



LOYOLA  
UNIVERSITY  
CHICAGO

*Preparing people to lead extraordinary lives*

## **HIST 460: AMERICAN URBAN AND CULTURAL HISTORY, 1000-2021** Spring 2021<sup>1</sup>

Prof. Timothy J. Gilfoyle

Email: [tgilfoy@luc.edu](mailto:tgilfoy@luc.edu)

Online via Zoom, Wednesday 4:15-6:45

Website: <https://www.luc.edu/history/people/facultyandstaffdirectory/gilfoyletimothyj.shtml>

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Zoom Office Hours: Monday, 1:30-3:30pm and by appointment

### **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**

The course requirements and their percentage of the final grade are:

- 1) one 15 to 25-page typewritten essay (50%).
- 2) class participation (25%). This includes 3 questions submitted weekly before class.
- 3) one or two oral reports (two pages in length) introducing a class reading (25%). **Specific guidelines for all of these requirements appear on pages 8-15 of the syllabus.**

I will communicate with you throughout the semester via Loyola's email system and Sakai,

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<sup>1</sup> 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.

Loyola's open-source learning management system. My email is [tgilfoy@luc.edu](mailto:tgilfoy@luc.edu) if you need to reach me directly. I usually try to respond to email within 24 hours during the week, 48 hours over the weekend. If you do not receive an email response from me by this time, I have not received your email so please resend it. Additional information about me, as well as a copy of this syllabus, can be found at: <http://www.luc.edu/history/faculty/gilfoyle.shtml>

The structure of the class is unconventional. In order to facilitate deeper discussion and greater exposure to the considerable literature in American urban history, two thematically-related books will be assigned each week. One-half of the students will read one text and the other half will read the other text. You are responsible for reading only one book each week (of course, you can read both if you want 😊). Discussion of each book will be introduced by a short, 5-minute summary by a different student each week.

### CLASS MEETING DATES AND ASSIGNMENTS

**(Please note: this schedule includes dates for the Virtual Urban History Seminar, Chicago History Museum, 6:45–8:15 p.m. The seminar events are optional for all students.)**

14 January – Virtual Urban History Seminar, Chicago History Museum, 6:45–8:15 p.m.  
(optional; need to register in advance at: <https://www.chicagohistory.org/event/uhs-jan-14/>)

Carl S. Smith, Northwestern University: “The Elusiveness of History: Responding Again to the Great Chicago Fire.”

20 January – Indigenous Cities

Timothy R. Pauketat, *Cahokia: Ancient America's Great City on the Mississippi* (New York: Penguin Library of American Indian History, 2009).

Ann Durkin Keating, *Rising Up from Indian Country: The Battle of Fort Dearborn and the Birth of Chicago* (Chicago: University of Chicago Press, 2012).

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

27 January: The Impact of Urbanization

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

Walter Johnson, *The Broken Heart of America: St. Louis and the Violent History of the United States* (New York: Basic Books, 2020).

Recommended:

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  
"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.  
Timothy J. Gilfoyle, "Urbanization," in William Barney, ed., *A Companion to 19<sup>th</sup>-Century America* (Oxford, Eng.: Blackwell, 2001), 152-63.

### 3 February: Sex in the 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).

Melinda Chateauvert, *Sex Workers: A History of the Movement from Stonewall to SlutWalk* (Boston: Beacon Press, 2013).

Recommended:

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

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>.

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).

### 10 February: God in the City

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

Jon Butler, *God in Gotham: The Miracle of Religion in Modern Manhattan* (Cambridge: Harvard University Press, 2020).

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

Recommended:

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

Christopher D. Cantwell, "Religion in the American City, 1900-2000," in Jon Butler, ed., *Oxford Research Encyclopedia of American History* (Online Publication Date: Sept. 2016)  
DOI: 10.1093/acrefore/9780199329175.013.355

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.

#### 17 February: Urban Underworlds and Carceral States

Douglas J. Flowe, *Uncontrollable Blackness: African American Men and Criminality in Jim Crow New York* (Chapel Hill: University of North Carolina Press, 2020).

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

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

#### Recommended:

Jeffrey Adler, *Murder in New Orleans: The Creation of Jim Crow Policing* (Chicago: University of Chicago Press, 2019).

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

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).

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.

18 February – Virtual Urban History Seminar, Chicago History Museum, 6:45–8:15 p.m.  
(optional; need to register in advance at: <https://www.chicagohistory.org/event/uhs-feb-18/>)

Ward Miller, executive director of Preservation Chicago, "Revisioning Historic Preservation Chicago in the Twenty-First Century."

#### 24 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

3 March: Suburbanization

Kenneth T. Jackson, *Crabgrass Frontier: The Suburbanization of the United States* (New York: Oxford University Press, 1985).

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

Kenneth T. Jackson, Columbia University, will be a special guest for this class.

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

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).

