

AMERICAN URBAN AND CULTURAL HISTORY, 1800-2019

Loyola University Chicago
HIST 460-800-5560
Spring 2019
Wednesday, 4:15-6:45 p.m.
Crown 528
<https://www.luc.edu/history/people/facultydirectory/gilfoyletimothyj.shtml>

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Office Hrs: Wednesday, 1-3:30pm

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 15 to 25-page typewritten essay (50%), class participation (25%), ungraded, one-page weekly reaction papers of the class readings (13%), and two oral reports (two pages in length) introducing two of the class readings (6% each). Specific guidelines for all these requirements appear on pages 7-19 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 each class will be divided into two groups and 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. The content of some classes, 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

Timothy J. Gilfoyle, "White Cities, Linguistic Turns, and Disneylands: Recent Paradigms in Urban History," *Reviews in American History* 26 (March 1998): 175-204; reprinted in Louis P. Masur, ed., *The Challenge of American History* (Baltimore: Johns Hopkins Univ. Press, 1999), 175-204. A longer version of this essay is available at:
<http://www.luc.edu/depts/history/gilfoyle/WHITECIT.HTM>

Raymond A. Mohl and Roger Biles, "New Perspectives on American Urban History," in *The Making of Urban America*, ed. Mohl and Biles, 3rd ed. (Lanham, MD: Rowman and Littlefield, 2012), 343-448.

23 January: The Impact of Urbanization

William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York: W.W. Norton, 1991).

Cindy R. Lobel, *Urban Appetites: Food and Culture in Nineteenth-Century New York* (Chicago: University of Chicago Press, 2014).

Recommended:

Cindy R. Lobel, "Food in 19th-Century American Cities," in Jon Butler, ed., *Oxford Research Encyclopedia of American History* (Online Publication Date: Apr 2016) DOI: 10.1093/acrefore/9780199329175.013.281

David Schley, "Industry, Commerce, and Urbanization in the United States, 1790-1870," in Jon Butler, ed., *Oxford Research Encyclopedia of American History* (Online Publication Date: Jun 2018) DOI: 10.1093/acrefore/9780199329175.013.603

Martin Melosi, *The Sanitary City: Urban Infrastructure in America from Colonial Times to the Present* (Baltimore: The Johns Hopkins University Press, 2000).

"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.

Donald Wooster, et al., "A Round Table: Environmental History," *Journal of American History*, 76 (March 1990), 1087-1147.

Timothy J. Gilfoyle, "Urbanization," in William Barney, ed., *A Companion to 19th-Century*

America (Oxford, Eng.: Blackwell, 2001), 152-63.

30 January: Sex and God in the 19th-Century City

Preliminary bibliographies due.

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

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

Recommended:

Timothy J. Gilfoyle, "Prostitutes in History: From Parables of Pornography to Metaphors of Modernity," *American Historical Review*, 104 (Feb. 1999), 117-41, available at: <http://www.jstor.org.flagship.luc.edu>.

Jessica Pliley, "Prostitution in America," in Jon Butler, ed., *Oxford Research Encyclopedia of American History* (Online Publication Date: Nov 2018) DOI: 10.1093/acrefore/9780199329175.013.121

Kyle B. Roberts, "Religion in the American City, 1600-1900," in Jon Butler, ed., *Oxford Research Encyclopedia of American History* (Online Publication Date: Apr 2016) DOI: 10.1093/acrefore/9780199329175.013.347

Patricia Cline Cohen, *The Murder of Helen Jewett* (New York: Knopf, 1998).

Patricia Cline Cohen, Timothy J. Gilfoyle, and Helen Lefkowitz Horowitz, *The Flash Press: Sporting Male Weeklies in the 1840s* (Chicago: University of Chicago Press, 2008).

George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World* (New York: Basic Books, 1994).

Melinda Chateaubert, *Sex Workers Unite: A History of the Movement from Stonewall to Slut Walk* (Boston: Beacon Press, 2013).

Timothy J. Gilfoyle, "Finding God in the City: Religion and Urban History," in Kyle Roberts and Stephen Schloesser, S.J., eds., *Crossings and Dwellings: Restored Jesuits, Women Religious, American Experience, 1814-2014* (Brill Publishers, 2017), 167-219.

