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UNIVERSITY
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HIST 450: READINGS IN NINETEENTH-CENTURY U.S. HISTORY Spring 2026¹

Loyola University Chicago
HIST 450-001 (5838)
Spring 2026
111 Information Commons
Wednesday, 4:15-6:45pm
[Webpage](#)

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Office Hrs.: Wed. 1-4pm
and by appointment

Modern, industrial America was born in the nineteenth century. The United States experienced its most remarkable changes between the presidencies of Thomas Jefferson and Theodore Roosevelt. American cities and per capita levels of immigration increased at their greatest rates ever. The most sophisticated form of coercive labor in world history became a dominant institution. A new feminine ideal flourished. The factory was born and industry replaced agriculture as the nation's dominant economic force. The public school, the Mormons, the prison, the department store and "Wall Street" were created. The United States completed its final continental boundaries. Political officials left imprints which still define American politics and culture: James Madison, Andrew Jackson, John C. Calhoun, Frederick Douglass and Abraham Lincoln. An American literary renaissance produced canonical writers like Ralph Waldo Emerson, Margaret Fuller, Herman Melville, Edgar Allan Poe, Emily Dickinson, Henry David Thoreau, Edith Wharton and Walt Whitman. And the century witnessed the most devastating war in U.S. history. This colloquium provides a historiographical introduction to some of the major questions and issues of nineteenth-century America. More broadly, since many contemporary American institutions and social problems originated during these years, this course will enable students to better comprehend the history and culture of their own time.

Student evaluation will be based on four course requirements:

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

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

¹ This syllabus is a working document. The professor reserves the right to modify and alter the syllabus and all materials, guidelines, etc., contained within it at his discretion over the course of the semester.

A primary responsibility of students is to complete the weekly reading before the date of the scheduled class and contribute their thoughtful, reflective opinions in class discussion. Multiple readings are assigned for most classes in order to facilitate a wider range of discussion, but students are expected to read only one text per week. Reading and oral report assignments will be made during the introductory class meeting. The readings can be interpreted in a variety of ways and students should formulate some initial positions and questions to offer in the class discussion. For every article or book, students should be prepared to answer all of the questions found in the "Critical Reading" section of the syllabus below. All required readings may be purchased at the Loyola University Bookstore on Sheridan Road; some are available as ebooks through the LUC Library (as indicated on the syllabus). Students do not have to buy any of the books since each one has been placed on reserve at Cudahy Library.

Students with documented learning differences should contact the professor and the Student Accessibility Center (SAC) in the Sullivan Center (773-508-3700, www.luc.edu/sswd) within the first two weeks of the semester to discuss the need for any special arrangements. Loyola University Chicago provides reasonable accommodations for students with disabilities and any student requesting accommodations related to a disability or other condition is required to register with the SAC. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equal access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

CLASS MEETING DATES AND ASSIGNMENTS

14 Jan. - Globalization

Jürgen Osterhammel, *The Transformation of the World: A Global History of the Nineteenth Century*, Patrick Camiller translator (Princeton: Princeton Univ. Press, 2014), Introduction (p. xv-xxii), Chaps. 1-2 (p. 1-67), Conclusion (p. 902-919).

21 Jan. - Cities

William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York: W.W. Norton, 1991), esp. pages xiii-xvii, 5-142, 159-80, 200-30, 256-59, 263-309, 371-85. Available at [Internet Archive](http://www.archive.org/details/naturesmetropolis).

Walter Johnson, *The Broken Heart of America: St. Louis and the Violent History of the United States* (New York: Basic Books, 2020), chapters 1-6.

Recommended:

Jürgen Osterhammel, *The Transformation of the World: A Global History of the Nineteenth Century*, Patrick Camiller translator (Princeton: Princeton Univ. Press, 2014), Chap. 6: Cities (p. 241-321).

"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.

Richard White, "Discovering Nature in North America," *Journal of American History*, 79 (Dec. 1992), 874-91.

28 Jan. - Gender

Preliminary bibliography for essay requirement due (see p. 9-11 below).

Laurel Thatcher Ulrich, *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812* (New York: Knopf, 1990). Available at [Internet Archive](#).

Elliott Gorn, *The Manly Art: Bare-Knuckle Prize Fighting in America* (Ithaca: Cornell University Press, 1986). Available at [Internet Archive](#).

