

History of Newark

21:512:203

Summer 2023

Session 1: May 30-July 6

Remote instruction - Asynchronous

Kristyn Scorsone

Email: k.scorsone@rutgers.edu

Office Hours: Virtual by Appointment

Course Description

This course will examine aspects of the nation's third oldest city, Newark NJ. Our goal will be to gain an understanding of the critical events that shaped the city specifically, but also to think about the city's history through the lens of race, class, gender, and sexuality. Our focus will be on the city's history of various civil rights movements, especially the grassroots organizing of Newark's Black, Puerto Rican, Jewish, and LGBTQ+ community. And we will explore how oral histories can provide key insights into marginalized histories.

Learning Goals

Through engagement with class materials, assignments, and online class discussions, students will develop their critical thinking skills by identifying the course readings' main theses, supporting evidence, assumptions, and rhetorical strategies.

By the end of this class, students will be able to:

- Describe key figures, events, and ideas in Newark's history.
- Analyze Newark's history in conjunction with issues of class, gender, sexuality.
- Analyze various primary sources with oral histories as our main focus;
- Connect history with contemporary issues;
- Synthesize readings and documents in original academic analyses and using the method of oral history.

Academic Integrity

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. 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.

Generally speaking, it is a violation of the academic integrity code to:

- Use someone else's words or ideas without attribution
- Copy content from someone else's paper, quiz, or exam or purchasing assignments (including but not limited to term papers, essays, and reports) and other written assignments
- Cut and paste from the web without citing
- Using concealed notes or crib sheets during examinations
- Leaving out in-text citations
- Submitting substantial portions of your past work for credit without prior approval.
- Have someone else complete course assignments for you

I strictly follow the University's rules regarding plagiarism and other academic irregularities. Please consult me if you have any questions about what is and is not appropriate regarding the use of sources or citation. If you are unsure if something needs to be cited - to be safe just cite it, and then you can always ask me about it later.

The university's policy on academic integrity is available at:

<https://academicintegrity.rutgers.edu/sites/default/files/pdfs/current.pdf>

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.

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 website at <https://ods.rutgers.edu/students/registration-form>. For more information, please visit the Office of Disability Services in the Paul Robeson Campus Center, Suite 219 or contact odsnewark@rutgers.edu.

Violence Protection 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 4 (Rev. 6/19) 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>

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. Please feel free to let me know your name and/or the pronouns you use at any time in class or privately.

Technology Rules:

If any tech issues arise, let me know immediately. Please don't come to class unprepared because "the link didn't work." You can often search materials on the Rutgers Library website or Google the item and find it somewhere else on the web.

Link to RU-N "Technology LaunchPad": <https://mytech.newark.rutgers.edu/tlp>

Contact information for Tech Support:
<https://mytech.newark.rutgers.edu/techsupport>

You will be expected to complete readings and assignments on time and be able to participate in online discussions.

Late Assignments:

I expect assignments to be completed on the day/time they are due. If there are circumstances that make it impossible for you to hand in assignments on time, please contact Kristyn Scorsone by email as soon as possible so that we can discuss an arrangement that works for both of us.

Assignments and Grading:

- Module online quizzes: 10%
- Participation: 20%
- Midterm Essay: 30%
- Final Project Proposal: 10%
- Final Project: 30%

Module Online Quizzes: 10%

- During the semester, you will take 10 quizzes on the class materials via Canvas.
- Quizzes will be timed and multiple-choice. They will evaluate how well students have studied the assigned reading and must be completed before the start of the next module.
- Be sure to have a good internet connection and allow enough free time to complete each quiz.
- **NOTE: A vague claim of “Technical difficulties” will not lead to me clearing your quiz attempt.**

Participation: 20%

- Participation is counted by your participation in online class discussions and source annotations. Be engaged in the content and ready to explain what we read/watched/listened to and share your thoughts on class materials.
- Several times throughout the semester, I'll ask you to respond to either a discussion question through Canvas and provide a comment on one other student's response OR I will ask you to provide two annotations on a document or reading through Hypothesis on Canvas. These will be graded as complete or incomplete.
 - For a discussion board assignment to be complete, you must write an initial response of 100 words or about 5-6 sentences. Your comment in response to other students can be 2-3 sentences.
 - For an annotation to be complete you must add two annotations to a document. Each annotation should be 2-3 sentences.

Midterm Essay: 30%

- You will write a 3-4 page midterm paper examining one Newark-centered oral history interview for its historical context and contemporary relevance. Answer the questions provided using evidence from these sources as well as, at minimum, two other class readings to support your claims:

The oral history can be from the [Queer Newark Oral History](#) archive, interviews with Black Organization of Students (BOS) members in the [The Rutgers-Newark in the 1960s and 1970s Oral History Collection](#), or the [Krueger-Scott Oral History Collection](#)*

***NOTE** that the Krueger-Scott Oral History Collection is audio only. There are no transcripts. So you will have to listen to the entire interview or skip around until you find a section that interests you. Queer Newark oral histories and RU-N 1960s and 1970s oral histories have transcripts. That means you have the option to read and/or listen and are keyword searchable.

