

HISTORY OF NEWARK

21:512:203:03

Fall, 2019

Dr. Thomas A. McCabe

Hill 115, Tuesday/Thursday, 11:30 A.M.—12:50 P.M.

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Office hours: Conklin 326, Tuesday and Thursday, 9:00-9:50 A.M., and by appointment

Course Description: This course examines the richly textured history of New Jersey's largest and most important city. Locating the local narrative within the broader historical context of Urban America, Newark can be viewed as a metaphor for urban development, decline, and resurgence. Relying upon a variety of source material, the course will survey the breadth of Newark's past, from its Puritan beginnings to its post-industrial present. In particular, the course will explore Newark's emergence as a major American industrial city in the late 19th century and the long, infamous decline that marked the second half of the 20th century. The course concludes with recent efforts toward revitalization.

Learning Outcomes: In this class, students will learn how to make connections between the past and the present in the city where they go to school. By interrogating a variety of sources, both primary and secondary ones, they will learn how historical arguments are constructed and how they are put "in conversation with one another." Through discussion in class as well as class lectures, students will interact with these materials, the instructor, and their peers. Students will also practice their writing skills in several short papers. Students will develop analytical skills by identifying the course readings' main theses, supporting arguments, and evidence.

Required Readings and Blackboard: The course syllabus and readings are posted on Blackboard, and it is essential that you consult the site on a regular basis. Each reading assignment is available as a .PDF file in the "Course Documents" folder. In addition, other materials will be posted on Blackboard. Required readings are listed week by week below and are to be read for the date assigned.

Grading:

- Participation: 15%
- Quizzes 10%
- "Produce" Assignment 5%
- Essay #2 10%
- Exam #1 20%
- Essay #3 20%
- Exam #2 20%

Attendance and Participation: Class attendance is mandatory. Participation in class is encouraged and it is expected that students will be prepared to participate in class. Students are responsible for all material presented and discussed in class. Two (2) unexcused absences lower your final grade by one-half letter grade. After three (3) absences, it will be reduced a full grade. Any student who misses four or more classes through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F. Class absence may be excused in case of 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.

Policy on Academic Integrity: Rutgers University treats cheating and plagiarism as serious offenses. The standard minimum penalties for students who cheat or plagiarize include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University. For more on AI, see: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

Electronic Device Policy: The use of phones and tablets generally get in the way of paying attention in class, and are often huge distractions. Laptops can be used for note-taking, but it is discouraged. Phones should be turned off prior to class.

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. 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 instructor and discuss the accommodations as early as possible. To begin this process, please complete the Registration form on the ODS website at <https://ods.rutgers.edu/students/registration-form>. For more information, visit Office of Disability Services in Paul Robeson Campus Center, Suite 219 or contact odsnewark@rutgers.edu.

Violence Prevention and Victim Assistance: Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors,

clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak with a staff member who is confidential and does not have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)-353-1918, or at run.vpva@rutgers.edu.

Quizzes: There will be several in-class reading quizzes during the course of the semester (approx. 5), and the lowest grade will be dropped. These quizzes will be unannounced.

Writing Assignments: There will be four (4) writing assignments over the course of the semester. They will be short, ranging from one to three pages in length, and vary in objectives, from document analysis, field report, and final essay. 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.

Examinations: Both the midterm and final examinations will include a combination of identification of key terms/ideas, primary document assessments, and essays.

Course Topics and Reading Assignments:

Tu, Sept 3 **Course Introduction and Newark in the Nation's Imagination**

Th, Sept 5 **Godly Government: Puritan Beginnings in Newark**

Town Records of Newark, New Jersey (1666-68); Brad Tuttle, *How Newark Became Newark*, 15-18; Cunningham, *Newark*, 13-27; "Between Hope and Fear: A Legend of the First Lenape Encounter with Europeans" in Green, ed., *Words That Make New Jersey History*.

Tu, Sept 10 **Colonial Newark: Village Life through the American Revolution**

Tuttle, *How Newark Became Newark*, 18-22; Urquhart, *History of Newark, Volume I* (1913), 291-311; *The Journal of Esther Edwards Burr*, excerpt.

Th, Sept 12 **A Village Becomes a City, 1800-1860**

Tuttle, *How Newark Became Newark*, 22-38; Stuart Galishoff, *Newark: The Nation's Unhealthiest City, 1832-1895*, chapter 1; Urquhart, "1821 Industrial Parade;" "Apprentices from the Newark," *Newark Daily Advertiser*, 1839.

Tu, Sept 17 **"Old" Immigrants: Nativism and Newark's Forgotten Riot**

David S. Cohen, *America, the Dream of My Life*, 31-34, 38-41; Dermot Quinn, *The Irish in New Jersey*, 78-85; Lamb, "Newark" in *Harper's Magazine* (1876).

Th, Sept 19 **Newark and the American Civil War**

Tuttle, *How Newark Became Newark*, chapter 2; Thomas McCabe, "The Day Lincoln Visited Newark," *Newark History Society* (2011).