Recommended:

Joan Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review*, 91 (Dec. 1986); reprinted in *Gender and the Politics of History* (New York, 1988), 28-50.

Jürgen Habermas, "The Public Sphere: An Encyclopedia Article (1964)," *New German Critique*, 5 (1974), 49-55.

Linda Gordon, "U.S. Women's History," in Eric Foner and Lisa McGirr, eds., *The New American History* (Philadelphia: Temple University Press, 2011).

Laura Edwards, "Gender and the Changing Roles of Women," in William Barney, ed., *A Companion to 19th-Century America* (Oxford, Eng.: Blackwell, 2001), 223-37.

4 Feb. – Redefining Republicanism

W.E.B. Du Bois, *Black Reconstruction in America: An Essay Toward a History of the Part Which Black Folk Played in the Attempt to Reconstruct Democracy in America, 1860-1880*, introduction by David Levering Lewis (New York: Oxford University Press, 2007, orig. 1935), esp. introduction by Lewis, chaps. 1-9 (pp. 1-380 in original), chaps. 14-17 (pp. 580-730 in original); [ebook](#) available in Cudahy Library and [Internet Archive](#).

Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (New York: Harper/Collins, 1988), esp. pp. 1-34, 60-175, 228-39, 271-316, 346-79, 425-44, 460-99, 512-24, 553-87, 602-12; ebook available in Cudahy Library.

Recommended:

Alex Lichtenstein, "Was the Emancipated Slave a Proletarian?" *Reviews in American History*, 26 (March 1998), 124-45.

David Quigley, *Second Founding: New York City, Reconstruction and the Making of American Democracy* (New York: Hill and Wang, 2004).

11 Feb. – The Irish Famine

Kerby A. Miller, *Emigrants and Exiles: Ireland and the Irish Exodus to North America* (New York: Oxford University Press, 1985).

Tyler Anbinder, *Plentiful Country: The Great Potato Famine and the Making of Irish New York* (Boston: Little, Brown & Co., 2024).

Recommended:

Kathleen Neils Conzen, David A. Gerber, Ewa Morawska, George Pozzetta, Rudolph J. Vecoli, "The Invention of Ethnicity: A Perspective from the U.S.A." *Journal of American Ethnic History*, 12 (1992), 3-63.

Eric Arnesen, "Whiteness and the Historians' Imagination," *International Labor and Working Class History*, 60 (Fall 2001), 3-32.

James R. Barrett, "Americanization from the Bottom Up: Immigration and the Remaking of the Working Class in the United States, 1880-1930." *Journal of American History*, 79 (1992), 996-1020.

Tyler Anbinder, *City of Dreams: The 400-Year Epic History of Immigrant New York* (Boston: Houghton Mifflin Harcourt, 2016), esp. 101-469.

18 Feb. – Catholics and Immigrants

Maureen Fitzgerald, *Habits of Compassion: Irish Catholic Nuns and the Origins of New York's Welfare System, 1830-1920* (Urbana: University of Illinois Press, 2006).

John McGreevy, *American Jesuits and the World: How an Embattled Religious Order Made Modern Catholicism Global* (Princeton: Princeton University Press, 2016). Available at [Internet Archive](#).

Recommended:

Jürgen Osterhammel, *The Transformation of the World: A Global History of the Nineteenth Century*, Patrick Camiller translator (Princeton: Princeton Univ. Press, 2014), Chap. 18: Religion (p. 873-901).

Jon Gjerde, *Catholicism and the Shaping of Nineteenth-Century America* (New York: Cambridge University Press, 2012).

Sam Haselby, *The Origins of Religious Nationalism* (New York: Oxford University Press, 2015)

Kyle Roberts, *Evangelical Gotham: Religion and the Making of New York City, 1783-1860*

(Chicago: University of Chicago Press, 2016).

25 Feb. - Sexuality

Timothy J. Gilfoyle, *City of Eros: New York City, Prostitution, and the Commercialization of Sex, 1790-1920* (New York: W.W. Norton, 1992). Available at [Internet Archive](#).

Helen L. Horowitz, *Rereading Sex: Battles Over Sexual Knowledge and Suppression in Nineteenth-Century America* (New York: Knopf, 2002). Available at [Internet Archive](#).

Recommended:

Estelle Freedman, "The History of the Family and the History of Sexuality," in Eric Foner and Lisa McGirr, eds., *The New American History* (Philadelphia: Temple University Press, 2011).
Estelle Freedman, "Sexuality in Nineteenth-Century America: Behavior, Ideology, and Politics," *Reviews in American History*, 10 (Dec. 1982), 196-215.

