

Research Seminar: Newark Rhythms
21:510:490:Q1
Fall 2018

Professor Timothy Stewart-Winter, tims@rutgers.edu
Class Meeting Times: Tuesday/Thursday 11:30AM-12:50PM
Class Location: Conklin 302
Office Hours: 314 Conklin Hall, Tuesday/Thursday 1:00-2:00PM

This course examines Newark in the 1950s-1970s, with its rich history of migration, diverse neighborhoods and cultural heritage, vibrant social networks, and local community engagement. It also looks at the strains that the city faced in those decades. The Rutgers campus represents a pivotal place in this story: in 1959, Rutgers President Mason Gross said that New Jersey was “culturally almost bankrupt,” and that he was going to build a new campus in Newark to help free New Jersey from its cultural dependence on New York and Philadelphia. But like other post-war American cities, Newark faced social and economic problems as well: declining industry and jobs, institutional racism, and middle-class flight into the suburbs. These problems culminated in five days of violent civil unrest in 1967 that set armed troops against local residents. The story of Newark highlights many of the issues that we still face today: how cities grow and contract; questions of social justice, profiling, discriminatory practices, and institutional racism; how a city can become a sanctuary to a diverse set of social groups; and how community engagement and active citizenship can shape the course of history.

After learning the history of Newark in the 1950s-1970s, students will use that background to visit the Newark Collection in Dana Library as a group, during class time. With the guidance of the instructor, students will do individual research in these archival collections, handling and analyzing original historical documents. They will produce a research paper 12-15 pages in length, based on a research question of their interest, ranging from themes of social justice, local history, diversity and heritage, community engagement, and Newark’s art or music culture. Students may also wish to consult other local history collections and archives, such as the the Institute of Jazz Studies, the Newark Public Library, or the Newark Museum.

** Students in the seminar who want to pursue a special topic based on a different set of archival sources can do so if they write a proposal by mid-semester that is approved by the instructor.

Learning Goals:

- Students will gain familiarity with the library and other primary source collections, on which they will base their research papers.
- As part of the use of the Newark Collection, undertaken as a group with the instructor during class time, students will get the historian’s experience of working with authentic, original historical materials, which will act as the core of the material for their research papers.
- Through their experience in researching and writing the paper, students will gain valuable skills in critical evaluation of evidence, data analysis and pattern recognition, and the organization of information into a substantial paper or report.

The semester will be divided into three parts:

- 1/3: background context for the subject
- 1/3: archival research in which students research their specific topics
- 1/3: writing the paper, supported by individual conferences with the instructor

Course Requirements breakdown:

Participation Grade (in class and individual conferences): 10%

Mason Gross Speech Exercise: 5%

Primary Source Assessment: 10%

Research Paper Initial Topic: 5%

Progress Reports (3 in total): 5%

Research Paper Proposal: 5%

Interim Assessment of Evidence: 10%

Rough Draft Exercise – Outline: 10%

Final Paper: 40%

Grading Rubric:

A: Outstanding

A-: Outstanding, with one or two areas of improvement

B+: Very good

B: Good

B-: Good overall, with some significant weaknesses

C+: Satisfactory, with some potential for improvement

C: Satisfactory, but needs significant development

C-: Barely satisfactory

D: Poor: overwhelming flaws

F: Failing: doesn't complete assignment

The grades are applied to your work in the class: at the college level, this means the final product of your work—what you hand in to me—not the amount of effort you put into the work. (In other words, students don't get an "A for effort" at the college level.) "Outstanding" is not defined as how the final product compares to your own previous work, but how it compares to other students' work. All of this is a reflection of the real world: in the professional working world, you will succeed based on how effective you are compared to other people.

I am happy to talk to you about your assignments, strategies for writing papers, rough drafts, etc. at any time during the semester—but I will only do so in office hours. I will not review paper drafts or answer in-depth questions via email, since email is not an effective tool for this kind of review. You can send me short informational questions via email, but for an evaluation of your work (including rough drafts) you must make the effort to come to my office hours in person. If you have a scheduling conflict with my regular office hours, email me to make an appointment at another time.

Class Rules:

I expect students to behave in a manner that shows respect for the civic community: for others' needs and desire to learn. Any behavior that might be disruptive to other students, making it

difficult for them to hear or distracting them from the lecture, or in any way intimidates them from participating in class, will be counted against the participation grade.

This means, in concrete terms:

- no talking in private conversations (even in whispers),
- no cell phone use or any other form of texting,
- no use of computers or laptops for any purpose except to take notes or review assigned readings under discussion,
- no working on other course homework.

Arriving at class late or leaving early is extraordinarily disruptive to other students, and is only acceptable in an emergency situation. More than anything else, though, private conversations draw attention away from the common civic forum. If I have to stop the class to ask you to stop a private conversation, you will receive an F for your participation grade for the course.

Attendance Policy:

Attendance is required. There will be no make-up opportunities for missed classes.

Excused vs. Unexcused absences: The Rutgers-Newark Undergraduate catalog (http://catalogs.rutgers.edu/generated/nwk-ug_current/pg576.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.

I will take attendance at the beginning of every class. If you arrive late, after I have taken attendance, I will give you half credit for being in class. This means that two late arrivals will count as one unexcused absence. I realize that delays are sometimes inevitable, and I would rather that you come to class late than not at all. To accommodate that, I will give you three free late passes – after the third late arrival, the late policy as stated above will kick in, with no exceptions. Leaving early without prior permission will count as an unexcused absence.

