HIST 460: AMERICAN URBAN AND CULTURAL HISTORY, 1000-2024
Spring 2024

Loyola University Chicago                                          Prof. Timothy J. Gilfoyle
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Spring 2024                                                                   (312) 508-2221
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528 Crown Center                                                            Office Hrs.: Wed. 8-9:30am, 12-2pm
Wednesday, 2:45-5:15pm                        and by appointment
Webpage

COURSE DESCRIPTION

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.

COURSE REQUIREMENTS AND STRUCTURE

Student evaluation will be based on four course requirements:
1. A 20- to 25-page typewritten essay or comparable digital project (50%);
2. Class participation (25%);
3. Ungraded questions submitted weekly (by 2pm) on the class readings (13%);
4. One or two oral reports (2-3 pages in length) introducing one of the class readings (6%
   for each one).

Specific guidelines for these requirements appear on pages 8-13 of the syllabus.

1 This syllabus is a working document. The professor reserves the right to modify and alter the syllabus and all
   materials, guidelines, etc., contained within it at his discretion over the course of the semester.
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 on Sheridan Road; some are available as ebooks through the LUC Library (as indicated on the syllabus). 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 contact the professor and the Student Accessibility Center (SAC) in the Sullivan Center (773-508-3700, www.luc.edu/sswd) within the first two weeks of the semester to discuss the need for any special arrangements. Loyola University Chicago provides reasonable accommodations for students with disabilities and any student requesting accommodations related to a disability or other condition is required to register with the SAC. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equal access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

CLASS MEETING DATES AND ASSIGNMENTS

17 January

24 January – Indigenous Cities


Ann Durkin Keating, North Central College, will be a special guest for this class.

31 January: The Impact of Urbanization

Preliminary bibliographies due.


Recommended:


7 February: Sex in the City


Recommended:


14 February: God in the City


Kyle Roberts, American Philosophical Society, will be a special guest for this class.

Recommended:

21 February: Urban Underworlds and Carceral States


Douglas Flowe, Washington University in St. Louis, will be a special guest for this class.

Recommended:

28 February: Parks


Recommended:

6 March: Spring Break – NO CLASS

13 March: Suburbanization


Recommended:

20 March: Education


Christina Groeger, Lake Forest College, will be a special guest for this class.
27 March: The Sunbelt City


Brad Hunt, Loyola University Chicago, will be a special guest for this class.

Recommended:

3 April: Race and Space – **Papers Due**


Recommended:


10 April – Mapping the City


Also see the special web pages: [www.america100maps.com](http://www.america100maps.com) and [www.mappingthenation.com](http://www.mappingthenation.com)


17 April - Urban Crises


Andrew K. Sandoval-Strausz, Pennsylvania State University, will be a special guest for this class.

Recommended:


24 April – Urban Capitalism - **Final Papers Due.**


Recommended:

OR

(This book will be available to enrolled students through the professor at a half-price discount).

Recommended:

**CLASS DISCUSSIONS AND CRITICAL READING**

Most of the readings may be purchased or rented through the Loyola University Bookstore in the Granada Center on Sheridan Road. Students also have the option to purchase books directly from publishers and discount sites. Here are a few recommendations:

Alibris
AbeBooks
ThriftBooks

All of the required readings will be available on reserve at Cudahy Library in some digital form with different levels of access.
Discussion and class participation are a very important part of your final grade (25 percent). Classroom discussion will center on the required readings and a primary responsibility of students is to complete the weekly reading before the date of the scheduled class discussion and contribute their thoughtful, reflective opinions in the weekly class discussion. 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 each assigned reading, students should submit via email three questions about the reading to Prof. Gilfoyle which can be used to shape and guide the class discussion. Please submit the questions via email by noon each Wednesday. Students do not need to submit questions if they are presenting an oral report for the class.**

In general, students should be prepared to answer the questions found in the "Critical Reading" section of the syllabus below. 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. Discussions take place in every class period, each worth 2 "points." Students will receive 0 points for nonparticipation or failure to submit 3 questions before the class meeting, 1 point for minimal participation and submitting 3 questions before the class meeting, 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?