Tu, Sept 24 **The Age of Giants: The Making of a Metropolis**

Tuttle, *How Newark Became Newark*, chapter 3; "About Newark," *Northern Monthly Magazine* (1867).

Th, Sept 26 **Newark's "New Immigrants": Jewish Settlements and Little Italy's**

Cohen, *America, the Dream of My Life*, 55-69, 181-184, 188-200, 204-207; Urquhart, "Newark Becomes Cosmopolitan," *History of Newark*, 824-827.

Tu, Oct 1 **The Unhealthiest City? Disease and the Environment in Newark**

Galishoff, *Newark: The Nation's Unhealthiest City*, chapter 3.

Th, Oct 3 **The City Beautiful? Newark During the Progressive Era**

Tuttle, *How Newark Became Newark*, 89-97; Willard Price, "The Ironbound District;" Mary Hopkins, "Newark Factory Fire," *McClure's Magazine*, 1911; "Suffragists in Ballot Parade," *Newark Evening News*, 1912; "These Foreigners Must Be Educated: Americanizing the Immigrant," in Green, ed., *Words That Make New Jersey History*.

Tu, Oct 8 **Newark at 250: Global War and the Master City**

Paul Stellhorn, "Boom, Bust and Boosterism: Attitudes, Residency and the Newark Chamber of Commerce, 1920-1941," 46-77.

Th, Oct 10 **Promised Land: The Great Migration and How it Changed Newark**

Clement A. Price, “The Beleaguered City as Promised Land,” 433-461; Isabel Wilkerson, *The Warmth of Other Suns*, 8-15; Helen Pendleton, “Cotton Pickers in Northern Counties” *Survey* (1917); Cohen, *America, the Dream of My Life*, 217-223.

Tu, Oct 15 **Newark on Foot: A Walking Tour**

Th, Oct 17 **Crime and Corruption, Depression and Decline in Newark**

Tuttle, *How Newark Became Newark*, chapter 4; “Forced on Relief Again” in Green, ed., *Words That Make New Jersey History*.

Tu Oct 22 **Midterm Examination**

In-class examination that is a combination of identification of key terms/ideas, primary document assessments, and essays.

Th, Oct 24 **Leisure Time and Popular Culture in Newark**

Barbara Kukla, *Swing City: Newark Nightlife, 1925-1950*, chapters 1 and 2; “The Newark Eagles,” *Jersey Journeys* (February 2000).

Tu, Oct 29 **Native Sons of Newark: The Literary Genius of Roth and Baraka**

Philip Roth, *Goodbye Columbus* (1959), excerpt; Amiri Baraka, *Raise Race Rays Raze: Essays Since 1965* (1971), excerpt.

Th, Oct 31 **Mapping the Suburban Dream**

Kenneth T. Jackson, *Crabgrass Frontier*, chapter 11.

Tu, Nov 5 **Urban Renewal and Newark’s Urban Crisis**

Tuttle, *How Newark Became Newark*, chapter 5.

Th, Nov 7 **A City of Promise: Newark During the Great Society**

Krasovic, *The Newark Frontier: Community Action in the Great Society*, chap 2.

Tu, Nov 12 **Riot or Rebellion? Newark's Summer of Discontent Revisited**

Tuttle, *How Newark Became Newark*, chapter 6; Brad Parks series on 40th anniversary of 1967 in *The Star-Ledger*, July 2007.

Th, Nov 14 **The Worst City in America? Newark Ten Years After 1967**

Tuttle, *How Newark Became Newark*, chapter 7; Fred J. Cook, "Wherever the Central Cities Are Going, Newark Is Going to Get There First," *New York Times*, July 1971; Arthur Louis, *Harper's Magazine*, "Worst American City," 1975; Winters, Stanley, *New York Times*, "Newark: Don't Let It Die."

Tu, Nov 19 **Urban Schooling: St. Benedict's Prep and Rutgers Newark**

McCabe, *Miracle on High Street*, chapter 8; Eva Giloi, *Making a Place: Rhythms, Ruptures and Rutgers in 1960s Newark*, excerpts.

Th, Nov 21 **The Newest Arrivals: Immigration Reconsidered**

Read various articles on New Immigrants in Blackboard folder.

Tu, Nov 26 **Sharpe James and the Renaissance City**

Tuttle, *How Newark Became Newark*, chapter 8.

THANKSGIVING RECESS

Tu, Dec 3 **Street Fight: Post-Civil Rights Era Politics in Newark**

Tuttle, *How Newark Became Newark*, chapter 9.

Th, Dec 5 **Writing Workshop**

Tu, Dec 10 **Reinventing Newark: Visions for a Post-Industrial City**

Tuttle, *How Newark Became Newark*, chapter 10.

* **THINK PIECE ESSAY DUE!**

Mon, Dec 19 **Examination #2 for Section 1 (10:00 AM class) at 8:30 AM**
Examination #2 for Section 2 (11:30 AM class) at 3:00 PM