**Course Description**

As arts-based development strategies play prominent roles in cities throughout the world, including here in Newark, a consideration of past practices, ways of thinking, and outcomes is timely. Cities have been artistic hubs for millennia. But when did the arts become a prominent sector of urban economies? When was that sector recognized and organized as such, whether through labor unions or professional organizations? How have the arts been mobilized (often cynically) to attract capital and residents? What role have they played in urban inequality and gentrification? In what ways have artists benefited and been harmed by these uses? And how have they and others imagined the arts and development beyond the economic, as, say, forms of community-building and organizing, dissent and protest, solidarity and movement-building? Through all these processes, how have aesthetic traditions shaped and been shaped by these concerns?

To explore such questions, we will be using classic and current scholarly essays and book chapters as model texts, defining their possibilities and limitations, establishing central historiographical questions and debates, studying their sources and methods, and identifying the traditional “moves” of academic writing. These reading practices will provide a firm foundation for thinking through our own class research projects – journal-length scholarly essays – that will be the course’s major product. You are encouraged to pursue your own interests under the class’s broad themes, and we will collectively – in workshop fashion – move through key steps in forming topics, collecting and analyzing relevant sources, and writing.

**Learning Objectives**

In this course you will have the opportunity to learn and/or practice these skills:

- The close reading of academic writing for its key moves: statement of argument, use of evidence, engagement with other work, referencing, et al.
- The development and completion of a research project:
  - Motivation and conceptualization
  - Collecting primary and secondary sources
  - Critical and contextual analysis of sources
  - Forming an argument within a scholarly literature
  - Writing, sharing, and revising an essay-length work of original scholarship

And you will increase your knowledge of:

- U.S urban and cultural history
- The scholarly literature on the U.S. arts sector and its relationship to places and communities

*All readings will be distributed via Canvas. There is nothing you need to buy.*
Course Policies & Expectations

It is crucial that you check Canvas daily. All assignments and materials and information about the class will be distributed on Canvas via weekly modules. I also recommend that you use Canvas to contact me.

If you haven’t work with Canvas before, please take some time to familiarize yourself with it. An online tutorial is available here.

Studying history is often a politically and personally charged pursuit, and we will not shy away from tough questions about power, inequality, race, and class, to name a few. In fact, they may take on specially charged meaning in our current historical moment, and we need not steer our conversations away from making connections between the past and today. But I expect that all of us – myself included – will behave in a manner that assumes and shows respect for others’ needs and desires to learn. By all means, disagree with me and with each other. But do so in a civil way that will promote, rather than hinder, learning. Any behavior that in any way intimidates others from participating in class will be addressed and may count against your participation grade.

Attendance is required. There will be no make-up opportunities for missed classes. I will take attendance in every class meeting. If you arrive late – which, in this class, will mean more than ten minutes after class begins – I will give you half credit for being in class. This means that two late arrivals will count as one unexcused absence. After two unexcused absences, your overall course grade will be lowered by a partial grade (from B+ to B, for example) for every further unexcused absence. Any student who misses four or more sessions through any combination of excused and unexcused absences will have missed more than a quarter of the class time and will not earn credit in this class. Such students should withdraw from the course to avoid an F.

Excused vs. Unexcused absences: The Rutgers-Newark catalog (http://catalogs.rutgers.edu/generated/nwk-ug_current/pg563.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, you must inform me of this fact within the first two weeks of class.

Late assignments will not be accepted except in cases of proven emergency. Unless you have express permission from me, discussed with me in advance; and based on an acknowledged reason, late assignments will have their grades lowered one partial grade every day that they are late.

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.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this assignment.

Course Assignments
For the **preparedness and participation** grade (25%), students are expected to read the assigned texts - whether published works or our classmates’ drafts - before each class session. Simple attendance alone doesn’t much help the participation grade, though missing too many classes can seriously hurt it (see class policies above). Students are required to come to class ready with questions or observations about the readings and to take part in the discussion to earn a good participation grade. We will devote much of our class time discussing the sources, their implications for how we might think about the class’s core topics, their mechanics, and how they might (or might not) serve as models for our own work. You will also be asked to review each other’s work and to report on the progress of your own. Collectively, this in-depth analysis and review of work will compose the participation grade.

In weeks 2 thru 7 (September 12 thru October 17), you will complete weekly **short writing assignments** (15%) via Canvas discussion boards. These should be short, informal think pieces (one of my grad-school professors called them “pithy commentaries”) in which you call attention to something you think is particularly interesting, confounding, and/or just plain wrong about one of the readings for that week. Raise questions, offer critique, focus on the reading’s content or its form - whatever seems most appropriate. **Please submit these commentaries by the end of the day on Monday**, so that we all have time to read and, if we wish, comment on them before class meeting. These will help guide our in-class discussion.

