"God made the country and man made the town."  William Cowper, 1780

The United States was born in the country and moved to the city. This course examines the transformation of the United States from a simple agrarian and small-town society to a complex urban and suburban nation. **Field trips and walking tours are a vital component of the class.** Between 1850 and 1950, American urban communities were transformed from "horizontal" cities of row houses, tenements and factories to "vertical" cities of apartments and skyscrapers. From New York's Brooklyn Bridge to Chicago's Sears Tower to San Francisco's Golden Gate Bridge, the tower and the bridge epitomized American urbanism, and frequently America itself. Certain themes recur throughout the course of American urban and cultural history which will be focal points of this class: the interaction of private commerce with cultural change; the rise of distinctive working and middle classes; the creation and segregation of public and private spaces;
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 among wealthy, poor, native-born, immigrant, and racial groups. More broadly, the course attempts to comprehend the American city within the changing questions of what it means to be an American. Why do American cities look the way they do? What is distinctive about the social and built environments of American cities? How have Americans created and adapted to those environments? Where do I fit in? Who am I? In the end, students will better comprehend the urban environment in which they live and work.

The course requirements and their percentage of the final grade are: 1) two exams (20% each), 2) 10-20 page essay (30%), 3) participation and class discussion (20%); 4) Art Institute of Chicago assignment (5%); 5) Chicago History Museum assignment (5%). The exams will be based primarily on the readings below and secondarily on lectures and class discussions. Students will receive study sheets one or two weeks before each exam which will outline the questions and issues that will be included in each exam. Midterm exams and grades will be returned by 24 October 2018. Please note that the essay should be in the professor's possession by 2:45 p.m. on Monday, 5 Nov. 2018. Completion of the essay by this date is 5 percent of the final grade. Students who complete the essay on time have the option to rewrite the paper upon its evaluation and return (see pages 10-19 for more guidance on the essay requirement).

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. Students should allocate enough time to complete the required reading, approximately 150 pages per week. 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 (see pages 5-6). All required readings may be purchased at the Loyola University Bookstore and have been placed on reserve in Cudahy Library.

Students who are disabled or impaired should meet with the professor within the first two weeks of the semester to discuss the need for any special arrangements. The content of some lectures and reading assignments includes verbal and visual images of controversial and disturbing events in American history (including war, physical violence, sexual assault, racist and misogynist language, lynchings and other examples). Students should contact the professor if such content affects their ability to learn. Students should keep the professor and junior professors 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.

The reading assignments for this course are:

(2014-), available online via the Internet through LUC Libraries.

Students who attend class will receive lecture notes via Loyola’s Outlook email system sometime after class. The notes serve as the "textbook" for class and eliminate the need to engage in frantic note-taking. Students should carefully listen to and contemplate the arguments and ideas raised in each lecture. **All computers, cellphones, smartphones, tablets, MP3 players and any other electronic devices should be turned off during class.** Upon accessing the notes, students should transfer the notes to a disk or flash drive and print a "hard" copy. To receive the notes, students must attend the class. No attendance, no notes.

**COURSE OUTLINE**

28 Aug.: What is a City? Indian and Colonial Cities


4 Sept.: The Digital City

Field Trip: “SS Eastland: Riverwalk Augmented Reality Experience,” with John Russick Vice President for Interpretation and Education, Chicago History Museum. Students should download the Eastland Disaster app from the chicago00 website, [www.chicago00.org](http://www.chicago00.org) and bring their phones or tablets (tablets are better for Augmented Reality presentations).

11 Sept.: Housing in the Industrial City: From Row Houses to Apartments

Field Trip: Driehaus Museum and Nickerson Mansion, 40 E. Erie Street (Wabash Ave.)

http://driehausmuseum.org/

18 Sept.: Frederick Law Olmsted, Parks and the New Urban Landscape


Field Trip: Washington Park and Newberry Library

Preliminary bibliography for required paper or project due on 18 Sept. 2018.

25 Sept.: Crime and Politics in the 19th-Century Metropolis

Discussion of: William L. Riordan, Plunkitt of Tammany Hall, edited and introduction by Terrence McDonald (New York: Bedford/St. Martin's, 1992), orig. 1905.

