More information on the class will be forthcoming via emails to enrolled students and updates to this syllabus. Do not hesitate to be in touch at any time if you have any questions or concerns: krasovic@rutgers.edu

21:510:316
Perspectives in History: The Newark Uprising
Spring 2021

Tuesdays 6:00pm-9:00pm
Remote & Synchronous from Wherever You Are
Zoom Meeting Room #984 5616 3342
Passcode: 317042

Professor: Dr. Mark Krasovic
Contact: via Canvas “inbox”
Office Hours: Fridays, via Bookings

Course Description
Something as complicated and dynamic and tragic as mass racial violence demands an accounting. Soon after the end of five days of violent rebellion and often-vicious suppression – what many now know as the 1967 Newark riots – the investigations began. What exactly happened? Who or what was responsible? Who took part? What could have been done to prevent it? What was this thing anyway? Was it a rebellion? A riot? A revolution? And, perhaps most importantly, what do we need to do to make sure it never happens again? These questions plagued Americans of all walks of life throughout the 1960s.

In this class, we will take those questions up again, examining a wide range of primary source material from the Newark “riots” (if that’s what we decide to call it) – including newspaper accounts, photographs, first-person testimony, archival documents, and government reports – thinking through their possibilities, limitations, and biases. We will not only learn about this crucial chapter in Newark’s and the nation’s history, but we will think through and practice the art of history: pulling together a large body of often-discordant evidence into coherent accounts of what happened and why.

The history department’s “Perspectives in History” courses focus on the close analysis of primary source material related to a given topic. The skills gained in doing so – the ability to slow down and patiently observe and examine sources, to form relevant analytical questions about them, and to convey evidence-based answers to those questions (in short: observe, analyze, report) – are essential to many lines of work and to life itself, maybe especially in our troubled times. If you’re a history major, “Perspectives” will set you up well for the capstone research seminar. If you’re not a history major, you’ll still learn valuable analytical skills and some interesting history, and you’ll fulfill one writing-intensive requirement.

Learning Objectives
In this writing intensive course, you will have the opportunity to learn and practice these skills:

• Distinguishing between secondary and primary sources and between historical contexts and objects
• Identifying and analyzing different types of evidence using critical thinking skills
• Constructing a historical argument using primary sources
• Writing (which involves drafting and revising) a college-level academic essay that is original, persuasive, and based on thoroughly analyzed evidence

All readings will be distributed via Canvas. There is nothing you need to buy.
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Some Nuts & Bolts for this COVID-Era Class

This class will be remote (online) and synchronous. Given that format, you are expected to:

1. Familiarize yourself with the basics of both Canvas and Zoom as soon as possible
2. Attend class during the times posted above, just as you would if we were meeting on campus
3. Have access to a computer with a camera and a reliable internet connection
4. Have your camera on and your mic muted (at least until you’re ready to speak)

After a full semester of remote teaching, I am more convinced than ever that having all cameras on is essential to a successful online classroom. This may be especially meaningful in a smaller, discussion-based class like Perspectives.

I want you to take this class and I want you to do well in it. So if you have any questions or concerns about these expectations, please be in touch!

Course Requirements

Each week’s work will be organized into “modules” on Canvas, consisting of reading/viewing and writing assignments.

The writing assignments for this writing-intensive course will consist of two main forms: two short essays (comprised of one draft and one final version) and a series of shorter, pre-draft assignments that will feed into those essays. Please see the class schedule below for due dates. More detailed instructions on each writing assignment – including the essays – will be distributed during the semester via Canvas. All writing must be typed and double-spaced.

For the preparedness and participation grade, students are expected to read the assigned texts (whether visual or written) before each class session. Simple attendance in class is not factored into the participation grade. Students are required to come to class ready with questions or observations about the texts and to take part in the discussion to earn a good participation grade. We will devote much of our class time to interpreting the primary sources. This in-depth analysis will compose the participation grade. Students must have the readings and texts available in some form for each class session. You can print them or store them on your phone, laptop, or tablet.

Essay #1 20%
Essay #2 30%
Short writing assignments (9 of 10) 25%
Preparedness and participation 25%

Submitting assignments:

- All the writing assignments (essays and short writing) must be submitted via Canvas
- All students must put the Rutgers Honors Code Pledge, with their signature, on the paper copies of all assignments. Place your signature after the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this assignment.”
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**General Writing Rubric**
(a more detailed and specific rubric for each essay will be distributed during the semester)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A-</td>
<td>Outstanding, with one or two areas of improvement</td>
</tr>
<tr>
<td>B+</td>
<td>Very good</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>Good overall, with some significant weaknesses</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory, with some potential for improvement</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory, but needs significant development</td>
</tr>
<tr>
<td>C-</td>
<td>Barely satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>Poor; overwhelming flaws</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
</tr>
<tr>
<td>0/no credit</td>
<td>Has not completed the assignment</td>
</tr>
</tbody>
</table>

Please note that an “F” is worth 50%, not 0%. You thus receive credit for doing an assignment even if you receive a failing grade.

