

Dr. Steven Elliott
Fall 2023

Wednesday 5:30-8:30
Office Hours: By appointment
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History of Newark

Course Description

This course will examine the history of Newark from its origins in the 17th century to the present. Our goal will be to gain a better understanding of the critical themes in the development of the city as well as the changing approaches of historians in their studies. We will cover Newark's history chronologically and thematically, giving space to different perspectives, communities, and methods to craft a deeper understanding of the city's past. Newark's rich history allows for the exploration of such subjects as race, ethnicity, gender, labor, and the environment. In addition to reading and discussing books and articles, students will use the Newark Archives Project to develop an understanding of the city's rich primary source base and craft a research proposal.

Learning Goals

Through guided readings of relevant monographs and articles, in-class discussions, book reviews, essays, and teaching exercises, students will gain a deeper understanding of how scholars have studied Newark's history. In the process, they will learn how to engage critically with the arguments and evidence of academic texts, discern and engage with scholarly debates, categorize historical works based on their methodologies, and explore the impact of academic works on teaching at the secondary and post-secondary levels. Students will improve their scholarly writing and research skills through book reviews, essays, and explorations of different research repositories.

Canvas and Online meetings

All course meetings will take place on Canvas. 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. This course will include both asynchronous online content as well as live meetings via zoom. Students will submit discussion questions to a discussion board on Canvas by noon the day of our meeting and should view their peers submissions by the time we meet in the evening. Students will also submit their book and article reviews during these sessions. Our live meetings will consist of typical graduate seminar discussions of the texts.

Course Texts

Each class meeting we will generally be reading several articles or a book and an additional article. All articles will be posted on Canvas. Almost every course text is available as an e-book through the Rutgers Library or will be made available on Canvas as a .pdf. Each student will also be responsible for reading one "recommended" text. Almost all of these are likewise available through the Rutgers Library website or will be posted on Canvas.

Course Requirements

Book Review Presentation	10%
Book Review Essay	15%
Research Proposal	25%
Participation	50%

Descriptions of Assignments

Book Review and Presentation: This is a standard written assignment for most graduate classes. Students will read one of the **recommended** readings from the syllabus and write a 2-3 page review of the book. This is not a synopsis. Reviews should present an argument that makes a claim about the book's success in upholding its thesis, engagement with relevant historiography, and/or use of sources. Students should submit a brief (5-10 minute) recorded presentation to Canvas on the recommended reading and how it relates to that week's required reading.

Students are permitted to "synergize" their article and book selections, i.e. they may select an article and book on related topics. Students should, however, submit separate presentations on the article and book. Only the book requires a review essay.

Research Proposal: Students will craft a proposal for a hypothetical research project on Newark's past. They will select a topic, research at least 3 secondary sources, pertaining to the topic, and provide a 1-2 paragraph overview of what other scholars have argued and what could be gained from studying Newark specifically. Then, they will identify 5-10 archival collections using the Newark Archives Project website. In an annotated bibliography, they will provide a brief overview of each source, explaining how they think it will pertain to their project.

Attendance and Participation: All students are expected to attend every class having read the assigned books and articles. Classes will consist primarily of discussions about the texts. It is therefore imperative that students sign in to our meetings on Canvas with notes about the readings and thoughtful questions to prompt meaningful discussions during our time together.

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.”

Violence Prevention and Victim Assistance

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak with a staff member who is confidential and does not have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)-353-1918, or at run.vpva@rutgers.edu. Learn more about the office here: <http://counseling.newark.rutgers.edu/vpva>

Accommodation and Support Statement:

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

- **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS

process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.

- **Religious Holiday Policy and Accommodations:** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or DeanofStudents@newark.rutgers.edu.
- **Counseling Services:** Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or <http://counseling.newark.rutgers.edu/>.
- **Students with Temporary Conditions/Injuries:** Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.
- **Students Who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or TitleIX@newark.rutgers.edu.
- **Gender or Sex-Based Discrimination or Harassment:** Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu. To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does **NOT** have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or run.vpva@rutgers.edu.

Course Schedule

Week 1

EARLY NEWARK: FIRST PEOPLES AND COLONIZERS

Timothy J. Crist, “Godly Government, Puritans and the Founding of Newark”

Robert S. Grumet, *The Munsee Indians* (University of Oklahoma Press, 2012), excerpts.

Brad Tuttle, *How Newark Became Newark*, Chapter 1

Week 2

THE EIGHTEENTH CENTURY

Brendan McConville, *These Daring Disturbers of the Public Peace: The Struggle for Property and Power in Early New Jersey* (Cornell University Press, 1999) (excerpts)

Gregory Walsh “Most Boundless Avarice: Illegal Trade in Revolutionary Essex” (2016)

Week 3

THE MARKET REVOLUTION

Susan B. Hirsch, *Roots of the American Working Class: The Industrialization of Crafts in Newark, 1800-1860* (Excerpt)

Don Skemer, “David Alling’s Chair Manufactory: Craft Industrialization in Newark”

Week 4

ETHNIC UNREST

Joel Schwartz, “The Overturnings in the Earth’: Fireman and Evangelicals in Newark's Law-and-Order Crisis of the 1850s

Augustine Curley, "Nativists in Newark: Radical Protestant Reaction to the Appointment of a Catholic Bishop"

Bruce C. Levine, “'Immigrant Workers, 'Equal Rights,' and Anti-Slavery: The Germans of Newark, New Jersey"

Week 5

GILDED AGE NEWARK

Kim Voss, *The Making of American Exceptionalism: The Knights of Labor and Class Formation in the Nineteenth Century* (excerpts)

Augustus Watters, *A Newark Knight: A Romance*

Samuel Popper, “New Tensions in Old Newark: Germanic Influence and the Sabbath Controversy, 1870-1910”

Week 6

GREATER NEWARK

Richardson Dilworth, “The Urban Origins of Suburban Autonomy” (Excerpts)

Stuart Galishoff, *Newark: America’s Unhealthiest City* (Excerpts)

Week 7

THE PROGRESSIVE ERA

Ezra Shales, *Made in Newark: Industrial Arts and Civic Identity in the Progressive Era*

Week 8

RACIAL AND ETHNIC TRANSITION

Nancy C. Carnavale, "Italian American and African American Encounters in the City and in the Suburb" (2014)

Dan O'Flaherty, "The Unnatural Political Demise of Newark Germans

Stuart Galishoff, "Cholera in Newark"

Week 9

THE CONSUMER CITY

Lind Forgosh, *Louis Bamberger: Department Store Innovator and Philanthropist*

Week 10

THE 1967 REBELLION

Kevin Mumford, *Newark: A History of Race, Rights and Riots in America* (New York University Press, 2008)

Week 11

THE 1967 REBELLION-CONTINUED

Mark Krasovic, *The Newark Frontier: Community Action in the Great Society*

Week 12

AFTER THE REBELLION

Julia Rabig *The Fixers: Devolution, Development, and Civil Society in Newark, 1960-1990*

Week 13

CONTEMPORARY NEWARK

Ana Ramos-Zayas, "Stereotypes of the Tropics in Portuguese Newark: Brazilian Women, Urban Erotics, and The Phantom of Blackness

Andra Gillespie, *The New Black Politician: Corey Booker, Newark, and Post-Racial America*

Week 14

Review and wrap-up