

AMERICAN URBAN AND CULTURAL HISTORY, 1800-2010

Loyola University Chicago
HIST 460
Spring 2010
Mundelein 605
noon

Prof. Timothy J. Gilfoyle
515 Crown Center
(773) 508-2232
Office Hrs: Tues. 8-12

Tuesday, 2:30-5 p.m. E-mail: tgilfoyl@luc.edu
<http://www.luc.edu/depts/history/gilfoyle/gilfoyl.htm>

The "United States was born in the country and has moved to the city." Richard Hofstadter, The Age of Reform (1955), 23.

This course examines the evolution of the United States from a rural and small-town society to an urban and suburban nation. Cities, and especially Chicago, have long offered some of the best laboratories for the study of American history, social structure, economic development and cultural change. Certain problems and themes recur throughout the course of American urban and cultural history which will be focal points of this seminar: 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. This colloquium will thus provide a historiographical introduction to the major questions and issues in the culture and social life of American cities.

The course requirements include one 20- to 25-page typewritten essay (50%), class participation (25%), ungraded, one-page weekly reaction papers of the class readings (13%), and an oral report (two pages in length) introducing one of the class readings (12%). Guidelines for all these requirements appear on pages 8-11 of the 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. Multiple readings are assigned for most classes in order to facilitate a wider range of discussion, but students are expected to read only one text per week. Reading and oral report assignments will be made during the introductory class meeting. 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 the Loyola University Bookstore or 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.

Students who are disabled or impaired should confer with the

professor within the first two weeks of the semester to discuss special needs or arrangements.

CLASS MEETING DATES AND ASSIGNMENTS

19 Jan. - Introduction

Guest Lecture by Candidate for Assistant Professor in 20th-Century U.S. Urban History

Students should read the writing samples of the candidate.

and

Timothy J. Gilfoyle, "White Cities, Linguistic Turns, and Disneylands: Recent Paradigms in Urban History," Reviews in American History 26 (March 1998): 175-204; reprinted in Louis P. Masur, ed. The Challenge of American History (Baltimore: Johns Hopkins Univ. Press, 1999), 175-204. A longer version of this essay is available at:

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

22 Jan. (optional): Guest Lecture by Candidate for Assistant Professor in 20th-Century U.S. Urban History

26 Jan.: Guest Lecture by Candidate for Assistant Professor in 20th-Century U.S. Urban History

Students should read the writing samples of the candidate.

2 Feb: The Impact of Urbanization

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

Harold Platt, Shock Cities: The Environmental Transformation and Reform of Manchester and Chicago (Chicago: University of Chicago Press, 2005).

Recommended:

Martin Melosi, The Sanitary City: Urban Infrastructure in America from Colonial Times to the Present (Baltimore: The Johns Hopkins University Press, 2000).

"William Cronon's Nature's Metropolis: A Symposium," Antipode, 26 (1994), 113-76.

Peter A. Coclanis, "Urbs in Horto," Reviews in American History, 20 (1992), 14-20.

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 19th-Century America (Oxford, Eng.: Blackwell, 2001), 152-63.

9 Feb.: Sex in the City

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

Patricia Cline Cohen, The Murder of Helen Jewett (New York: Knopf, 1998).

Recommended:

Timothy J. Gilfoyle, "Prostitutes in History: From Parables of Pornography to Metaphors of Modernity," American Historical Review, 104 (Feb. 1999), 117-41, available at:
<http://www.jstor.org.flagship.luc.edu>.

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

Patricia Cline Cohen, Timothy J. Gilfoyle, and Helen Lefkowitz Horowitz, The Flash Press: Sporting Male Weeklies in the 1840s (Chicago: University of Chicago Press, 2008).

George Chauncey, Gay New York: Gender, Urban Culture, and the Making of the Gay Male World (New York: Basic Books, 1994).

16 Feb.: Urban Underworlds

Preliminary bibliographies due.

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

Tyler Anbinder, Five Points (New York: Free Press, 2001).

Recommended:

Herbert Asbury, The Gangs of New York: An Informal History of the New York Underworld (New York: Thunder's Mouth Press, 2001; originally 1927).

Eric Monkkonen, Murder in New York City (Berkeley: Univ. of California Press, 2001).

Luc Sante, Low Life: Lures and Snares of Old New York (New York: Farrar Straus Giroux, 1991).

Adam Gopnik, "Underworld: Herbert Asbury's Irresistible Histories," New Yorker, 8 November 2002.

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.
Terry Williams, The Cocaine Kids: The Inside Story of a Teenage Drug Ring (Reading, Mass.: Addison-Wesley, 1989).

23 Feb.: Parks

David Schuyler, The New Urban Landscape: The Redefinition of City Form in Nineteenth-Century America (Baltimore: Johns Hopkins Univ. Press 1986).

Roy Rosenzweig and Elizabeth Blackmar, The Park and the People: A History of Central Park (Ithaca: Cornell University Press, 1992).

2 March: Suburbanization

Kenneth T. Jackson, Crabgrass Frontier: The Suburbanization of the United States (New York: Oxford University Press, 19

Robert Bruegmann, Sprawl: A Compact History (Chicago: University of Chicago Press, 2005).