Recommended: Gangs of New York, directed by Martin Scorcese; starring Daniel Day Lewis

2 Oct.: MIDTERM COLLABORATIVE EXAMINATION

9 Oct.: NO CLASS MIDSEMESTER BREAK

16 Oct.: Making the City Beautiful


Recommended: web site on the World’s Columbian Exposition
http://xroads.virginia.edu/~MA96/WCE/title.html

Movie: Ken Burns, Brooklyn Bridge
Recommended: web sites on the Brooklyn Bridge:

http://www.greatbuildings.com/buildings/Brooklyn_Bridge.html

Reminder: all History Majors should see their academic advisor before registering for Spring Semester classes.

23 Oct.: The Birth of the Skyscraper

Recommended: web site on the construction of the Empire State Building
http://www.skyscraper.org/

Field Trip: The Skyscraper Loop in Streeterville

30 Oct. & 6 Nov.: The Suburban Nation


Movie: *The City*

**Class essay or project due on 6 November 2018.**

13 Nov.: The Postwar City


For an interview with Jacobs, see: http://www.kunstler.com/mags_jacobs1.htm
Field Trip: Marshall Field Garden Apartments, Schiff Residences, and former site of Cabrini-Green Homes

20 Nov.: Disney and the Postmodern City


27 Nov.: Millennium Park and the Postmodern City

Field Trip: Millennium Park. Meet at the Café beside the Park Grille Restaurant in Millennium Park at 2:45pm. Concluding class dinner in Park Grille after the walking tour.

Recommended: web sites on Millennium Park and Frank Gehry
http://en.wikipedia.org/wiki/Millennium_Park
http://press.uchicago.edu/ucp/books/book/chicago/M/bo3750494.html

4 Dec. FINAL COLLABORATIVE EXAMINATION

**DISCUSSIONS AND CRITICAL READING**

Discussion and class participation is a very important part of your grade (20 percent). Incisive, imaginative and thoughtful comments that generate and facilitate discussion are weighed heavily in the final grade. 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 will only lower a student's final grade. Discussions are scheduled for 7 class periods, each worth 3 "points." Students will receive 1 point for attendance and minimal participation, and 2 or 3 points for active participation. Students who raise questions that generate discussion in other classes 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 find the author's interpretation and what evidence and influences led to that conclusion. Never assume a "passive" position when reading a text. If students ask and attempt to answer the following questions, they will more fully comprehend and understand any reading.

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?

Students who miss a class discussion or feel reluctant to speak in class have the option of writing a 3-4 page review essay on the required reading. The essay should summarize the author’s thesis in one paragraph and then proceed to criticize and analyze some aspect of that thesis. Students who elect to write such essays must submit them within two weeks of the class discussion.

ART INSTITUTE OF CHICAGO ASSIGNMENT

The assignment is simple: go to the Art Institute of Chicago (111 S. Michigan Avenue), locate ONE of the art objects below (many of which are discussed or shown in class), have a digital photograph of yourself taken in front of the object or painting (ask a guard if you go alone), and email the photo and your ticket entrance receipt to Prof. Gilfoyle at tgilfoy@luc.edu Before you go, be sure to look up the room location of the object at http://www.artic.edu/aic/ The assignment is worth 5% of your final grade. Students may complete the assignment any time during the semester but no later than Friday, 7 Dec. 2018.