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

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

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

10 March: Spring Break – NO CLASS

17 March: Education

Cristina Viviana Groeger (2021). *The Education Trap: Schools and the Remaking of Inequality in Boston*. Cambridge, MA: Harvard University Press, pp. 370, figures, maps, notes, index, \$. (In pdf form).

Ansley T. Erickson, *Making the Unequal Metropolis: School Desegregation and Its Limits*

(Chicago: University of Chicago Press, 2017).

Christina Groeger, Lake Forest College, will be a special guest for this class.

18 March – Virtual Urban History Seminar, Chicago History Museum, 6:45–8:15 p.m.  
(optional; need to register in advance at: <https://www.chicagohistory.org/event/uhs-mar-18/>)

Douglas Flowe, Washington University in St. Louis, “Uncontrollable Blackness.”

#### 24 March: The Sunbelt City

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

#### Recommended:

Special Issue: Urban History, Arnold Hirsch, and the Second Ghetto Thesis Redux, *Journal of Urban History*, vol. 46, no. 3 (May 2020), 471-515.

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

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

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

#### 31 March: Race and Space

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](http://www.salonmagazine.com/it/feature/1998/12/cov_07feature.htm)

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

### 7 April – Mapping the City – **Papers Due**

Susan Schulten, *A History of America in 100 Maps* (Chicago: University of Chicago Press, 2018), 22-23 (Tenochtitlan), 42-43 (New England), 52-53 (Holmes on Manhattan), 56-57 (Holme on Philadelphia), 90-91 (Boston), 106-07 (L'Enfant's Washington), 120-21 (Colden's New York), 138-39 (German Immigration), 148-49 (New Orleans), 164-65 (Vice in S.F.), 166-67 (Hull House), 168-69 (DuBois on Philadelphia), 182-83 (Influenza), 186-87, (Water for L.A.), 188-89 (Thrasher's Chicago), 190-91 (Harlem), 192-93 (New Yorker's America), 194-95 (Hollywood), 198-99 (Afro American Travel Map), 200-01 (Redlining), 220-21 (Air Travel), 226-27 (Disneyland), 228-29 (Highways), 250-51 (Migration), 252-53 (Latino Migration), 256-57 (Ground Zero).

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

Susan Schulten, University of Denver, 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.

8 April – Virtual Urban History Seminar, Chicago History Museum, 6:45–8:15 p.m.  
(optional; need to register in advance at: <https://www.chicagohistory.org/event/uhs-apr-8/>)

Pedro Regalado, Harvard University, "Latinx New York: Work and the Origins of the Modern City."

## 14 April - Urban Crises

Thomas J. Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit* (Princeton: Princeton University Press, 1996).

Andrew K. Sandoval-Strausz, *Barrio America: How Latino Immigrants Saved the American City* (New York: Basic Books, 2019).

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

### Recommended:

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.

"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.

## 21 April – Urban Capitalism

Keeanga-Yamahtta Taylor, *Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership* (Chapel Hill: The University of North Carolina Press, 2019).

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

Sean Dinces, Long Beach City College, 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

## 28 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).

13 May – Virtual Urban History Seminar, Chicago History Museum, 6:45–8:15 p.m.  
(optional; need to register in advance at: <https://www.chicagohistory.org/event/uhs-may-13/>)

Lillia Fernandez, Rutgers University, “Laboring in the Industrial Chicago: Latino Workers in the Age of Manufacturing Flight.”

## ZOOM 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.

Since we will use Zoom for your weekly online synchronous class discussions, you will need to download and install Zoom on the computer you plan to use for online meetings. View [How do I download Zoom?](#) for additional instructions. A camera and microphone are recommended to fully participate in the online meetings. Many laptops will already have a microphone and camera built-in. If you would like to test Zoom before our first scheduled meeting, view [How do I test prior to joining a meeting?](#) To join the Zoom meeting for this course, you will select the Zoom tab from the tool menu on the left-hand side of the page. View [How do I join a Zoom meeting from Sakai?](#) for more information. For additional Zoom assistance, you can contact 24/7 Zoom support. Visit [How do I contact Zoom support?](#) for additional information. You can also contact the ITS Service Desk at [itsservicedesk@luc.edu](mailto:itsservicedesk@luc.edu) or 773-508-4487.

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 on Zoom** 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 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?

To help foster a proper and welcoming online environment for all, please read [Netiquette](#), a list of guidelines borrowed from Loyola University's Office of Online Learning and found at the end of this syllabus (p. 25-26). This document provides a general overview of actions, policies, and behaviors necessary for a successful, hospitable, and respectful online learning environment for all.

Students with documented learning differences should contact me and the Student Accessibility Center (SAC) in the Sullivan Center (773-508-3700, [www.luc.edu/sswd](http://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](mailto:SAC@luc.edu).

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.

### **USING ZOOM FOR PROF. GILFOYLE'S OFFICE HOURS**

To meet with me during my Zoom office hours, go to the Sakai page for HIST 460 and click on the **Zoom Pro** tab. Then click the **join button**, which will open Zoom and bring you into the waiting room for the office hours. I will let you into the Zoom meeting once I am available and other students have left the meeting.

