- Wirth, Louis, and Margaret Furez. Local Community Fact Book, 1938. Chicago: Chicago Recreational Commission, 1938.
- Zukowsky, John, ed., Chicago Architecture, 1872-1922: Birth of a Metropolis. Chicago: Art Institute of Chicago, 1987.
- , Chicago Architecture, 1923-1993: Reconfiguration of an American Metropolis. Chicago: Art Institute of Chicago, 1993.

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

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.