

AMERICAN URBAN HISTORY

Loyola University Chicago
HIST 386, Sec. 204
Spring 2009
Monday, 2:45-5:15 p.m.
Dumbach 125

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"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 and 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 creation and segregation of public and private spaces; 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 among wealthy, poor, native-born, immigrant, and racial groups. 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) two exams (25% each), 2) 10-20 page essay (30%), 3) participation and class discussion (20%). The exams will be based primarily on the readings below and secondarily on lectures and class discussions. Students will receive study sheets one week before each exam which will outline the questions and issues that will be included in each exam. Midterm exams and grades will be returned by 16 March 2009.

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. Students should allocate enough time to complete the required reading, approximately 150 pages per week. 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.

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. This course fulfills the theory requirement for the urban studies minor.

The reading assignments for this course are:

Harold Mayer and Richard Wade, Chicago: Growth of a Metropolis (Chicago: Univ. of Chicago Press, 1969).

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

Jacob A. Riis, How the Other Half Lives, edited and introduction by David Leviatin (New York: Bedford/St. Martin's, 1996), orig. 1890.

William L. Riordan, Plunkitt of Tammany Hall, edited and introduction by Terrence McDonald (New York: Bedford/St. Martin's, 1992), orig. 1905.

Kenneth T. Jackson, Crabgrass Frontier: The Suburbanization of the United States (New York: Oxford Univ. Press, 1985).

Carol Willis, Form Follows Finance: Skyscrapers and Skylines in New York and Chicago (New York: Princeton Architectural Press, 1995).

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

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

Students who attend class will receive lecture notes via Loyola's Group Wise email at the end of every class. The notes serve as the "textbook" for class and eliminate the need to engage in frantic note-taking. Students can more carefully listen and contemplate the arguments and ideas discussed in each lecture. Students are encouraged to take some notes during class, especially if note-taking helps them to remain active and alert.

Upon accessing the notes, students should transfer the notes to a disk and print a "hard" copy. To receive the notes, students must attend the class. No attendance, no notes.

COURSE OUTLINE

Jan. 12: What is a City? Indian and Colonial Cities

Jan. 19: NO CLASS - Martin Luther King, Jr. National Holiday

Jan. 26: Housing in the Industrial City: From Row Houses to Apartments (note the change in room for this class)

Guest Lecture: Elizabeth Fraterrigo, "Engendering the Good Life: *Playboy* and the Making of Modern America," in 530 Crown Center.

Mayer and Wade, Chicago, 1-25, 34-40, 58-65, 142-47, 152-55, 224-29, 252-64, 307, 322-26, 364-67.

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

Feb. 2: Frederick Law Olmsted, Parks and the New Urban Landscape

Mayer and Wade, Chicago, 94-116, 146-52.

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

Preliminary bibliography for required paper due

Feb. 9: Crime and Politics in the 19th-Century Metropolis

William L. Riordan, Plunkitt of Tammany Hall, edited and introduction by Terrence McDonald (New York: Bedford/St. Martin's, 1992), orig. 1905.

Recommended: Gangs of New York, directed by Martin Scorsese; starring Daniel Day Lewis

Feb. 16: Making the City Beautiful

Mayer and Wade, Chicago, 193-206, 274-82, 310-15, 451, 461

Recommended: web site on the World's Columbian Exposition
<http://xroads.virginia.edu/~MA96/WCE/title.html>

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>

Feb. 23: MIDTERM EXAMINATION

Reminder: all History Majors should see their academic advisor before registering for Spring Semester classes.

March 2: NO CLASS SPRING BREAK

March 9: The Birth of the Skyscraper

Carol Willis, Form Follows Finance: Skyscrapers and Skylines in New York and Chicago (New York: Princeton Architectural Press, 1995).

Recommended: web site on the construction of the Empire State Building <http://www.skyscraper.org/>

March 16 and 23: The Suburban Nation

Kenneth T. Jackson, Crabgrass Frontier: The Suburbanization of the United States (New York: Oxford Univ. Press, 1985).

Mayer and Wade, Chicago, 66-93, 138-41, 156-92, 207-13, 232-51, 269-72, 327-49, 417-36

Movie: The City

March 30 and April 6: The Postwar City

Mayer and Wade, Chicago, 350-417, 437-73.

Jane Jacobs, The Death and Life of Great American Cities (New York: Vintage, 1961), esp. introduction, chaps 2, 7, 13, 22.

