

History of Newark

21:512:203

Spring 2015

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Classroom: SMT 242

Thursday: 6:00-9:00pm
Office Hours: Thursdays: 5:00-6:00pm
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Course Description:

This course will examine the almost 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.

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.

Grading and Assignments:

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| Exam One: | 25% |
| Exam Two: | 25% |
| Scavenger Hunt Project: | 30% |
| Weekly Reading Response Papers | 10% |
| Quizzes, Class Participation, and Attendance: | 10% |

Readings:

Only the one book below is required for this course and can be purchased at the Rutgers bookstore in Bradley Hall.

Immerso, Michael. *Newark's Little Italy: The Vanished First Ward*.

All other readings are posted on Blackboard. It is essential that you bring each days reading with you to class.

You are required to read what is listed on the schedule below **BEFORE** you attend class and you must read **ALL READINGS** each class.

For each class you must submit a typed response to each of the reading you were assigned. The response should be **1-2 paragraphs PER reading** all on the same word document. They must be emailed to me by the start of class.

In your response you can focus on any of these three topics and you can choose different topics for different readings for the same class day. The areas of focus are:

1. The main points of the reading
2. The significance of document in the larger historical narrative
3. A section or point that stood out to you and why

Class Participation and Attendance:

Attending class is not optional. Class lectures not only include discussions on your assigned readings, but the material presented is what you will be tested on. In-class participation will improve your grade in the course; whereas unexcused absentness and lateness will negatively affect your grade.

Any student who misses four 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.

Scavenger Hunt:

**The assignment is located at the end of this syllabus.*

**I will also schedule a walking tour of Newark towards the end of the semester during the day for those who are interested and/or available.*

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/files/documents/AI_Policy_9_01_2011.pdf

All students are required to sign the Rutgers Academic Integrity Pledge and the Rutgers Honor Pledge on each exam.

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

Semester Schedule

January 22: Welcome to Milford: Newark’s Puritan Beginnings

Readings:

- McCormick, Richard, *New Jersey from Colony to State, 1609-1789*, 17-23.
- New Jersey Historical Society, *Records of Newark*, v-x and 1-2.
- Green, Howard, ed., *Words That Make New Jersey History*, “Between Hope and Fear: A Legend of the First Lenape Encounter with Europeans.”
- Cummings, Charles, *The Star-Ledger*, “17th Century’s Framework Can Be Seen in Today’s City.”

January 29: True Life: I’m a Newark Colonist, 1700s-1800

Readings:

- McCormick, Richard, *New Jersey from Colony to State, 1609-1789*, 80-105.
- Paine, Thomas, “The American Crisis.”
- Bebout, John and Ronald Grele, *Where Cities Meet: The Urbanization of New Jersey*, 10-21.

February 5: The Rise of the Industrial City: Street Life: War on the Battlefields and Battles on the Street, 1800s

Readings:

- Cunningham, John, *Newark*, 191-195.

- Robeson Center Gallery, *Newark: Genesis of a City*.
- Galishoff, Stuart, *Newark: The Nation's Unhealthiest City, 1832-1895*, 49-86.
- South Park Presbyterian Church handout.

February 12: The First Wave: Irish and German Immigration, 1840-1900

Readings:

- Green, Howard, ed., *Words That Make New Jersey History*, "Germans Assaulted Indiscriminately: Ethnic Violence in Hoboken (1851)."
- Exhibition at the Newark Public Library, 2007, "The Irish in Newark and New Jersey."
- New Jersey State Archives "WPA Irish Case Histories."
- Stephenson, Charles, *Eighth Annual New Jersey Symposium, 1976*, "The Process of Community: Class, Culture, and Ethnicity in Nineteenth-Century Newark."

February 19: The New Kids on the Block: The Jewish and Italians, Early 1900s

Readings:

- Green, Howard, ed., *Words That Make New Jersey History*, "These Foreigners Must Be Educated: Americanizing the Immigrant (1916)."
- Immerso, Michael, *Newark's Little Italy: The Vanished First Ward*, 1-30 and 65-80.
- Exhibition at the Newark Public Library, 1995, "Lasting Impressions: Greater Newark's Jewish Legacy."

