Newark in the Gilded Age and Progressive Era

**Course Description**
This course examines the history of Newark during the Gilded Age and Progressive Era, roughly from 1865 to 1930. This era witnessed the rise of many of the issues that continue to plague the United States today: extreme gaps between wealthy and poor, corruption, capitalist expansion at the expense of environmental degradation, public health crises, and immense racism, sexism, and nativism. The era also witnessed political activism, social reform, technological progress, cultural diversity, and the rise of recreation and leisure activities. Few historians have studied how Newarkers grappled with these issues, making this period a fertile one for new inquiries. This research-intensive course will introduce students to the scholarship on the time period and the assortment of primary sources documenting Newark’s Gilded Age past, including published collections, oral histories, digitized newspapers, government documents, and local archives. Students are free to select a topic of interest as long as it falls between 1865 and 1930; they will finish the semester by producing a piece of original research scholarship on their topic.

**Learning Goals**
Through online group discussions, one-on-one meetings, independent research, peer revision, and presentation, students will develop the following skills:

- How to locate and evaluate primary sources
- How to develop an original argument in conversation with an existing historiography
- How to develop, revise, and complete a research project
- How to engage in productive scholarly debate with peers

**Texts**
Readings consist of articles and book chapters uploaded to Canvas. There is no single textbook for the course, nor are there any materials that you need to purchase.

**Regarding Online Instruction**
This is an **synchronous online course**, meaning we will meet at a scheduled time via Zoom. Students have the flexibility of completing assignments on their own time. We will, however, stick to a schedule. Students are expected to complete all readings, assignments, and discussions pertaining to the appropriate module each week. Tuesday and Thursday evenings after 6 will generally be the best time to contact me for extra help. E-mail is the best mode of contact, although Canvas does offer other options for one-on-one discussions. Students can use the email function on Canvas to contact me through the Canvas portal, this will typically make your
messages more visible to me. I will post the syllabus and syllabus updates on Canvas, and I'll also post modules, course documents, and assignments. Each module will include readings, narrated short lectures, and discussion prompts, as well as occasional videos, weblinks, and other items. Be sure that you have created a Net ID; you'll need it to access the site. While this is an online class, I hope we can have a good amount of engagement in class between students and instructor, as well as between students. The more you contribute to online discussions, share your thoughts via e-mail, and give effort to creative projects, the more rewarding this course experience will be for you.

Written essays and short assignments will be submitted online via the Canvas page. I can only accept .doc and .pdf file formats (or Google Docs in an emergency). I cannot open Apple software files such as .pages; please save your work in an appropriate format.

Voicethread
This course will make extensive use of Voicethread, an interactive online learning software. Voicethread is integrated into Canvas; you do not need download any software to get started. Lecture slides and readings will be uploaded as Voicethreads within our weekly learning modules. The software allows you ask questions and leave comment (audio, video, or textual) on all class materials. This will be one of the primary ways students can engage with the course, and one of the main ways of measuring participation.

Voicethread has generally worked with most web browsers and operating systems, however, some students have encountered difficulties. Therefore, I will also create a weekly discussion board in which students can share their thoughts and questions on course materials. Use these discussion boards ONLY if you are unable to comment on the Voicethreads. Voicethread remains the preferred method of participation/engagement for the course.

Learning Modules
The majority of the materials we cover will be located in “learning modules” on Canvas. Each learning module will generally consist of an overview, one or two readings (usually book chapters or scholarly articles), one Voicethread featuring lecture slides and a series of primary source readings (original documents from Newark’s history), occasionally short videos, and always a short quiz.

Course Requirements
-Engagement 15%
-Presentation 15%
-Archive narrative 15%
-Rough draft and peer edit 15%
-Final Essay 40%

Grading Scale
Grades will be assessed as described below. Rutgers does not give “minus” grades or “A+” grades. There will not be any rounded grades. So, an 899 out of 1000 for the semester will remain a B+.

- 90% and above: A
- 87%-89.9%: B+
- 80%-86.9%: B
- 77%-79.9%: C+
- 70%-76.9%: C
- 60%:-69.9%: D
- Below 60%: F

The Writing Center
The Writing Center (http://www.ncas.rutgers.edu/writingcenter), located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. Please inform your students that The Writing Center is available to them free of charge and encourage them to take advantage of their services to strengthen their reading, writing, and research skills.