For your essay:

- (1) Briefly explain who they are, how they identify (if LGBTQ+), and what time period in Newark's history they most discuss.
- (2) Provide a thesis statement. What does this oral history tell us about Newark's history?
- (3) State 1 or 2 themes that come up in their oral history. Explain how these themes reveal issues of oppression, strategies of resistance, and/or dynamics of power in Newark. Use 1-2 readings from class to support your analysis.
- (4) In your final paragraph, state whether their story relates to issues that are happening today. How so? In other words, why is their story relevant in today's world?

*Be sure to cite your sources!

Final Project Proposal: 10%

- Your proposal will tell me:
 - Who you will interview.
 - What 5 questions you will ask them.
 - What do you hope to learn through this interview and why? Be as specific as possible.

Final Project: 30%

- Using 5 questions that you will decide in advance and submit as your proposal (10%), you will conduct and record a brief oral history interview with a family member or friend exploring what they remember about the neighborhood they grew up in. This person should ideally be someone who grew up in Newark and they must be over the age of 18.

- Your questions should explore a facet of their experience. For example: immigration, LGBTQ+ identity, family, gender roles, labor, activism, culture, etc. Seek to gain an understanding of what community means to them.
- Using the recording, you will transcribe a brief portion of the interview: one question and answer you found significant.
- Write an analytical essay on the usefulness of oral history as a historical method and provide an argument about what your narrator's specific experiences and perspectives tell us about the past and our present. Use 1-2 sources from class and 1 additional source (something you read in another class or a related news article, for example) to support your thesis. This paper should be 3-4 pages with work cited.

*If the person is not someone who you live with and you do not feel comfortable meeting in person, you may conduct your interview over the phone or via Zoom.

**All due dates/times on the syllabus are Eastern Standard Time.

Grading Scale:

90 - 100	A
87 - 89	B+
80 - 86	B
77 - 79	C+
70 - 76	C
60 - 69	D
59 or less	F

Required Texts:

There are no required books for this course.

All required readings will be available through Canvas or online. Additional materials, including films or other media, may be required as well and will be available through Canvas or Rutgers Library's website.

I will also post brief lectures and other short videos for you to watch throughout the semester. I will let you know in advance when they are available.

***Readings may be subject to change during the semester.**

Schedule:

Week 1: (May 30 - June 4)

Unit 1: Welcome/Newark and Slavery

- READ: Syllabus.
- READ: Brad. R. Tuttle, *How Newark Became Newark* - Chapter 2.
- READ: [“Rethinking the Underground Railroad” - NJ.com](#).
- WATCH: Two short videos on the new Harriet Tubman monument in Newark: <https://newarkmuseumart.org/2022/02/16/harriet-tubman-monument-project/>
- CLASS RESOURCE: THOMAS document.
- CLASS RESOURCE: primary and secondary sources document.
- **DUE: Discussion Board due by Thursday June 1st, 11:59pm - Introduce yourself!**

Unit 2: Newark and The Great Migration

- READ: Brad. R. Tuttle, *How Newark Became Newark* - Chapter 6 excerpt.
- WATCH: [How We Got to Newark: Stories of the Great Migration \(YouTube\)](#)
- WATCH: “We Came & Stayed” - Vimeo. <https://vimeo.com/131574356>
- **DUE: Discussion Board by Sunday June 4, 11:59pm.**
- **DUE: QUIZ 1 by Sunday June 4, 11:59pm**

Week 2: (June 5 - June 11)

Unit 3: Oral History as Resistance

- READ: Moore, Satter, Stewart-Winter, Strub, “A Community’s Response to the Problem of Invisibility”
- WATCH: Queer Newark Oral History Project - short video on the QNOHP website: <https://queer.newark.rutgers.edu>
- READ: James Credle’s oral history excerpt.
- **DUE: Annotation by Thursday June 8, 11:59pm**
- **DUE: QUIZ 2 by Thursday June 8, 11:59pm**

Unit 4: Early Mutual Aid Organizing

- WATCH: [With No One To Help Us \(1967\)](#) - YouTube
- READ: [“Mutual Aid in the Time of Rebellion” - Whit Strub.](#)
- READ: “Welfare is a Women’s Issue” (Spring 1972) by Johnnie Tillmon. <https://msmagazine.com/2021/03/25/welfare-is-a-womens-issue-ms-magazine-spring-1972/>
- DUE: Discussion Board by Sunday June 11, 11:59pm
- DUE: QUIZ 3 by Sunday June 11, 11:59pm

Week 3: (June 12 - June 18)

