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

Student evaluation will be based on four course requirements:

1. A 20- to 25-page typewritten essay (50%);
2. Class participation (25%);
3. Ungraded, one-page weekly reaction papers of the class readings (13%);
4. Two oral reports (two pages in length) introducing one of the class readings (6% for each one).

Guidelines for these requirements appear on pages 7-10 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 with documented learning differences should meet with the professor and the Student Accessibility Center (SAC) within the first two weeks of the semester to discuss the need for any special arrangements. Students should keep the professor informed of absences well in advance if possible. Students who miss one week or more of class because of illness or a personal emergency should contact the dean's office. Notification of an absence does not excuse the absence; upon returning to classes, students are responsible for contacting instructors, producing appropriate documentation for the absence, and completing any missed work.

CLASS MEETING DATES AND ASSIGNMENTS

18 Jan. - Globalization


25 Jan. - Cities


Recommended:

1 Feb. - Gender

Preliminary bibliographies due


Elliott Gorn, *The Manly Art: Bare-Knuckle Prize Fighting in America* (Ithaca: Cornell
University Press, 1986).

Recommended:

8 Feb. – Redefining Republicanism


Recommended:

15 Feb. – Protestants


22 Feb. - Catholics


Recommended:

1 March - Sexuality


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

Recommended:

8 March – SPRING BREAK – NO CLASS

15 March - Cultures of Crime


Recommended:


22 March – Slavery


*The New York Times*, “The 1619 Project,” at: 
and a critique at: 

Recommended:

29 March - Histories of Capitalism: Revolutions and Transformations
First draft of essay due 29 March.


5 April - Histories of Capitalism: Globalism and Corporations


Recommended:


12 April - Immigration


Recommended:

19 April - The Civil War


Recommended:

26 April - The Civil War

Final essay due.


**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 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?

**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.

Two in-class oral reports constitute 12 percent of the final grade (6 percent for each oral report).
Students will choose one of the assigned readings, write a two-page summary and reaction, and read or extemporaneously speak about themes in the essay to the class for the purpose of initiating discussion of the text. The oral report will also serve as the weekly reaction essay for that student and, like the weekly reaction essay, should be placed in Prof. Gilfoyle’s department mailbox or emailed by noon the day of each class discussion. 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: 1) research and 2) historiographical. For this class, students should choose a specific nineteenth-century topic, theme, or problem as the subject of their essay or research project. Briefly, the two types can be described as follows:

**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." Most of the articles and books assigned for class discussion represent this type of historical writing. Research essays should be the length of a standard scholarly article - approximately 15-25 typewritten pages of text (3,750-6,250 words), plus notes.

**Historiographical essays** are based upon at least ten different secondary sources, or what historians have written about a specific 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. Historiographical essays should be the length of a standard scholarly article - approximately 15-25 typewritten pages of text (3,750-6,250 words), plus notes. Examples and models for such essays can be found in the following collections:


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 4:15 p.m., Wednesday, 1 Feb. 2023.

All essays should be typed, double-spaced, in 12-size font, and printed on ONE side of each page. The essay should be in the professor's possession by 4:15 p.m. Wednesday, 29 March 2023. 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). Any rewritten essay is due at the final class meeting on 26 April 2023. Students should submit one clean hard copy and one electronic copy of their final essay.

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.

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. Students whose research in this class overlaps with that in another related class may submit a joint or collaborative essay that combines research done in both classes, but only with the approval of both instructors.

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 Notes in Essays below).

**BASIC STYLE SHEET FOR NOTES IN ESSAYS**

The University of Chicago Press provides a quick citation guide based on the *Chicago Manual of Style* at: [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

Below is a simplified and acceptable summary for endnote citation:

**ENDNOTE FORMAT FOR BOOKS**


**ENDNOTE FORMAT FOR ARTICLES AND BOOK CHAPTERS**


**ENDNOTE FORMAT FOR BOOKS PUBLISHED ELECTRONICALLY**

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL; include an access date only if one is required by your publisher or discipline. If no fixed page numbers are available, you can include a section title or a chapter or other number.


**ENDNOTE FORMAT FOR AN ARTICLE IN AN ONLINE JOURNAL**

Include a DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to http://dx.doi.org/ in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date only if one is required by your publisher or discipline.


**ENDNOTE FORMAT FOR GOVERNMENT DOCUMENTS**


**ENDNOTE FORMAT FOR NEWSPAPERS, MAGAZINES AND PERIODICALS**


**ENDNOTE FORMAT FOR 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.

**ENDNOTE FORMAT FOR INTERVIEWS**


**ENDNOTE FORMAT FOR THE INTERNET AND WORLD WIDE WEB**

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.


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

CONNECT WITH THE HISTORY DEPARTMENT

Please follow the department’s website and social media pages:

Visit: luc.edu/history
Like: facebook.com/loyolahistorydepartment
Follow: twitter.com/loyolahistdept
Follow: flickr.com/people/luchistorydepartment

The Loyola History Department’s website and social media pages are updated frequently with event announcements, internship and job opportunities, faculty and student achievements, and other news about the department and the history profession. In addition, the website contains a wealth of information essential for students taking history courses, including guidelines for graduate students, details about scholarships and essay contests, faculty bios and course descriptions, and the department’s “Handbook for Graduate Students in History.