

Dr. Steven Elliott  
Fall 2021  
History 203, Section 90  
21:512:203:90  
Online Asynchronous

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## **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**

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 **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 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**

-Module online quizzes	10%
-Individual Presentation	15%
-Small assignments	15%
-Individual engagement	20%
-Midterm Essay	20%
-Final Essay	20%

**Module Quizzes**-Students will take 12 module quizzes on Canvas. 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. Students should ensure they have a good internet connection and have allotted themselves enough free time to complete their quizzes. **Purported “technical difficulties” will not lead to me clearing your quiz attempt.**

Quizzes will be posted at the end of the week that the module was assigned, and students will have one week to complete the quiz afterwards. For example, if a module is assigned on Monday, February 1, the quiz for that module will be posted on Monday February 8, and students will have until Monday February 15 to complete that quiz.

**Individual Engagement**- Students can engage by commenting on Voicethreads, submitting questions and comments via email, and/or contributing to class discussion boards. **Students should submit their questions and comments to the voicethreads by Friday of each week.** I will review your comments and respond to questions over the weekend. Quizzes will then be posted on the following Monday. You should review my follow-up responses on Voicethread before attempting the quiz, because some questions may be related to material that I provide in my follow-up comments.

### **Small Assignments**

There will be up to four small assignments throughout the semester such as short reaction papers, student-created maps, and short research projects. Students will choose three of these assignments, each worth 50 points for a total of 150 points (15% of the overall grade).

**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 Canvas, students are encouraged to comment on their peer's work.

**Midterm and Final Papers**- Students will write a total of 2 papers, each 4-5 pages in length. These papers will ask students to compare the arguments and interpretations of different historians and draw conclusions about Newark's past. They will provide students with opportunities to improve their analytical writing over the course of the semester.

### **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:

<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 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](http://ods.rutgers.edu). Contact ODS at (973)353-5375 or via email at [ods@newark.rutgers.edu](mailto: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](mailto: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](mailto: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](mailto: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](mailto:TitleIX@newark.rutgers.edu). Incidents may also be reported by using the following link: [tinyurl.com/RUNReportingForm](https://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](mailto: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](https://tinyurl.com/RUNCARE) or emailing [careteam@rutgers.edu](mailto: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](mailto: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://runit.rutgers.edu/hd/>

See also the RU-N “Technology LaunchPad” (<https://runit.rutgers.edu/technology-launch-pad/>)

### Course Schedule

#### **Week 1 (September 1-12)**

##### **MODULE 1: WELCOME TO THE CLASS**

Read and review syllabus, post personal biography to Canvas, and preview Module 2. Last day to drop is September 8.

#### **Week 2 (September 13-19)**

##### **MODULE 2: LENAPE AND PURITAN ENCOUNTERS**

Reading: Robert Curvin, *Inside Newark*, pp. 7-14

Brad Tuttle, *How Newark Became Newark*, pp. 13-22

John Cunningham, “Puritanism Lingers On”

Cummings, “Blacks in New Jersey: The Journey Toward Economic Freedom”

Primary Sources:

“The Bill of Sale of Land to the Founders, 1666”

Esther Edwards Burr “Diary” (Primary Source)

#### **Week 3 (September 20-26)**

##### **MODULE 3: THE INDUSTRIAL REVOLUTION**

Reading: Tuttle, *How Newark became Newark*, 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 4 (September 27-October 3)**

##### **MODULE 4: 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)

**Week 5 (October 4-10)**

**MODULE 5: URBAN HEALTH AND WELLNESS**

Reading: Tuttle, *How Newark became Newark*, Ch. 3,  
Stuart Galishoff, “Cholera in Newark, New Jersey”  
Iannuzzi et. al., *A Common Tragedy: History of an Urban River*, Ch. 3-4

Primary sources

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

**Week 6 (October 11-17)**

**MODULE 6: THE PROGRESSIVE CITY**

Reading: Tuttle, *How Newark became Newark* Ch. 4  
Bebout and Grele, *Where Cities Meet: Urbanization in New Jersey*, pp. 40-51  
Watch “Black, Native American, and Immigrant Women’s Voices Taking the Vote! 100 Years of Women's Suffrage” (Youtube)

Primary Sources

Report on Social Evil Conditions, 1911  
Factory Fire, *McClure’s*, 1911

**Week 7 (October 18-24)**

**MODULE 7: GREAT MIGRATION AND GREAT DEPRESSION**

Reading: Clement R. Price, “The Beleaguered City as Promised Land”  
Curvin, *Inside Newark*, Ch, 2

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

**Week 8 (October 19-25)**

**\*\*\*MIDTERM ESSAY DUE October 25\*\*\***

**Week 9 (October 25-31)**

**MODULE 8: URBAN RENEWAL AND WHITE FLIGHT**

Reading: Tuttle, *How Newark became Newark*, Ch. 5

Primary Sources:

Philip Roth, *Goodbye Columbus* (excerpts)

Public Housing Packet

“New York: The City and the World” film (available on Youtube)

\*Submit small assignments 1 and/or 2 by October 31\*

**Week 10 (November 1-7)**

**MODULE 9: REBELLION 1967**

Reading: Curvin, *Inside Newark*, Ch. 4

Primary Sources:

1967 Newspaper Articles

Amiri Baraka Interview

Excerpts from the Hughes Commission Report

*Rebellion 67* Film (available on Canvas)

**Week 11 (November 8-14)**

**MODULE 10: NEWARK IN THE 1970S**

Reading: Torres, “Newark’s 1974 Puerto Rican Riots;” Curvin, *Inside Newark*, Ch. 6

Robert Curvin, *Inside Newark*, Ch. 6

Primary Sources

Louis Arthur, “The Worst American City,” *Harper’s Magazine*, 1975

<http://riseupnewark.com/>

**Week 12 (November 15-21)**

**MODULE 11: THE 1980S TO THE 2000S**

Reading: Ramos-Zayas, “Stereotypes of the Tropics in ‘Portuguese Newark;”

Curvin, *Inside Newark*, Ch. 7

Primary Sources

GoIronbound video (available on Canvas)

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

**Week 13 (November 22-28)**

Work on individual projects and small assignments. (November 24-28 is Thanksgiving Break)

**Week 14 (November 29-December 5)**

**MODULE 12: CONTEMPORARY NEWARK**

Reading: Curvin, *Inside Newark*, Ch. 8-9

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”

**Week 15 (December 6-13)**

Submit small assignments 3 and/or 4 and individual projects to Canvas by December 13

**\*\*\*FINAL ESSAY DUE, TBA\*\*\***