

## READINGS IN NINETEENTH-CENTURY U.S. HISTORY

Loyola University Chicago  
HIST 450-800 (5658)  
Fall 2017  
528 Crown Center  
Wednesday, 2:45-5:15  
<http://www.luc.edu/depts/history/gilfoyle/gilfoy.htm>

Prof. Timothy J. Gilfoyle  
511 Crown Center  
(312) 508-2232  
tgilfoy@luc.edu  
Office Hrs.: MW, 9-10am; Wed., noon-2 p.m.  
and by appointment

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 Office for Services with Students for Disabilities (SSWD) 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

Jürgen Osterhammel, *The Transformation of the World: A Global History of the Nineteenth Century*, Patrick Camiller translator (Princeton: Princeton Univ. Press, 2014), Introduction (p. xv-xxii), Chaps. 1-2 (p. 1-67), Conclusion (p. 902-919).

25 Jan. - Cities

Thomas Kessner, *Capital City: New York City and the Men Behind America's Rise to Economic Dominance, 1860-1900* (New York: Simon & Schuster, 2003).

William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York: W.W. Norton, 1991), esp. pages xiii-xvii, 5-142, 159-80, 200-30, 256-59, 263-309, 371-85.

Jürgen Osterhammel, *The Transformation of the World: A Global History of the Nineteenth Century*, Patrick Camiller translator (Princeton: Princeton Univ. Press, 2014), Chap. 6: Cities (p. 241-321).

Recommended:

"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.

1 Feb. - Gender

Preliminary bibliographies due

Laurel Thatcher Ulrich, *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812* (New York: Knopf, 1990).

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

Recommended:

Joan Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review*, 91 (Dec. 1986); reprinted in *Gender and the Politics of History* (New York, 1988), 28-50.

Jürgen Habermas, "The Public Sphere: An Encyclopedia Article (1964)," *New German Critique*, 5 (1974), 49-55.

Linda Gordon, "U.S. Women's History," in Eric Foner, ed., *The New American History* (Philadelphia: Temple University Press, 1997).

Laura Edwards, "Gender and the Changing Roles of Women," in William Barney, ed., *A Companion to 19<sup>th</sup>-Century America* (Oxford, Eng.: Blackwell, 2001), 223-37.

8 Feb. – Redefining Republicanism

Sean Wilentz, *The Rise of American Democracy* (New York: W.W. Norton, 2005), esp. pages xiv-xxiii, 3-10, 181-217, 254-80, 312-58, 391-518, 539-66, 706-15, 747-53, 768-96.

Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (New York: Harper/Collins, 1988), esp. pp. 1-34, 60-175, 228-39, 271-316, 346-79, 425-44, 460-99, 512-24, 553-87, 602-12.

Recommended:

Arthur M. Schlesinger, Jr., *The Age of Jackson* (Boston: Little, Brown, 1945), esp. pages 3-7, 30-44, 74-103, 159-65, 190-200, 250-68, 283-305, 406-21, 450-523.

Arthur M. Schlesinger, Jr., "The Ages of Jackson," *New York Review of Books* (7 Dec. 1989), 48-51.

Alex Lichtenstein, "Was the Emancipated Slave a Proletarian?" *Reviews in American History*, 26 (March 1998), 124-45.

David Quigley, *Second Founding: New York City, Reconstruction and the Making of American Democracy* (New York: Hill and Wang, 2004).

15 Feb. – Protestants

Sam Haselby, *The Origins of Religious Nationalism* (New York: Oxford University Press, 2015)

Kyle Roberts, *Evangelical Gotham: Religion and the Making of New York City, 1783-1860* (Chicago: University of Chicago Press, 2016).

Jürgen Osterhammel, *The Transformation of the World: A Global History of the Nineteenth Century*, Patrick Camiller translator (Princeton: Princeton Univ. Press, 2014), Chap. 18: Religion (p. 873-901).

22 Feb. - Catholics

Maureen Fitzgerald, *Habits of Compassion: Irish Catholic Nuns and the Origins of New York's Welfare System, 1830-1920* (Urbana: University of Illinois Press, 2006).

John McGreevy, *American Jesuits and the World: How an Embattled Religious Order Made Modern Catholicism Global* (Princeton: Princeton University Press, 2016).

