

Dr. Steven Elliott
Winter: 2020
History 203
21:512:203:W5
Online Asynchronous

Office Hours: Online by appointment
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History of Newark

Course Description

Former Newark mayor Ken Gibson was once quoted as saying “Wherever the central cities are going, Newark is going to get there first.” This course will examine the 350+ year history of Newark and explore to what extent Gibson’s statement was accurate. Our goal will be to gain an understanding of both the critical events that shaped the city specifically and to engage in the narrative threads that have defined urban development in the United States more broadly. We will explore such topics as the city’s Puritan foundations, the impact of industrialization, the origins and definition of the city’s civil unrest in 1967, and the sources of its current troubles and successes. Finally, we will look to connect Newark’s story to other localities in New Jersey. By the end of the course, students will hopefully see that even if they are not from Newark, the city’s story intersects with the history of the state, region, and country.

Learning Goals

Through online group discussion boards, short and long analytical essays, and creative presentations, students will develop the following skills:

- Critical reading skills
- How to read primary sources
- How to contextualize and historicize documents and images
- How to write critically about both primary and secondary sources
- How to develop and defend an original argument

Texts

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

The text is available through the library website for free

Regarding Online Instruction

This is an **asynchronous online course**, meaning we **will not** be scheduled to “meet” at a specific time each week. Students have the flexibility of completing assignments on their own time. We will, however, stick to a schedule. Students are expected to complete all readings, assignments, and discussions pertaining to the appropriate two modules per week. Tuesday and Thursday evenings after 6 will generally be the best time to contact me for extra help. E-mail is

the best mode of contact, although Blackboard does offer other options for one-on-one discussions. I will post the syllabus and syllabus updates on Blackboard, and I'll also post modules course documents and assignments. Each module will include readings, narrated short lectures, and discussion prompts, as well as occasional videos, weblinks, and other items. Be sure that you have created a Net ID; you'll need it to access the site. While this is an online class, I hope we can have a good amount of engagement in class between students and instructor, as well as between students. The more you contribute to online discussions, share your thoughts via e-mail, and give effort to creative projects, the more rewarding this course experience will be for you.

Voicethread

This course will make extensive use of Voicethread, an interactive online learning software. Voicethread is integrated into Blackboard; you do not need download any software to get started. Lecture slides and primary sources will be uploaded as Voicethreads within our weekly learning modules. The software allows you ask questions and leave comment (audio, video, or textual) on all class materials. This will be one of the primary ways students can engage with the course, and one of the main ways of measuring participation.

Learning Modules

The majority of the materials we cover will be located in “learning modules” on Blackboard, housed under the “assignments” section. Each learning module will generally consist of an overview, one or two readings (usually book chapters or scholarly articles), one or two Voicethread lectures, a series of primary source readings (original documents from Newark’s history), and a short quiz.

Course Requirements

-Module online quizzes	10%
-Individual engagement	15%
-Individual Presentation	15%
-Primary Source Paper	15%
-Group Projects and discussions	20%
-Final Paper	25%

Individual Engagement- Students can engage by commenting on Voicethreads, submitting questions and comments via email, and/or contributing exceptional contributions to group discussions (see below).

Online Group Work- During week’s 1 and 3 I will post a discussion prompt on blackboard related to an issue covered in that week’s materials. Students are to provide their personal response to the question, as well as comment on at least one classmate’s post. Since we have a large class, students will be placed into groups of four or five to streamline discussions. Students are encouraged to submit their responses earlier to ensure ample time to generate good discussions. During week’s 2 and 4, students will collaborate to on small creative projects related to the corresponding weeks’ materials.

Module Quizzes-Students will take 10 quizzes on Blackboard, one for each module. These timed (30-minute) multiple choice quizzes will evaluate how well students have studied the assigned readings and lectures for the previous two modules. Students should take these quizzes only when they have enough time to complete them and are confident that their internet connection and browser will function properly. **I will not clear quiz grades and permit second attempts due to purported “technical difficulties.”**

Primary Source Papers- Students will write a 2-3 page paper responding to a prompt related to the primary source readings for each module. These must be submitted via Blackboard by January 3.

Individual Presentation- Students will create one PowerPoint to be submitted during the final week of class. Students have the option of presenting on a specific topic in Newark’s history or a topic of local interest that relates to a course theme. Topic ideas should be submitted via e-mail by the end of week 2.

Final Analytical Paper- Students will write a 3-4 page paper, due during the final week of the semester. These papers will ask students to compare the arguments and interpretations of different historians and draw conclusions about Newark’s past.

Grading Scale

Grades will be assessed as described below. Rutgers does not give “minus” grades or “A+” grades. There will not be any rounded grades. So, an 899 out of 1000 for the semester will remain a B+.

90% and above: A

87%-89.9%: B+

80%-86.9%: B

77%-79.9%: C+

70%-76.9%: C

60%:-69.9%: D

Below 60%: F

The Writing Center

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.

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.”

Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or

injury should submit a request using the following link:

<https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

For Technology issues, see "Technology Resources for Students"

<https://coronavirus.rutgers.edu/technology-resources-for-students/>

--Contact information for OIT-Newark Help Desk: <https://runit.rutgers.edu/hd/>

Course Schedule

Week 1 (Dec 22-27)

MODULE 1 COLONIAL NEWARK

Reading: Tuttle, *pp. 13-22*

Rudolph Veccoli, *The People of New Jersey* pp. 5-8

MODULE 2 THE MARKET REVOLUTION

Reading: Tuttle, *pp. 22-end of Ch. 1*

Joseph Gowaskie, *Workers in New Jersey*, 17-27

MODULE 3: THE IMMIGRANT CITY

Reading: Samuel Popper, “New Tensions in Older Newark”

Harvey Strum, “The New Jersey Irish and the Nativist Response”

Group Discussion post due December 27

Week 2 (Dec 28-Jan 3)

MODULE 4: URBAN HEALTH AND WELLNESS

Reading: Tuttle, *Ch. 3*,

Stuart Galishoff, “Cholera in Newark, New Jersey”

MODULE 5: THE RISE AND FALL OF GREATER NEWARK

Reading: Stellhorn, “Boom, Bust, and Boosterism”

Karcher, *New Jersey’s Municipal Madness* (excerpt)

MODULE 6 GREAT MIGRATION AND GREAT DEPRESSION

Reading: Clement R. Price, “The Beleaguered City as Promised Land”

Group project 1 due by January 1

Primary Source Essay due by January 3

Week 3 (Jan 4-10)

MODULE 7: URBAN RENEWAL AND WHITE FLIGHT

Reading: Tuttle, *Ch. 5*

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

“New York: The City and the World” film (available on Youtube)

MODULE 8: REBELLION 1967

Reading: Tuttle, *Ch. 6*

MODULE 9: NEWARK IN THE 1970 AND 1980S

Reading: Torres, “Newark’s 1974 Puerto Rican Riots;” Tuttle, *Ch. 7-8*

Group Discussion Post due by January 8

Week 4 (Jan11-15)

MODULE 10: CONTEMPORARY NEWARK

Reading: Ramos-Zayas, "Stereotypes of the Tropics in 'Portuguese Newark;'" Tuttle, *Ch. 9 and 10*

Group Project 2 Due by January 11

Individual Projects due January 12

Final Essay due January 13