

# History of Newark

21:512:203

Spring 2017

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Classroom:

Monday: 4:00-5:20pm  
Wednesday: 4:00-5:20pm  
Office Hours: By Appointment  
Office: 49 Bleeker Street

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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:

Exam One:	25%
Exam Two:	25%
Public History Primary Source Kickstarter Campaign:	30%
Reading Response Papers	10%
Quizzes, Class Participation, and Attendance:	10%

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 Kate Torres at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu).

## **Readings:**

All readings are posted on Blackboard.

You are required to read EVERYTHING that is listed on the schedule below BEFORE you attend class.

It is essential that you bring each days reading with you to class.

## **Reading Response Papers:**

You must submit **FOUR** typed response papers for different **FOUR** readings on the syllabus.

You can only choose **ONE** reading for a response for any given class.

Response papers are due via email before the start of class on the day reading is assigned.

**You CANNOT just hand four in at the end of the semester.**

No responses will be accepted after the date it was assigned.

At least one response paper is due before the mid-term.

The response should be 1-2 pages.

The response needs to include:

- An original thesis statement based on the reading
- Two direct quotes from the reading used as supporting evidence for your thesis statement

\*This means you need to make an argument using the document and argue it using the document.

## **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. 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.

## **Public History Primary Source Kickstarter Campaign:**

*\*This is a group project where you will be designing a public history project based on Newark landmarks using primary source documents.*

*\*The assignment will be distributed during the first few weeks of class.*

### **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](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.”*

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## Semester Schedule

### **January 18:**

*Is Perception Really Reality?: Newark, What We Know and What We Think We Know*

- Nark, Jason, “Is Newark the Next Brooklyn?,” *Politico Magazine*, 2015

### **January 23:**

*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

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

### **January 25:**

*True Life: I’m a Newark Colonist: Newark During the American Revolution*

- “Fraudulent Claims: The Land Riots of 1746,” *New York Weekly Post*, 1746
- Paine, Thomas, “The American Crisis,” 1776
- Cunningham, John, *Newark*, 70-79

### **January 30:**

*Industrial Newark: From A-Z - Asbestos to Zippers, 1800s*

- “Six Towns along the Morris Canal,” *Gazetteer of the State of New Jersey*, 1834
- “Apprentices from the Newark,” *Daily Advertiser*, 1839
- “Wan Faces and Stunted Minds: Child Labor,” *Second Annual Report of the Inspector of Factories and Workshops of the State of New Jersey*, 1884
- “New Jersey Inventors and Their Inventions,” *Jersey Journeys*, 2000

### **February 1:**

*Street Life: War on the Battlefields and Battles on the Street, 1800s*

- Clark, J. Henry. "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
- Galishoff, Stuart, *Newark: The Nation’s Unhealthiest City, 1832-1895*, (excerpts)

### **February 6:**

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

- “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”

### **February 8:**

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

- Excerpts from the Dillingham Commission Reports, 1910-1911
- “These Foreigners Must Be Educated: Americanizing the Immigrant (1916)”
- Immerso, Michael, *Newark’s Little Italy: The Vanished First Ward*, 1999

### **February 13:**

*Newark as a Gateway City: Nativism and Know-Nothings in an Immigrant City*

- Stephenson, Charles, *The Process of Community: Class, Culture, and Ethnicity in Nineteenth-Century Newark*
- *Ol'Rum River*, Reeves, Ira, 1931
- Federal Bureau of Investigation file, Ruggiero Boiardo
- Federal Bureau of Investigation file, Abner Longy Zwillman

**February 15:**

*An Era of Reform: Newark in the Progressive Era, 1890-1930: Part One: Immigrants, Suffrage, Labor, and Fredrick Law Olmsted*

- "The Newark Factory Fire," Hopkins, Mary Alden, *McClure's Magazine*, 1911
- "Suffragists in Ballot Parade," *Newark Evening News*, 28 October 1912
- Price, Willard. "The Ironbound District," 1912
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**Extra Credit: Saturday, February 18, 2017**

9:30am – 3:30pm

*Marion Thompson Wright Lecture Series*

*"City Moves: Black Urban History Since 1967"*

**February 20:**

*An Era of Reform: Newark in the Progressive Era, 1890-1930: Part Two: The Golden Age, Consumerism, and the Building Up a of City*

- *The New York Times*, "Newark Begins Celebration of 250<sup>th</sup> Birthday
- Stellhorn, Paul, "Boom, Bust, and Boosterism: Attitudes, Residency and Newark Chamber of Commerce, 1920-1941 in Wright, William ed., *Urban New Jersey Since 1870*
- "A John Cotton Dana Library," *Newark Public Library*, 2006

**February 22:**

*Part One: Beleaguered City: The African-American Experience in Newark and the Citywide Impact of the Great Depression*

- "Cotton Pickers in Northern Counties" Survey, Helen Pendleton, 1917
- Price, Clement A. "The Beleaguered City as Promised Land: Blacks in Newark, 1917-1947, in Lurie, Maxine *A New Jersey Anthology*.

**February 27:**

*Part Two: Beleaguered City: The African-American Experience in Newark*

- 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

**March 1: Mid-Term Exam**

**March 6:**

*Depression and Decline in Newark, 1930s &*

*Part One: What About the Rest of Us?: World War II, White Flight, Suburbia, and the Making of the Second Ghetto*

- “Forced on Relief Again: A Newark Woman on Welfare,” *WPA Narrative*, 1939
- “Away from the Democratic Ideal: Segregation in the Schools,” Wright, Marion Thompson, 1941.

