History of Newark

Course Description
Former Newark mayor Ken Gibson was once quoted as saying “Wherever the central cities are going, Newark is going to get there first.” This course will examine the 350+ year history of Newark and explore to what extent Gibson’s statement was accurate. Our goal will be to gain an understanding of both the critical events that shaped the city specifically and to engage in the narrative threads that have defined urban development in the United States more broadly. We will explore such topics as the city’s Puritan foundations, the impact of industrialization, the origins and definition of the city’s civil unrest in 1967, and the sources of its current troubles and successes. Finally, we will look to connect Newark’s story to other localities in New Jersey. By the end of the course, students will hopefully see that even if they are not from Newark, the city’s story intersects with the history of the state, region, and country.

Learning Goals
Through online group discussion boards, short and long analytical essays, and creative presentations, students will develop the following skills:

- Critical reading skills
- How to read primary sources
- How to contextualize and historicize documents and images
- How to write critically about both primary and secondary sources
- How to develop and defend an original argument

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

Regarding Online Instruction
This is an asynchronous online course, meaning we will not be scheduled to “meet” at a specific time each week. 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 two modules per week. For instruction, we'll be using the web-based Blackboard course software
I will post the syllabus and syllabus updates there, 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.

**Course Requirements**

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<td>Online Discussion Posts</td>
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<tr>
<td>Online Group work</td>
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<tr>
<td>Module online quizzes</td>
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<td>Analytical Paper</td>
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<td>Primary Source Responses</td>
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<td>Individual Presentation</td>
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**Online Discussion Posts** - Each week I will post a critical thinking question related to the material covered in the past two modules. Students are to provide their personal response to the question, as well as comment on at least one classmate’s post. Since we have a large class students will be divided into groups of four or five.

**Online Group Work** - There will be a total of four small creative group projects interspersed throughout the modules (these will be labeled in advance). These will ask students to create small PowerPoints, maps, timelines, or videos relating to course materials.

**Module Quizzes** - Students will take 12 module quizzes on Blackboard. These timed multiple choice quizzes will evaluate how well students have studied the assigned readings, and must be completed before the start of the next module. The two lowest grades will be dropped.

**Primary Source Papers** - Students will write a 2 page paper responding to a prompt related to the primary source readings for each module. These must be submitted via Blackboard before the start of the next module. There are a total of 4 papers, due at the end of weeks 2, 3, 4 and 5.

**Individual Presentation** - Students will create one PowerPoint to be submitted during the final week of class. Students have the option of presenting on a specific topic in Newark’s history or a topic of local interest that relates to a course theme. Projects will be submitted and shared on Blackboard, students are encouraged to comment on their peer’s work.

**Analytical Paper** - Students will write a 3-4 page paper, due during Week 6. These papers will ask students to compare the arguments and interpretations of different historians and draw conclusions about Newark’s past.

**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: 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.”

**Accommodation and Support Statement:**

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.
**Religious Holiday Policy and Accommodations:** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or DeanofStudents@newark.rutgers.edu.

**Counseling Services:** Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or http://counseling.newark.rutgers.edu.

**Students with Temporary Conditions/Injuries:** Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: https://temporaryconditions.rutgers.edu.

**Students Who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or TitleIX@newark.rutgers.edu.

**Gender or Sex-Based Discrimination or Harassment:** Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu. To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does NOT have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or run.vpva@rutgers.edu.

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**Course Schedule**

**Week 1 (July 6-12)**

**MODULE 1 COLONIAL NEWARK**
Reading: Tuttle, *pp. 13-22*
Rudolph Veccoli, *The People of New Jersey* pp. 5-8

Primary Sources:
“The Bill of Sale of Land to the Founders, 1666”
Esther Edwards Burr “Diary”
Jemima Condict “Diary”

**MODULE 2 THE MARKET REVOLUTION**
Reading: Tuttle, *pp. 22-end of Ch. 1*
Susanna Hirsch, “Newark in its Prime, 1820-1860”
Joseph Gowaskie, *Workers in New Jersey*, 17-27
Primary Sources:
  Impressions of Returning to Newark, 1834  
  *Pierson's Register*
  Apprentices Article in the *Newark Daily Advertiser*, 1839

**Week 2 (July 13-19)**

**MODULE 3: THE IMMIGRANT CITY**
Reading: Samuel Popper, “New Tensions in Older Newark”
  Harvey Strum, “The New Jersey Irish and the Nativist Response”

Primary Sources:
  “Newark,” *Harpers Magazine*, 1876
  Immigration Commission Report, 1911
  David Cohen, *America, The Dream of My Life* (excerpts)

**MODULE 4: URBAN HEALTH AND WELLNESS**
Reading: Tuttle, *Ch. 3*,
  Stuart Galishoff, “Cholera in Newark, New Jersey”

Primary sources
  Typhoid Outbreak attributed to Street Paving, 1896
  A Report of the Board of Trade, 1903

Primary Source paper 1 Due

**Week 3 (July 20-26)**

**MODULE 5: THE RISE AND FALL OF GREATER NEWARK**
Reading: Stellhorn, “Boom, Bust, and Boosterism”
  Karcher, *New Jersey's Municipal Madness* (excerpt)

Primary Source:
  “Roseville Days,” 1888
  “Newark, a Rival for New York?” *Newark Sentinel of Freedom* June 10, 1873
  “Consolidation, Not Annexation,” *New York Tribune*, January 19, 1899
  *Homes on the Montclair Railway*, 1870

**MODULE 6: THE PROGRESSIVE CITY**
Reading: Tuttle, *Ch. 4*

Primary Sources:
  Housing Report to the City Plan Commission, 1913
  Report on Social Evil Conditions, 1911
  Factory Fire, *McClure’s*, 1911
Primary Source Paper 2 Due

Week 4 (July 27-August 2)
MODULE 7 GREAT MIGRATION AND GREAT DEPRESSION
Reading: Clement R. Price, “The Beleaguered City as Promised Land”

Primary Sources:
Cotton Pickers in Northern Counties” Survey, Helen Pendleton, 1917
The Colored Woman in the New Industrial Situation, 1920
Third Ward, Newark, (excerpts)
Mapping Inequality website

MODULE 8: URBAN RENEWAL AND WHITE FLIGHT
Reading: Tuttle, Ch. 5

Primary Sources:
Philip Roth, Goodbye Columbus (excerpts)
Public Housing Packet
“New York: The City and the World” film (available on Youtube)

Primary Source Paper 3 Due

Week 5 (August 3-9)
MODULE 9: REBELLION 1967
Reading: Tuttle, Ch. 6

Primary Sources:
1967 Newspaper Articles
Amiri Baraka Interview
Excerpts from the Hughes Commission Report
Rebellion 67’ Film (available on Blackboard)

MODULE 10: NEWARK IN THE 1970s
Reading: Torres, “Newark’s 1974 Puerto Rican Riots;” Tuttle, Ch. 7

Primary Sources
http://riseupnewark.com/

Primary Source Paper 4 Due

Week 6 (August 10-14)
MODULE 11: THE DIVERSE CITY
Reading: Ramos-Zayas, “Stereotypes of the Tropics in ‘Portuguese Newark;” Tuttle, Ch. 8 and Ch. 9
Primary Sources
   GoIronbound video (available on Blackboard)
   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

MODULE 12: CONTEMPORARY NEWARK
Tuttle, Ch. 10

Primary Sources
  Henry Garber, “There’s No National Solution for the Rent Crisis”
  Jake Blumgart, “Invisible Segregation in Diverse Neighborhoods”
  Karen Yi, “Newark’s Anti-Gentrification Law”

Individual Projects due
Analytical Essay due