Recommended:

James L. Wunsch, "The Suburban Cliche," Journal of Social History, 28 (1995), 643-58.

9 March: Spring Break - NO CLASS

16 March: New Suburban History

Becky Nicolaides, My Blue Heaven: Life and Politics in the Working-Class Suburbs of Los Angeles, 1920-1965 (Chicago: University of Chicago Press, 2001).

Andrew Wiese, Places of Their Own: African American Suburbanization in the Twentieth Century (Chicago: University of Chicago Press, 2004).

Recommended:

Kevin Kruse and Thomas Sugrue, eds., The New Suburban History (Chicago: University of Chicago Press, 2007).

Becky Nicolaides and Andrew Wiese, The Suburban Reader (New York: Routledge, 2006).

Lisa McGirr, Suburban Warriors: The Origins of the New American Right (Princeton, NJ: Princeton University Press, 2001).
Richard Harris and Robert Lewis, The Geography of North American Cities and Suburbs, 1900-1950, @ Journal of Urban History, 27 (March 2001), 262-284.
Todd Gardner, The Slow Wave: The Changing Residential Status of Cities and Suburbs in the United States, 1850-1940, @ Journal of Urban History, 27 (March 2001).
Robert Lewis, Manufacturing Montreal: The Making of an Industrial Landscape, 1850-1930 (Baltimore: Johns Hopkins University Press, 2000), esp. 20-22, 146-50, 265-71.

23 March: Consumption, Culture and Politics

William R. Leach, Land of Desire: Merchants, Power and the Rise of New American Culture (New York: Random House, 1993).

Lizabeth Cohen, A Consumers= Republic: The Politics of Mass Consumption in Postwar America (New York: Knopf, 2003).

Recommended:

Lawrence Levine, Highbrow/Lowbrow: The Emergence of Cultural Hierarchy in America. Cambridge: Harvard Univ. Press, 1988, pp. 1-82, 219-42.

Richard Bushman, The Refinement of America (New York: Knopf, 1991), pp. xi-xix, 353-447.

30 March: The City Beautiful - **Papers Due**

Daniel Burnham and Edward Bennett, Plan of Chicago (Chicago: Chicago Commercial Club, 1909; reprint Princeton Architectural Press, 1993), and available at:
<http://books.google.com/books?q=Plan+of+Chicago>

Recommended:

Carl Smith, The Plan of Chicago: Daniel Burnham and the Remaking of the American City (Chicago: University of Chicago Press, 2006), and available at:
<http://www.encyclopedia.chicagohistory.org/pages/10537.html>

Images on the promotional campaign for Plan of Chicago at:
<http://www.encyclopedia.chicagohistory.org/pages/10417.html>
Chicago Plan Commission, Wacker=s Manual of the Plan of Chicago (Chicago: Chicago Plan Commission, 1912), available at:
<http://www.archive.org/details/wackersmanualofp00mood>
Daniel Bluestone, Constructing Chicago (New Haven: Yale University Press, 1991).

Joan E. Draper, A Paris By the Lake: Sources of Burnham=s Plan of Chicago, in John Zukowsky, ed., Chicago Architecture, 1872-1922: Birth of a Metropolis (Munich, 1987), 107-115.
Carol Willis, Form Follows Finance: Skyscrapers and Skylines in New York and Chicago (New York: Princeton Architectural Press, 1995).

6 April: Consumption, Culture and Politics

Arnold Hirsch, Making the Second Ghetto: Race and Housing in Chicago, 1940-1960 (New York: Cambridge University Press, 1983).

Brad Hunt, Planning a Social Disaster: The Unraveling of Public Housing in Chicago (Chicago: University of Chicago Press, 2009).

Beryl Satter, Family Properties: Race, Real Estate and the Exploitation of Black America (New York: Metropolitan Books/Henry Holt, 2009).

Recommended:

Special Issue: Urban History, Arnold Hirsch, and the Second Ghetto Thesis, @ Journal of Urban History, vol. 29, no. 4 (March 2003).

David Schuyler, A City Transformed: Redevelopment, Race, and Suburbanization in Lancaster, Pennsylvania, 1940-1980 (University Park: Pennsylvania State University Press, 2002).

13 April: The Sunbelt City

John Findlay, Magic Lands: Western Cityscapes and American Culture After 1940 (Berkeley: University of California Press, 1993).

Mike Davis, City of Quartz: Excavating the Future in Los Angeles (London: Verso, 1990).

Allen J. Scott and Edward W. Soja, "Introduction to Los Angeles: City and Region" and Richard Weinstein, "The First American City," both in Scott and Soja, eds., The City: Los Angeles and Urban Theory at the End of the Twentieth Century (Berkeley: Univ. of California Press, 1996), 1-46.

Recommended:

Jane Jacobs, The Death and Life of Great American Cities (New York: Vintage, 1961).

Mike Davis, Ecology of Fear: Los Angeles and the Imagination of Disaster (New York: Metropolitan, 1998), esp. 3-194, 357-422.

