History of Newark
21:512:203; Spring 2024
Tuesdays: 6pm - 9pm
Location: ENG-211 (Engelhard Hall)

Kristyn Scorsone
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Office Hours: Virtual by Appointment

Course Description
What does Newark’s economic ties to slavery and other racist practices have to do with contemporary environmental justice issues? How have gender non-conforming residents of Newark contributed to Newark’s environmental, health, safety, and cultural liberation?

To answer these and other questions, this course will examine different inflection points in the 350+ year history of the nation’s third oldest city, Newark NJ. Our goal will be to gain an understanding of critical events in the city’s history while also examining the interrelated historical roots of environmental issues in Newark using the Humanities Action Lab’s exhibit, Climates of Inequality, as well as explore Newark’s LGBTQ+ history using the Queer Newark Oral History Project.

Learning Goals
Through engagement with class materials, assignments, and class discussions, students will develop their critical thinking skills by sharing original ideas and arguments, demonstrating intellectual curiosity by asking questions and analyzing sources, and by connecting history with contemporary issues.

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 and environmental justice issues through the lens of race, class, gender, sexuality.
• Analyze various primary sources with oral histories as our main focus;
• Connect history with contemporary issues;
• Synthesize class sources in original academic analyses and public humanities projects.

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

****PLEASE NOTE - REGARDING CHATGPT****

Use of AI such as ChatGPT is ONLY permitted to help you brainstorm ideas and see examples. All course work that you submit must be your own!

This course challenges you to use historical and contemporary sources to create original work on environmental justice issues. I would rather see imperfect grammar and your original ideas than academic jargon from an AI writing generator. Please know, it’s obvious when AI is being used on assignments rather than student/human generated analysis. YOUR VOICE MATTERS! USE IT.
Keep the following quote in mind as your north star during this course:

_In the cause of silence, each of us draws the face of her own fear — fear of contempt, of censure, of some judgment, or recognition, of challenge, of annihilation. But most of all, I think, we fear the visibility without which we cannot truly live._

_And that visibility which makes us most vulnerable is that which also is the source of our greatest strength. Because the machine will try to grind you into dust anyway, whether or not we speak. We can sit in our corners mute forever while our sisters and our selves are wasted, while our children are distorted and destroyed, while our earth is poisoned; we can sit in our safe corners mute as bottles, and we will still be no less afraid._ - Audre Lorde

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.

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:
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:
- Class Participation and Attendance: 20%
- In class assignments: 20%
- Midterm: 30%
- Final Project Proposal: 10%
- Final Project: 20%
Grading Scale:

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

Class Participation and Attendance: 20%

Attending class is not optional. Attendance will be taken at the start of class.

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.

Three lates will be counted as 1 absence.

*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.

In Class Assignments: 20%

**FOUR** times during the semester you will have to submit an in-class assignment.

This might range from group work, completing minor research, or responding to a discussion board prompt.

These assignments will be graded as Complete/Incomplete and will be
announced in class.

If you are absent on the day of an in-class assignment, please reach out to me via email to make it up: k.scorsone@rutgers.edu.

Midterm: 30%
The midterm will be a short essay synthesizing primary and secondary sources from class to demonstrate critical thinking about historical issues.

Details TBD.

Final Project: 30%
Your final project will involve a proposal (10%) and a short video project/presentation (20%) on an aspect of Newark history and how it relates to a contemporary issue.

Details TBD.

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.

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

Schedule:

WEEK 1 - January 16

Welcome to class!

- READ: Syllabus.
- Your choice! Choose 1 of the below "Why is This Happening?" podcast episodes to listen to! Be prepared to discuss it in class! (Also available on iTunes, Spotify, Stitcher, and other platforms)
  - Telling the climate story with Adam McKay and Omar El Akkad: podcast and transcript:  
- Unpacking the "existential" climate crisis with Bill McKibben: podcast and transcript

- The following materials are resources to assist you with research and writing for class:
  - THOMAS document.
  - primary and secondary sources document.

WEEK 2 - January 23

Newark and Slavery

- READ: “Rethinking the Underground Railroad” - NJ.com.
- READ AND EXPLORE: Climates of Inequality, Greensboro and Princeville, NC local story: https://climatesofinequality.org/story/environmental-justice-along-the-underground-railroad/

WEEK 3 - January 30

Industrialization of Newark

- READ: Brad Tuttle, How Newark Became Newark, Chapter 3
- READ: Laura Troiano, “Rethinking History”
- READ AND EXPLORE: Climates of Inequality, Newark (Building Resistance) local story: https://climatesofinequality.org/story/climate-justice-is-worker-justice/
- IN CLASS: We will watch The Sacrifice Zone (2020).

