

Class Structure: Synchronous on Canvas and Zoom

Professor: Dr. Eva Giloi

Office Hours: by appointment

Email: evagiloi@newark.rutgers.edu

Zoom Lecture times: Mondays 6:00 – 9:00 pm

Making Newark in Post-War America: Migration, Diversity, and Culture in the City

This course examines Newark in the 1950s-1970s, with its rich history of migration, diverse neighborhoods and cultural heritage, vibrant social networks, and local community engagement. It also looks at the strains that the city faced in those decades. The Rutgers campus represents a pivotal place in this story: in 1959, Rutgers President Mason Gross said that New Jersey was “culturally almost bankrupt,” and that he was going to build a new campus in Newark to help free New Jersey from its cultural dependence on New York and Philadelphia. But like other post-war American cities, Newark faced social and economic problems as well: declining industry and jobs, institutional racism, and middle class flight into the suburbs. These problems culminated in five days of violent civil unrest in 1967 that set armed troops against local residents. The story of Newark highlights many of the issues that we still face today: how cities grow and contract; questions of social justice, profiling, discriminatory practices, and institutional racism; how a city can become a sanctuary to a diverse set of social groups; and how community engagement and active citizenship can shape the course of history.

After learning the history of Newark in the 1950s-1970s, students will use that background to visit local history collections and archives – for instance Dana Library, the Institute of Jazz Studies, the Newark Public Library, the Newark Museum – as a group, during class time. With the guidance of the instructor, students will do individual research in these archival collections, handling and analyzing original historical documents. They will produce a research paper 12-15 pages in length, based on a research question of their interest, ranging from themes of social justice, local history, diversity and heritage, community engagement, and Newark’s art or music culture.

** Students in the seminar who want to pursue a special topic based on a different set of archival sources can do so if they write a proposal by mid-semester that is approved by the instructor.

Learning Objectives

-- Students will gain familiarity with the library and other primary source collections, on which they will base their research papers.

-- Students will get the historian’s experience of working with authentic, original historical materials, which will act as the core of the material for their research papers.

-- Through their experience in researching and writing the paper, students will gain valuable skills in critical evaluation of evidence, data analysis and pattern recognition, and the organization of information into a substantial paper or report.

The course has two main components: weekly seminar sessions for most weeks, and individual conferences for several weeks towards the end of the semester to talk about the progress of the papers.

Course Requirements

1. Participation Grade in Seminar:	10%
2. Research Paper Initial Topic:	5%
3. Research Paper Proposal:	10%
4. Interim Assessment of Evidence:	5%
5. Rough Draft Outline:	10%
6. Partial Rough Draft 1:	5%
7. Partial Rough Draft 2:	5%
8. Final Paper:	50%

Participation in Zoom Lectures

For the first 11 weeks of class, we will be meeting in a Zoom call as a seminar group on Mondays, 6-9 pm. For the next 2 weeks, we will not meet as a group but have individual conferences to talk about the papers as you are writing them. We will meet again on the last day of class as a group to give a status update of our paper topics. Attendance at both the Zoom seminars and the individual conferences is required, and participation in the Zoom seminars is worth 10% of the course grade. For the Zoom seminars, we will be discussing various topics connecting the history of Newark, post-war American history more generally, and the types of primary sources you might be interested in using for your research paper. The seminar sessions will be divided into three parts, with 45 minutes of discussion and 15 minutes break. In the first part, we will discuss that week's secondary source reading(s). Students will sign up to present those readings for one week during the semester. In the second third part of each seminar session, we will discuss the week's primary sources and have guided help sessions with Natalie Boresovits, the Newark Experience curator and Dana Library reference librarian. Students can choose to turn their video on or off during seminar, but they will need to have their audio on when presenting the secondary sources. I encourage all students to participate in the discussion through audio; if that's not possible, they need to participate by Chat to get credit for that day's participation grade.

Attendance Policy

Attendance is required. There will be no make-up opportunities for missed classes. *Excused vs. Unexcused absences:* The Rutgers-Newark Undergraduate catalog (http://catalogs.rutgers.edu/generated/nwk-ug_current/pg576.html) states: "The recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions." If you plan to claim a religious holiday as an excused absence, please inform me of this fact within the first two weeks of class.