Ted Rohrlich, "Seer of L.A. or Blinded by Its Light?" Los Angeles

Times, 13 April 1999.

Veronique de Turenne, "Is Mike Davis' Los Angeles All in His Head?" Salon (7 Dec. 1998):

http://www.salonmagazine.com/it/feature/1998/12/cov_07feature.htm

20 April: Urban Crises

Thomas J. Sugrue, The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit (Princeton: Princeton University Press, 1996).

Thomas J. Sugrue, Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North (New York: Random House, 2008).

Recommended:

Robert O. Self, American Babylon: Race and the Struggle for Postwar Oakland (Princeton: Princeton University Press, 2003).

"Symposium on Thomas J. Sugrue: The Origins of the Urban Crisis," Labor History, 39 (1998), 43-69.

27 April: The Postindustrial City

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

Timothy J. Gilfoyle, Millennium Park: Creating a Chicago Landmark (Chicago: University of Chicago Press, 2006), pages x-183, 341-56.

(This book will be available to enrolled students through the professor at a half-price discount).

Recommended:

David Harvey, The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change (Oxford, Eng.: Basil Blackwell, 1989).

Sharon Zukin, Landscapes of Power: From Detroit to Disneyland (Berkeley: Univ. of California Press, 1991).

Michael Sorkin, ed., Variations on a Theme Park: Scenes from the New American City (New York: Pantheon, 1990).

Howard Gillette, Camden After the Fall: Decline and Renewal in a Post-Industrial City (Philadelphia: University of Pennsylvania Press, 2005).

DISCUSSIONS AND CRITICAL READING

Discussion and class participation is an important part of

student evaluation (25 percent). Incisive, imaginative and thoughtful comments that generate and facilitate discussion are weighed heavily in final grades. 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 only lowers a student's final grade. Discussions take place in every class period, each worth 2 "points." Students will receive 0 points for nonparticipation, 1 point for minimal participation, and 2-3 points for active participation. Students who raise questions that generate discussion 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 identify the author's interpretation and evaluate the evidence and influences leading to that conclusion. Never assume a "passive" position when reading a text. To fully comprehend and understand any reading, ask the following questions:

1. What is the thesis of the author?
2. Does the author have a 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?
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?

WEEKLY REACTION ESSAYS AND ORAL REPORTS

The weekly, ungraded reaction essay constitutes 13 percent of the final grade. The purpose of the assignment is to facilitate and broaden class discussion by requiring each student to write a brief one-page reaction to the weekly class readings. The brief essay may be as short as one paragraph, and critically assess the text in some way: use of sources, methodology employed, strengths and weaknesses of the thesis, or comparison with other works. The essay can even pose questions about the text. The essays should be placed in Prof. Gilfoyle's department mailbox or emailed by noon the day of each class discussion.

The oral report constitutes 12 percent of the final grade. Students will choose one of the assigned readings, write a two-page summary and reaction, and read the essay to the class to initiate discussion of the text. The oral report will also serve as the weekly reaction essay for that student. Assignments will be made during the first class.

ESSAYS

The essay requirement 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) newspapers, 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 labelled "doing history." Most of the articles and books assigned for class discussion represent this type of historical writing.

Historiographical essays are based upon at least ten different

secondary sources, or what historians have written about a subject. 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 Masur, ed., The Challenge of American History (Baltimore: Johns Hopkins Univ. Press, 1999); originally Reviews in American History, vol. 26, no. 1 (March 1998).

Eric Foner, ed., The New American History (Philadelphia: Temple Univ. Press, 1990), especially essays in part II.

Both types of assignments should be the length of a standard scholarly article (approximately 20-25 typewritten pages of text, plus notes). Students should select a topic as soon as possible, in consultation with the instructor. A preliminary bibliography which includes books, articles, oral interviews, or other possible sources should be completed and handed in by 2:30 p.m., Tuesday, 16 Feb. 2010.

All essays should be typed. The essay should be in the professor's possession by 2:30 p.m. Tuesday, 30 March 2010. 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 27 April 2010. Students should submit one clean hard copy and one electronic copy of the final essay, as well as the corrected first draft.

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/>

A good resource for images on Chicago (many of which are covered

in the lectures) can be found at Chicago Imagebase:
<http://www.uic.edu/depts/ahaa/imagebase/index.html>

The Skyscraper Museum <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/qf/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>

ArtStor offers approximately 700,000 images in the areas of art, architecture, the humanities, and social sciences; see:
<http://www.artstor.org/what-is-artstor/w-html>

Many cities have good on-line resources. A few are:

Cleveland Memory Project
<http://images.ulib.csuohio.edu/index.php>

Ohio's Heritage Northeast site
<http://www.ohiosheritagenortheast.org>

SELECT 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.
- Jordy, William H. American Buildings and Their Architects. Garden City, N.Y.: Anchor, 1976, 4 vols.
- 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 Aevidence= 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.

A final note: The Internet can be a convenient tool for research,

but many websites contain unreliable or plagiarized information. **Never** cut and paste from Internet sites without quoting and citing your sources.

The university has developed a helpful website. See:

<http://www.luc.edu/is/cease/ai.shtml>