6 February: Urban Underworlds and Carceral States

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

Heather Ann Thompson, *Blood in the Water: The Attica Prison Uprising of 1971 and Its Legacy* (New York: Pantheon, 2016).

Recommended:

Tyler Anbinder, *Five Points* (New York: Free Press, 2001).

Herbert Asbury, *The Gangs of New York: An Informal History of the New York Underworld*

(New York: Thunder's Mouth Press, 2001; originally 1927).
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).
Norval Morris and David Rothman, eds., *The Oxford History of the Prison* (New York: Oxford Univ. Press, 1995), essays by Spierenburg, Rothman, Rotman, and Morris.
James C. Scott, *Domination and the Arts of Resistance: Hidden Transcripts* (New Haven: Yale Univ. Press, 1990).
Terry Williams, *The Cocaine Kids: The Inside Story of a Teenage Drug Ring* (Reading, Mass.: Addison-Wesley, 1989).

13 February: Parks

David Schuyler, *The New Urban Landscape: The Redefinition of City Form in Nineteenth-Century America* (Baltimore: Johns Hopkins Univ. Press 1986).

Roy Rosenzweig and Elizabeth Blackmar, *The Park and the People: A History of Central Park* (Ithaca: Cornell University Press, 1992).

Recommended:

David Schuyler, "Parks in Urban America," in Jon Butler, ed., *Oxford Research Encyclopedia of American History* (Online Publication Date: Nov 2015) DOI: 10.1093/acrefore/9780199329175.013.58

20 February: Suburbanization

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

Robert Bruegmann, *Sprawl: A Compact History* (Chicago: University of Chicago Press, 2005).

Recommended:

Ann Durkin Keating, "Suburbanization before 1945," in Jon Butler, ed., *Oxford Research Encyclopedia of American History* (Online Publication Date: Sep 2015) DOI: 10.1093/acrefore/9780199329175.013.65

James L. Wunsch, "The Suburban Cliche," *Journal of Social History*, 28 (1995), 643-58.

27 February: New Suburban History

Becky Nicolaides, *My Blue Heaven: Life and Politics in the Working-Class Suburbs of Los Angeles, 1920-1965* (Chicago: University of Chicago Press, 2001).

Andrew Wiese, *Places of Their Own: African American Suburbanization in the Twentieth Century* (Chicago: University of Chicago Press, 2004).

Recommended:

Becky Nicolaides and Andrew Wiese, "Suburbanization in the United States after 1945," in Jon Butler, ed., *Oxford Research Encyclopedia of American History* (Online Publication Date: Apr 2017) DOI: 10.1093/acrefore/9780199329175.013.64

Mark Padoongpatt, "Post-World War II Asian American Suburban Culture," in Jon Butler, ed., *Oxford Research Encyclopedia of American History* (Online Publication Date: Nov 2018) DOI: 10.1093/acrefore/9780199329175.013.539

Becky Nicolaides and Andrew Wiese, *The Suburban Reader* (New York: Routledge, 2006).

Kevin Kruse and Thomas Sugrue, eds., *The New Suburban History* (Chicago: University of Chicago Press, 2007).

Matt Lassiter, *The Silent Majority: Suburban Politics in the Sunbelt South* (Princeton: Princeton University Press, 2006).

Richard Harris and Robert Lewis, "The Geography of North American Cities and Suburbs, 1900-1950," *Journal of Urban History*, 27 (March 2001), 262-284.

6 March: Spring Break – NO CLASS

13 March – The Sunbelt City

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

Mike Davis, *City of Quartz: Excavating the Future in Los Angeles* (London: Verso, 1990).

Recommended:

Allen J. Scott and Edward W. Soja, "Introduction to Los Angeles: City and Region" and Richard Weinstein, "The First American City," both in Scott and Soja, eds., *The City: Los Angeles and Urban Theory at the End of the Twentieth Century* (Berkeley: Univ. of California Press, 1996), 1-46.

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

Michelle Nickerson and Darren Dochuk, eds., *Sunbelt Rising: The Politics of Space, Place and Region* (Philadelphia: University of Pennsylvania Press, 2011).

Ted Rohrlich, "Seer of L.A. or Blinded by Its Light?" *Los Angeles Times*, 13 April 1999.

