The "United States was born in the country and has moved to the city."

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 7-11 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 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**

25 Aug. - Introduction


A longer version of this essay is available at: http://www.luc.edu/depts/history/gilfoyle/WHITECIT.HTM

1 Sept.: Labor Day - NO CLASS

8 Sept.: The Impact of Urbanization


Recommended:

15 Sept.: Sex in the City


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


22 Sept.: Urban Crime

Preliminary bibliographies due.


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

29 Sept.: Parks


6 Oct.: Mid-semester Break - NO CLASS

13 and 20 Oct.: Suburbanization

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


Recommended:

27 Oct.: Race and the City


Brad Hunt, *Planning a Social Disaster: The Unraveling of Public Housing in Chicago* (Chicago: University of Chicago Press, forthcoming). This text will be sent to all readers electronically. Prof. Hunt will visit and participate in the class discussion.

Recommended:

3 Nov.: The City Beautiful - Papers Due


Recommended:

Images on the promotional campaign for *Plan of Chicago* at: [http://www.encyclopedia.chicagohistory.org/pages/10417.html](http://www.encyclopedia.chicagohistory.org/pages/10417.html)


Carol Willis, *Form Follows Finance: Skyscrapers and Skylines in New York and Chicago* (New York: Princeton Architectural Press, 1995).
10 Nov.: Consumption, Culture and Politics


Recommended:

17 Nov.: The Sunbelt City

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


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


Recommended:

1 Dec.: 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:

**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 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
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:

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., Monday, 22 Sept. 2008.

All essays should be typed. The essay should be in the professor's possession by 2:30 p.m. Monday, 10 November 2008. 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 1 December 2008. Students should submit TWO copies of the final essay. Students who rewrite the essay should also include 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:

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

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 (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

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 sprawl:
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
SELECT BIBLIOGRAPHY

Adams, Thomas. The Building of the City. New York: Regional Plan
Abbott, Edith. The Tenements of Chicago, 1880-1935. Chicago:
Univ. of Chicago Press, 1936.
Alterman, Hyman. Counting People: The Census in History. New
American City Magazine, 1900-1930. [detailed reports on
International Congress of Cities]
Art Index, 1929–
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, 1910-1929: Building, Planning, and Urban
DeForest, Robert W. and Lawrence Veiller, The Tenement House
Danzer, Gerald A. Public Places: Exploring Their History. Nashville,
Fitch, James Marston. American Building: The Historical Forces
----- . American Building: The Environmental Forces that Shaped
Industrial Arts Index, 1913-1957.
Real Estate Record Association. A History of Real Estate, Building, and Architecture in New York City During the Last Quarter Century. New York, 1898.

**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**


**ARTICLES AND BOOK CHAPTERS**

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.


GOVERNMENT DOCUMENTS


NEWSPAPERS


UNPUBLISHED MATERIAL


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 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.


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.

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