Academic Integrity, Plagiarism, and Cheating
Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing assignments (including but not limited to term papers, essays, and reports) and other written assignments, using concealed notes or crib sheets during examinations, copying the work of others and submitting it as one’s own, and misappropriating the knowledge of others. The sources from which one derives one’s ideas, statements, terms, and data, including Internet sources, must be fully and specifically acknowledged in the appropriate form; failure to do so, intentionally or unintentionally, constitutes plagiarism. Violations of academic integrity may result in a lower grade or failure in a course and in disciplinary actions with penalties such as suspension or dismissal from the College. The university's policy on academic integrity is available at: https://academicintegrity.rutgers.edu/

All students are required to sign the Rutgers Academic Integrity Pledge and the Rutgers Honor Pledge on all examinations and major course assignments submitted for grading.

“On my honor, I have neither received nor given any unauthorized assistance on this examination assignment.”

Accommodation and Support Statement
Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:
For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: https://temporaryconditions.rutgers.edu.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University’s Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an obligation to report information to the University’s Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing
run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: https://tinyurl.com/RUN-TAO.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

For Technology issues, see “Technology Resources for Students” https://coronavirus.rutgers.edu/technology-resources-for-students/
--Contact information for OIT-Newark Help Desk:
https://mytech.newark.rutgers.edu/techsupport
See also the RU-N “Technology LaunchPad” https://mytech.newark.rutgers.edu/tlp

Course Schedule

Week 1
September 6: WELCOME TO THE CLASS
Read and review syllabus, post personal biography to Canvas

September 8: BACKGROUND ON NEWARK
Read, Tuttle, How Newark Became Newark, Chapter 1

Week 2
September 13: INDUSTRIAL NEWARK
Read Tuttle, How Newark Became Newark, Chapter 3

September 15: NEW APPROACHES TO THE INDUSTRIAL ERA
Read White, Dying for Progress

Week 3
September 20: IMMIGRATION
Read Cunningham, The Old Order Changeth

September 22: NEW APPROACHES TO IMMIGRATION
Read Diner, *Hungering for America*

**Week 4 (October 4-10)**
- **September 27: RECREATION**
  Read Siegel, *Olympic Park*

- **September 29: NEW APPROACHES TO RECREATION**
  Read, *Recreation in the Gilded Age*

**Week 5**
- **October 4: PROGRESSIVISM**
  Read Tuttle, *How Newark Became Newark, Chapter 4*

- **October 6: NEW APPROACHES TO PROGRESSIVISM**
  Read, *Progressivism, A Very Short Introduction*

**Week 6**
- **October 11: THE NEWARK MUSEUM**
  Read, Shales, *Made in Newark*

- **October 13: WORLD WAR I**
  Read *The Unnatural Decline of German Newark*

**Week 7**
- **October 18: THE GREAT MIGRATION**
  Read Price, “Beleaguered City as Promised Land”

- **October 20: NEW APPROACHES TO THE GREAT MIGRATION**
  Read Mumford, *Newark, Chapter 1*

**Week 8**
- **October 25: THE 1920s**
  Read Cummings, “Bambergers”

- **October 27: NEW APPROACHES TO THE 1920S**
  Read Rea, *City Chapter 1*

**Week 9**
- **November 1: INDIVIDUAL CONSULTATIONS**
- **November 3: INDIVIDUAL CONSULTATIONS**

**Week 10**
- **November 8: INDEPENDENT RESEARCH**
- **November 10: INDEPENDENT RESEARCH**

**Week 11**
- **November 15: INDEPENDENT RESEARCH**
November 17: INDEPENDENT RESEARCH

Week 12
November 22: Check-in, research and writing workshop
November 24: No class

Week 13:
November 29
December 1

Week 14
December 6: CONFERENCE PRESENTATION 1
December 8: CONFERENCE PRESENTATION 2

Week 15
December 13: RETURN ROUGH DRAFTS, SEMESTER WRAP-UP

***FINAL DRAFT DUE December 22***