

Steven Elliott
Spring 2018
History 203
21:512:203:01
TR 4:00-5:20
Conklin 342

Office Hours: T: 2-3PM, R: 2-3PM
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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

-Exam One	20%
-Exam Two	20%
-Primary Source Essay	15%
-Group Presentation	15%
-Attendance	10%
-Reading Responses	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 reading response consisting of a one-paragraph summary of the reading, 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 at least five of these submissions. At least two must occur before the first exam, and two after.

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 each exam.

“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

JANUARY 16

WELCOME. INTRODUCTION TO THE CLASS

JANUARY 18

NEWARK: PERCEPTIONS AND REALITY

* “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

Week 2

JANUARY 23

FOUNDING NEWARK: THE EUROPEAN ARRIVAL

Tuttle, pp. 1-24

* New Jersey Historical Society, Records of Newark, v-x and 1-2

* “Pilgrim and Indian” Statue, Washington Park

* The Plum House

JANUARY 25

NEWARK AS BATTLEGROUND: REVOLUTIONARY ESSEX COUNTY

Walsh, "Illegal Trade in Revolutionary Essex"

* "Petition of An Essex County Resident to the Committee of Safety," 1777, New Jersey State Archives

* Washington Park Memorial

Week 3

JANUARY 30

SLAVERY AND FREEDOM IN EARLY NEW JERSEY

-Gigantino, "Slavery, Abolition, and African Americans in New Jersey's Revolution"

* Runaway Advertisements, *New Jersey Archives*

FEBRUARY 1

TOWARDS AN INDUSTRIAL NEWARK

Tuttle, pp. 24-end of Ch. 1

* "Six Towns along the Morris Canal," *Gazetteer of the State of New Jersey*, 1834

* "Apprentices from the Newark," *Daily Advertiser*, 1839

* James Street Commons Houses

Week 4

FEBRUARY 6

NEWARK AND THE CIVIL WAR

Tuttle, Ch. 2

* The Seated Lincoln

* "Germans Assaulted Indiscriminately: Ethnic Violence in Hoboken (1851)

FEBRUARY 8

PUBLIC HEALTH IN A GROWING CITY

* 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

Week 5

FEBRUARY 13

GREATER NEWARK: THE CITY AND ITS SUBURBS IN THE LATE NINETEENTH CENTURY

Tuttle, Ch. 3

* Report of the City Planning Commission, 1913

* Historic Homes, Ironbound

FEBRUARY 15

IMMIGRANTS AND LABOR AT THE DAWN OF THE TWENTIETH CENTURY

* Excerpts from the Dillingham Commission Reports, 1910-1911

* "These Foreigners Must Be Educated: Americanizing the Immigrant (1916)"

Week 6

FEBRUARY 20

PARKS, LIBRARIES, AND MUSEUMS: PHILANTHROPY IN NEWARK

* "A John Cotton Dana Library," Newark Public Library, 2006

* Plan of Branch Brook Park

FEBRUARY 22

AN UNCERTAIN FUTURE: PROGRESSIVE-ERA NEWARK

-Paul Stellhorn, "Boom, Bust, and Boosterism"

* "Suffragists in Ballot Parade," Newark Evening News, 28 October 1912

Week 7

FEBRUARY 27

NEWARK'S HEYDAY? THE 1920S

* 1180 Raymond Boulevard

MARCH 1

First Exam

Week 8

MARCH 6

THE BEGINNINGS OF BLACK NEWARK: THE GREAT MIGRATION

Price, "The Beleaguered City as Promised Land"

* "Cotton Pickers in Northern Counties" Survey, Helen Pendleton, 1917

MARCH 8

NEWARK AND THE GREAT DEPRESSION

Tuttle, Ch. 4

* Newark City Subway Plan

* WPA Guide to 1930s New Jersey (excerpts)

MARCH 13-15: **NO CLASS, SPRING BREAK**

Week 9

MARCH 20

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

Jackson, *Crabgrass Frontier* (excerpts)

* Roth, Philip, *Goodbye, Columbus*, excerpt

* Baraka, Amiri, *Raise, Race, Rays, Raze, Essays Since 1965*, "Newark – Before Black Men Conquered"

* The Philip Roth House, Weequahic Neighborhood

MARCH 22

1950S NEWARK: URBAN RENEWAL

Tuttle, Ch. 5

* Jane Jacobs, *The Death and Life of Great American Cities* (excerpts)

* *The New York Times*, "Tenants' History of a Project: from a Heaven to a Hell Hole," 1974

* Newark, 1950 Master Plan

* Christopher Columbus Homes

Week 10

MARCH 27

1967: THE NEWARK REBELLION

Tuttle, Ch. 6

* Images of Rebellion

* “Sparks & Tinder,” *Time*, 1967

MARCH 29

RIOT OR REBELLION? EXPLORING INTERPRETATIONS OF 1967

* “Newark Remembers the Summer of 1967, So Should We All,” Price, Clement, *Positive Community*, 2007

* *Rebellion 67*

Week 11

APRIL 3

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

Tuttle, Ch. 7

* Louis, Arthur, *Harper’s Magazine*, “The Worst American City,” 1975

* Gibson, Ken, response to “The Worst American City”

* Gateway Center Buildings

APRIL 5

RENAISSANCE? SHARPE JAMES AND NEWARK IN THE 1990S

Tuttle, Ch. 8

* “The Two Newarks: Boom Amid Bust,” Sullivan, Joseph, *The New York Times*, 1991

* New Jersey Performing Arts Center

* Bayonne Box-style houses, West Side

Primary Source Essay Rough Draft Due

Week 12

APRIL 10

COREY BOOKER AND NEWARK IN THE NEW CENTURY

Tuttle, Ch. 9-10

* “Beyond the Box” Newark City Planning Commission

* “The Battle of Newark, Starring Cory Booker,” Raab, Scott, *Esquire*, 2008

* Cory Booker’s Response to *Esquire*, 2008

* The Prudential Center

APRIL 12

NEWARK IN CONTEXT: EXPLORING ISSUES IN GENTRIFICATION AND DEVELOPMENT

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

* Barry, “*Yuppies Invade My House at Dinnertime*” (excerpts)

* One Theater Square

Primary Source Essay Final Draft Due

Week 13

APRIL 17

EXPLORING CONTEMPORARY NEWARK: RAS BARAKA’S CITY

Curvin, *Inside Newark* (excerpts)

* “After Cory Booker, Newark Takes a New Turn,” Greenblatt, Alan, NPR, 2014

* Newark 2015 Master Plan

* Hahne’s Building

APRIL 19
EXPERIENCING DOWNTOWN NEWARK

Week 14
APRIL 24
Group Presentations 1-4

APRIL 26
Group Presentations 5-8

SECOND EXAM: TBA