Timothy J. Gilfoyle, "Prostitutes in History: From Parables of Pornography to Metaphors of Modernity," *American Historical Review*, vol. 104, no. 1 (Feb. 1999), 117-41, available at: <http://www.jstor.org.flagship.luc.edu>

Katie M. Hemphill, *Bawdy City: Commercial Sex and Regulation in Baltimore, 1790-1915* (New York: Cambridge University Press, 2020); [ebook](#) available in Cudahy Library.

Michel Foucault, *The History of Sexuality, Vol. I: An Introduction* (New York: Pantheon, 1978).

4 March – SPRING BREAK – NO CLASS

11 March - Cultures of Crime

Timothy J. Gilfoyle, *A Pickpocket's Tale: The Underworld of Nineteenth-Century New York* (New York: W.W. Norton, 2006). Available at [Internet Archive](#).

Wendy Gamber, *The Notorious Mrs. Clem: Murder and Money in the Gilded Age* (Baltimore: Johns Hopkins University Press, 2016).

Recommended:

Caleb Smith, ed., *The Life and the Adventures of a Haunted Convict - Austin Reed* (New York: Random House, 2016).

Herbert Asbury, *The Gangs of New York: An Informal History of the New York Underworld* (New York: Thunder's Mouth Press, 2001; originally 1927).

Tyler Anbinder, *Five Points* (New York: Free Press, 2001).

Eric Monkkonen, *Murder in New York City* (Berkeley: Univ. of California Press, 2001).

Luc Sante, *Low Life: Lures and Snares of Old New York* (New York: Farrar Straus Giroux, 1991).

Adam Gopnik, "Underworld: Herbert Asbury's Irresistible Histories," *New Yorker*, 8 November 2002.

James C. Scott, *Domination and the Arts of Resistance: Hidden Transcripts* (New Haven: Yale Univ. Press, 1990).

James C. Scott, "Everyday Forms of Peasant Resistance." *Journal of Peasant Studies*, 13 (1986): 5-35.

Stephen Mihm, *A Nation of Counterfeiters: Capitalists, Con Men, and the Making of the United States*. (Cambridge: Harvard University Press, 2007).

18 March – Slavery

Annette Gordon-Reed, *The Hemingses of Monticello* (New York: W.W. Norton, 2008).

Edward E. Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism* (New York: Basic Books, 2014). Available at [Internet Archive](#).

Recommended:

The New York Times, [The 1619 Project](#) and a [critique](#).

William Fogel, *Without Consent or Contract: The Rise and Fall of American Slavery* (New York: W.W. Norton, 1989).

Ira Berlin, *Generations of Captivity: A History of African-American Slaves* (Cambridge: Harvard Univ. Press, 2003).

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

Raymond Williams, "Hegemony" in *Marxism and Literature* (New York: Oxford Univ. Press, 1977), 108-14.

Barbara Jeanne Fields, "Slavery, Race and Ideology in the United States of America," *New Left Review*, 181 (May-June 1990), 95-118.

Thomas C. Holt, "African American History," in Eric Foner and Lisa McGirr, eds., *The New American History* (Philadelphia: Temple University Press, 2011).

25 March - Histories of Capitalism: Revolutions and Transformations

First draft of essay due 25 March (5% of final grade; see p. 10-14 below).

Charles Sellers, *The Market Revolution: Jacksonian America, 1815-1846*. (New York: Oxford University Press, 1991); [ebook](#) available in Cudahy Library and [Internet Archive](#).

Daniel Walker Howe, *What Hath God Wrought: The Transformation of America, 1815-1848*. (New York: Oxford University Press, 2007). Available at [Internet Archive](#).

1 April - Histories of Capitalism: Globalism and Corporations

Sven Beckert, *Empire of Cotton: A Global History* (New York: Knopf, 2014). Available at [Internet Archive](#).

Richard White, *Railroaded: The Transcontinentals and the Making of Modern America* (New York: W.W. Norton, 2011). Available at [Internet Archive](#).

Students should be familiar with Frederick Jackson Turner, “The Significance of the Frontier in American History,” orig. 1893 (available in Richard W. Etulain, *Does the Frontier Experience Make America Exceptional?* (New York: Bedford/St. Martin's Press, 1999).

