

****Social Justice Movements in Newark (Research Seminar)****

Rutgers-Newark Fall 2020
21:510:490, sec. Q1
Monday/Thursday 1-2:20pm

Professor: Whitney Strub
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Office hours: held on Zoom, available nearly every afternoon so just email and we'll set it up!

How do we write the history of social justice movements in Newark? In this course, we will first examine that history, looking at the labor movement, the African American civil rights movement, Black Power, feminism, LGBTQ rights, environmental activism, immigrant rights, and more, and then we'll think critically about *how* we know those histories. What are their sources? Where are the archives? What is documented, what remains hidden, and how do historians do their work? Ultimately, our goal will be to understand these histories, but even more, to get firsthand experience in the historical methods that give us knowledge of the past.

For historians, Newark is a place of challenge and opportunity: challenge because it has not been as well documented and heavily written about as other cities; opportunity because that means we have more fresh ground to cover than someone writing about, say, the more familiar New York City. In this course we will grapple with both aspects—hopefully by the end, you'll see the challenges *as* opportunities!

This is a writing intensive course. You'll be writing frequently. Most of it is deliberately open-ended in topic, so that you can pursue subjects that interest you.

A note on terminology: “social justice” is a phrase with many differing definitions. We'll discuss that, but as a starting point, the framework for this class will center on socially marginalized groups and their struggles for rights, dignity, and equality. One useful way to consider this framework is through the social-scientific concept of *life chances*, or the statistical probabilities for individual outcomes that can be assessed through socioeconomic position (among other factors). Most of the movements we'll examine centered on groups with disproportionately low life chances, who fought to raise them.

Learning Goals:

*Historical: students will come away with a deeper, richer understanding of the various movements for justice that have characterized Newark's political and social history, and develop their analytical capacities to assess broader themes that recur through these movements;

*Methodological: students will learn through firsthand experience how the historical process works, by identifying archives, becoming familiar with primary-source research, differentiating primary sources from secondary sources, and putting documents into conversation with existing scholarship to generate new historical knowledge;

*Critical thinking: more broadly, this course will develop students' research and writing abilities through drafts, peer reviews, and revisions.

Readings

There are no books assigned for this course. Instead, we will read an assortment of scholarly journal articles, essays from anthologies, and primary source documents.

These will be available either on Blackboard under Course Documents (marked as BB on the syllabus) or the Rutgers University Library website databases (<http://www.libraries.rutgers.edu/>). The easiest way to access them is to do a search directly from the search bar on the main page, which is automatically set to “articles.” Another way is to search under Journals for the journal name. If you have trouble with one method, try the other. If both fail, email me right away. “I couldn’t find the article” is not a legitimate excuse.

Course Requirements:

Attendance and Punctuality: You are expected to attend every class, from start to finish. Attendance is mandatory. Your overall course grade will be lowered by one letter-notation for each unexcused absence beginning with the fifth one. More than eight absences for any reason will result in a loss of credit for the course. Only *documented* emergencies and medical occasions, or officially school-sanctioned activities, will qualify as excused absences. 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.

Note: I realize we are living in unprecedented and uncertain times, and that pandemic realities might affect you, me, or all of us collectively (and that they have already affected many in our community). I intend to approach this and every policy in a spirit of goodwill and generosity—so, the policy is the official word, but I’ll work with anyone individually if and when things come up. Just get in touch and we can talk it through!

Class Participation. All students are required to participate in the discussions during class. As a result, you must arrive at class having completed that day’s reading assignment and prepared to talk about it. A valuable part of discussions is the posing of questions; no one is expected to grasp perfectly the significance of all the readings. Engaged questions are just as important as comments. Your participation grade will reflect both the frequency of your participation (too *much* talking that runs the risk of dominating class time is not an asset) and the quality of your comments and questions. Note that participation also includes active *listening*; sleeping, texting, side conversations, and other forms of non-listening will be met with punitive measures on the participation front.

As part of the participation component, you should bring 1-2 discussion questions to class each meeting.

There’s some tension between the fact that having your video on creates a more cohesive sense of community and the fact that not everyone is always able to have their video on for various reasons. I’m going to encourage having video on to the best of your ability, but I’m also not the video police and it won’t be a requirement except for special circumstances.

Grading/Assignments

Course grades will be based on these components:

1. Participation (20%)

The goal here is quality, not quantity, of comments: be thoughtful, engage in dialogue, don't dominate but do weigh in. Conscious and attentive *listening* is also a form of participation—texting or other distracted/distracting behavior will be considered an offense against the classroom community.

2. Weekly Blackboard comments on readings (10%)

Every week you must post one short (1-2 paragraph reflection) on the readings, and one comment on someone else's post. These should never be summaries, but can be any sort of response—something that stood out, something that upset you, something that you agreed with, etc.

