SEMINAR IN AMERICAN SOCIAL AND CULTURAL HISTORY, 1600-2012

Loyola University Chicago
HIST 588
Spring 2012
Crown 528
Tuesday, 2:30-5 p.m.

Prof. Timothy J. Gilfoyle
515 Crown Center
Office Hrs: Tues. 8:30-11am, 1-2pm
E-mail: tgilfoyl@luc.edu
http://www.luc.edu/depts/history/gilfoyle/gilfoy.htm

The "United States was born in the country and has moved to the city." Richard Hofstadter, The Age of Reform (1955), 23.

This is a research seminar in the social and cultural history of the United States with an emphasis on cities and the emergence of the United States as a metropolitan society. Students should be prepared to examine and develop a research project on some aspect of the evolution of the United States from a rural and small-town society to an urban and suburban nation. Cities have long offered some of the best laboratories for the study of American history, social structure, economic development and cultural change. Chicago, in particular, has been the center for some of the most important studies and investigations.

Seminar participants will read a variety of scholarly and historical journal articles in the first month of the class which will serve as potential models of historical writing. After this preliminary period of reading, individual students will work independently on an essay based on primary sources. Students should meet with the professor to discuss and choose a subject for their essay before the first class. Research topics must be approved by the professor by the third week of class (31 January 2012). At mid-semester individual students will present brief, 10-minute oral summaries on their topic and submit a five-page proposal (plus bibliography) to the professor and the class. All students will be required to read and critique other students’ proposals and topics, offering positive suggestions for improvement. Individual students will submit a first-draft of their essay on 27 March 2012 to the professor, a predetermined critic (another student), and the entire class via email. Each student will serve as a critic on a paper who will present a ten-minute oral critique of the paper, which will be followed by a class discussion. Students will then have the opportunity to rewrite their essay to address various criticisms. During the course of the seminar, students are expected to meet periodically with the professor to discuss
their projects.

The course requirements include:
1. 20- to 25-page typewritten essay (70%)
2. Critique of another student’s essay (10%)
3. Written research proposal and bibliography (10%)
4. Oral presentation on their research project (10%).

Students who are disabled or impaired should confer with the professor within the first two weeks of the semester to discuss special needs or arrangements.

CLASS MEETING DATES AND ASSIGNMENTS

17 January Social History from the Bottom Up


24 January Social Historians and Controversies of Evidence


Recommended:

James Lindgren, "Fall From Grace: Arming America and the Bellesiles Scandal (Part 1)," Yale Law Journal, 111 (June 2002), 2195-2249; available at:
http://hnn.us/articles/930.htm
http://hnn.us/articles/printfriendly/99.html and
http://www.saf.org/pub/rkba/general/BellesilesBookReviewOld.htm
www.emory.edu/central/NEWS/Releases/Final_Report.pdf

31 January  
Twentieth-Century Urbanism


RESEARCH PROPOSAL DUE

7 February  Oral presentations in class
14 February Oral presentations in class
21 February Independent Research and Private Meetings
28 February Independent Research and Private Meetings
6 March Spring Break
13 March Independent Research and Private Meetings
20 March Independent Research and Private Meetings
27 March Papers due
3 April First Group of Papers and Critiques
10 April Second Group of Papers and Critiques
17 April Third Group of Papers and Critiques
24 April Final Papers due
PROPOSALS AND ESSAYS

The essay requirement seeks to introduce students to historical writing with the goal of writing a publishable essay. Students will write on a topic of their choosing by posing a question or seeking to explore a subject area that will allow for careful examination and research in a body or several bodies of primary sources. The exercise will expose students to the challenges, difficulties and even contradictions of analyzing historical events. Ideally, students will think more "historically" upon completion of the project and have a better understanding of the challenges of writing and publishing an article-length essay.

Students should begin by choosing a topic with easily accessible primary or original sources. Examples of primary sources include (but are not limited to) newspapers, 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.