Unit 5: Civil Rights Organizing

- READ: Robert Curvin, *Inside Newark*, Chapter 3
- WATCH: [Troublemakers \(1965\)](#) - Vimeo
- DUE: Annotation by Thursday June 15, 11:59pm
- DUE: QUIZ 4 by Thursday June 15, 11:59pm

Unit 6: Demanding Inclusion

- READ: [RiseupNewark.com: The Black Organization of Students \(BOS\) - Conklin Hall takeover.](#)
- WATCH: [RiseupNewark.com: There is a 4min29sec video featuring raw footage of the takeover from NBC News.](#)
- READ: “The Postwar Scene” Outhistory.org. <https://outhistory.org/exhibits/show/queer-newark/the-postwar-scene>
- READ: “Remembering *One Eleven Wines*, a Pre-Stonewall Win Against Homophobic State Surveillance” - Whit Strub and Timothy Stewart-Winter. <https://slate.com/human-interest/2017/11/remembering-one-eleven-wines-liquors-a-pre-stonewall-win-against-homophobic-state-surveillance.html>
- DUE: Discussion Board on Canvas by Sunday June 18, 11:59pm
- DUE: QUIZ 5 by Sunday June 18, 11:59pm

Week 4: (June 19 - June 25)

Unit 7: The Newark Rebellion

- READ: Robert Curvin, *Inside Newark*, Chapter 4
- READ: Junius Williams, *Unfinished Agenda*, Chapter 6, excerpt
- READ: “The 1968 Kerner Commission Got It Right, But Nobody Listened” - Alice George: <https://www.smithsonianmag.com/smithsonian-institution/1968-kerneer-commission-got-it-right-nobody-listened-180968318/>
- WATCH: “[Crossroads: The 1967 Newark Riots](#)” - YouTube
- EXPLORE: riseupnewark.com - Find 1 primary source on the Newark Rebellion to talk about on the discussion board.
- DUE: Discussion board by Thursday June 22, 11:59pm
- DUE: QUIZ 6 by Thursday June 22, 11:59pm

Unit 8: Aftermath of the Rebellion

- READ: Kevin Mumford, *Newark: A History of Race, Rights, and Riots in America*, Chapter 7
- WATCH: “The Urgency of Intersectionality” - Kimberlé Crenshaw. https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality
- READ: Excerpt, Curvin, *Inside Newark*, Chapter 6: pages 170-177
- DUE: QUIZ 7 by Sunday June 25, 11:59pm
- DUE: MIDTERM ESSAY due by Sunday, June 25, 11:59pm.
- DUE: FINAL PROJECT PROPOSAL by Monday, June 26, 11:59pm.

**Consider getting your interview scheduled and completed as soon as I approve your interview plan! Don't procrastinate, if possible.*

Week 5: (June 26 - July 2)

Unit 9: Newark's Early LGBTQ+ Club and Bar Scene

- READ: Karen McCarthy Brown - “Mimesis in the Face of Fear: Femme Queens, Butch Queens, and Gender Play in the Houses of Greater Newark”
- READ: Shelton Hayes “The Club” excerpts on Le Joc and Zanzibar from Gary Jardim, *Blue*

- WATCH: “Ballroom culture is about so much more than voguing” - YouTube. <https://www.youtube.com/watch?v=H7xLt2xHZ4Q>
- READ: Excerpt from Angela Raine interview #2 with Whitney Strub.
- DUE: Annotation by Thursday June 29, 11:59pm
- DUE: QUIZ 8 by Thursday June 29, 11:59pm

Unit 10: LGBTQ+ Resistance

- READ: Zenzele Isoke, “Can’t I be seen? Can’t I be heard?”
- READ: “The Murder of Sakia Gunn and LGBT Anti-Violence Mobilization,” OutHistory.org
- READ: *Out in New Jersey* interview with Sandra and Alicia
- DUE: Annotate *Out in New Jersey* article by Sunday 11:59pm.
- DUE: QUIZ 9 by Sunday July 2, 11:59pm

Week 6:

(July 3 - July 6)

Unit 11: Climates of Inequality in Newark

- READ: Read through/explore the Climates of Inequality local story on Newark (Building Resistance).
- WATCH: Newark Water Coalition’s short documentary on their website: <https://www.newarkwatercoalition.com>
- DUE: QUIZ 10 by Thursday July 6, 11:59pm
- Discussion Board on Canvas due by Thursday, July 6th 11:59pm. How do you show up for your community?

Unit 12: Final Oral History Projects

- DUE: Final Oral History Project and Essay no later than Thursday, July 6th 11:59pm.

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

Learning Resources:

- Rutgers Learning Center (tutoring services) Room 140, Bradley Hall (973) 353-5608 <https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center>
- Writing Center (tutoring and writing workshops), Room 126, Conklin Hall (973) 353-5847 nwc@rutgers.edu. <https://myrun.newark.rutgers.edu/writing-center>