There will be weekly forums set up in the Discussion Board of Blackboard for you to post in.

3. Short critical assessment paper (15%)

This will be an evaluation of the methodological approach of one of our scholarly readings, **due in class October 8**, approx. 4 pages. Formal prompt to come.

4. Archival reflection (15%)

This will be a lead-in to your final research paper: a 5-page overview of the archives you plan to use, how and why you chose them, and what secondary sources they engage with. **Due on March 27**, formal prompt to come.

6. Research paper (40%)

This will be your major effort, an original contribution to historical scholarship, based on primary and secondary sources, on a relevant topic of your choice. Approx. 15 pages, **due Wednesday, May 15, 5pm**. Formal prompt to be distributed.

Grading Guidelines for written work

A: work of exceptional quality, showing profound and meaningful engagement with a rich selection of source material, thoughtful and comparative analysis, superior writing—and most importantly, containing a clear, inventive, and persuasive thesis.

B: work that is above average—shows knowledge and/or contains a thesis, but does not develop it as strongly as it could; sources strong but incomplete.

C: adequate work that fulfills the assignment—often based on summarizing rather than thesis or analysis.

D: subpar work that falls short of fulfilling the assignment but deserves some credit.

F: work that fails to earn credit for the assignment, including plagiarism.

Late assignments will not be accepted. Extensions may be negotiated under extenuating circumstances (which do *not* include computer-related issues—always back up your work!), with some grade deductions, *before* the due date.

No incompletes will be granted unless the matter has been discussed with me in advance.

Policy on Academic Integrity (Cheating and Plagiarism)

You are expected to be familiar with and adhere to the Academic Integrity Policy, available at <http://academicintegrity.rutgers.edu>. **All students are required to sign the Rutgers Honor Code Pledge.**

Plagiarism will not be tolerated. Any use of the ideas or words of another person without proper acknowledgment of credit will result in penalties up to and including a course grade of F and referral to the academic integrity board. I aspire to be your ally and supporter in all possible ways, but on matters of plagiarism, expect no sympathy. Cases will be handled in a draconian manner, and excuses will not be entertained.

Note that the uncited usage of uncopyrighted material such as Wikipedia entries still constitutes plagiarism.

Students with Disabilities notice:

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' 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 web site at:

<https://ods.rutgers.edu/students/registration-form>. For more information please contact the Office of Disability Services in the Paul Robeson Campus Center, in suite 219, by phone at 973-353-5375 or by email at odsnewark@newark.rutgers.edu.

Policy on Classroom Conduct

Video or audio recording of the instructor or other students is not permitted, and constitutes a violation of the Rutgers University Code of Student Conduct.

In class discussions, I expect universally respectful interactions. In examining our texts, there may be differing perspectives, disagreements, and debates. This is fine; through such dialogue comes greater understanding. When challenging someone else's perspective, though, refrain from personal attacks or blistering scorn. If someone makes what you consider an offensive or disrespectful comment, note that this does not absolve you of adhering to the iron-clad rule of respect in responding to it. If the instructor tells you to stop speaking, you must stop speaking.

Failure to abide by these rules, or other interference with the classroom learning environment, will result in a lowered course grade, or removal from the classroom.

Policy on Office Hours

My office hours are for you. Stop by with any questions you have about assignments, readings, classroom discussions, other pertinent topics, or just drop by to say hello. The only thing I discourage is visiting to cover material from a missed class; for that, consult fellow classmates.

All else is warmly welcomed. I'm flexible on timing as long as it's after noon, so we can set up an appointment at a mutually agreeable time.

Content notice

Some of the material in this course will deal with charged issues of race and sexuality, and some material might include coarse language, scenes of violence, and depictions of sexuality. I will try to alert you to anything that might be potentially upsetting in advance, but know that throughout, the course features adult content. If you are concerned about specific triggers, please speak with me early, and I will work with you.

Tentative syllabus of readings (subject to change, with advance notice)

Week 1 (Thurs September 3)

Intros, syllabus, library database tutorial, primary-source exercise

Week 2: Early Newark Activism

NOTE: TUESDAY SEPTEMBER 8 RUNS ON A MONDAY SCHEDULE AND WE MEET THEN

Susan Hirsch, "Ethnic Politics and Craft Unionism," in *Roots of the American Working Class: The Industrialization of Crafts in Newark, 1800-1860* (1978) (on Blackboard)

Thurs Sept 10

Bruce Levine, "Immigrant Workers, 'Equal Rights,' and Anti-Slavery: The Germans of Newark, New Jersey," *Labor History* 25.1 (1984): 26-52 (obtain through Rutgers Library website)

Week 3: Combustible Newark/Mounting Tensions

Monday Sept 14

Warren Grover, "The New Minutemen," *Nazis in Newark* (2003) (on BB)