Students should select a topic as soon as possible, in consultation with the instructor. All students should submit a research proposal by Tuesday, 31 January 2012. The proposal is a first step and outline of the subject of the essay. The proposal should include the following:

1. Title and author name at the top.
2. Brief paragraph identifying the subject, proposing a thesis, or raising a question.
3. Brief historiographical paragraph that identifies the one to three publications that address some aspect of the topic.
4. Methodology and research strategy: are you doing quantitative analysis, archival research (if so, where?), newspaper research (which ones?), literary analysis, case study?
5. Bibliography, including first a list of primary sources (and their location if archival) and followed by an alphabetical list of secondary sources (books and articles).

Drafts of all essays should be typed and the length of a standard scholarly article (approximately 20-25 typewritten
pages of text, plus notes). The first draft should be in the professor's possession by 2:30 p.m. Tuesday, 27 March 2012. All rewritten essays are due at the final class meeting on 24 April 2012. Students should submit one clean hard copy and one electronic copy of the final essay, as well as the corrected first draft.

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 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/urbhist.html
http://www.ku.edu/history/VL/USA/urban.html

A good bibliography on Chicago is:
Web sites with descriptions and discussions of significant urban structures include:  
http://www.greatbuildings.com/

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

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/

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://www.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

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


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


For suburbanization and sprawl:

http://www.sprawlwatch.org/
http://www.sprawlwatch.org/economy.html
http://www.rut.com/misc/beyondSprawl.html

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

Alteman, Hyman. Counting People: The Census in History. New
American City Magazine, 1900-1930. [detailed reports on
International Congress of Cities]
Art Index, 1929-
Atlas, Tract Date for Standard Metropolitan Statistical
Butchart, Ronald E. Local Schools: Exploring Their History.
Nashville, Tenn.: American Association for State and Local
History, 1986.
Chicago Fact Book Consortium. Local Community Fact Book: Chicago
Metropolitan Area, 1980. Chicago: Chicago Review Press,
1984.
Chicago Association of Commerce and Industry. Community Area
Data Book. Chicago: Chicago Association of Commerce and
Chicago Plan Commission. 44 Cities in the City of Chicago.
Chicago: Chicago Plan Commission, 1942.
Condit, Carl W. American Building: Materials and Techniques from
the Beginning of the Colonial Settlements to the Present.
-----., Chicago, 1910-1929: Building, Planning, and Urban
-----., Chicago, 1930-1970: Building, Planning, and Urban
DeForest, Robert W. and Lawrence Veiller, The Tenement House
Danzer, Gerald A. Public Places: Exploring Their History.
Nashville, Tenn.: American Association for State and Local
Fitch, James M. Barston. American Building: The Historical Forces
-----., American Building: The Environmental Forces that Shaped
Flink, James J. The Automobile Age. Cambridge: M.I.T. Press,
Ford, James. Slums and Housing with Special Reference to New
York City: History, Conditions, Policy. Cambridge: Harvard
Univ. Press, 1936.
Gilbert, Paul T. and Charles L. Bryson. Chicago and Its Makers.
Chicago: F. Mendelsohn, 1929.
Hauser, Philip, and Evelyn M. Kitagawa. Local Community Fact


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.


BASIC STYLE SHEET FOR NOTES IN ESSAYS

The University of Chicago Press provides a quick citation guide based on the Chicago Manual of Style at:
http://www.chicagomanualofstyle.org/tools_citationguide.html

Below is a simplified and acceptable summary for endnote citation:

BOOKS


3. Ferdinand Toennies, Community and Society (1887), translated

ARTICLES AND BOOK CHAPTERS


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.


GOVERNMENT DOCUMENTS


NEWSPAPERS


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.

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 should 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.

**STATEMENT ON PLAGIARISM**

Plagiarism will result in a final grade of F for the course 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.

Wayne Booth, Gregory C. Colomb, and Joseph M. Williams, The
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.

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.

The university has developed a helpful website. See: http://www.luc.edu/is/cease/ai.shtml