If you are coming from another class at NJIT (causing you to pass through the current construction on your way to this class) and are concerned that it may cause you to be late, you must inform me of this fact (in an email containing the location of the class you are registered for prior to this one and the route you take) within the first two weeks of class.

After four 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 eight 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.

Policy on Academic Integrity (Cheating and Plagiarism):

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.”

Resist the urge to cut and paste, either literally or figuratively by using other people’s ideas. If I find that you have used other people’s ideas (e.g., Wikipedia, Amazon reviews, book jacket descriptions, etc.), I will not accept the assignment because I will not be able to consider it your own work. You will get a failing grade (0 points) for that assignment and will not be able to make it up.

Names and Pronouns:

An important part of creating a respectful learning environment is knowing and using the name you use, which may differ from your legal name, as well as the gendered pronouns you use (for example, I go by he/him/his). Please feel free to let me know your name and/or the pronouns you use at any time.

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.

Required Readings:

There is one required book to be purchased:

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

The book can be purchased from on-line sellers and at the RU-N bookstore. It is also on reserve in Dana Library. All other required readings are on Blackboard under Course Documents.

Schedule of Classes (subject to change)

Tue, Sep 4: Intro: Newark and the Campus

Thu, Sep 6: Mapping Newark: The Neighborhoods

Read:

- Mason Gross, “The Cultural Dependence of New Jersey”

Due in class and Turnitin: Mason Gross Speech Exercise

Tue, Sep 11: The Once and Future Newark, with Clement Price

- Newark Commerce, Parts 1-2 as follows:
 - Louis Danzig, “Newark’s Urban Renewal Problems,” in part 1
 - All of Part 2
- Lee Johnson, “Danzig Makes Bid for Total Housing Power”
- Arthur M. Louis, “The Worst American City”
- Ken Gibson, response to “The Worst American City”

Due on Turnitin: List of favorite topics in history courses; special and personal interests: see instructions on Blackboard

Thu, Sep 13: Library session/orientation with Natalie Borisovets

Due in class and Turnitin: Primary Source Assessment: see instructions on Blackboard

Tue, Sep 18: Newark Maps, Then and Now

Read:

- Sugrue, “Introduction,” *The Origins of the Urban Crisis*

Thu, Sep 20: Migration and Immigration: Making the Neighborhoods

Read:

- Tuttle: Chapter 3, “Greater Newark: A Metropolis Blooms”

Tue, Sep 25: Newark Culture: 1920s-1940s

Read:

- Tuttle: Chapter 4, “Dead Weight: Prohibition, Politics and the Growth of Organized Crime”
- Kukla, *Swing City*, excerpt
- Fogelson, “Inventing Blight,” *Downtown*, Part 1: pages 317-352

Thu, Sep 27: 1950s America and Newark: The Cold War

Read:

- Rothstein, “Racial Zoning,” *The Color of Law*
- Jackson, “The Drive-in Culture of Contemporary America,” *Crabgrass Frontier*
- Katznelson, “White Veterans Only,” *When Affirmative Action was White*

Tue, Oct 2: 1960s America and Newark: The Great Society

Read:

- Rothstein, “Own Your Own Home,” *The Color of Law*
- Marc A. Weiss, “The Origins and Legacy of Urban Renewal”

Thu, Oct 4: Guest lecture on the Construction of the RU-N Campus by Eva Giloi

Read:

- Tuttle: Chapter 5, “The Slums of Ten Years from Now”

Tue, Oct 9: No class meeting

Read:

- Mumford, “Brutal Realities and the Roots of the Disorders,” *Newark*
- Amiri Baraka, “Newark – Before Black Men Conquered,” from *Raise, Race, Rays, Raze, Essays Since 1965*

Due on Turnitin: Newark Uprising assignment: see Blackboard

Thu, Oct 11: Building Newark

Read:

- Fogelson, “Inventing Blight,” *Downtown*, Part 2: pages 352-380
- Banfield, “The Case of the Blighted City”

Tue, Oct 16: “We Got To Live Here” and Urban Renewal

Read:

- Tuttle: Chapter 6, “Bound to Explode”
- Curvin, “Rebellion and City Politics,” *Inside Newark*

Due by midnight to Turnitin: Research Paper Initial Topic: see instructions on Blackboard

Sign up for tutorial: sign up for individual conferences held on Oct. 16, Oct. 17, or Oct. 18 to determine which archival sources to look at

Thu, Oct 18 archive day

Read:

- Krasovic, “Interlude: the Riots,” *The Newark Frontier*
- Tuttle: Chapter 7, “The Worst American City”

Tue, Oct 23 archive day

Thu, Oct 25 archive day

Tue, Oct 30 archive day

Thu, Nov 1: archive day

Tue, Nov 6: archive day

Thu, Nov 8: archive day

Tue, Nov 13: archive day and discussion of notes

Thu, Nov 15: archive day and discussion of notes

Tue, Nov 20: no class

Due on Blackboard: research update (see instructions)

[Thanksgiving holiday]

Tue, Nov 27 – review of research – individual conferences

Thu, Nov 29 – review of research – individual conferences

Tue, Dec 4 – independent work – write the paper

Thu, Dec 6 – independent work – write the paper

Due on Turnitin: Rough Draft: see instructions on Blackboard

Tue, Dec 11: individual conferences with rough draft

Thu, Dec 20: **Final Paper due: 3pm on TurnItIn**