Recommended:

Jon Gjerde, *Catholicism and the Shaping of Nineteenth-Century America* (New York: Cambridge University Press, 2012).

1 March- Sexuality

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

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

Recommended:

Timothy J. Gilfoyle, "Prostitutes in History: From Parables of Pornography to Metaphors of Modernity," *American Historical Review*, vol. 104, no. 1 (Feb. 1999), 117-41, available at: <http://www.jstor.org.flagship.luc.edu>

Michel Foucault, *The History of Sexuality, Vol. I: An Introduction* (New York: Pantheon, 1978).

Estelle Freedman, "The History of the Family and the History of Sexuality," in Eric Foner, ed., *The New American History* (Philadelphia: Temple University Press, 1997).

Estelle Freedman, "Sexuality in Nineteenth-Century America: Behavior, Ideology, and Politics," *Reviews in American History*, 10 (Dec. 1982), 196-215.

8 March – SPRING BREAK – NO CLASS

15 March - Cultures of Crime

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

Stephen Mihm, *A Nation of Counterfeiters: Capitalists, Con Men, and the Making of the United States*. (Cambridge: Harvard University Press, 2007).

Recommended:

Caleb Smith, ed., *The Life and the Adventures of a Haunted Convict - Austin Reed* (New York: Random House, 2016).

Herbert Asbury, *The Gangs of New York: An Informal History of the New York Underworld* (New York: Thunder's Mouth Press, 2001; originally 1927).  
Tyler Anbinder, *Five Points* (New York: Free Press, 2001).  
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.  
James C. Scott, *Domination and the Arts of Resistance: Hidden Transcripts* (New Haven: Yale Univ. Press, 1990).  
James C. Scott, "Everyday Forms of Peasant Resistance." *Journal of Peasant Studies*, 13 (1986): 5-35.

### 22 March – Slavery

William Fogel, *Without Consent or Contract: The Rise and Fall of American Slavery* (New York: W.W. Norton, 1989).

Edward E. Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism* (New York: Basic Books, 2014).

#### Recommended:

Ira Berlin, *Generations of Captivity: A History of African-American Slaves* (Cambridge: Harvard Univ. Press, 2003).

Leslie Harris, *In the Shadow of Slavery: African Americans in New York City, 1626-1863* (Chicago: University of Chicago Press, 2003).

Raymond Williams, "Hegemony" in *Marxism and Literature* (New York: Oxford Univ. Press, 1977), 108-14.

Barbara Jeanne Fields, "Slavery, Race and Ideology in the United States of America," *New Left Review*, 181 (May-June 1990), 95-118.

Thomas C. Holt, "African American History," in Eric Foner, ed., *The New American History* (Philadelphia: Temple University Press, 1997).

### 29 March - Histories of Capitalism: Revolutions and Transformations

First draft of essay due 29 March.

Charles Sellers, *The Market Revolution: Jacksonian America, 1815-1846*. (New York: Oxford University Press, 1991).

Daniel Walker Howe, *What Hath God Wrought: The Transformation of America, 1815-1848*. (New York: Oxford University Press, 2007).

## 5 April - Histories of Capitalism: Globalism and Corporations

Sven Beckert, *Empire of Cotton: A Global History* (New York: Knopf, 2014).

Richard White, *Railroaded: The Transcontinentals and the Making of Modern America* (New York: W.W. Norton, 2011)

Jürgen Osterhammel, *The Transformation of the World: A Global History of the Nineteenth Century*, Patrick Camiller translator (Princeton: Princeton Univ. Press, 2014), Part VII, chaps. 1-6 (p. 322-391).

Students should be familiar with Frederick Jackson Turner, "The Significance of the Frontier in American History," orig. 1893 (available in Richard W. Etulain, *Does the Frontier Experience Make America Exceptional?* (New York: Bedford/St. Martin's Press, 1999).

### Recommended:

Joyce Appleby, *The Relentless Revolution: A History of Capitalism*. (New York: W. W. Norton, 2010).

Michael Zakim and Gary J. Kornblith, *Capitalism Takes Command: The Social Transformation of Nineteenth-Century America* (Chicago: University of Chicago Press, 2012).