Recommended:

Jürgen Osterhammel, *The Transformation of the World: A Global History of the Nineteenth Century*, Patrick Camiller translator (Princeton: Princeton Univ. Press, 2014), Part VII, chaps. 1-6 (p. 322-391).

Philip Scranton, *Endless Novelty: Specialty Production and American Industrialization, 1865-1925* (Princeton: Princeton University Press, 1997).

18 April – Capitalism as Revolution

Joyce Appleby, *The Relentless Revolution: A History of Capitalism*. (New York: W. W. Norton, 2010), chapters 1-7. Available at [Internet Archive](#).

Sven Beckert, *Capitalism: A Global History* (New York: Penguin, 2025), introduction, chapters 1-2, 7-12.

Recommended:

Jonathan Levy, *Ages of American Capitalism: A History of the United States* (New York: Random House, 2021), chapters 1-10; [ebook](#) available in Cudahy Library.

Michael Zakim and Gary J. Kornblith, *Capitalism Takes Command: The Social Transformation of Nineteenth-Century America* (Chicago: University of Chicago Press, 2012); [ebook](#) available in Cudahy Library.

15 April - The Civil War

James McPherson, *Battle Cry of Freedom* (New York: Oxford Univ. Press, 1988); [ebook](#) available in Cudahy Library.

Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery* (New York: W.W. Norton, 2010).

Recommended:

Eric Foner, “Slavery, the Civil War, and Reconstruction,” in Eric Foner and Lisa McGirr, eds., *The New American History* (Philadelphia: Temple University Press, 2011).

Vernon Burton, “Civil War and Reconstruction,” in William Barney, ed., *A Companion to 19th-Century America* (Oxford, Eng.: Blackwell, 2001), 47-60.

Andrew L. Slap & Frank Towers, eds., *Confederate Cities: The Urban South During the Civil War Era* (Chicago: University of Chicago Press, 2016).

Doris Kearns Goodwin, *Team of Rivals: The Political Genius of Abraham Lincoln* (New York: Simon & Schuster, 2005).

22 April - The Civil War

Final draft of essay due 22 April (see pp. 10-14 below).

Jonathan Fetter-Vorm and Ari Kelman, *Battle Lines: A Graphic History of the Civil War* (New York: Hill & Wang, 2015).

DISCUSSIONS AND CRITICAL READING

Discussion and class participation is an important part of student evaluation (25 percent). 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. Failure to speak in class only lowers a student's final grade. Discussions take place in every class period, each worth 2 "points." Students will receive 0 points for nonparticipation, 1 point for minimal participation, 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 particular stated or unstated point of view? How does the author construct their argument? Are the author's goals, viewpoints, or agendas revealed in the introduction or preface? Does the author provide evidence to support the argument? Is it the right evidence? In the final analysis, do you think the author proves the argument or does the author rely on preconceived views or personal ideology? Why do you think that?
3. Does the author have a moral or political posture? Is it made explicit or implicit in the way the story is told? What is the author's view of human nature? Does change come from human agency and "free will" or broad socio-economic forces?
4. What assumptions does the author hold about society? Does the author see society as

hierarchical, pluralistic, democratic or elitist? Does the author present convincing evidence to support this view?

5. How is the narrative constructed or organized? Does the author present the story from the viewpoint of a certain character or group? Why does the author begin and end at certain points? Is the story one of progress or decline? Why does the author write this way?

6. What issues and events does the author ignore? Why? Can you think of alternative interpretations or stories that might present a different interpretation? Why does the author ignore certain events or facts?

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.

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. Examples and models for such essays can be found in the following collections:

Louis Masur, ed., *The Challenge of American History* (Baltimore: Johns Hopkins Univ. Press, 1999); originally *Reviews in American History*, vol. 26, no. 1 (March 1998).
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 completed and submitted by 4:15 p.m., Wednesday, 28 Jan. 2026.

All essays should be typed, double-spaced, in 12-size font, and in the professor's possession by 4:15 p.m. Wednesday, 25 March 2026. 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 or revised essay or project is due at the final class meeting on 22 April 2026. 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 below).

BASIC STYLE SHEET FOR NOTES IN ESSAYS

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

Below is a simplified and acceptable summary for endnote citation:

ENDNOTE FORMAT FOR BOOKS

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

- "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.

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, 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.

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 Craft of Research* (Chicago: University of Chicago Press, 1995), p. 167.

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