

Rutgers University-Newark  
Professor Vickie Donaldson  
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Office hours: 11:30am – 12:30pm and by appointment

## Race, Poverty and Protest

21:014:302:02 & 21:512:226:01 | Tuesdays and Thursdays 10-11:20 AM | CON 346  
Fall 2019 – September 3<sup>rd</sup> – December 10<sup>th</sup>

### About This Course

The course will provide a historical and contemporary overview of the issues of race, its impacts on poverty and its manifestations of protest in contemporary America. Presented in two (2) parts, the course will utilize an updated portion of an inaugural course offering, from 1968 and 1969, by the late Dr. Robert Curvin, a pioneering scholar at Rutgers-Newark. The course will be taught by a member of Rutgers-Newark's inaugural class in African American History, taught by Dr. Clement Price.

Part 2 of the course will present a 50-year retrospective using Dr. Curvin's book, Inside Newark: Decline, Rebellion, and the Search for Transformation. The source reference presents an analysis and overview of Newark, New Jersey's "decline, rebellion and the search for Transformation." Dr. Curvin, who was a Dean at the New School for Social Research and served as a member of the Editorial Board of the *The New York Times*, analysis will provide a backdrop and overview of Newark at the time of the Conklin Takeover. The course also will include occasional presentations by persons who have participated in helping to define Newark today as an emerging community.

### Course Outcome Goals

- Students should achieve an understanding of the definitions of public policy and race and their operation in American politics, economics and social systems.
- The course will provide fundamental understandings of how race shapes core values in American politics and their manifestation in legal systems.
- Students should achieve an understanding of how race, as a function of public policy, is manifest in American political and social systems.
- Students should understand poverty as a manifestation of American public policy.
- Students will obtain a basic understanding of protest movements in American history and how they grew from American social, economic and political public policy.
- The course will briefly examine two (2) protest movements in America that typify protest organization and strategy: The Civil Rights Movement and the Women's Rights Movement.
- The course will provide a retrospective on the Takeover of Conklin Hall as a manifestation of protest and challenges to institutional racism as manifest in Rutgers University public policy.

There are no prerequisites for this course.

## Course Requirements

Course requirements will include:

1. One (1) written midterm exam, in class and one (1) final. Take-home exam deliverable online. The midterm will consist of term identifications (key words and theories address in class), and a short narrative essay on an element of course focus (race and poverty), The final, take-home exam will be a narrative essay on some element of protest and keyword identifications presented in class. A review session will be provided during the class immediately preceding the exams.
2. Each student will participate in a group presentation of a targeted project that focuses a community issue for an organized protest. The presentation will utilize strategies presented in class that will focus on issue identification, research of the chosen issue, a targeted strategy to address the issue, including steps to be utilized to address the issue.
3. The group presentation will present both sides of the targeted issue and a joint short paper (maximum five (5) pages) utilizing a 12-point font, and deliverable at the time of each scheduled presentation.
4. No scheduled or unscheduled quizzes will be required.
5. Review sessions will be available as agreed by the instructor and students during the first meeting of the class.
6. Class participation will account for five (5) percent of the final grade.

### Lecture Topics Schedule:

**September 5th** - Identification and assignment to group projects

**September 10th** - What Is Public Policy – working definitions overview

**September 12th** - What Is Public Policy -

**September 17th** - Public Policy Manifestations

**September 19th** - Public Policy Manifestations

**September 24th** - The Nature and Functions of Law in Society

**September 26th** - The Nature and Functions of Law in Society

**October 1st** - How Laws Embody Public Policy

**October 3rd** - How Laws Embody Public Policy

**October 8th** - Racism as a Core Value in the American Legal System

**October 10th** – Current examples of protest and policy manifestations today

**October 15th** - Racism as a Manifestation of Core Values in the Application of Laws

**October 17th** - Racism as a Manifestation of Core Values in the Application of Laws

**October 22nd** – Midterm Exam – In Class

**October 24th** - Race and Protest in Today's world

**October 29th** - Poverty as a Function of Racism in America

**October 31st** - Poverty as a Function of Racism in America

**November 5th** - Poverty across the Racial Divide

**November 7th** - Poverty across the Racial Divide

**November 12th** - How Social Media Impacts Racial and Economic Strategies in Public Policy

**November 14th** - How Social Media Impacts Racial and Economic Strategies in Public Policy

**November 19th** - The Conklin Movement - The Issues

**November 21st** - **The Conklin Movement - BOS - The Organization of Protest**

**November 26th** - The Conklin Movement - University Response

**December 3rd** - The Conklin Movement - The Takeover of Conklin Hall

**December 5th** - The Conklin Movement - Outcomes and Legacy Achievements and Impacts

**December 10th** – “Ask Me Anything” Class Review for Final Exam

**December 19** – Take Home – Electronically Submitted not later than 12:00 Midnight Final Exam

**Required Texts and Readings** – The following topics for class discussion will follow the weekly scheduled sessions. The readings below will examine an issue or critical social movement examining a matter of public policy. The books are available from the Rutgers campus bookstores.

Weeks: 1 thru 13.