## ORAL REPORTS

The oral reports constitute 25 percent of the final grade (12.5 percent each for two reports; 25 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-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 9 a.m. on the day of the class. Prof. Gilfoyle will then 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.

## ESSAYS

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. Here are two examples for your reference that focus on American urban history:

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. Available on the class Sakai page.

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. Available on the class Sakai page.

Other 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 (research or historiographical) should be approximately 15-25 typewritten pages of text (3,750-6,250 words), plus notes. A select bibliography can be found on pages 14-19 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 submitted via email by 4:15 p.m., Wednesday, 3 February 2021.

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, 7 April 2021. 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 28 April 2021. 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:

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

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>

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

A bibliography on Chicago is:

[https://en.wikipedia.org/wiki/Bibliography\\_of\\_Chicago\\_history](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](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](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>

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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](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

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"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](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.

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

Commas are used to separate the last two items in a series of three or more: thus, one, two, and three . . .

Regions are capitalized when used as nouns (North, Midwest), but not capitalized when used as adjectives.

Chronological range always includes full dates; write 1956-1995, not 1956-95.

Certain terms are hyphenated only when used as adjectives; write nineteenth-century cities, not nineteenth century cities; or middle-class reformers, not middle class reformers.

Century titles are always written out in full; write twentieth-century cities, not 20th-century cities.

Numbers must be used consistently throughout an article or essay and will always be given as numerals except if the number begins a sentence (e.g., Two-hundred-and-forty-seven people gathered to hear seventy-two artists sing 134 songs.). Ratios should be given as 2-1, 5-4, etc.

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

## **UNIVERSITY STATEMENT ON THE RECORDING OF LIVE CLASS DISCUSSIONS**

In this class, software (ex. Zoom) will be used to record live class discussions and your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per Sakai's administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your junior professor. The use of all video recordings will be in keeping with the University Privacy Statement.

### **UNIVERSITY PRIVACY STATEMENT ON RECORDINGS**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. Recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Materials from this course cannot be shared outside of the course without the professor's written permission and consent. This includes recorded lectures, lecture notes and outlines, slides, Powerpoints, Panopto recordings, audio clips, videos, and any materials posted on Sakai. These items are considered to be the intellectual property of the professor. As a result, they may not be distributed or disseminated in any manner, either on paper or virtually without the written permission of the professor. Lectures may not be copied or recorded by students without the written consent and permission of the professor. When consent is given, those recordings may be used for review only and may not be distributed. Student work for this course is the intellectual property of the student and the professor will not share or distribute student work in any form without the student's written permission. Finally, please be aware that in the state of Illinois, any unauthorized recording is considered a felony.

### **STATEMENT OF INTENT**

By remaining in this course, students agree to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.

### **STUDENT RESOURCES**

These following links may prove useful and helpful to students over the course of this semester and during their academic career at Loyola.

[Loyola Coronavirus Updates and Information Page](#)

[Student Accessibility Center](#)

[Information Technology Services \(IT\)](#)

[Library](#)

[Writing Center](#)

[Center for Tutoring and Academic Excellence](#)

[Loyola Bookstore](#)

[Financial Aid](#)

[Sakai Student Guide](#)

[Loyola Academic Calendars](#)

### Technology Privacy and Support Information

For help with technical issues or problems with Sakai, contact the ITS HelpDesk at [helpdesk@luc.edu](mailto:helpdesk@luc.edu) or by phone at 773-508-4487. [Information Technology Services \(IT\)](#) has a list of services and resources on their home page that students may find useful. Please contact them for issues with your Loyola email (for example password problems) as well.

Below you will find links to privacy policies as well as support documentation for the technology we'll use in the course:

[Sakai Privacy policy](#)

[Sakai Student Support Guide](#)

[Zoom Tool Info and Instructions](#)

## **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.



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

To avoid plagiarism, take notes carefully, putting all real quotes within quotation marks, while summarizing other parts in your own language. This is difficult; if you do not do it correctly, it is better to have all your notes in quotes. The worst thing is to alter a few words from the source, use no quotation marks, and treat the notes as a genuine summary. You will likely copy it out as written 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](http://luc.edu/history)



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



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



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

The Loyola History Department's website and social media pages are updated frequently with event announcements, internship and job opportunities, faculty and student achievements, and other news about the department and the history profession. In addition, the website contains a wealth of information essential for students taking history courses, including guidelines for majors and minors, details about scholarships and essay contests, faculty bios and course descriptions, and the department's "Major in History" career guide.

## **NETIQUETTE GUIDE FOR ONLINE COURSES**

Please recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

### **SECURITY**

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

### **GENERAL GUIDELINES**

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature **AS IT CAN BE INTERPRETTED AS YELLING.**
- Limit and possibly avoid the use of emoticons like :) or ☺.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail.

### **EMAIL NETIQUETTE**

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “reply all.”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button.

### **MESSAGE BOARD NETIQUETTE AND GUIDELINES**

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Don't repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.