AMERICAN URBAN AND CULTURAL HISTORY, 1800-2019

Loyola University Chicago  Prof. Timothy J. Gilfoyle
HIST 460  511 Crown Center
Spring 2019  (773) 508-2221
Wednesday, 4:15-6:45 p.m.  E-mail: tgilfoy@luc.edu
Crown 528  Office Hrs: Wednesday, 1-3:30pm
https://www.luc.edu/history/people/facultydirectory/gilfoyletimothyj.shtml

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%). Specific guidelines for all these requirements appear on pages 7-12 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. The content of some lectures and reading assignments includes verbal and visual images of controversial and disturbing events in American history (including war, physical violence, sexual assault, racist and misogynist language, lynchings and other examples). Students should contact the professor if such content affects their ability to learn. 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. Dean's office staff will notify your instructors. 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

16 January - Introduction
http://www.luc.edu/depts/history/gilfoyle/WHITECIT.HTM

23 January: The Impact of Urbanization
Recommended:

30 January: Sex and Gender in the City
Preliminary bibliographies due.


**Recommended:**

6 February: Urban Underworlds


**Recommended:**

13 February: Parks


20 February: Suburbanization


Recommended:

27 February: New Suburban History


Recommended:

6 March: Spring Break – NO CLASS

13 March: Consumption, Culture and Politics


Recommended:
Lawrence Levine, *Highbrow/Lowbrow: The Emergence of Cultural Hierarchy in America*
20 March: The City Beautiful


Recommended:


Images on the promotional campaign for *Plan of Chicago* at: 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).

27 March – Race and Space


Recommended:


3 April - The Sunbelt City - Papers Due


Recommended:

10 April - Urban Crises


Recommended:

17 April – The Urban Crisis Revisited


24 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:

**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**

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, 30 January 2019. The essay should be completed and handed in by 4:15 p.m., Wednesday, 3 April 2019. Students should submit one hard copy and one electronic copy of the final essay.

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. Those who elect to write a research paper are exposed to the challenge of "doing" history, of investigative research and methods, and the difficulties associated with historical judgement. Those who elect to write a historiographical
essay master a genre of historical literature, learn major and subtle differences among historians, and understand the complexities of historical interpretation. 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 urban 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 15-20 typewritten pages of text (3,750-5,000 words), plus notes.

A useful introduction to available primary sources in Chicago is: [http://www.lib.uchicago.edu/e/law/legalhistory.pdf](http://www.lib.uchicago.edu/e/law/legalhistory.pdf)

**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. Examples and models for such essays can be found in the following collections:


The essay should be approximately 15-20 typewritten pages of text (3,750-5,000 words), plus notes. A select bibliography can be found on pages 15-18 to assist in the selection of a topic.

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, 30 January 2019.
All essays should be typed, double-spaced, in 12-size font and printed on ONE side of each page. A hard, printed copy of the essay should be in the professor's possession by 4:15 p.m. Wednesday, 3 April 2019. 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 30 November 2015. 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 on pages 16-18).

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.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

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  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


The American Planning Association Homepage: [http://www.planning.org/aicp/index.htm](http://www.planning.org/aicp/index.htm)


The International Planning History Society: [http://web.bsu.edu/perera/iphis/](http://web.bsu.edu/perera/iphis/)


For suburbanization and sprawl:

[http://www.sprawlwatch.org/economy.html](http://www.sprawlwatch.org/economy.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](http://www.artstor.org/what-is-artstor/w-html)

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


Ohio's Heritage Northeast site [http://www.ohiosheritagenortheast.org](http://www.ohiosheritagenortheast.org)

**SELECT BIBLIOGRAPHY**


American City Magazine. 1900-1930. [detailed reports on International Congress of Cities]

Art Index, 1929-


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**


Below is a simplified and acceptable summary for endnote citation:

**BOOKS**


**ENDNOTE FORMAT FOR ARTICLES AND BOOK CHAPTERS**


**ENDNOTE FORMAT FOR GOVERNMENT DOCUMENTS**


ENDNOTE FORMAT FOR NEWSPAPERS


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.

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.

The use of ibid. is permitted. The use of op. cit. is not preferred; the author's last name and a short title should be used in subsequent citations, after a full citation in the first instance, except where the use of ibid. is applicable. The use of abbreviations is permissible, as long as the practice is consistent. Special cases should be treated as closely as possible within the essential framework outlined above for more conventional sources and citations.

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.

Dashes or commas are permitted to set off phrases; dashed usually apply when the phrase should be more clearly set apart from the rest of the sentence.

**STATEMENT ON PLAGIARISM**

Plagiarism and/or academic dishonesty will result in a final grade of F for the examination or assignment 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. The university has developed a helpful website that you may find useful in preparing your syllabi or in discussing these issues with your class. See: [http://www.luc.edu/is/cease/ai.shtml](http://www.luc.edu/is/cease/ai.shtml)