

Dr. Steven Elliott
Fall 2019
History 203
21:512:203:02
T/Th: 2:30-3:50
Room: Smith 243

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History of Newark

Course Description

This course will examine the 350+ year history of the nation's third oldest city, Newark NJ. Our goal will be to gain an understanding of both the critical events that shaped the city specifically, but also to engage in the narrative threads that define urban evolution in the United States more broadly. We will begin our story before the Puritans arrived and end it with an assessment of where we are today. This course is how Newark became Newark, and all the meanings that encompasses.

Learning Goals

Through class discussion, students will interact with the materials, the instructor, and their peers. In the process, they will practice both their public speaking skills, and learn how to engage critically with the arguments and evidence of the texts. Students will also regularly practice their writing skills in essay exams and papers. In both the written assignments and the class discussions, students will develop their analytical skills by identifying the course readings' main theses, supporting arguments, evidence, assumptions, and rhetorical strategies.

Texts

- Brad Tuttle, *How Newark Became Newark: The Rise, Fall, and Rebirth of an American City* (Rivergate, 2009).
ISBN: 978-0813544908

The text is available through the library website for free

Blackboard

We'll also be using the web-based Blackboard course software (<http://blackboard.newark.rutgers.edu>). I will post the syllabus and syllabus updates there, and I'll also post course documents and assignments. Be sure that you have created a Net ID; you'll need it to access the site.

Course Requirements

-Reading Quizzes (2 total)	15%
-Exam One	15%
-Exam Two	15%
-Primary Source Essay	15%
-Group Presentations	10%
-Short Essays	10%

-Attendance	10%
-In-class assignments and engagement	10%

Exams – Students will take two exams, one midway through the semester and one at the end of the semester. Exams will evaluate students’ understandings of course concepts. Exams are in essay format. Every student will be expected to provide detailed, complex responses that engage with course readings, primary sources, and lecture materials. Students will be evaluated primarily on the thoroughness of their responses and the clarity of the arguments.

Primary Source Essay- Students will produce one 4-6 page essay that engages with primary sources related to Newark’s history. Over the course of the semester, students will learn how to find, interpret, and connect primary sources to ideas covered in readings and lectures. These essays will give students an opportunity to demonstrate their skills as researchers and writers.

Short Essays- Students will be responsible for writing two short essays during the semester. These essays will ask students to engage with cultural events and activities around the city.

Reading Quizzes-Students will take four reading quizzes over the course of the semester. These will evaluate how well students have studied the assigned readings. The lowest of the four quizzes will be dropped.

Group Presentation- At semester’s end, student groups will make oral presentations on issues currently facing the city (e.g. gentrification, charter schools, policing, environmental justice). The professor and student peers will evaluate each group based on evident quality of research, visual style, and understanding of the issues.

In-class assignments and engagement- Students are expected to engage in classroom discussions. To give every student an opportunity to participate, most classes will include short written responses to questions related to class materials. Students should be prepared for in-class quizzes periodically to check-in on comprehension and completion of course readings. **Use of phones and laptops for unrelated work will result in loss of engagement credit.**

Attendance

In addition to benefiting you as a student attendance is mandatory. Your course grade will be reduced by a half grade after **four** unexcused absences and a full grade after **six** unexcused absences. Any student who misses **eight** or more sessions through **any combination of excused and unexcused absences will not earn credit in this class.** Such students should withdraw to avoid getting an F. Attendance will be taken at the BEGINNING of each session, so please arrive by the scheduled time. Two late arrivals (15 minutes after the start of class) are considered an absence. Even if you are absent, you are responsible for all assignments. If you miss class due to illness or emergency, consult another (reliable) student or contact me. You are expected to come to the next class fully caught up on all reading and writing assignments. If you need to leave class early, you are expected to provide notification beforehand, or an explanation as soon as possible afterwards. Early departures will be counted the same as late arrivals.

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:

<http://academicintegrity.rutgers.edu/academic-integrity-policy/>

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.”

Violence Prevention and Victim Assistance

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak with a staff member who is confidential and does not have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)-353-1918, or at run.vpva@rutgers.edu. Learn more about the office here:

<http://counseling.newark.rutgers.edu/vpva>

Students with Disabilities.

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this

process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or contact odsnewark@rutgers.edu.

Course Schedule

Week 1

SEPTEMBER 3

WELCOME. INTRODUCTION TO THE CLASS

SEPTEMBER 5

NEWARK: PERCEPTIONS AND REALITY, DEFINING A CITY

- * “Newark Dangles 7 Billion Dollars in front of Amazon in Bid for HQ”
- * “Newark Should Embrace its Past to Accommodate Future Generations,” David Giambusson, *Star-Ledger*, 2014
- * “Celebration Of Newark's 350th Anniversary Will Be As Diverse As City's History, Future,” Jessica Mazzola, *Star-Ledger*, 2015

Week 2

SEPTEMBER 10

FOUNDING NEWARK: THE EUROPEAN ARRIVAL

+Tuttle, pp. 1-24

“Between Hope and Fear: A Legend of the First Lenape Encounter with Europeans”

- * “The Bill of Sale of Land to the Founders, 1666”
- * “Pilgrim and Indian” Statue, Washington Park (Image)
- **”A Stand Against Irreverent Behavior, 1680”

SEPTEMBER 12

, REVOLUTION

+Walsh, “Illegal Trade in Revolutionary Essex”

- * “A Meeting of Freeholders of the Township of Newark, 1775”
- * “Petition of An Essex County Resident to the Committee of Safety,” 1777, New Jersey State Archives

Week 3

SEPTEMBER 17

URBANIZATION AND TRANSPORTATION IN NEWARK

+Tuttle, pp. 24-end of Ch. 1

- * “Independence Day Parade, 1821”
- * “The Opening of the Morris Canal, 1830”
- * 1806 Map (Image)

