

Steven Elliott
Fall 2018
History 203
21:512:203:02
M 2-3:50/W 1-2:20
Conklin 346

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History of Newark

Course Description

This course will examine the 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.

Learning Goals

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.

Texts

- Brad Tuttle, *How Newark Became Newark: The Rise, Fall, and Rebirth of an American City* (Rivergate, 2009).
ISBN: 978-0813544908

Blackboard

We'll also be using the web-based Blackboard course software (<http://blackboard.newark.rutgers.edu>). I will post the syllabus and syllabus updates there, and I'll also post course documents and assignments. Be sure that you have created a Net ID; you'll need it to access the site.

Course Requirements

-Reading Responses	20%
-Exam One	15%
-Exam Two	15%
-Primary Source Essay	15%
-Group Presentation	15%
-Attendance	10%
-In-class assignments and engagement	10%

Exams – Students will take two exams, one midway through the semester and one at the end of the semester. Exams will evaluate students’ understandings of course concepts. Exams are in essay format. Every student will be expected to provide detailed, complex responses that engage with course readings, primary sources, and lecture materials. Students will be evaluated primarily on the thoroughness of their responses and the clarity of the arguments.

Primary Source Essay- Students will produce one 3-5 page essay that engages with primary sources related to Newark’s history. Over the course of the semester, students will learn how to find, interpret, and connect primary sources to ideas covered in readings and lectures. These essays will give students an opportunity to demonstrate their skills as researchers and writers.

Group Presentation- At semester’s end, student groups will make oral presentations on issues currently facing the city (e.g. gentrification, charter schools, policing, environmental justice). The professor and student peers will evaluate each group based on evident quality of research, visual style, and understanding of the issues.

Reading Responses- Students will provide a response consisting of a one-paragraph summary of the main readings, not primary sources, a one-paragraph personal reaction, and 2-4 discussion questions related to the assigned readings, to be submitted to blackboard the night BEFORE the readings are due. Students are responsible for **eight** of these submissions. At least three must occur before the first exam, and three after. Eligible readings are marked with a “+” in the syllabus.

In-class assignments and engagement- Students are expected to engage in classroom discussions. To give every student an opportunity to participate, most classes will include short written responses to questions related to class materials. Students should be prepared for in-class quizzes periodically to check-in on comprehension and completion of course readings.

Attendance

In addition to benefiting you as a student attendance is mandatory. 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. Attendance will be taken at the BEGINNING of each session, so please arrive by the scheduled time. Two late arrivals (15 minutes after the start of class) are considered an absence. Even if you are absent, you are responsible for all assignments. If you miss class due to illness or emergency, consult another (reliable) student or contact me. You are expected to come to the next class fully caught up on all reading and writing assignments. If you need to leave class early, you are expected to provide notification beforehand, or an explanation as soon as possible afterwards. Early departures will be counted the same as late arrivals.

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/academic-integrity-policy/>

All students are required to sign the Rutgers Academic Integrity Pledge and the Rutgers Honor Pledge on all examinations and major course assignments submitted for grading.

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

Students with 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.

Course Schedule

Week 1

SEPTEMBER 5

WELCOME. INTRODUCTION TO THE CLASS;

Week 2

SEPTEMBER 10

NEWARK: PERCEPTIONS AND REALITY, DEFINING A CITY

* “Newark Dangles 7 Billion Dollars in front of Amazon in Bid for HQ”

* “Newark Should Embrace its Past to Accommodate Future Generations,” David Giambusson, *Star-Ledger*, 2014

* “Celebration Of Newark's 350th Anniversary Will Be As Diverse As City's History, Future,” Jessica Mazzola, *Star-Ledger*, 2015

SEPTEMBER 12

FOUNDING NEWARK: THE EUROPEAN ARRIVAL

+*Tuttle, pp. 1-24*

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

- * “The Bill of Sale of Land to the Founders, 1666”
- * “Pilgrim and Indian” Statue, Washington Park (Image)

Week 3

SEPTEMBER 17

NEWARK AS BATTLEGROUND: REVOLUTION IN ESSEX COUNTY

+Walsh, “Illegal Trade in Revolutionary Essex”

- * “A Meeting of Freeholders of the Township of Newark, 1775”
- * “Petition of An Essex County Resident to the Committee of Safety,” 1777, New Jersey State Archives
- * Old First Presbyterian Church (Image)

SEPTEMBER 19

SLAVERY AND ABOLITION IN NEW JERSEY

+Gigantino, “Slavery, Abolition, and African Americans in New Jersey’s Revolution”

- * Runaway Advertisements, *New Jersey Archives*
- * “The Slave of the State: The Petition of Negro Prime for his Freedom, 1786”
- * “Too Much Indulged: Glimpses of Slavery, 1716-1763”

Week 4

SEPTEMBER 24

CANALS AND RAILROADS: TRANSPORTATION IN NEWARK

+Tuttle, pp. 24-end of Ch. 1

- * “Independence Day Parade, 1821”
- * “The Opening of the Morris Canal, 1830”
- * 1806 Map (Image)

SEPTEMBER 26

URBANIZATION AND EARLY IMMIGRATION

- * “Apprentices from the *Newark Daily Advertiser*, 1839”
- * “Impressions of Returning to Newark, 1834”
- * “The City Charter, 1836”

Week 5

OCTOBER 1

NEWARK IN THE CIVIL WAR,

+Tuttle, Ch. 2

- * “Protesting Military Conscription, 1863”
- * “Mourning President Lincoln’s Death, 1865”
- * The Seated Lincoln (Image)

