

***HISTORY OF NEWARK***  
**21:512:203:01**  
**Spring, 2018**

Dr. Thomas A. McCabe

Tuesday/Thursday

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

**COURSE DESCRIPTION:**

This one semester 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 American urban development, decline, and resurgence. Essentially, the tale of the third oldest city in America is about a city's rise and fall, resurrection and renaissance. 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 19<sup>th</sup> century and the long, infamous decline that marked the second half of the 20<sup>th</sup> century. The course concludes with recent efforts toward revitalization following the disorders of July 1967.

**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. In the process, they will practice public speaking skills and learn how to critically assess various arguments. Students will also practice their writing skills in one short paper and a final paper. In both the written assignments and the class discussions, students will develop analytical skills by identifying the course readings' main theses, supporting arguments, and evidence.

**BLACKBOARD:**

The course syllabus and readings are posted on Blackboard, and it is essential that you consult the site on a regular basis. In lieu of a course packet, each reading assignment is available as a .PDF file. It is suggested that you purchase a 3-ringer binder to organize these readings. Outlines, study questions, brief assignments and other materials will also be posted on Blackboard.

**GRADING:**

- Participation: 10%

- Quizzes 15%
- “Produce” Assignments 10%
- Midterm Examination: 20%
- Think-Piece Essay: 20%
- Final Examination: 25%

Attendance/Absences/Comment Cards: Class attendance is mandatory and it is essential to performing well in this course. Students are responsible for all material presented and discussed in class. Toward the end of each class period, you will be expected to write down a comment or question relevant to the material covered that day. Cards will be collected at the conclusion of class and your attendance grade will be determined by the number of cards handed in by the end of the semester. *The overall course grade is lowered by a half letter for each unexcused absence starting with the fourth. Students who miss 8 or more sessions for any combination of excused and unexcused absences will not earn credit in this course. Such students should withdraw from the class.*

Participation: Participation in class discussion is encouraged and will be noted as an important contribution to the success of the course. It is expected that students will be prepared to actively participate in class. The participation grade will be calculated as follows:

- Full Participation 10 points
- Consistent, thoughtful 8 points
- Sporadic 6 points
- Minimal 2-4 points
- Zero 0 points

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

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 the Office of Disability Services in the Paul Robeson Campus Center, in suite 219

or contact odsnewark@rutgers.edu.

“Produce” Assignment: The “Produce” assignment asks students to produce proof of their learning, such as a short video or written assignment, and it is due before or on April 16th. (A list of sample “Produce” assignments is posted in Blackboard).

Think-Piece Essay: A five-page essay is due on a broad theme or combinations of themes involving Newark on May 2nd. The nature of this assignment will be discussed in detail in class. Late submissions will not be accepted.

Mid-term and Final Examinations: Both examinations will include a combination of identification of key terms/ideas and essays. Study guides, including a list of possible essay topics, will be handed out in class prior to both exams.

**Required Readings:**

Required readings are listed week by week below and are due on the date assigned. There is no course packet so it will be necessary to print out the readings and keep them organized in a binder or folder. Each student must purchase Brad R. Tuttle, *How Newark Became Newark: The Rise, Fall, and Rebirth of an American City* (Rutgers University Press, 2009), and Philip Roth, *Goodbye, Columbus* (1959).

## **Course Topics and Reading Assignments:**

Tu, Jan 22      **Course Introduction and Newark in the Nation's Imagination**

Th, Jan 24      **Godly Government: Puritan Beginnings in Newark**

Frank Urquhart, [\*A Short History of Newark\*](#) (1908), 3-36; "Between Hope and Fear: A Legend of the First Lenape Encounter with Europeans" in Howard Green, ed., *Words That Make New Jersey History*.

Tu, Jan 29      **Colonial Newark: Village Life through the American Revolution**

John E. Bebout & Ronald J. Grele, *Where Cities Meet*, chapters 1 & 2; Frank J. Urquhart, [\*History of Newark, Volume I\*](#) (1913), 291-311

Th, Jan 31      **A Village Becomes a City: The Making of an Industrial Giant**

Brad R. Tuttle, *How Newark Became Newark*, chapter 1; Stuart Galishoff, *Newark: The Nation's Unhealthiest City, 1832-1895*, chapter 1.

Tu, Feb 5        **Urban Crises: Fire, Water, Disease and Crime**

Galishoff, *Newark: The Nation's Unhealthiest City*, chapters 3 & 8.

Th, Feb 7        **Age of Giants: Industrial and Political Revolutions, 1860-1900**

Tuttle, *How Newark Became Newark*, chapter 2 & 3; Galishoff, *Newark: The Nation's Unhealthiest City*, chapter 4.

Tu, Feb 12      **Newark on Foot: A Walking Tour of the Renaissance City**

Th, Feb 14      **"Old" Immigrants: Nativism & Newark's Forgotten Riot**

Susan E. Hirsch, "Newark in Its Prime, 1820-1860: Private Wealth and Public Poverty," 1-16.