WEEK 4 - February 6

The Great Migration

- READ: Brad. R. Tuttle, How Newark Became Newark - Chapter 6 excerpt.
• READ: Excerpt from Saidiya Hartman’s *Wayward Lives, Beautiful Experiments*

• IN CLASS: We will watch *How We Got to Newark: Stories of the Great Migration* - lecture with Dr. Katie Singer and *We Came & Stayed."

**WEEK 5 - February 13**

**Early Mutual Aid**


• IN CLASS: We will watch *With No One to Help Us* (1967) and *The Urgency of Intersectionality* with Kimberle Crenshaw.

**WEEK 6 - February 20**

**Civil Rights Activism and Urban Renewal**

• READ: Robert Curvin, *Inside Newark*, Chapter 3

• READ: Newark Changing: Mapping Neighborhood Demolition, 1950s to Today, [https://newarkchanging.org/](https://newarkchanging.org/)

• READ: “Over My Dead Body!” An occupational therapist turned community activist leads a resistance movement, [https://newestamericans.com/over-my-dead-body/](https://newestamericans.com/over-my-dead-body/)

• IN CLASS: We will watch *Troublemakers* (1965)

**WEEK 7 - February 27**

**The Newark Rebellion**

• READ: Robert Curvin, *Inside Newark*, Chapter 4

• READ: Junius Williams, *Unfinished Agenda*, Chapter 6, excerpt from his memoir recounting his experience during the Newark Riots.

WEEK 8 - March 5

The Queer Newark Oral History Project

- READ: Moore, Satter, Stewart-Winter, Strub, “A Community’s Response to the Problem of Invisibility”

- LISTEN TO: Season 1, Episode 1 of the Queer Newark Podcast: Whit Strub and Timothy Stewart-Winter talk about Newark’s LGBTQ History, https://queer.newark.rutgers.edu/resources/queer-newark-podcast

- IN CLASS: We will learn what the Queer Newark Oral History Project is and how to do oral history.

WEEK 9 - March 12

***** NO CLASS *****

Spring Break: 3/9 - 3/17

WEEK 10 - March 19

Demanding Inclusion


- READ: RiseupNewark.com: The Black Organization of Students (BOS) - Conklin Hall takeover.

- READ or LISTEN TO: Oral History of Vickie Donaldson https://rucore.libraries.rutgers.edu/rutgers-lib/40843/

WEEK 11 - March 26

Early LGBTQ+ Bar and Club Scene in Newark

- READ: Karen McCarthy Brown - “Mimesis in the Face of Fear: Femme
Queens, Butch Queens, and Gender Play in the Houses of Greater Newark


- READ: Excerpt from Angela Raine interview #2 with Whitney Strub.

WEEK 12 - April 2

“Silence Equals Death”

Readings:


- LISTEN TO: Season 2, episode 2 of the Queer Newark Podcast on James Credle: [https://queer.newark.rutgers.edu/resources/queer-newark-podcast](https://queer.newark.rutgers.edu/resources/queer-newark-podcast)

- IN CLASS: We will watch protest footage and other media related to the HIV/AIDS crises nationally and in Newark.

WEEK 13 - April 9

Sakia Gunn and the Fight for Safe Spaces in Newark

- READ: Zenzele Isole, “Can’t I be seen? Can’t I be heard?”


- IN CLASS: We will watch Out in the Night (2016).

- DUE: Final project proposal due Wednesday April 10, 11:59pm

WEEK 14 - April 16

Revitalization

- READ: “‘One Property at a Time’ A City Tries to Revive Without Gentrifying” - *The New York Times*

- READ: “Is Newark the Next Brooklyn?”

- IN CLASS: We will visit *At Home in Newark: Stories From the Queer Newark Oral History Project* and *From Rebellion to Review Board: Fighting for Police Accountability in Newark* - both exhibits are located on the 3rd floor of Conklin Hall.

**WEEK 15 - April 23**

**Being Trans and Gender Nonconforming in Newark**


- READ: Excerpts from La’Raine Magazine.

- LISTEN TO: Exhibit Audio: [https://queer.newark.rutgers.edu/resources/transgender-voices](https://queer.newark.rutgers.edu/resources/transgender-voices)

*TBD: DUE DATE FOR FINAL PROJECTS*

**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
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