OCTOBER 3

COMPARING NEWARK, PATERSON, AND JERSEY CITY

- * “School Life of a Newarker of 1856,” *The Newarker*, 1936
- * “Germans Assaulted Indiscriminately: Ethnic Violence in Hoboken (1851)

Week 6

OCTOBER 8

PROBLEMS OF A GROWING CITY: PUBLIC HEALTH

+*Tuttle, Ch. 3*

- * Henry J Clark, "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
- * "Typhoid Outbreak attributed to Street Paving, 1896"
- * "A Report of the Board of Trade, 1903"

OCTOBER 10

PROBLEMS OF A GROWING CITY: SUBURBAN EXPANSION

- * "A Vote for Running Streetcars on Sundays, 1869"
- * Excerpts from the Dillingham Commission Reports, 1910-1911
- * "Anarchists in a Labor Day Parade, 1893"

Week 7

OCTOBER 15

NEW IMMIGRATION; REVIEW

- * "Housing Report to the City Plan Commission, 1913"
- * Historic Homes, Ironbound (Image)

OCTOBER 17

FIRST EXAM

Week 8

OCTOBER 22

NEWARK AND THE GREAT MIGRATION

- +Clement R. Price, "The Beleaguered City as Promised Land"
- * "Cotton Pickers in Northern Counties" Survey, Helen Pendleton, 1917
- * "Strike-breaker or Color Barrier Breaker? Race and the Labor Movement, 1923"
- * "Away from the Democratic Ideal: Segregation in the Schools"

OCTOBER 24

NEWARK AND THE GREAT DEPRESSION

+*Tuttle, Ch. 4*

- * "A Salary Reduction for Newark Public Library Staff, 1932"
- * "The New Pennsylvania Railroad Station, 1935"
- * WPA Guide to 1930s New Jersey (excerpts)
- * "Forced on Relief Again: A Newark Woman on Welfare, 1939"

Week 9

OCTOBER 29

NEWARK AND POST-WAR NEW JERSEY: WHITE FLIGHT AND THE SUBURBS

+*Tuttle, Ch. 5*

- * "A Newark Exposition, 1956"
- * "The Closing of Burlesque, 1956"

- * Philip Roth, *Goodbye, Columbus*, excerpt
- * Amiri Baraka, *Raise, Race, Rays, Raze, Essays Since 1965*, “Newark – Before Black Men Conquered”

OCTOBER 31

URBAN RENEWAL: THE “VANISHED” FIRST WARD

- * *The New York Times*, “Tenants’ History of a Project: from a Heaven to a Hell Hole,” 1974
- * “A Redevelopment Project in the Central Ward, 1965”
- * “Colonnade Park’s Fifth Anniversary, 1965”
- * Newark, Redlining Map (Image)
- * Christopher Columbus Homes (Image)

Week 10

NOVEMBER 5

THE NEWARK REBELLION, 1967

+Tuttle, Ch. 6

- *Palumbo, *No Cause for Indictment* (excerpts)
- * Celebrating the 300th Anniversary of Newark’s Founding, 1966”
- * “Rioting, 1967”

NOVEMBER 7

EXPLORING INTERPRETATIONS OF 1967

- * “Newark Remembers the Summer of 1967, So Should We All, “ Price, Clement, *Positive Community*, 2007
- * “The Governor’s Commission on Civil Disorder, 1968”
- **Rebellion 67*’ (Film)

Week 11

NOVEMBER 12

REBELLION BEYOND NEWARK

- * “Recalling the 1967 Plainfield Riots,” *My Central Jersey*

NOVEMBER 14

THE WORST CITY IN AMERICA? NEWARK IN THE 1970S AND 1980S

+Tuttle, Ch. 7

- * “The Inauguration of Mayor Gibson, 1970”
- * “The Worst American City,” Louis Arthur, *Harper’s Magazine* 1975
- * Ken Gibson, response to “The Worst American City”
- * “Pressure by Puerto Ricans to Improve their Lot, 1969”
- * Gateway Center Buildings (Image)

Week 12

NOVEMBER 19

RENAISSANCE? SHARPE JAMES AND NEWARK IN THE 1980S AND 1990S

+Tuttle, Ch. 8

- * “The Two Newarks: Boom Amid Bust,” Joseph Sullivan, *The New York Times*, 1991
- * “How Newark became a hotbed of cookie-cutter, multifamily housing,” Ian T. Shearn, *The Star Ledger*, December 12, 2005
- * New Jersey Performing Arts Center (Image)
- * Bayonne Box-style houses, West Side (Image)

NOVEMBER 21
(FRIDAY CLASSES, NO CLASS MEETING)

Week 13

NOVEMBER 24

COREY BOOKER AND NEWARK IN THE NEW CENTURY

+ *Tuttle, Ch. 9*

- * “The Box & Beyond” Newark City Planning Commission
- * “The Battle of Newark, Starring Cory Booker,” Raab, Scott, *Esquire*, 2008
- * Cory Booker’s Response to *Esquire*, 2008
- * NJ’s State of Foreclosure Meltdown,” *NJ.com*, November 16, 2016.
- * The Prudential Center (Image)

NOVEMBER 26

NEWARK IN CONTEXT: EXPLORING ISSUES IN GENTRIFICATION AND DEVELOPMENT

+ *Tuttle, Ch. 10*

- * Barry, “*Yuppies Invade My House at Dinnertime*” (excerpts)
- * Jason Nark, “Is Newark the Next Brooklyn?” *Politico Magazine*, 2015
- * One Theater Square (Image)

Week 14

DECEMBER 3

Rough Drafts Due

Review

DECEMBER 5

SECOND EXAM

Week 15

DECEMBER 10

Group Presentations 1-4

DECEMBER 12

Group Presentations 5-8

FINAL PAPER DUE ON DATE OF EXAM