*** February 21: The Marion Thompson Wright Conference: Extra Credit: Response Paper**

February 26: An Era of Reform: Newark in the Progressive Era, 1890-1930:

Part One: Immigrants, Suffrage, Labor, and Fredrick Law Olmsted

Readings:

- Bender, Thomas, *Toward an Urban Vision: Ideas and Institutions in Nineteenth Century America*, 168-187.
- *The New York Times*, "Newark Begins Celebration of 250th Birthday.
- Cunningham, John, *Newark*, 250-263.

- Price, Willard. “The Ironbound District,” 1912.

* *Dance Performance: Lula Washington Dance Theatre at NJPAC @7:30pm*

March 5: An Era of Reform: Newark in the Progressive Era, 1890-1930:

Part Two: The Golden Age, Consumerism, and Building Up A City

Readings:

- Stellhorn, Paul, “Boom, Bust, and Boosterism: Attitudes, Residency and Newark Chamber of Commerce, 1920-1941 in Wright, William ed., *Urban New Jersey Since 1870*.
- Cunningham, John, *Newark*, 195-197.
- Assorted Articles on Newark Department Stores from OldNewark.com

March 12: EXAM and Scavenger Hunt Project Topic Due via email by 6pm

March 19: No Class – Spring Break

March 26: Slippery When Wet: Creative Non-Fiction, Saloon Culture, Bootlegging and Jazz in Newark, 1920s-1930s

Readings:

- Immerso, Michael, *Newark’s Little Italy: The Vanished First Ward*, 109-116.
- Troiano Laura, *Rethinking History*, “Slippery When Wet.”
- Reeves, Ira, *Ol’Rum River*.

April 2: Beleaguered City: The African-American Experience in Newark and the Citywide Impact of the Great Depression

Readings:

- Price, Clement A. “The Beleaguered City as Promised Land: Blacks in Newark, 1917-1947, in Lurie, Maxine *A New Jersey Anthology*.
- Green, Howard, ed., *Words That Make New Jersey History*, “Strikebreaker or Color-Barrier Breaker?: Race and the Labor Movement (1923)” – excerpt from William Ashby’s *Tales Without Hate*.

- Mokarry, Adrienne, *The Star-Ledger*, “Glimpse of History: Commencement at Scott College of Beauty Culture.
- Kruger-Scott Interviews , skim

April 9: A Place to Call Home: The Prequel and the Sequel to 1967: Public Housing in Newark

Readings:

- Levitus, David, *The Newark Metro*, “Planning, Slum Clearance and the Road to Crisis in Newark,” 2005.
- Jackson, Kenneth, *Crabgrass Frontier: The Suburbanization of the United States*, 238-251, 257-261, and 269-276.
- Price, Clement A., *New Jersey Reporter*, “Along the New Jersey Divide,” 1996.
- Immerso, Michael, *Newark’s Little Italy: The Vanished First Ward*, 139-159.
- Cunningham, John, *Newark*, 338-345.
- Rosenthal, Jack, *The New York Times*, “Housing Study: High Rise=High Crime,” 1972.
- Smothers, Ronald, *The New York Times*, “Barren Lots Symbolize Frustration Blacks Feel,” 1972.
- *The New York Times*, “Stella Wright Housing Crisis: Tenants Are Angered Troubles Began Early,” 1973.
- *The New York Times*, “Tenants’ History of a Project: from a Heaven to a Hell Hole,” 1974.
- Vergara, Camilo Jose, *The New York Times*, “Blowing Up Projects Doesn’t Solve Problems of Housing,” 1987.
- DePalma, Anthony, *The New York Times*, “In Newark’s High-Rises, a Desperate Wait,” 1989.
- Levy, Clifford. *The New York Times*, “4 High-Rises Torn Down By Newark,” 1994.
- Smothers, Ronald, *The New York Times*, “A Step to End Newark’s Chapter in High-Rise Public Housing Projects,” 1999.
- Green, Howard, ed., *Words That Make New Jersey History*, “Constitutional Rights Cannot Wait for Political Consensus: The Supreme Court Addresses the Housing Problem (1983).”
- DiIonna, Mark, *The Star-Ledger*, “Museum Preserving Piece of Crumbling Newark Complex,” 2012.