Students should always feel free to contact me any time throughout the semester with questions concerning course materials, procedures, and information. If you have any special circumstances that may have some impact on your course work or you undergo an unforeseen emergency, please inform me as soon as possible in order to establish a plan for assignment completion if necessary. Students should keep me 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 their 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.

WEEKLY ORAL REPORTS

The oral reports constitute 12 percent of the final grade (6 percent each for two reports; 12 percent if you only give one report). At the beginning of the semester, students will choose and be assigned to present an oral report on one or two of the assigned weekly readings. Each individual student will write a two- to three-page summary and reaction which will include the main arguments provided by the author and perhaps a brief reaction on the strengths and weaknesses of those arguments. Each individual student responsible for the weekly reading should submit the written report to Prof. Gilfoyle by 12noon on the day of the class. Prof. Gilfoyle will hopefully respond with edits and suggestions before the class meeting. The individual student will then read the essay to the class to initiate our discussion of the text. Assignments will hopefully be made before the first class.

WEEKLY QUESTIONS

The weekly questions constitute 13 percent of the final grade. Students should submit three questions about the reading to Prof. Gilfoyle via email by noon each Wednesday. These questions will be used to shape and guide the class discussion that day. Students presenting an oral report to the class do not need to submit questions that day. The purpose of the assignment is to facilitate and broaden class discussion by requiring each student to consider what are the important themes and omissions of each reading, and thereby critically assess the text in some way: use of sources, methodology employed, strengths and weaknesses of the thesis, or comparison with other works.

ESSAY OR DIGITAL PROJECT
The essay or digital project requirement constitutes 50 percent of the final grade and 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.

Three types of essays or projects are acceptable: 1) research; 2) historiographical; and 3) digital. 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 three 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](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. 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. A select bibliography can be found on pages 15-18 to assist in the selection of a topic. Here are two examples for your reference that focus on American urban history:


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

Other examples and models for such essays can be found in the following collections:


Digital projects should be of equivalent scope as a research or historiographical essay. Such projects should involve research upon a topic related to the course. Revising and expanding upon an earlier blog post or digital project are acceptable. Students may exploit digital tools learned and used in other classes.

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 submitted via email by 4:15 p.m., Wednesday, 31 January 2024.

All essays should be typed, double-spaced, in 12-size font and printed on ONE side of each page. A copy of the essay should be submitted to the professor by 4:15 p.m. Wednesday, 3 April 2024. 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 2024. If possible, 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 19-21).

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, 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/uhby_bib/action/search
https://www.cambridge.org/core/journals/urban-history/article/bibliography-of-urban-history-2016/47BE33F9422CF6BEE0D6995413954BC#

Bibliographies on urban planning and design include:

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

A bibliography on Chicago is:


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:

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/

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


The American Planning Association Homepage: https://www.planning.org/


The International Planning History Society: https://planninghistory.org/


For suburbanization and sprawl:
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

AMERICAN CITY MAGAZINE, 1900-1930. [detailed reports on International Congress of Cities]
ART INDEX, 1929-
CHICAGO PLAN Commission. 44 Cities in the City of Chicago. Chicago: Chicago Plan Commission, 1942.


*Industrial Arts Index*, 1913-1957.

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


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-fourty-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 AND ACADEMIC DISHONESTY

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. This is in accordance with university policy. 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 in your notes, 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. Lastly, you plagiarize when you, the student, use an essay or assignment submitted for a grade and credit for another
class to fulfill an evaluation component for this course. This is called self-plagiarism and is not permitted.

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. Finally, 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.

Academic dishonesty or “cheating” is a violation of university standards and will not be tolerated. Students caught cheating will be given a zero (0) on that examination or evaluation component. Students are not allowed to distribute or share examination-related materials with other students without the consent of the professor. Students may not take or write an exam for another student. Additionally, students may not share their answers with one another until after all examinations have been completed and submitted for final evaluation.

For more on these issues, particulars, what constitutes plagiarism, the process for appeals, and academic grievance procedure please review the Academic Standards and Regulations portion of the Undergraduate Studies Catalog and Academic Integrity Statement for the College of Arts and Sciences.

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 majors and minors, details about scholarships and essay contests, faculty bios and course descriptions, and the department’s “Major in History” career guide.