Grading

The Grade Scale for this course is:

A	-- 93.0-96.9
A-	-- 90.0-92.9
B+	-- 87.0-89.9
B	-- 83.0-86.9
B-	-- 80.0-82.9
C+	-- 77.0-79.9
C	-- 73.0-76.9
C-	-- 70.0-72.9
D+	-- 67.0-69.9
D	-- 63.0-66.9
D-	-- 60.0-62.9
F	-- 00-59.9

The Grade Scale applies to the final course grade as a range. If your combined assignment and discussion grades fall into one of these ranges, you will get the corresponding letter grade at the end of the semester.

Grades on individual assignments: I will be giving points (out of 100) to each individual assignment. In order for the grades to be reflected accurately in the Canvas Gradebook, I will be giving the following point numbers to correspond to the following letter grades:

A	=	95
A-	=	91
B+	=	88
B	=	85
B-	=	81
C+	=	78
C	=	75
C-	=	71
D	=	65
F	=	50

What the grades mean in descriptive terms:

A:	Outstanding
A-:	Outstanding, with one or two areas of improvement
B+:	Very good
B:	Good
B-:	Good overall, with some significant weaknesses
C+:	Satisfactory, with some potential for improvement
C:	Satisfactory, but needs significant development
C-:	Barely satisfactory
D:	Poor: overwhelming flaws
F:	Failing: doesn't complete assignment

The grades are applied to your work in the class: at the college level, this means the final product of your work – what you hand in to me – and not the amount of effort you put into the work. (In other words, students don't get an "A for effort" at the college level.) "Outstanding" is not defined as how the final product compares to your own previous work, but how it compares to

other students' work. All of this is a reflection of the real world: in the professional working world, you will be assessed according to how effective you are compared to other people.

Policy on Academic Integrity (Cheating and Plagiarism)

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

The University's Academic Integrity policy can be found at: <http://academicintegrity.rutgers.edu>

All students are required to sign the Rutgers Honor Code Pledge. The History Department **REQUIRES** that the following honor pledge is written and signed on every exam, paper, or other major course assignment that is submitted for grading: "On my honor, I have neither received nor given any unauthorized assistance on this assignment."

You may only use the texts assigned in this syllabus to complete the assignments in this course. Resist the urge to cut and paste, either literally or figuratively by using other people's ideas. If I find that you have used other people's ideas (ex: Wikipedia, Amazon reviews, book jacket descriptions, etc.), I will not accept the assignment because I will not be able to consider it your own work. You will get a failing grade (0 points) for that assignment and will not be able to make it up.

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 contact the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or contact odsnewark@rutgers.edu.

For the full Accommodation and Support statement, see Appendix A at the end of this syllabus.

Required Readings

The Required Readings are accessible on Canvas, either as PDFs or through the posted links.

Schedule of Classes

Week 1: Wednesday Sept 8: Newark and the Campus, 1960s = Introduction

Normally we meet on Mondays, but because of Labor Day, this week has a change of designation so that Wednesday is on a Monday schedule

Week 2: Mon. Sept. 13: Migration and Immigration

-- Tuttle: Chapter 3, "Greater Newark: A Metropolis Blooms," pp. 63-86

Week 3: Mon. Sept. 20: Newark Culture: 1920s-1940s

-- Tuttle: Chapter 4, "Dead Weight: Prohibition, Politics and Organized Crime," pp. 89-118

-- Kukla, *Swing City*, pp. 1-19

-- Photos in Unit 3: 1949, 1963

-- Oral history interview with Alberta Reynolds, 1949, 54 minutes

-- *New Jersey Herald News*, Feb. 23 1946, pp. 14-15

Week 4: Mon. Sept. 27: Urban Renewal Begins

-- Tuttle: Chapter 5, "The Slums of Ten Years from Now," pp. 119-141

-- Rothstein, "Racial Zoning," *The Color of Law*, pp. 39-57

-- Oral history from *Becoming a Firefighter*, pp. 92-94

-- Images and maps in Unit 4: 1911, 1958, 1966

Week 5: Mon. Oct 4: Redlining and Removal

-- Katznelson, "White Veterans Only," *When Affirmative Action was White*, pp. 113-141