Jean Victor Berlin, Entrance to the Park at Saint-Cloud, c. 1802
Gilbert Stuart, Henry Dearborn, 1812
Duncan Phyfe, Box Sofa, 1820
Thomas Cole, Distant View of Niagara Falls, 1830
William Sidney Mount, Bar-room Scene, 1835
Alexander Jackson Davis, “Belmead” Center Table, 1846
Alexander Jackson Davis, Pair of Side Chairs, 1849
Daniel Chester French, Standing Lincoln, 1912
Daniel Chester French, Seated Lincoln, 1916
Winslow Homer, Croquet Scene, 1866
George Inness, Catskill Mountains, 1870
Jean Louis Ernest Meissonier, The Defense of Paris, 1870-71
Camille Pissarro, The Crystal Palace, 1871
Hiram Powers, Bust of Potter Palmer, 1871
Hiram Powers, Bust of Mrs. Potter Palmer, 1871
Thomas Weterman Wood, The Yankee Pedlar, 1872
Walter Shirlaw, Toning the Bell, 1874
Claude Monet, Arrival of the Normandy Train, Gare Saint-Lazare, 1877
Gustave Caillebotte, Paris Street; Rainy Day, 1877
Pierre-Auguste Renoir, Acrobats at the Cirque Fernando, 1879
Pierre-Auguste Renoir, The Laundress, 1877/79
Edgar Degas, Café Singer, 1879
Fernand Lungren, The Café, 1882-84
Georges Seurat, Final Study for “Bathers at Asnieres”, 1883
Hiram Powers, Armor Caritas, 1899
George Bellows, *Love of Winter*, 1914
Gifford Beal, *Spotlight*, 1915
James Earle Fraser, *The End of the Trail*, 1918
Archibald John Motley, Jr., *Self-Portrait*, c. 1920
Charles Demuth, *Business*, 1921
Joseph Stella, *By-Products Plants*, 1923/26
Georgia O’Keeffe, *The Shelton with Sunspots, N.Y.*, 1926
Todros Geller, *Strange Worlds*, 1928
John Bradley Storrs, *Ceres*, 1928
Grant Wood, *American Gothic*, 1930
Richard Neutra, *Armchair*, 1930
Charles Demuth, *...And the Home of the Brave*, 1931
Reginald Marsh, Tattoo and Haircut, 1932
Horace Pippin, *Cabin in the Cotton*, 1933/37
Walter Ellison, *Train Station*, 1936
Charles Green Shaw, *Wrigley’s*, 1937
Thomas Hart Benton, *Cotton Pickers*, 1945
Charles Wilbert White, *This, My Brother*, 1942
Louis Guglielmi, *The River*, 1942
Eldzier Cortor, *The Room No. VI*, 1948
Frank Lloyd Wright, *Metal Office Furniture for Johnson Wax Co. offices*, 1937-39
Edward Hopper, *Nighthawks*, 1942
Charles Wilbert White, *Harvest Talk*, 1953
Eero Saarinen, *Armchair*, 1955-57
Wendell Castle, *Coffee Table*, 1967
Robert Venturi & Denise Scott Brown, *Queen Anne Chair*, 1984

**CHICAGO HISTORY MUSEUM ASSIGNMENT**

The assignment is simple: go to the Chicago History Museum (1601 N. Clark Street), locate **ONE** of the objects below (some of which are discussed or shown in class), have a digital photograph of yourself taken in front of the object or painting (ask a guard if you go alone), and email the photo and your ticket entrance receipt to Prof. Gilfoyle at tgilfoy@luc.edu The assignment is worth 5% of your final grade. Students may complete the assignment any time during the semester but no later than Friday, 7 Dec. 2018.

Norman Rockwell, *The Clock Mender*, c. 1945
Pritzker Family Tree
Norman Rockwell, *Mrs. Catherine O’Leary Milking Daisy*, c. 1935
Albumen photograph, *Mary Livermore*, c. 1880

*The Pioneer*, 1848

J. Graff, *Chicago Zouaves in Utica, New York*, 1860

‘L’ Car No. 1, Chicago and South Side Rapid Transit Railroad Company, 1892


Abraham Lincoln, Reproduction of *Emancipation Proclamation*, 1863

Eyre Crowe, *After the Sale: Slaves Going South from Richmond*, 1853

Herman A. MacNeil, *Arrival of Marquette at the Chicago River* (bas-relief panel), 1894

Albert L. Van den Berghen, *Wooden Model of Fort Dearborn*, 1898

Lithograph by Jevne & Almini, *McVicker’s Theatre*, 1866

Lithograph by Jevne & Almini, *Crosby’s Opera House*, 1866

Lithograph by Jevne & Almini, *Union Stock Yards*, 1866

Lithograph by Jevne & Almini, *Court House Square*, 1866

J. Graff, *Chicago Zouaves in Utica, New York*, 1860

George P.A. Healy, *Colonel James Adelbert Mulligan*, 1864

Private Albert E. Myers, *Camp Douglas*, 1864

Albumen photograph, *Mary Livermore*, c. 1880


Lusier, *Stephen Arnold Douglas*, c. 1858

Aaron E. Darling, *Mary Richardson Jones*, c. 1865

Iron Slave Shackles, c. 1855

Clark Mills, *Life Mask of Abraham Lincoln*, 1865

Basketball Jersey worn by Scottie Pippen, 1997-98

Harlem Globetrotters, 1931

*Poster for the A Century of Progress International Exposition*, 1934

J. Fiele, *I Will bust*, 1893883

Edward H. Bennett, John Holabird, Hubert Burnham, *Model of the Travel and Transport Building*, 1933

Leo Zoller, *Riverview Carousel Horse*, 1908

*Colonel Crackie Hand Puppet*, 1955

Playboy Bunny Costume, 1972

Wooden Painted Sign from the Edgewater Beach Hotel, 1916-67

Gary Sheahan, *The Birth of the Atomic Age*, 1957

Gary Sheahan, *The International Live Stock Exposition at the International Amphitheater*, 1947