You will also write two more formal **article reviews** (10% and 15%) of about 1,500 words each. One of the things we’re asked to do as scholars is review our colleagues’ work and advise potential publishers on its quality. We will talk in class about the criteria often used in such evaluations and which you will, then, apply to individual essays from our course selection. We will approach these in the spirit of *critique*: defining the possibilities and limitations of these essays. **These two article reviews are due on September 26 and October 17.**

Your **final research essay** (35%) will be the culmination of a semester-long process of conceptualizing, collecting sources, researching, and writing. You will report on your progress in writing and orally in class at several moments during the semester. (See the class schedule below.) Your grade for this essay will be primarily based on the final product, though consideration will also be given to each of these intermediary moments. In other words, the grade on your essay may be lowered if you did not complete an essay proposal or did not deliver an in-class progress report. **The final draft of the essay is due on Tuesday, December 19.**
**Class Schedule**

*Please Note:* The class is organized into two main chunks of time. During the first, our efforts will focus on the readings, the development of a topic and work plan for the final research essay, and the collection of sources. During the second, we will continue that research effort and draft, workshop, and revise the essays.

**They Say/I Say**

**September 5: Introductions to the Class and Each Other**

*Reading:* Jackson Arnn, “You Had to Be There” (review of Prudence Peiffer’s *The Slip: The New York City Street that Changed American Art Forever*) from *The New Yorker*, August 14, 2023

**September 12: Foundations**


*Assignment:* Motivation Statement

**September 19: Early Art Economies in the U.S. / Patrons and Publics**


*Assignment:* Early research proposal

**September 26: Culture and Community Development**


*Assignment:* First article review

**October 3: The Arts as Urban Strategy**


*Assignment:* Revised research proposal
October 10: Arts and Heritage Tourism
Assignment: Informal in-class presentation on research topic

October 17: The Racial Politics of Art & Gentrification
Assignment: Second article review

Research & Consultation
We will decide collectively how we want to structure the next four weeks.
I have options in mind but will want to hear from you.

October 24: Research Consultations

October 31: Research Consultations (I will be out of town this day)

November 7: Research Consultations

November 14: Research Consultations

November 21: NO CLASS / FOLLOW THURSDAY CLASS SCHEDULE

Peer Review

November 28: Draft Workshops
Readings: 3-4 of our classmates’ essays

December 5: Draft Workshops
Readings: 3-4 of our classmates’ essays

December 12: Draft Workshops
Readings: 3-4 of our classmates’ essays

DUE: Final Research Essay, Tuesday, December 19
Accommodation and Support Statement

Your health and well-being matter, and Rutgers has put in place a number of resources that are intended to help students through the challenges that might emerge during these times. Information on many of these resources appears below. Please let me know immediately if you are experiencing circumstances that are negatively impacting your academic performance. I also strongly encourage you to contact your academic advisor.

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:

- **Absences:** All students are responsible for timely notification of their instructor regarding any expected absences. The Division of Student Affairs can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.) Students should refer to the University’s Course Attendance policy (10.2.7), for complete expectations and responsibilities. The office can be contacted at: (973)353-5063 or deanofstudents@newark.rutgers.edu.

- **Disabilities:** The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers in order to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course students must both provide the LOA to and have a conversation with the course instructor about the accommodations. More information can be found at ods.rutgers.edu. Contact ODS: (973)353-3375 or ods@newark.rutgers.edu.

- **Temporary Conditions/Injuries:** The Division of Student Affairs can assist students who are experiencing a temporary condition or injury (broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request for assistance at: https://temporaryconditions.rutgers.edu.

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

- **Gender or Sex-Based Discrimination or Harassment:** The Office of Title IX and ADA Compliance can assist students 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 at: (973)353-1906 or TitleIX@newark.rutgers.edu. Incidents may also be reported by using: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=69. For more information, students should refer to the University’s Title IX Policy and Grievance Procedures located at https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf.

- **Interpersonal Violence:** The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. The office does not have a reporting obligation to Title IX. Students can contact the office by calling (973)353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based helpline available to students; students can text (973) 339-0734 for support. Students do not need to be a victim/survivor of violence; any student can receive services, information and support.
• **Crisis and Concerns:** The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with the CARE Team by using the following link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=11 or emailing careteam@rutgers.edu.

• **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 students are not quite ready to make an appointment with a therapist but are interested in self-help, check out Sanvello for an easy, web-based approach to self-care and support. Visit https://my.rutgers.edu/, click on Sanvello: Wellness @ RUN, and log in with your netid to begin your journey toward wellness.

• **Emergencies:** Call 911 or contact Rutgers University Police Department (RUPD) at (973) 353-5111.

**Learning Resources:**

• Rutgers Learning Center (tutoring services): Tutoring available in a variety of math, science, technology, and business courses. Contact the Learning Center to determine whether tutoring is available for a specific course. Room 140, Bradley Hall (973) 353-5608 https://rlc.rutgers.edu/contact-us https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center

• Writing Center (tutoring and writing workshops) (973) 353-5847 wwc@rutgers.edu https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center

**Technology/Internet Resources for Students:**

• https://myrun.newark.rutgers.edu/covid-technology-resources

• https://mytech.newark.rutgers.edu/tlp

**Academic Integrity**

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: http://academicintegrity.rutgers.edu/