The grades are applied to your work in the class: at the college level, this means the final product of your work – what you hand in to me – not the amount of effort you put into the work. In other words, students don’t get an “A for effort” at the college level.

**Class Rules**

Studying history is often a politically and personally charged pursuit, and we will not shy away from tough questions about power, inequality, race, and class, to name a few. In fact, they may take on specially charged meaning in our current historical moment, and we need not steer our conversations away from making connections between the past and today. But I expect that all of us – myself included – will behave in a manner that assumes and shows respect for others’ needs and desires to learn. By all means, disagree with me and with each other. But do so in a civil way that will promote, rather than hinder, learning. *Any behavior that in any way intimidates others from participating in class will be addressed and may count against your participation grade.*

**Attendance** is required. There will be no make-up opportunities for missed classes. I will take attendance in every class meeting. If you arrive late – which, in this class, will mean more than ten minutes after class begins – I will give you half credit for being in class. This means that two late arrivals will count as one unexcused absence. After two unexcused absences, your overall course grade will be lowered by a partial grade (from B+ to B, for example) for every further unexcused absence. *Any student who misses four or more sessions through any combination of excused and unexcused absences will have missed more than a quarter of the class time and will not earn credit in this class. Such students should withdraw from the course to avoid an F.*

**Excused vs. Unexcused absences:** The Rutgers-Newark Undergraduate catalog (http://catalogs.rutgers.edu/generated/nwk-ug_current/pg576.html) states: “The recognized grounds
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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.

Late assignments will not be accepted except in cases of proven emergency. Unless you have express permission from me, discussed with me in advance, and based on an acknowledged reason, late assignments will have their grades lowered one partial grade every day that they are late.

Policy on Academic Integrity (Cheating and Plagiarism):

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: 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.

You may only use the texts assigned in this syllabus to complete the work in this class. If I find that you have used other people’s ideas (ex: Wikipedia, Amazon reviews, book jacket descriptions, etc.), I will not accept the assignment because I will not be able to consider it your own work. You will get a failing grade (0 points) for that assignment and will not be able to make it up.
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Class Schedule

January 19: Introduction to the class, to historical knowledge, and to history as practice

**Historical Context**

January 26: Newark at Midcentury
Readings: selections from *Newark: A City in Transition* (1959); newspaper stories; and “Fighting the Blight”
Short Writing Assignment #1: interesting observations

**Five Days: The First Draft of History**

February 2: Newspapers, Part 1
Readings: coverage of the first couple days in a variety of newspapers
Short Writing Assignment #2: from observation to analysis

February 9: Newspapers, Part 2
Readings: coverage of the final days in a variety of newspapers
Short Writing Assignment #3: from analysis to argument

February 16: Mass Media
Readings: selections from national magazines and television news programs
Writing Assignment: drafts of essay #1

*DUE: Draft of Essay #1 by 12 noon on Saturday, February 20*

**The View from “the Community”**

February 23: Residents and Activists
Readings: witness testimony from riot commissions
Short Writing Assignment #4: orienting evidence

March 2: Print Culture
Readings: ephemera gathered by riot commissions
Short Writing Assignment #5: orienting evidence

*DUE: Final Draft of Essay #1 by 12 noon on Saturday, March 6*

March 9: Conclusions
Readings: selections from *Report for Action* and Kerner Commission report
Short Writing Assignment #6: from claim to paragraph

March 16: SPRING BREAK / NO CLASS
The View from “the Top”

March 23: Local Government and Police Officials  
**Readings:** witness testimony from riot commissions  
**Short Writing Assignment #7:** orienting evidence

March 30: Print Culture  
**Readings:** ephemera gathered by riot commissions  
**Short Writing Assignment #8:** from claim to paragraph

April 6: Conclusions  
**Readings:** selections from *The Road to Anarchy*  
**Writing Assignment:** observation to claim

Visual Culture

April 13: Photography  
**Readings:** images from several riot commission reports  
**Short Writing Assignment #9:** outline and paragraph draft(s)

The Uprising as Memory

April 20: Public Ritual  
**Readings:** commemorative stories and discussions from 1987, 2007, and 2017  
**Short Writing Assignment #10:** drafts of essay #2

**DUE: Drafts of Essay #2 by 12 noon on Saturday, April 24**

April 27: Hollywood  
**Readings:** *Detroit* film (hopefully)  
**Writing Assignment:** Work on second essay final draft

**DUE: Final Draft of Essay #2 by the end of the day on TBD**
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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/.
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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.