

History of Newark

21:512:203

Fall 2022

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Classroom: Conklin 346

Wednesday: 6-9m

Office Hours: Virtual by Appointment

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 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. We will begin our story at the city's founding 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.

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- Analyze primary sources, including creative expressions, as historical documents;
- Connect history with contemporary issues;
- Synthesize readings and documents in original academic analyses and public history projects.

Grading and Assignments:

Reading Response Papers:	20%
Midterm:	30%
Proposal and Final Project:	30%
Class Participation and Attendance:	20%

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 <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

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>

Technology Rules:

Students may use laptops and tablets during class for class-related activities only. If I learn that students are using these devices for any other purpose, I may impose further restrictions. Students are also prohibited from listening to any other device in this class that has not received prior authorization. Further, do not keep headphones in your ears even if you are not listening to anything. In essence, you are in class approximately 3 hours a week. Please be present and prepared when you are here.

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 Google the item and find it somewhere else on the web, as well.

Health and Safety:

In order to protect the health and wellbeing of all members of the Rutgers-Newark community, **masks must be worn** by all persons inside campus buildings when in the presence of others, and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks should conform to CDC guidelines and should securely cover the nose and mouth. Masks must be worn during class meetings.

PantryRUN has free masks available. The pantry is located in Paul Robeson Campus Center, room 226. Students will need to bring their student ID to use the pantry.

No eating in class. You may drink a beverage but be sure to secure your mask after sipping.

Stay home if you are not feeling well.

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.

Attendance and Participation:

Attending class is not optional. Attendance will be taken at the start of class. Class lectures not only include discussions on your assigned readings, but the material presented is what you will be tested on.

You will be expected to attend class having completed readings and assignments and be prepared to actively participate. Bring your readings with you to each class meeting to facilitate discussion. In-class participation will improve your grade in the course, whereas unexcused absentness and lateness will negatively affect your grade.

Your course grade will be reduced by a half grade after two unexcused absences and a full grade after three unexcused absences.

NOTE: Any student who misses **four 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.

What counts as an excused absence?

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.

Please alert me in advance whenever possible and provide some form of written evidence.

Again, attendance is mandatory. An excessive number of absences will negatively impact your grade, whether excused or unexcused. In the case of illness or other issues, please be in touch with Kristyn Scorsone by email as soon as possible. For further detail on university regulations on class attendance see http://catalogs.rutgers.edu/generated/nwk-ug_0608/index.html

Late Assignments:

I expect assignments to be completed on the day they are due. Any late submissions without an approved excuse will lose a half-grade every day it is late. 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.

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.

You are required to read EVERYTHING that is listed on the schedule below BEFORE you attend class.

It is essential that you bring each days reading with you to class.

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

Grading Scale:

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

Reading Response Papers:

You must submit **FOUR** typed response papers for different **FOUR** readings on the syllabus.

You can only choose **ONE** reading for a response for any given class.

Response papers are due via email before the start of class on the day reading is assigned. No responses will be accepted after the date it was assigned.

At least ONE response paper is due before the mid-term (Oct. 12th).

You CANNOT just hand four in at the end of the semester!

The response should be 1-2 pages.

The response needs to include:

- An original thesis statement based on the reading
- Two direct quotes from the reading used as supporting evidence for your thesis statement

*This means you need to make an argument using the document and argue it using the document.

Semester Schedule

WEEK 1 - September 7

Newark: Perceptions and Reality

Welcome/Introduction to the Class

Readings:

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

Edmund Morgan, “Puritans and Sex”

Primary Source:

Newark 250th Anniversary Poster

WEEK 2 - September 14

Slavery in Newark

Readings:

Brad Tuttle, *How Newark Became Newark*, Chapter 2

Excerpt from James Gigantino II, *The Ragged Road to Abolition: Slavery and Freedom in New Jersey, 1775-1865*

“Same-Sex Desire and the American Slave Narrative:”

<https://outhistory.org/exhibits/show/aspectsofqueerexistence/aspectsofqueerexistenceslavena>

Explore:

Black Power! 19th Century – Virtual Exhibit

<https://storymaps.arcgis.com/stories/a171b3b641c7445bb05a90d2ddfc5337>

Tools for source analysis:

Analyzing Primary Source Documents

THOMAS – A Useful Mnemonic for Reading Historical Scholarship

Primary Source:

Excerpt from letter by Samuel E. Cornish and Theodore S. Wright: “The colonization scheme considered...”

WEEK 3 - September 21

Immigration in Newark

Readings:

Brad Tuttle, *How Newark Became Newark*, Chapter 3

Excerpt: Michael Immerso, *Newark’s Little Italy: The Vanished First Ward*, 1999.