**March 8:**

*Part Two: What About the Rest of Us?: World War II, White Flight, Suburbia, and the Making of the Second Ghetto*

- Jackson, Kenneth, *Crabgrass Frontier: The Suburbanization of the United States*, 238-251, 257-261, and 269-276

**March 13: No Class – Spring Break**

**March 15: No Class – Spring Break**

**March 20:**

*Scripting Newark: Roth and Baraka: A Tale of Two Newarks, and a Few More*

- Baraka, Amiri, *Raise, Race, Rays, Raze, Essays Since 1965*, “Newark – Before Black Men Conquered”
- Roth, Philip, *Goodbye, Columbus*, excerpt
- Galant, Debra, *New York Times*, “Look Homeward: From Roth to Baraka to Reiken, Essex County is 127 Square Miles of Literary Inspiration”

**March 22:**

*Part One: A Place to Call Home: The Prequel and the Sequel to 1967: Public Housing in Newark*

- Income Distribution, 1960
- Levitus, David, *The Newark Metro*, “Planning, Slum Clearance and the Road to Crisis in Newark,” 2005
- Price, Clement A., *New Jersey Reporter*, “Along the New Jersey Divide,” 1996

**March 27:**

*Part Two: A Place to Call Home: The Prequel and the Sequel to 1967: Public Housing in Newark*

- *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
- Smothers, Ronald, *The New York Times*, “A Step to End Newark’s Chapter in High-Rise Public Housing Projects,” 1999
- “Constitutional Rights Cannot Wait for Political Consensus: The Supreme Court Addresses the Housing Problem (1983)”
- DiIonno, Mark, *The Star-Ledger*, “Museum Preserving Piece of Crumbling Newark Complex,” 2012

**March 29:**

*1967: A Summer of Discontent*

- Ready to Riot, Wright, Nathan, (excerpts) 1968
- “The Summer of 1967: The Newark Riots”: Excerpts from The Autobiography Leroi Jones, Baraka, Amiri, Report for Action, Rebellion in Newark: Official Violence and Ghetto Response, Hayden, Thomas and Road to Anarchy: Findings of the Riot Study, 1968
- “Sparks & Tinder,” *Time*, 1967

Extra Credit

7:00pm

Calpulli Mexican Dance: Jim Wise Theatre at NJIT

**April 3:**

*1967: A Legacy*

- “Newark Remembers the Summer of 1967, So Should We All,” Price, Clement, *Positive Community*, 2007
- “With 40-Year Prism, Newark Surveys Deadly Riot,” *The New York Times*, July 8, 2007

### **April 5:**

*“Wherever American Cities Are Going, Newark Will Get There First”*: Ken Gibson and 1970s and 1980s

- “The White Niggers of Newark,” Shipler, David in *Harper’s Magazine*, August 1972
- Louis, Arthur, *Harper’s Magazine*, “The Worst American City,” 1975
- Gibson, Ken, response to “The Worst American City”
- Winters, Stanley, *The New York Times*, “Newark: Don’t Let It Die,” 1976

### **April 10:**

*“Still Much More to Be Done”*: Road to the Renaissance City: Sharpe James and the 1990s

- “The Two Newarks: Boom Amid Bust,” Sullivan, Joseph, *The New York Times*, 1991
- “Newark and the Rhetoric of Optimism,” Price, Clement, *Blue: Newark Culture*, 1993
- “The Myth of the Renaissance City, Jardim, Gary, *Blue: Newark Culture*, 1993

### **April 12:**

*How Do We Urban Revitalize?: Cory Booker and Ras Baraka and the 2000 to the Present*

- “The Battle of Newark, Starring Cory Booker,” Raab, Scott, *Esquire*, 2008
- Cory Booker’s Response to *Esquire*, 2008
- “After Cory Booker, Newark Takes a New Turn,” Greenblatt, Alan, *NPR*, 2014

### **April 17:**

*Beyond “Ghetto Schooling”*

- *Ghetto Schooling: A Political Economy of Urban Educational Reform*, Anyon, Jean, 1997 (excerpts).
- “Schooled: Cory Booker, Chris Christie, and Mark Zuckerberg Had a Plan to Reform Newark’s Schools. They Got An Education,” Russakoff, Dale, *The New Yorker*, 2014
- “Reflection on Jean Anyon,” Sadovnik, Alan, *University of Pennsylvania Perspectives on Urban Education Journal*, 2013
- “More Questions about ‘The Prize,’ Russo, Alexander Russo, *Washington Monthly* ‘The Grade,’ 2015

### **April 19:**

*#Newark: What Has, Does, and Will it Mean?*

- “Gentrification Fuels Rift Among Newark’s Local Artists,” Adarlo, Sharon, *Aljazeera America*, 2014



- “Newark Should Embrace its Past to Accommodate Future Generations,” Giambusso, David, *Star-Ledger*, 2014
- “Celebration Of Newark's 350th Anniversary Will Be As Diverse As City's History, Future,” Mazzola, Jessica, *Star-Ledger*, 2015

**April 24:**

*Kickstarter Campaign Presentations*

**April 26:**

*Kickstarter Campaign Presentations*

**May 1:** Last Day of Class

*Kickstarter Campaign Presentations*

**May 8:** Final Exam