SEPTEMBER 19

URBAN LIFE IN THE NEW CITY

- * “Apprentices” the *Newark Daily Advertiser*, 1839”
- * “Impressions of Returning to Newark, 1834”
- * “Germans Assaulted Indiscriminately: Ethnic Violence in Hoboken (1851)

Week 4

SEPTEMBER 24

NEWARK IN THE CIVIL WAR,

+*Tuttle, Ch. 2*

- * “Protesting Military Conscription, 1863”
- * “Mourning President Lincoln’s Death, 1865”
- * The Seated Lincoln (Image)

SEPTEMBER 26

COMPARING NEWARK, PATERSON, AND JERSEY CITY

Reading Quiz 1

Week 5

OCTOBER 1

PROBLEMS OF A GROWING CITY: PUBLIC HEALTH,

+*Tuttle, Ch. 3*

- * Henry J Clark, "History of the "Cholera" Epidemic as it Appeared in the City of Newark, N.J., from June to Oct. 1849," *The New York Journal of Medicine*, 1849
- * “Typhoid Outbreak attributed to Street Paving, 1896”
- * “A Report of the Board of Trade, 1903”

OCTOBER 3

SUBURBAN EXPANSION

- * “A Vote for Running Streetcars on Sundays, 1869”
- * Excerpts from the Dillingham Commission Reports, 1910-1911
- * “Anarchists in a Labor Day Parade, 1893”

Week 6

OCTOBER 8

NEWARK AT 250

+*Tuttle, Ch. 4*

- * “The Annual Message of Mayor Haussling, 1907”
- * “Housing Report to the City Plan Commission, 1913”
- * Historic Homes, Ironbound (Image)

OCTOBER 10

OVERVIEW OF PRIMARY SOURCE ESSAY GROUP PROJECT GROUPS

Week 7

OCTOBER 15
FIRST EXAM

OCTOBER 17
Walking Tour

Week 8

OCTOBER 22

GREAT MIGRATION AND GREAT DEPRESSION

+Clement R. Price, "The Beleaguered City as Promised Land"

- * "Cotton Pickers in Northern Counties" Survey, Helen Pendleton, 1917
- * "Strike-breaker or Color Barrier Breaker? Race and the Labor Movement, 1923"
- * "Away from the Democratic Ideal: Segregation in the Schools"

OCTOBER 24

NEWARK AND POST-WAR NEW JERSEY: WHITE FLIGHT AND THE SUBURBS

+Tuttle, Ch. 5

- *Mapping Inequality
- * "A Newark Exposition, 1956"
- * Philip Roth, *Goodbye, Columbus*, excerpt
- * Curtis Lucas, *Newark, Third Ward*, excerpt

Week 9

OCTOBER 29

URBAN RENEWAL

Quiz 2

- * *The New York Times*, "Tenants' History of a Project: from a Heaven to a Hell Hole," 1974
- * "A Redevelopment Project in the Central Ward, 1965"
- * "Colonnade Park's Fifth Anniversary, 1965"
- * Newark, Redlining Map (Image)
- * Christopher Columbus Homes (Image)

OCTOBER 31

RIOT OR REBELLION?

+Tuttle, Ch. 6

- *Palumbo, *No Cause for Indictment* (excerpts)
- * Celebrating the 300th Anniversary of Newark's Founding, 1966"
- * "Rioting, 1967"

Week 10

NOVEMBER 5

EXPLORING INTERPRETATIONS OF 1967

- * Clement Price, "Newark Remembers the Summer of 1967, So Should We All," *Positive Community*, 2007

- * “The Governor’s Commission on Civil Disorder, 1968”
- * *Revolution 67’* (Film)

NOVEMBER 7

NEWARK IN THE 1970S

+*Tuttle, Ch. 7*

- * “Recalling the 1967 Plainfield Riots,” *My Central Jersey*
- * “The Inauguration of Mayor Gibson, 1970”

Week 11

NOVEMBER 12

THE WORST CITY IN AMERICA?

- * “The Worst American City,” Louis Arthur, *Harper’s Magazine* 1975
- * “Pressure by Puerto Ricans to Improve their Lot, 1969”
- * Gateway Center Buildings (Image)

NOVEMBER 14

RENAISSANCE? SHARPE JAMES AND NEWARK IN THE 1980S AND 1990S

+*Tuttle, Ch. 8*

- * “The Two Newarks: Boom Amid Bust,” Joseph Sullivan, *The New York Times*, 1991
- * NJPAC (Image)

Week 12

NOVEMBER 19

THE DIVERSE CITY

-Tour of *Queer Newark Oral History Project* exhibit, Conklin Hall

NOVEMBER 21

COREY BOOKER AND NEWARK IN THE NEW CENTURY

+*Tuttle, Ch. 9, Ch. 10*

- * “How Newark became a hotbed of cookie-cutter, multifamily housing,” Ian T. Shearn, *The Star Ledger*, December 12, 2005
- * “The Box & Beyond” Newark City Planning Commission
- * “The Battle of Newark, Starring Cory Booker,” Raab, Scott, *Esquire*, 2008
- * Cory Booker’s Response to *Esquire*, 2008
- * NJ’s State of Foreclosure Meltdown,” *NJ.com*, November 16, 2016.
- * The Prudential Center (Image)

NOVEMBER 26

SECOND EXAM

Week 13
DECEMBER 3
Oral Presentations

DECEMBER 5
Oral Presentations
PRIMARY SOURCE ESSAY DUE

DECEMBER 10
Remaining presentations, semester wrap-up

FINAL PAPERS DUE
Tuesday December 17, by 11:59 PM