Frank Lloyd Wright, *Walnut Sewing Table*, c. 1907

William Le Baron Jenny, *Bronze rosette from the Home Insurance Building*, 1885

Louis Sullivan, *Plate-Glass Door Light from Adler & Sullivan*, 1883

Piero Zuffi, *Opera Costume Worn in “Carmen” at Lyric Opera*, 1959

Scott McDonald, *Millennium Park*, 2005

*Flag of Chicago*, 1917

Declan Haun, *Destroyed Buildings in Lawndale*, April 1968
Chicago Daily News, “Hanged,” 11 Nov. 1887
Julia Lemos, *Memories of the Fire in 1871*, 1912
Rex Petty, *Plaster Model of the Chicago Water Tower*, 1940

**EXTRA CREDIT**

During the semester, students will have opportunities to earn extra credit (usually 1-2 points on the final class grade). The professor will announce such opportunities in class and via email during the semester. To document your attendance, please take a selfie or photo of yourself at the event with one of the exhibit paintings, speaker, or stage behind you. Events already scheduled include:

“Charles White: A Retrospective,” Abbott Galleries, Art Institute of Chicago, 8 June-3 September 2018 (take a selfie or photo of yourself with one of the exhibit paintings).


“John Singer Sargent and Chicago’s Gilded Age,” Regenstein Hall, Art Institute of Chicago, 1 July-30 September 2018 (take a selfie or photo of yourself with one of the exhibit paintings).

Artists in Conversation: Tonika Lewis Johnson & Paola Aguirre on the Folded Map Collaboration, Loyola University Museum of Art, 820 N. Michigan Avenue, Tuesday, 4 Sept. 2018, 6-8pm.

Artists Talk: Folded Map Discussion with Tonika Lewis Johnson, Loyola University Museum of Art, 820 N. Michigan Avenue, Saturday, 29 Sept. 2018, 6-8pm.

**ESSAYS AND RESEARCH PROJECTS**

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. Tuesday, 18 Sept. 2018. The essay should be completed and handed in by 2:30 p.m. on Tuesday, 6 Nov. 2018. 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.

Three types of essays or projects are acceptable: 1) research, 2) historiographical, or 3) digital project. For this class, students should choose a specific urban 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 15-20 typewritten pages of text (3,750-5,000 words), plus notes. In this class, students should consider choosing a specific structure, block or well-defined neighborhood in a city as their research subject. A research essay also satisfies the portfolio requirements of a research paper and a bibliography for history majors.

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 secondary sources, or what historians have written about a specific subject. Such a paper examines how historians' interpretations have differed and evolved over time regarding a specific topic or theme. The major focus of a historiographical essay are the ideas of historians, how they compare with each other and how they have changed over time. Examples and models for such essays can be found in the following collections:


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

**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.

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 2:30 p.m. on Tuesday, 6 Nov. 2018. Students should submit one hard copy and one electronic copy of the 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.

Students have the option to rewrite the paper upon its evaluation and return (remember - the only good writing is good re-writing). All rewritten essays are due at the final class meeting on 4 Dec. 2018. Students should submit one hard copy and one electronic copy of the final essay.

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 18-20).

Students in search of a paper topic can begin their investigation with a cursory reading of any published overview on urban history. Examples include:


The following journals are also useful: Journal of Urban History, Urban History Yearbook, Urban Affairs Quarterly, Urban Affairs Review, and Journal of Social History.

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

http://www.uoguelph.ca/history/urban/citybib.html
http://www.uoguelph.ca/history/urban.html
http://www.ku.edu/history/VL/USA/urban.html
Bibliographies on urban planning and design include:

http://www.cyburbia.org/
http://www.lib.berkeley.edu/ENVI/urbind.html
http://www.ku.edu/history/VL/USA/urban.html

A good bibliography on Chicago is:

http://www.ukans.edu/history/VL/USA/urban/chicago.html

Web sites with descriptions and discussions of significant urban structures include:
http://www.greatbuildings.com/

Another useful source for certain Chicago structures is the Commission of Chicago Landmarks, a committee of the City Council. The Commission has a small professional staff and does reports on potential landmark sites. They are usually willing to share reports with students and researchers. See their web site at:

http://www.ci.chi.il.us/Landmarks/Commission.html

Certain specialized topics have good web sites that offer useful introductory information. For example, anyone interested in researching a specific address or structure in Chicago, the following web sites offer research strategies and sources:

http://www.rootsweb.com/~ilcook/info/howto/home_own.htm
http://www.chicagohistory.org/research/resources/architecture