Introductory sessions, overview, course expectations, required protocols, initial lecture: what is public policy. Initial readings:

1. **The Public and Its Policies** Robert E. Goodin, Martin Rein, and Michael Moran *The Oxford Handbook of Political Science* Edited by Robert E. Goodin
2. ***A Forgotten History of How the U.S. Government Segregated America:***  
<https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america>
3. ***When Slaveowners Got Reparations: Opinion*** - Tara W. Hunter, *The New York Times* <https://www.nytimes.com/2019/04/16/opinion/when-slaveowners-got-reparations.html>
4. ***How the War on Drugs Kept Black Men Out of College: Tamara Gilkes Borr; May 2019*** <https://www.theatlantic.com/education/archive/2019/05/war-drugs-made-it-harder-black-men-attend-college/588724/>
5. ***How Racial Bias Shaped the Opioid Epidemic; Gaby Galvin;*** <https://www.usnews.com/news/healthiest-communities/articles/2019-02-11/racism-helped-shape-the-opioid-epidemic>
6. ***How Slavery Became America’s First Big Business:*** P.R. Lockhart, August 2019, [www.vox.com](http://www.vox.com)
7. ***This is a Warning About the 2 Sides of White Nationalism:*** Charles Blow, August 2019 <https://www.nytimes.com/2019/08/04/opinion/mass-shooting-white-nationalism.html>
8. **What causes a riot? The ultimate protest. Inside Newark: Decline, Rebellion, and the Search for Transformation (*Rivergate Regionals Collection*) by Robert Curvin (2014-07-09) Pages 7 – 144**
9. **Inside Newark: Decline, Rebellion, and the Search for Transformation (*Rivergate Regionals Collection*) by Robert Curvin (2014-07-09) Pages 7 – 144**
10. **Inside Newark: Decline, Rebellion, and the Search for Transformation (*Rivergate Regionals Collection*) by Robert Curvin (2014-07-09) Pages 7 – 144**
11. *Class Presentations*
12. *Class Presentations*
13. *Panel Presentations/Review Session*

## **Course Grading Scale**

90...100+ A  
87...89.9 B+  
80...86.9 B  
77...79.9 C+  
70...76.9 C  
65...69.9 D  
0.....64.9 F

## **Academic Integrity**

Rutgers University expects students to maintain the highest ethical standards. The consequences of academic dishonesty, including cheating and plagiarism, are very serious. When you submit an exam or assignment, you need to abide by the honor pledge of "On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment)." Plagiarism means copying another person's written work and presenting it as your own. This covers all submitted work in this course. Copying another's work will get you an F in the course and a meeting with the Dean for disciplinary action. The University takes plagiarism very seriously as do I Rutgers' academic integrity policy is here <http://academicintegrity.rutgers.edu/academicintegrity-policy>

## **Communication Policy**

You are responsible for reading all of my posted announcements. You should log into our course site daily to check for new announcements. Please contact me via email at vickie.donaldson.jd@rutgers.edu. I will usually respond to email messages within 24 to 48 hours (except for weekends).

## **Attendance and Participation Policy**

I designed this course to be an interactive learning experience. Discussion of readings comprises a significant portion of every student's final course grade. You must complete required reading BEFORE class to enable informed participation. I calculate participation grades based on both the quality and quantity of your classroom participation.

Because of the nature of the class design, you should attend every class session. We meet for only 45 hours this semester – that is the equivalent of one, full-time work week. Lack of participation and attendance will equal lower final course grades. If you must miss a class, you are responsible for completing any **in-class** assignment for that day and for obtaining any important class related information from that day.

If you are going to miss a class, within 24 hours of your absence, the University requires you to use the University absence-reporting website <https://sims.rutgers.edu/ssra/> to indicate the date/reason for your absence. Be sure to advise me of a religious-related absence. Please keep in mind that using the reporting system does not mean that your absence is automatically "excused." In addition, sending an email stating that you cannot attend the class does not constitute an excused absence. I expect you to inform me about an absence before or immediately after the absence takes place. I require valid documentation to consider excusing an absence.

Five of more late arrivals = Final Grade – 2 points

Any student who misses eight 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.

## **CLASS POLICIES**

### **BLACKBOARD**

All class communication will be through Blackboard. This syllabus is subject to revision and updated version(s) will be posted to the course site. Please check the site regularly for notification. All assignments must be submitted through Blackboard.

### **ATTENDANCE POLICY**

Attendance is required. There will be no make-up opportunities for missed classes. Excused vs. Unexcused absences: The Rutgers-Newark Undergraduate catalog The 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.” If you plan to claim a religious holiday as an excused absence, you must inform me of this fact within the first two weeks of class.

### **ELECTRONICS POLICY**

Electronic media is a welcome tool to aid learning in the modern classroom. However, if used irresponsibly, it can also be detrimental to learning when students lose the ability to focus on lectures or distract other students with it. Use of electronic media is therefore a student privilege, not a right, and may be revoked by the instructor under certain conditions. During class time certain electronic media—laptop computers and tablets, not cell phones—may be used only for the following purposes:

- 1) to read required course texts (E-books or texts posted on Blackboard)
- 2) to type notes on lectures and classroom discussions

Electronic media may NOT be used to browse the internet, answer email, check social media, or for any use that is not directly related to the course. If any student is found to be in violation of the electronics policy—as witnessed by the instructor or as reported by fellow classmates—that student will be banned from using any electronic media for the remainder of the course. If the student continues to use electronic media despite the ban, his or her final grade will be reduced a full letter grade at the conclusion. In extreme cases I reserve the right to ban the student from the classroom altogether. The student will be notified in writing if s/he has lost the privilege of using electronic media. Cell phones must be turned off during class time or set to “vibrate”.

### **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](mailto:odsnewark@rutgers.edu).

### **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](mailto:run.vpva@rutgers.edu). Learn more about the office here: <http://counseling.newark.rutgers.edu/vpva>