Tu, Feb 19      **Newark's "New Immigrants": Jewish Settlements and Little Italy's**

Michael Immerso, *Newark's Little Italy: The Vanished First Ward*, chapters 2 & 3; William Helmreich, *The Enduring Community: The Jews of Newark*, chapter 3; Frank J. Urquhart, *History of Newark, Volume II* (1913), 824-831.

Th, Feb 21     **The Master City? Newark’s Progressive Movement, 1910-1930**

Tuttle, *How Newark Became Newark*, chapter 4; Paul Stellhorn, “Boom, Bust and Boosterism: Attitudes, Residency and the Newark Chamber of Commerce, 1920-1941,” 46-77; Willard Price, “The Ironbound District.”

Tu, Feb 26     **Emergence of Newark’s African American Community, 1917-1970**

Clement Alexander Price, “The Beleaguered City as Promised Land,” 433-461.

Th, Feb 28     **In-Class Midterm Examination**

Tu, Mar 5      **Leisure Time and Popular Culture in Newark, 1900-1950**

Barbara Kukla, *Swing City: Newark Nightlife, 1925-1950*, chapters 1 & 2; Bob Golon, *No Minor Accomplishment: The Revival of New Jersey Professional Baseball*, 5-24.

Th, Mar 7      **Public Policy in Urban America: The Case of Newark**

Kenneth T. Jackson, *Crabgrass Frontier*, chapter 11; Richard Rothstein, *The Color of Law: A Forgotten History of How Our Government Segregated America* (Liveright Publishing, 2017), excerpts.

Tu, Mar 12     **Native Sons and Newark: Philip Roth and Amiri Baraka**

Philip Roth, *Goodbye Columbus* (Vintage Books, 1959); Amiri Baraka, *The Autobiography of Leroy Jones* (Lawrence Hill Books, 1984), excerpt.

Th, Mar 14     **Newark, “Urban Crisis,” and Making of Second Ghetto, 1945-1970**

Tuttle, *How Newark Became Newark*, chapter 5; Clement A. Price, “Along the New Jersey Divide,” *New Jersey Reporter*, 1996.

**SPRING RECESS (MARCH 16-24)**

Tu, Mar 26     **A City of Promise: Newark’s Black Freedom Movement**

Mark Krasovic, *The Newark Frontier: Community Action in the Great Society* (Univ. of Chicago Press, 2016), chapter 2.

Th, Mar 28     **Newark’s Summer of Discontent Revisited**

Tuttle, *How Newark Became Newark*, chapter 6; Tom Hayden, “The Occupation of Newark,” *New York Review of Books* (Vol. 9, No. 3, August 24, 1967); “Tinder &

Sparks,” *TIME*, July 21, 1967; Fred Shapiro, “Talk of the Town,” *New Yorker*, July 1967, 25-27.

Tu, Apr 2      **Screening of *Revolution 1967***

Brad Parks series on 40<sup>th</sup> anniversary of 1967 in *The Star-Ledger*, July 2007.

Th, Apr 4      **Newark’s Cool Spring and Summer, 1968**

Tu, Apr 9      **From Riot to Recovery**

Tuttle, *How Newark Became Newark*, chap 7; Fred J. Cook, “Wherever the Central Cities Are Going, Newark Is Going to Get There First,” *New York Times Magazine*, July 25, 1971; Arthur Louis, *Harper’s Magazine*, “The Worst American City,” 1975; Winters, Stanley, *The New York Times*, “Newark: Don’t Let It Die,” 1976.

Th, Apr 11     **A School and a City: the Case of St. Benedict’s Preparatory School**

Thomas A. McCabe, *Miracle on High Street: Rise, Fall, and Resurrection of St. Benedict’s Prep School in Newark, N.J.*, (Fordham Univ. Press, 2011), chapter 8.

Tu, Apr 16     **The Newest Arrivals: Immigration Reconsidered**

Read various articles on The Ironbound section in Blackboard folder.

**\* PRODUCE ASSIGNMENT DUE!**

Th, Apr 18     **Sharpe James and the Renaissance City**

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

Tu, Apr 23     **Street Fight: Post-Civil Rights Era Politics in Newark**

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

Th, Apr 25     **Reinventing Newark: Visions for a Post-Industrial City**

Tuttle, *How Newark Became Newark*, chapter 10; Clement A. Price, “Newark and the Rhetoric of Optimism,” and Gary Jardim, “The Myth of a Renaissance City,” in Jardim, *Blue: Life, Art & Style in Newark*.

Tu, Apr 30     **Writing Workshop (attendance is optional)**

Th, May 2      **Newark’s Rollercoaster Ride Through History: A Review**

**\* THINK PIECE DUE!**

**Final Examination**