Thurs Sept 17

Kevin Mumford, "Double V in New Jersey: African-American Civic Culture and Rising Consciousness Against Jim Crow, 1938-1966" *New Jersey History* 119 (Fall/Winter 2001), 33-56 (on BB)

Week 4: NCUP

Monday Sept 21

Kevin Mumford, "The Limits of Interracial Activism," *Newark: A History of Race, Rights, and Riots in America* (2007) (on BB)

Thursday Sept 24

Troublemakers (Robert Machover and Norm Fruchter, 1966: <https://vimeo.com/244908853>)

With No One to Help Us (Eugene and Carol Marner, 1967: <https://vimeo.com/241205041>)

Week 4: Black Power

Mon Sept 28

LeRoi Jones/Amiri Baraka, "Newark-Before Black Men Conquered" (1967), in *Raise Race Rays Raze* (BB)

Robert Curvin, "The Arrival of Black Power," *Inside Newark* (2014) (BB)

Thurs Oct 1

Nicole Torres, "Newark's 1974 Puerto Rican Riots Through Oral Histories," *New Jersey Studies: An Interdisciplinary Journal* 4.2 (2018): 212-229 (online)

Lauren O'Brien "¡Venceremos! Harambee!: A Black & Puerto Rican Union?" *New Jersey Studies: An Interdisciplinary Journal* 4.1 (2018): 130-146 (online)

*in-class archival exercise: where to find sources?

Week 5 : Housing & Environment

Monday Oct 5

Julia Rabig, "Fixers for the 1970s? The Stella Wright Rent Strike and the Transformation of Public Housing," *The Fixers: Devolution, Development, and Civil Society in Newark, 1960-1990* (2016) (BB)

Thurs October 8

Matthew Immergut and Laurel D. Kearns. "When Nature Is Rats and Roaches: Religious Eco-Justice Activism in Newark, NJ," *Journal for the Study of Religion, Nature & Culture* 6.2 (2012): 176-95 (Rutgers Library)

***Short critical assessment paper due in class**

Week 6: Queer Newark

Monday Oct 12

Zenzele Isoke, "Can't I be seen? Can't I be heard? Black women queering politics in Newark," *Gender, Place & Culture* 21.3 (2014): 353-369 (Rutgers Library)

Darnell Moore, Beryl Satter, Timothy Stewart-Winter, and Whitney Strub, "A Community's Response to the Problem of Invisibility: The Queer Newark Oral History Project," *QED: A Journal in GLBTQ Worldmaking* 1.2 (2014): 1-14 (Rutgers Library)

Thurs Oct 15

Yamil Avivi, "Queering Political Economy in Neoliberal Ironbound Newark: Subjectivity and Spacemaking among Brazilian Queer Immigrant Men," *Diálogo* 18.2 (2015): 105-118 (BB)

Renata Hill oral history, listen at <http://queer.newark.rutgers.edu/interviews/renata-hill>

Week 7: Neoliberal Newark

Monday Oct 19

Jonathan Wharton, *A Post-Racial Change is Gonna Come: Newark, Cory Booker, and the Transformation of Urban America* (2013), selection (BB)

Thursday Oct 22

Andra Gillespie, *The New Black Politician: Cory Booker, Newark, and Post-Racial America* (2012), selection (BB)

Week 8: Policing the Police

Monday Oct 26

Ron Porambo, *No Cause for Indictment* selection (BB)

Alecia McGregor, "Politics, police accountability, and public health: civilian review in Newark, New Jersey." *Journal of Urban Health* 93.1 (2016): 141-153 (Rutgers Library)

Thursday Oct 29

Anthony Pate, et al., "Reducing the 'Signs of Crime': The Newark Experience," Executive Summary, National Institute of Justice (1985)

<https://www.ncjrs.gov/pdffiles1/Digitization/102306NCJRS.pdf>

Mark Di Ionno, "Newark Cops Flex Muscle at Broad and Market," *Star-Ledger*, June 12, 2016:
http://www.nj.com/news/index.ssf/2016/06/newark_cops_flex_muscle_at_broad_and_market_di_ion.html

Recent news on Newark civilian review board

Week 9 (Nov 2/5): Archival Dig Reports

For this week, you will dig through archives and report back on Blackboard. Blackboard posts of approximately two paragraphs due by Monday at noon.

****ALSO VOTE THIS WEEK****

After this, we will shift gears toward individual research papers, but we will continue meeting for report-backs, peer review of drafts, etc.; schedule to be determined with class input.

Archival reflection paper due Monday November 9

****Final Paper due by 6pm on Tuesday, December 15****

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.

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. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

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

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's Academic Integrity Policy.

Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students' right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions are to be recorded, and such recordings cannot be circulated outside the course.