Philip Scranton, *Endless Novelty: Specialty Production and American Industrialization, 1865-1925* (Princeton: Princeton University Press, 1997).

## 12 April - Immigration

Kerby A. Miller, *Emigrants and Exiles: Ireland and the Irish Exodus to North America* (New York: Oxford University Press, 1985).

Tyler Anbinder, *City of Dreams: The 400-Year Epic History of Immigrant New York* (Boston: Houghton Mifflin Harcourt, 2016), esp. 101-469.

### Recommended:

Kathleen Neils Conzen, David A. Gerber, Ewa Morawska, George Pozzetta, Rudolph J. Vecoli, "The Invention of Ethnicity: A Perspective from the U.S.A." *Journal of American Ethnic History*, 12 (1992), 3-63.

Eric Arnesen, "Whiteness and the Historians' Imagination," *International Labor and Working Class History*, 60 (Fall 2001), 3-32.

James R. Barrett, "Americanization from the Bottom Up: Immigration and the Remaking of the Working Class in the United States, 1880-1930." *Journal of American History*, 79 (1992), 996-1020.

## 19 April - The Civil War

James McPherson, *Battle Cry of Freedom* (New York: Oxford Univ. Press, 1988).

Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery* (New York: W.W. Norton, 2010).

### Recommended:

Eric Foner, "Slavery, the Civil War, and Reconstruction," in Eric Foner, ed., *The New American History* (Philadelphia: Temple University Press, 1997).

Vernon Burton, "Civil War and Reconstruction," in William Barney, ed., *A Companion to 19<sup>th</sup>-Century America* (Oxford, Eng.: Blackwell, 2001), 47-60.

Andrew L. Slap & Frank Towers, eds., *Confederate Cities: The Urban South During the Civil War Era* (Chicago: University of Chicago Press, 2016).

Doris Kearns Goodwin, *Team of Rivals: The Political Genius of Abraham Lincoln* (New York: Simon & Schuster, 2005).

## 26 April - The Civil War

Final essay due.

Jonathan Fetter-Vorm and Ari Kelman, *Battle Lines: A Graphic History of the Civil War* (New York: Hill & Wang, 2015).

### **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 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*, revised and expanded (Philadelphia: Temple Univ. Press, 1997), 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., Wednesday, 1 February 2017.

All essays should be typed, double-spaced, in 12 font, and printed on ONE side of each page. The essay should be in the professor's possession by 2:30 p.m. Wednesday, 5 April 2017. 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 Wednesday, 26 April 2017. 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.

## 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:

### 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.

### 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.

1. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), Kindle edition.
2. Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), accessed February 28, 2010, <http://press-pubs.uchicago.edu/founders/>.

### 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.

### 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.

1. Gueorgi Kossinets and Duncan J. Watts, "Origins of Homophily in an Evolving Social Network," *American Journal of Sociology* 115 (2009): 411, accessed February 28, 2010, doi:10.1086/599247.

### 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, MAGAZINES AND PERIODICALS

- "General Sessions," *New York Herald*, Sept. 30, 1842.  
"The American Newspaper," *Collier's Weekly*, 2 September 1911.  
"The Gentle Art of Faking," *New York Times*, 21 January 1912, Part 7, 7.

### WEBSITE

A citation to website content can often be limited to a mention in the text or in a note ("As of July 19, 2008, the McDonald's Corporation listed on its website . . ."). If a more formal citation is desired, it may be styled as in the examples below. Because such content is subject to change, include an access date or, if available, a date that the site was last modified.

1. "Google Privacy Policy," last modified March 11, 2009, <http://www.google.com/intl/en/privacypolicy.html>.
2. "McDonald's Happy Meal Toy Safety Facts," McDonald's Corporation, accessed July 19, 2008, <http://www.mcdonalds.com/corp/about/factsheets.html>.

## 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 “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](http://luc.edu/history)



Like: [facebook.com/loyolahistorydepartment](https://www.facebook.com/loyolahistorydepartment)



Follow: [twitter.com/loyolahistdept](https://twitter.com/loyolahistdept)



Follow: [flickr.com/people/luchistorydepartment](https://www.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.