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

http://www.cera-chicago.org/

Good resources for images on Chicago and other topics covered in the lectures include:

Chicago Imagebase:
http://www.uic.edu/depts/ahaa/imagebase/index.html

The Skyscraper Museum http://www.skyscraper.org/

The World’s Columbian Exposition of 1893
http://www.xroads.virginia.edu/~MA96/WCE/title.html
The Brooklyn Bridge
http://www.greatbuildings.com/buildings/Brooklyn_Bridge.html


The American Planning Association Homepage: http://www.planning.org/aicp/index.htm

The International Planning History Society:
http://web.bsu.edu/perera/iphs/

H-Urban Weblinks:
http://www.h-net.org/~urban/weblinks/3wsubj_plan.htm

For suburbanization and sprawl:
http://www.sprawlwatch.org/
http://www.sprawlwatch.org/economy.html
http://www.rut.com/misc/beyondSprawl.html

For research on Chicago architecture and building history, see:
http://www.chicagohistory.org/research/resources/architecture
http://www.rootsweb.com/~ilcook/info/howto/home_own.htm

ArtStor offers approximately 700,000 images in the areas of art, architecture, the humanities, and social sciences; see:
http://www.artstor.org/what-is-artstor/w-html

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

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

Ohio's Heritage Northeast site
http://www.ohiosheritagenortheast.org
SELECT BIBLIOGRAPHY


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

Art Index. 1929-


DeForest, Robert W. and Lawrence Veiller, The Tenement House Problem. New York:
Macmillan, 1903, 2 vols.


Industrial Arts Index, 1913-1957.


Real Estate Record Association. A History of Real Estate, Building, and Architecture in New York City During the Last Quarter Century. New York, 1898.


Wind, James P. Places of Worship: Exploring Their History. Nashville, Tenn.: American
Association for State and Local History, 1990.


**BASIC STYLE SHEET FOR NOTES IN ESSAYS**


Below is a simplified and acceptable summary for endnote citation:

**BOOKS**


**ENDNOTE FORMAT FOR ARTICLES AND BOOK CHAPTERS**


**ENDNOTE FORMAT FOR GOVERNMENT DOCUMENTS**


ENDNOTE FORMAT FOR NEWSPAPERS


ENDNOTE FORMAT FOR UNPUBLISHED MATERIAL


2. Graeme Davison, "Explanations of Urban Radicalism: Old Theories and New Historians" (paper delivered to the New Zealand Association for the Advancement of Science Congress, Melbourne, August, 1977), 22-34.

INTERNET AND WORLD WIDE WEB


When citing sources from the Internet, be sure to provide as much information as possible. Follow the same format as a published source if the citation is published, followed by the web address and the last date you accessed the source.

After a work has been fully cited, subsequent citations should use only the author's last name, a short title and page numbers. Consecutive citations of the same publication can employ *ibid*, and page numbers. The use of abbreviations is permissible, as long as the practice is consistent.

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

Plurals of dates do not need an apostrophe; write 1850*s*, 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

Plagiarism and/or academic dishonesty will result in a final grade of F for the examination or assignment as well a letter, detailing the event, to be placed in the offending student’s permanent file in the Dean’s office. The definition of plagiarism is:

You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his [or her] exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did with the sources at your elbow.


To avoid plagiarism, take notes carefully, putting all real quotes within quotation marks, while summarizing other parts in your own language. This is difficult; if you do not do it correctly, it is better to have all your notes in quotes. The worst thing is to alter a few words from the source, use no quotation marks, and treat the notes as a genuine summary. You will likely copy it out as written on your notecard, and thus inadvertently commit plagiarism. Changing around a word, a phrase, or a clause is still plagiarism if it follows the thought sequence or pattern in the original. On the other hand, do not avoid plagiarism by making your paper a string of quotations. This results in poor writing, although it is not criminal.

In any case, do not let this prevent you from quoting your primary sources. As they are the “evidence” on which you build your argument, you will need to quote them at necessary points. Just be sure to put quotation marks around them, or double indent them as in the example above, and follow the quote with a proper foot or endnote. The university has developed a helpful website that you may find useful in preparing your syllabi or in discussing these issues with your
class. See: http://www.luc.edu/is/cease/ai.shtml