Veronique de Turenne, "Is Mike Davis' Los Angeles All in His Head?" *Salon* (7 Dec. 1998), at : http://www.salonmagazine.com/it/feature/1998/12/cov_07feature.htm

Please note that this class will end early in order to attend Dale Winling's presentation on the Chicago Elections Project, 6:00 pm, Institute of Environmental Sustainability, Room 123/124. All class members are expected to attend.

20 March – Mapping the City

Susan Schulten, *A History of America in 100 Maps* (Chicago: University of Chicago Press,

2018).

Also see the special web pages: www.america100maps.com and www.mappingthenation.com

Susan Schulten will be a special guest for this class.

Recommended: Susan Schulten, *Mapping the Nation: History and Cartography in Nineteenth-Century America* (Chicago: University of Chicago Press, 2012), introduction, chapter 3, and conclusion.

27 March: Race and Space

Arnold Hirsch, *Making the Second Ghetto: Race and Housing in Chicago, 1940-1960* (New York: Cambridge University Press, 1983).

D. Bradford Hunt, *Blueprint for Disaster: The Unraveling of Chicago Public Housing* (Chicago: University of Chicago Press, 2009).

Brad Hunt will be a special guest for this class.

Recommended:

Special Issue: "Urban History, Arnold Hirsch, and the Second Ghetto Thesis," *Journal of Urban History*, vol. 29, no. 4 (March 2003).

D. Bradford Hunt, "Public Housing in Urban America," in Jon Butler, ed., *Oxford Research Encyclopedia of American History* (Online Publication Date: Dec 2018 DOI: 10.1093/acrefore/9780199329175.013.61

Thomas J. Sugrue, "The Black Freedom Struggle in the Urban North," in Jon Butler, ed., *Oxford Research Encyclopedia of American History* (Online Publication Date: Dec 2018) DOI: 10.1093/acrefore/9780199329175.013.45

Beryl Satter, *Family Properties: Race, Real Estate and the Exploitation of Black America* (New York: Metropolitan Books/Henry Holt, 2009).

3 April: The Ghetto – **Papers Due**

Camilo José Vergara, *The New American Ghetto* (New Brunswick, N.J.: Rutgers University Press, 1995).

Mitchell Duneier, *Ghetto: The Invention of a Place, the History of an Idea* (New York: Farrar, Straus and Giroux, 2018).

10 April - Urban Crises

Thomas J. Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*

(Princeton: Princeton University Press, 1996).

Kimberly Phillips-Fein, *Fear City: New York's Fiscal Crisis and the Rise of Austerity Politics* (New York: Metropolitan Books, 2017).

Andrew K. Sandoval-Strausz, "Latino Landscapes: Postwar Cities and the Transnational Origins of a New Urban America," *Journal of American History*, 101 (Dec. 2014), 804-31.

Recommended:

Christopher Klemek, "National Urban Renewal," in Jon Butler, ed., *Oxford Research Encyclopedia of American History* (Online Publication Date: Jul 2018) DOI: 10.1093/acrefore/9780199329175.013.147

Robert O. Self, *American Babylon: Race and the Struggle for Postwar Oakland* (Princeton: Princeton University Press, 2003).

"Symposium on Thomas J. Sugrue: *The Origins of the Urban Crisis*," *Labor History*, 39 (1998), 43-69.

Thomas J. Sugrue, *Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North* (New York: Random House, 2008).

Andrew K. Sandoval-Strausz, "Viewpoint: Latino Vernaculars and the Emerging National Landscape," *Buildings & Landscapes: The Journal of the Vernacular Architecture Forum*, 20 (Spring 2013), 1-18.

17 April – The Postindustrial Urban Neighborhood

Alexander von Hoffman, *House by House, Block by Block: The Rebirth of America's Urban Neighborhoods* (New York: Oxford University Press, 2004).

Sean Dinces, *Bulls Market: Chicago's Basketball Business and the New Inequality* (Chicago: University of Chicago Press, 2018)

Sean Dinces will be a special guest for this class.

Recommended:

Suleiman Osman, "Gentrification in the United States," in Jon Butler, ed., *Oxford Research Encyclopedia of American History* (Online Publication Date: May 2016) DOI: 10.1093/acrefore/9780199329175.013.135

24 April - The Postindustrial City - **Final Papers Due.**

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:

David Harvey, *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change* (Oxford, Eng.: Basil Blackwell, 1989).

