



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

Spring 2024¹

Loyola University Chicago
HIST 450-001 (4821)
Spring 2024
528 Crown Center
Wednesday, 2:45-5:15pm
[Webpage](#)

Prof. Timothy J. Gilfoyle
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Office Hrs.: Wed. 8-9:30am, 12-2pm
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

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).

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.

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

A primary responsibility of students is to complete the weekly reading before the date of the scheduled class and contribute their thoughtful, reflective opinions in class discussion. Multiple readings are assigned for most classes in order to facilitate a wider range of discussion, but students are expected to read only one text per week. Reading and oral report assignments will be made during the introductory class meeting. The readings can be interpreted in a variety of ways and students should formulate some initial positions and questions to offer in the class discussion. For every article or book, students should be prepared to answer all of the questions found in the "Critical Reading" section of the syllabus below. All required readings may be purchased at the Loyola University Bookstore 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 – Introduction and Preliminary Plans

24 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). Available online

31 January: The Impact of Urbanization

Preliminary bibliographies due.

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). Available online

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 19th-Century America* (Oxford, Eng.: Blackwell, 2001), 152-63.

7 February: Sex in the City

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), LUC Library 3-user ebook on order.

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).

14 February: Urban Slavery

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

Rashauna Johnson, *Slavery's Metropolis Unfree Labor in New Orleans during the Age of Revolutions* (New York: Cambridge University Press, 2016), LUC Library unlimited ebook on order.

Recommended:

Leslie Harris, "Slavery in North American Cities," in Jon Butler, ed., *Oxford Research Encyclopedia of American History* (Online Publication Date: Nov 2018) DOI: <https://doi.org/10.1093/acrefore/9780199329175.013.163>

David Schley, "Industry, Commerce, and Urbanization in the United States," in Jon Butler, ed., *Oxford Research Encyclopedia of American History* (Online Publication Date: June 2018) DOI: <https://doi.org/10.1093/acrefore/9780199329175.013.603>

21 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). Available online

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

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).

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.

28 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). Available online

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

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](https://doi.org/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.

6 March: Spring Break – NO CLASS

13 March: Suburbanization

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

Becky M. Nicolaidis, *The New Suburbia: How Diversity Remade Suburban Life in Los Angeles after 1945* (New York: Oxford University Press, 2024), LUC Library unlimited ebook on order.

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 Nicolaidis 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

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

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

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

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

20 March: Education

Cristina Viviana Groeger (2021). *The Education Trap: Schools and the Remaking of Inequality in Boston* (Cambridge, MA: Harvard University Press, 2021), In pdf form in Sakia and LUC Library unlimited ebook on order.

Ansley T. Erickson, *Making the Unequal Metropolis: School Desegregation and Its Limits* (Chicago: University of Chicago Press, 2017).

3 April: Black Metropolis – **Papers Due**

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).

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).

10 April – Infrastructure

Robert Caro, *The Power Broker: Robert Moses and the Fall of New York* (New York: Knopf, 1974).

Hilary Ballon and Kenneth T. Jackson, eds., *Robert Moses and the Modern City: The Transformation of New York* (New York: W.W. Norton, 2007).

Recommended:

Gail Radford, “Public Authorities,” in Jon Butler, ed., *Oxford Research Encyclopedia of American History* (Online Publication Date: Nov. 2015)
DOI: <https://doi.org/10.1093/acrefore/9780199329175.013.60>

17 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).

Recommended:

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.

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

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

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). Available online

Destin Jenkins, *The Bonds of Inequality: Debt and the Making of the American City* (Chicago: University of Chicago Press, 2021), LUC Library unlimited ebook on order.

Recommended:

Destin Jenkins, "Breaking the Bonds of Segregation: Civil Right Politics and the History of Modern Finance," *American Historical Review*, 128:4 (Dec. 2023), 1643-1669, available at: <http://www.jstor.org.flagship.luc.edu>.

Patrick Vitale, "Service Economies and the American Postindustrial City," in Jon Butler, ed., *Oxford Research Encyclopedia of American History* (Online Publication Date: Nov. 2018) DOI: <https://doi.org/10.1093/acrefore/9780199329175.013.602>

Chloe E. Taft, "Deindustrialization and the Postindustrial City, 1950-present," in Jon Butler, ed., *Oxford Research Encyclopedia of American History* (Online Publication Date: June 2018) DOI: <https://doi.org/10.1093/acrefore/9780199329175.013.574>

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

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

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

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>

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:

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.

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:

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

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://www.cambridge.org/core/journals/urban-history/article/bibliography-of-urban-history-2016/47BE33FFC422CF6BEE0D6995413954BC#>

Bibliographies on urban planning and design include:

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

A bibliography on Chicago is:

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

Web sites with descriptions and discussions of significant urban structures include:

<http://www.greatbuildings.com/>

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

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

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

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

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

<https://www.shore-line.org>
<http://www.cera-chicago.org>

A good resource for images on Chicago (many of which are covered in the lectures) can be found at Chicago Imagebase:

<http://www.uic.edu/depts/ahaa/imagebase/index.html>

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

The World's Columbian Exposition of 1893
<http://xroads.virginia.edu/~ma96/wce/title.html>

The Brooklyn Bridge
http://www.greatbuildings.com/buildings/Brooklyn_Bridge.html

History of Planning and Urbanism: A Brief Guide to Research Resources (UC Berkeley Environmental Design Library): <http://www.lib.berkeley.edu/ENVI/histplan.html>

"Pathways in American Planning History, A Thematic Chronology," by Albert Guttenberg (American Planning Association): <http://www.planning.org/pathways/default.htm>

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

"Urban Planning, 1794-1918: An International Anthology (full-text searchable) of Papers and Reports," Selected and Annotated by John W. Reps of Cornell University:
<http://www.library.cornell.edu/Reps/DOCS/homepage.htm>

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

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

For suburbanization and spawl:

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

ArtStor offers approximately 700,000 images in the areas of art, architecture, the humanities, and social sciences; see: <http://www.artstor.org/>

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

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

SELECT BIBLIOGRAPHY

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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.

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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/>.

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Include a DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to <http://dx.doi.org/> in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date only if one is required by your publisher or discipline.

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

ENDNOTE FORMAT FOR GOVERNMENT DOCUMENTS

1. *Story v. New York Elevated Railroad Co.*, 90 NY 122 (1883).

2. U.S. Department of the Interior, Census Office, *Tenth Census of the United States, 1880, Report of the Social Statistics of Cities*, comp. by George Waring, Jr., 2 vols. (Washington, D.C., 1887), I, 220.

ENDNOTE FORMAT FOR NEWSPAPERS, MAGAZINES AND PERIODICALS

"General Sessions," *New York Herald*, Sept. 30, 1842.

"The American Newspaper," *Collier's Weekly*, 2 September 1911.

"The Gentle Art of Faking," *New York Times*, 21 January 1912, Part 7, 7.

ENDNOTE FORMAT FOR UNPUBLISHED MATERIAL

1. Robert David Weber, "Rationalizers and Reformers: Chicago Local Transportation in the Nineteenth Century" (Ph.D. dissertation, University of Wisconsin, 1971), 178-197.

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

ENDNOTE FORMAT FOR INTERVIEWS

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

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1. Paul Glastris, "Chicago's Hands On Mayor," *City Journal*, 3 (Autumn 1993), available at: http://www.city-journal.org/dev/html/3_4_chicagos.html, last accessed 22 March 2005.

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

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

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