-- Rothstein, "Own Your Own Home," *The Color of Law*, pp. 59-75

-- Heard, "Remembrances of Little Jimmy Scott in Newark in the 1950s," pp. 47-55

-- Images from the *Newark Master Plan*, 1964

Week 6: Mon. Oct. 11: The Newark Housing Authority and Blight

-- *Newark Commerce* magazine 1961: Danzig article, pp. 10-11, 34-36

-- *Newark Commerce* magazine 1961: Oberlander article, pp. 28-29, 42-43.

-- *Herald-Advance*, June 4, 1966, pp. 1-16

Due Friday Oct. 15: Possible Research Topics

Week 7: Mon. Oct 18: Suburbanization and Urban Renewal

-- Jackson, "The Drive-in Culture of Contemporary America," *Crabgrass Frontier*, pp. 246-271

-- *Newark Commerce* magazine 1961: Scheuer article, pp. 20-21, 44

-- *Newark Commerce* magazine 1961: Walker article, pp. 26-27

-- *Halsey Street Mall, Preliminary Report*, 1963, pp. 2-17

Week 8: Mon. Oct 25: Clinton Hill and the Central Ward

- *We Got to Live Here*, documentary from 1965, 25 minutes
- NHA Relocation flyers, circa 1962 (from Newark Municipal Archives, 2 pages)
- Lee Johnson, 3 articles in *New Jersey Afro-American* (3 pages)
- "Inside Story of Inside Newark," bio of Lee Johnson, pp. 1-3

Week 9: Mon. Nov. 1: Challenges of Urban Renewal

- Tuttle: Chapter 6, "Bound to Explode," pp. 142-170
- Newark Housing Authority: *Annual Report: Statistical Data Pertaining to Housing*, pp. 1-16
- Stanley Winters, "Fighting the Blight" pamphlet, 1966, pp. 1-5

Due Friday Nov. 5: Research Proposal Page, with primary sources that you've identified so far

Week 10: Mon. Nov. 8: Robert Curvin, 1967: Activist and Witness

- Curvin, "Rebellion and City Politics," *Inside Newark*, pp. 100-127
- Curvin testimony, 17 October 1967, *Governor's Commission on Civil Disorder*, pp. 1-32
- *Revolution '67*, documentary film, 75 minutes

Due Friday Nov. 12: Initial Assessment of Evidence

Week 11: Nov 15: Black Organization of Students, 1969

- McCormick, Chapter from *Black Student Protest Movement at Rutgers*, pp. 34-46, 67-77
- Rise up Newark: Black Organization of Students, website page including video (3 minutes)
- Oral History with Vicki Donaldson, pp. 1-36

Unit 12: Individual Meetings

Nov. 17 – Nov. 23

Individual meetings: discussion of Proposal and Initial Assessment of Evidence

- Sign up for meeting with me during those days

Mon. Nov. 22 = No class meeting; sign up for individual meeting instead

Mon. Nov. 29: No class meeting (Monday follows a Wednesday schedule)

Due Monday, Nov. 29: Rough Draft Outline

- See example from last semester on Canvas as a guide

Nov. 30 – Dec. 3

Individual meetings: discussion of Rough Draft Outline

- Sign up for meeting with me during those days

Unit 13: Individual Meetings

Dec. 6 = No class meeting

Due Monday Dec. 6: Partial Rough Draft Part 1

Dec. 7 – Dec. 10

Individual meetings: discussion of Partial Rough Draft Part 1

-- Sign up for meeting with me during those days

Unit 14: Mon. Dec. 13: Last Class Session and Individual Meetings

Zoom Discussion meeting: Presentation of Research Topic

Due Monday, Dec. 13: Partial Rough Draft Part 2

Individual meetings: discussion of Partial Rough Draft Part 2

-- Sign up for meeting with me between Dec. 13 and Dec. 23

Due Wednesday December 22: Final Paper due by 11:59 pm

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.