Excerpt: Peter Savastano, “Newark as Sodom and Gomorra”

WEEK 4 - September 28

The Great Migration

Readings:

Marcus Anthony Hunter and Zandria F. Robinson, "The Blacker the Village, the Sweeter the Juice" in *Chocolate Cities: The Black Map of American Life*. Chapter 5
Excerpts from Saidiya Hartman, *Wayward Lives, Beautiful Experiments*

Primary Sources:

Excerpts from Krueger-Scott oral history collection
Excerpt from James Credle oral history, The Queer Newark Oral History Project

WEEK 5 - October 5

Early Entertainment Scene

Readings:

Robert Fogelson, *Downtown: Its Rise and Fall, 1880-1950*, Chapter 4
Excerpts from Barbara Kukla, *Swing City: Newark Nightlife, 1925-1950*

Primary Sources:

Advertisement for Jewel Box Revue
Photo of Reese LaRue
Excerpts: *John, oral history, The Queer Newark Oral History Project

WEEK 6 - October 12

Urban Redevelopment

Readings:

Brad Tuttle, *How Newark Became Newark*, Chapter 5

Primary Sources:

Newspaper clipping: "Danzig makes bid for total housing power" – *NJ Afro-American*, 1962
"Newark Commerce," part 1 and 2

*******Mid-Term Exam*******

WEEK 7 - October 19

Politics and Activism in the 1960s

Readings:

Robert Curvin, *Inside Newark*, Chapter 3

Primary Sources:

Excerpts from Raymond Proctor's family, oral history, The Queer Newark Oral History Project
Newspaper clippings on Raymond Proctor
Excerpts from Tom Hayden, oral history, Queer Newark Oral History Project
Excerpts from Carol Glassman, oral history, Queer Newark Oral History Project
Excerpt from Audre Lorde, *Zami*

WEEK 8 - October 26**1967 in Newark****Readings:**

Brad Tuttle, *How Newark Became Newark*, Chapter 6
Kwalme Holmes, "Beyond the Flames"
Article: Whitney Strub and Timothy Stewart-Winter, "Remembering One Eleven Wines, a Pre-Stonewall Win Against Homophobic State Surveillance," *Slate.com*.
Article: Whitney Strub, "Mutual Aid in the Time of Rebellion: With No One to Help Us (1967)," *Newarkermag.com*.

WEEK 9 - November 2**Aftermath of Rebellion****Readings:**

Kevin Mumford, *Newark: A History of Race, Rights, and Riots in America*, Chapter 7
Excerpt, Curvin, *Inside Newark*, Chapter 5: page 170-177
RiseUpNewark website: <https://riseupnewark.com/chapter-4/puerto-rican-political-movement/>

Primary Sources:

Ken Gibson's response to "The Worst American City"
Hilda Hidalgo's letter to Ken Gibson

WEEK 10 - November 9**Rise of LGBTQ+ community in Newark, 1970s****Readings:**

Gary Jardim, *BLUE*
Moore, Satter, Stewart-Winter, Strub, "A Community's Response to the Problem of Invisibility"

Explore:

Queer Newark website: bars/clubs timeline.

Primary Sources:

Excerpts: Angela Raine, oral history, The Queer Newark Oral History Project
Excerpts: Miss Pucci, oral history, The Queer Newark Oral History Project

WEEK 11 - November 16
AIDS epidemic in Newark

Readings:

Sabrina Marie Chase, “Surviving HIV/AIDS in the Inner City: How Resourceful Latinas Beat the Odds”

Karen McCarthy Brown, “Mimesis in the Face of Fear”

Excerpt from George Chauncey, *Gay New York*, Chapter 9

Primary Sources:

Excerpt: Darryl Rochester, oral history, The Queer Newark Oral History Project

*****November 23: NO CLASS *****

Thanksgiving Recess: 11/24 - 11/27

WEEK 12 - November 30
Sakia Gunn and LGBTQ+ activism in Newark

Readings:

Zenzele Isoke, “Can’t I be seen? Can’t I be heard?”

“The Murder of Sakia Gunn and LGBT Anti-Violence Mobilization,” *OutHistory.org*

EXPLORE BEFORE CLASS: Exhibit, “At Home in Newark: Stories from the Queer Newark Oral History Project” – Located on the 3rd floor of Conklin Hall

*****Final project proposal due*****

WEEK 13 - December 7
Policing and Punishment

Readings:

Donna Murch, “Crack in Los Angeles: Crisis, Militarization, and Black Response to the Late Twentieth-Century War on Drugs”

We will watch the following documentary in class: *Out in the Night* (2014)

Explore:

Online exhibit: “From Rebellion to Review Board”

Primary Sources:

Excerpts from Patreese Johnson, oral history, Queer Newark Oral History Project

“Attack of the Killer Lesbians,” *NYPPost.com*, 2007

WEEK 14 - December 14
Revitalization

Readings:

Yamil Avivi, “Queering Political Economy in Neoliberal Ironbound Newark”

Harvey Molotch, “The City as a Growth Machine: Toward a Political Economy of Place”

Primary Sources:

Excerpt from Emma Wilcox, oral history

Excerpt from Marina Carriera, oral history

Excerpt from Anita Dickens, oral history

TBD: FINAL PROJECTS DUE