Sharon Zukin, *Landscapes of Power: From Detroit to Disneyland* (Berkeley: Univ. of California Press, 1991).

Michael Sorkin, ed., *Variations on a Theme Park: Scenes from the New American City* (New York: Pantheon, 1990).

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 reports constitutes 12 percent of the final grade (6 percent each for two reports). Students will choose two 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 15-25 typewritten pages of text (3,750-6,250 words), plus notes.

A useful introduction to available primary sources in Chicago is:

<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:

Louis P. Masur, ed. *The Challenge of American History* (Baltimore: Johns Hopkins Univ. Press, 1999).

Eric Foner and Lisa McGirr, eds., *American History Now* (Philadelphia: Temple Univ. Press, 2011), 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 15-25 typewritten pages of text (3,750-6,250 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 24 April 2019. 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:

Raymond A. Mohl and Roger Biles, "New Perspectives on American Urban History," in Mohl and Biles, eds., *The Making of Urban America*, 3rd ed. (Lanham, Md.: Rowman and Littlefield, 2012), 343-448.

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*, *Journal of Planning History*, and *Journal of Social History*.

Good bibliographies on urban history can be found on the world-wide web:

https://urbanhistorybibliography.cambridge.org/uhy_bib/action/search
<https://www.cambridge.org/core/journals/urban-history/article/bibliography-of-urban-history-2016/47BE33FFC422CF6BEE0D6995413954BC#>

Bibliographies on urban planning and design include:

<http://www.cyburbia.org/>
<http://www.lib.berkeley.edu/ENVI/urbhist.html>

A bibliography on Chicago is:

https://en.wikipedia.org/wiki/Bibliography_of_Chicago_history

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:

https://www.cityofchicago.org/city/en/depts/dcd/supp_info/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:

<https://www.chicagohistory.org/collections/explore-our-research-collections/>
<http://www.chsmedia.org/househistory/1909snc/start.pdf>

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

<https://www.shore-line.org>
<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://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: <https://www.planning.org/>

"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:
<https://planninghistory.org/>

H-Urban Weblinks:
<https://networks.h-net.org/search/site/H-Urban>

For suburbanization and spawl:

<http://www.sprawlwatch.org/>
<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/>

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

Cleveland Memory Project
<http://images.ulib.csuohio.edu/index.php>

SELECT BIBLIOGRAPHY

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Abbott, Edith. The Tenements of Chicago, 1880-1935. Chicago: Univ. of Chicago Press, 1936.

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.

Bureau of the Census, U.S. Department of the Interior. Urban Atlas, Tract Data for Standard Metropolitan Statistical Areas: Chicago, Ill.. Washington, D.C., 1974.

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: Univ. of Chicago Press, 1968.

----- 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.

Fitch, James Marston. American Building: The Historical Forces that Shaped It. Second ed. Boston: Houghton Mifflin, 1966.

----- American Building: The Environmental Forces that Shaped It. Second ed. New York: Schocken, 1972.

Flink, James J. The Automobile Age. Cambridge: M.I.T. Press, 1988.

Ford, James. Slums and Housing with Special Reference to New York City: History, Conditions, Policy. Cambridge: Harvard Univ. Press, 1936.

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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:

ENDNOTE FORMAT FOR 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.

ENDNOTE FORMAT FOR 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.

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.

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/>.

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.

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.

ENDNOTE FORMAT FOR 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.

ENDNOTE FORMAT FOR 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.

ENDNOTE FORMAT FOR 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.

ENDNOTE FORMAT FOR INTERVIEWS

Merle E. Roemer, interview by author, tape recording, Millington, Md., July 26, 1973.

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.

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.

2. “Google Privacy Policy,” last modified March 11, 2009, <http://www.google.com/intl/en/privacypolicy.html>.

3. “McDonald’s Happy Meal Toy Safety Facts,” McDonald’s Corporation, accessed July 19, 2008, <http://www.mcdonalds.com/corp/about/factsheets.html>.

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.

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From Wayne Booth, Gregory C. Colomb, and Joseph M. Williams, *The Craft of Research* (Chicago: University of Chicago Press, 1995), p. 167.

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