Read the forward to the 1992 edition at:
<http://www.walksf.org/essays/janejacobs.html>

For an interview with Jacobs, see:
http://www.kunstler.com/mags_jacobs1.htm

April 13: Disney and the Postmodern City

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

April 16 (rain date: April 23) - THE MIDNIGHT BIKERIDE - Urban History in Chicago. More information at:
<http://www.luc.edu/depts/history/gilfoyle/BIKERIDE.HTM>

April 20: Millennium Park and the Postmodern City

Essay assignment due - final draft

Walking tour of Millennium Park (weather permitting): meet at northeast corner of Monroe Street and Michigan Avenue.

Recommended: web sites on Millennium Park and Frank Gehry

http://www.chicagotraveler.com/chicago_millennium_park.htm
<http://www.talaske.com/lfm.html>

http://www.usequities.com/Corporate/Projects/Park%20Band%20Shell/park_middle.htm

http://www.ci.chi.il.us/Mayor/2001Speeches/news_speeches_newrink.html

http://www.guggenheim.org/exhibitions/past_exhibitions/gehry/millennium_30.html

<http://fishercenter.bard.edu/press/#>

<http://archives.theconnection.org/archive/category/art/gehry.shtml>

FINAL EXAMINATION: Monday, 4 May 2009, 4:15 p.m.

DISCUSSIONS AND CRITICAL READING

Discussion and class participation is a very important part of your grade (20 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 7 class periods, each worth 3 "points." Students will receive 1 point for attendance and minimal participation, and 2 or 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?

Students who miss a class discussion or feel reluctant to speak

in class have the option of writing a 3-4 page review essay on the required reading. The essay should summarize the author's thesis in one paragraph and then proceed to criticize and analyze some aspect of that thesis. Students who elect to write such essays must submit them within two weeks of the class discussion.

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.

For this class, students should choose a specific urban topic, theme, or problem as the subject of their essay. They may also focus on a specific structure, block or well-defined neighborhood in a city as their subject. In any case, students are required to write either a research or historiographical essay.

Research essays analyze the 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 research essay also satisfies the portfolio requirements of a research paper and a bibliography for history majors.

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.

The essay should be approximately 10-20 typewritten pages of text, plus notes. A select bibliography to help in the selection of a topic is attached. 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 2:45 p.m. Monday, 2 February 2009.

All essays should be typed, double-spaced, in 12 font. The essay should be in the professor's possession by 2:45 p.m. on Monday, 23 March 2009. Completion of the essay by this date is 5 percent of the final grade. Students who complete the essay on time have the option to rewrite the paper upon its evaluation and return (remember - the only good writing is good re-writing). All other and rewritten essays are due at the final class meeting on 20 April 2009. 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.

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 (see Basic Style Sheet for Endnote or Footnote Citation on pages 14-15).

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. Monkkonen, 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/>

Good resources for images on Chicago and other topics covered in the lectures include:

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/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>

For research on Chicago architecture and building history, see:

<http://www.chicagohistory.org/research/resources/architecture>
http://www.rootsweb.com/~ilcook/info/howto/home_own.htm

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

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- 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.
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- Butchart, Ronald E. Local Schools: Exploring Their History. Nashville, Tenn.: American Association for State and Local History, 1986.
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- . 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.
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- . American Building: The Environmental Forces that Shaped It. Second ed. New York: Schocken, 1972.
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- 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.
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- 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.
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- . 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.
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- 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).
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- , Thomas Mellins, David Fishman. New York 1880: Architecture and Urbanism in the Gilded Age. New York: Monacelli, 1999.
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- , Gilmartin and Thomas Mellins. New York 1930: Architecture and Urbanism between the Two World Wars. New York: Rizzoli, 1987.
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- , Chicago Architecture, 1923-1993: Reconfiguration of an American Metropolis. Chicago: Art Institute of Chicago, 1993.

BASIC STYLE SHEET FOR ENDNOTE OR FOOTNOTE CITATION 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.

INTERNET AND WORLD WIDE WEB

1. Paul Glastris, "Chicago's Hands On Mayor," City Journal, 3 (Autumn 1993), available at:
http://www.city-journal.org/dev/html/3_4_chicagos.html, last accessed 22 March 2005.

When citing sources from the Internet, be sure to provide as much information as possible. Follow the same format as a published source if the citation is published, followed by the web address and the last date you accessed the source.

After a work has been fully cited, subsequent citations should use only the author's last name, a short title and page numbers. Consecutive citations of the same publication can 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.

From 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.

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