April 16: 1967

Readings:

- Green, Howard, ed., *Words That Make New Jersey History*, “The Summer of 1967: The Newark Riots” – excerpts from Amiri Baraka’s autobiography and “Report for Action.”
- Parks, Brad, *The Star-Ledger*, “Crossroads: Part 1-4,” 2007.
- Price, Clement A., *The Positive Community*, “Newark Remembers the Summer of 1967, So Should We All,” 2007.

April 23 and April 30: “Still Much More to Be Done”: Road to the Renaissance City

Scavenger Hunt Project Due April 23rd via email by 6pm

Readings:

- *The New York Times*, “Still Much More to Be Done,” 1967.
- Asbury, Edith Evans, *The New York Times*, “Kenneth Allen Gibson,” 1970.
- Shipler, David, *Harper’s Magazine*, “The White Niggers of Newark,” 1972.
- Williams, Roger, *Saturday Review World*, “America’s Black Mayors: Are They Saving the Cities?,” 1974.
- Louis, Arthur, *Harper’s Magazine*, “The Worst American City,” 1975.
- Winters, Stanley, *The New York Times*, “Newark: Don’t Let It Die,” 1976.
- Price, Clement A., “Newark and the Rhetoric of Optimism,” in *Blue: Newark Culture*, vol. 2, 1993.
- Jardim, Gary, “The Myth of the Renaissance City,” in *Blue: Newark Culture*, vol. 2, 1993.
- Sullivan, Joseph, *The New York Times*, “The Two Newarks; Boom Amid Bust – A Special Report; In Newark, Downtown Glitter Battles Neighborhood Gloom,” 1991.
- Smothers, Ronald, *The New York Times*, “As Newark Bounces Back, So Does Mayor,” 1998.
- Smothers, Ronald, *The New York Times*, “Newark’s Rebirth Pushes Westward; On a Clear Day, Future is Visible From the City’s Tallest Building,” 2000.
- Jacobs, Andrew, *The New York Times*, “A Newly Cool Newark Says, ‘C’mon Over!,” 2000.
- Raab, Scott, *Esquire*, “The Battle of Newark, Starring Cory Booker,” 2008.
- Booker, Cory, *Esquire*, Cory Booker’s Response, 2008.

May 7: Final Exam

Scavenger Hunt

Due April 23rd at 6pm

Please pay careful attention to the instructions below:

- Each student will choose a building, site, or monument in Newark
- Approval for your topic must be submitted via email to me by **March 12th at 6pm**
- You must craft **FOUR** clues about the subject you have chosen
- Each clue must be crafted using a primary source; **at least one source per clue**
 - Only one photo can be used as a primary source clue
- Each clue should be at least 5-6 sentences long
 - Keep in mind that with your clue you are demonstrating to me that you know how to analyze a primary source; the main purpose is NOT for someone to guess what your site is, that is the secondary concern
 - These clues would be, if this was a longer paper, the building blocks of a research paper, that is how you should approach your clues
 - Below I have listed a set of questions that you should be thinking about when analyzing your primary source
- You must have a citation page that explicitly references the source/s for each clue, and any other material you used for your paper
 - Each clue needs to have a citation at the end of it as well as a reference page at the end of the clue paper and the 2-3 page accompanying paper
 - Chicago or MLA style are the acceptable styles
- Having a theme that connects all four of your clues may be helpful to some of you in analyzing your sources (we can discuss a theme that might work for you)
- Wikipedia will not be accepted as a site for information
- The clues must be accompanied with a 2-3 page paper (**not including the clues page**) detailing:
 - a. Short overview of the site (1-2 paragraphs)
 - b. Why you chose site/building/event

- c. Why this site/building/event is important in the scope of Newark history
- d. How does your site fit into the larger historical narrative of the city
- e. What your steps were in creating your clues including how you found your primary sources

These are some very basic questions you should be asking of your sources. For me to be most helpful in determining more specific questions related to your sources, come to me with your sources already picked out.

Each student is required to meet with me at least once to discuss this project.

The questions for analysis:

- What does the source say?
- When was the source written?
- Who is was the author?
- Who was the author writing to?
- What was at stake for the author?
- Why was it written?
- What doesn't the source say and why?
- How does the source relate to your understanding of the subject?

Resources:

The Dana Library

The Newark Public Library – The New Jersey Room

The New Jersey Historical Society

<http://nap.rutgers.edu/>

<http://www.virtualnewarknj.com/mainindex.php>