COURSE OUTLINE

HIS 226
Course Number

History of New Jersey
Course Title

3
Credits

3 lecture
Hours: lecture/laboratory/other (specify)

Catalog description:

Surveys New Jersey history from the pre-colonial era to the present. Special emphasis is given to race, gender, ethnicity, social class, and New Jersey’s meaningful place in the larger story of American history.

Prerequisites:
None

Corequisites:
None

Required texts/other materials:

Howard L. Green, ed. Words That Make New Jersey History: A Primary Source Reader (Rutgers University Press, 2006).

Maxine N. Lurie, ed. A New Jersey Anthology (Rivergate Publishers, 2010).


David Hackett Fischer, Washington’s Crossing (Oxford University Press, 2006).


Last revised: Fall 2012

Course coordinator: Craig R. Coenen, coenenc@mccc.edu, ext. 3533.

Information resources: (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc.)

Other learning resources: (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)
No tutors or study groups as of now.

**Course goals:**

*The student will be able to:*

1. to read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context.
2. to use information technologies in acquiring new knowledge and perspective.
3. to construct an historical essay that presents a clear thesis, a persuasive argument, and well-researched supporting data.
4. to identify major personalities of New Jersey History.
5. to describe major movements, trends, and developments of New Jersey History.
6. to discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, nature, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of New Jersey History.
7. to analyze other time periods and cultures with little or no ethnocentrism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature.
8. To understand New Jersey’s history in the large context of American history.

**Course-specific General Education Knowledge Goals and Core Skills**

**General Education Knowledge Goals**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail:

Introduction to the course and the importance of New Jersey history

Learning Objectives: The student will be able to
- Explain the personal importance of understanding New Jersey history. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Demonstrate an understanding of the periodization and chronology of the course. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Identify primary vs. secondary sources and discuss the uses and limitations of each. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Understand all course assignments. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

Unit I: The Colonial Period, 1600-1783

1. Native Peoples, First Contact, and Early Settlement

Learning Objectives: The student will be able to
- Describe the social, political, and economic structure of the Lenape. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and contrast the impact of explorers from different European nations on early New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze the significance of the Dutch West India Company on New Jersey’s early development. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain the differences in the early European settlements. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

2. A Proprietorship Colony, 1664-1702

Learning Objectives: The student will be able to
- Compare and contrast the treatment of immigrants and the opportunities they had in early New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain women’s roles, rights, and responsibilities in the early colonial era. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Evaluate the impact of New Jersey becoming a Proprietary Colony in the mid seventeenth century. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe the colonial treatment of Native Americans. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze the social, economic, and political divisions in early New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand how New Jersey compared and contrasted in social, economic, political, and cultural terms with nearby colonies. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

3. A Royal Colony, 1702-1776

Learning Objectives: The student will be able to
- Explain New Jersey’s role in the many colonial wars of the early-to-mid eighteenth century. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
• Define women’s roles in society and how they were changing. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
• Analyze the first Great Awakening and its impact on New Jersey society. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
• Describe life on a New Jersey farm and contrast that with daily life in the State’s cities. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
• Evaluate the status and arguments for and against slavery (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
• Understand the Enlightenment and assess its impact on New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

4. The Era of the American Revolution, 1763-1783

Learning Objectives: The student will be able to
• Describe how acted and responded to the crises of the late 1760s and early 1770s in the British North American colonies. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
• Compare and contrast the ideas of loyalists with those of patriots. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
• Understand gender, race, ethnicity, and class during the American Revolution. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
• Analyze New Jersey’s important role and location during the Revolutionary War. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
• Explain life at home during the war. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

Unit II: New Jersey in the New Republic, 1783-1865

5. Forging the New Republic, 1783-1815

Learning Objectives: The student will be able to
• Describe New Jersey politics and economics in the tumultuous 1780s. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
• Assess New Jersey’s role in creating the US Constitution and its reaction to the document. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
• Compare and contrast the ideas of New Jersey political parties in the New Republic. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
• Discuss New Jersey’s role in the War of 1812. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
• Examine the ideas of the revolutionary era with their application in the Early Republic. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)


Learning Objectives: The student will be able to
• Compare and contrast the social structure of the eighteenth century with that of the nineteenth century. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
• Describe the inventions and policies that aided in the growth of manufacturing in New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
• Assess the impact of urbanization and immigration on New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
• Discuss the origins of the labor movement in New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
• Analyze the New Jersey Constitution on 1844. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
7. Race, Gender, Religion, and Reform in Pre-Civil War New Jersey

Learning Objectives: The student will be able to
- Compare and Contrast reform initiatives and movements in New Jersey with those in nearby states and other sections of the United States. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess the impact of the Second Great Awakening on all aspects of New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze antislavery, abolitionism, and proslavery arguments and discuss who in New Jersey supported and opposed those ideas. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Evaluate the changing role of women in New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Discuss immigration and the impact it had on New Jersey’s growth and divisions. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

8. New Jersey in the Era of the Civil War, 1850-1865

Learning Objectives: The student will be able to
- Describe and analyze the political and ideological divide within New Jersey during the Civil War era. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand New Jersey’s contributions in the Civil War to the Union effort. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Evaluate the impact of Copperheads and dissent in New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain why New Jersey had such a high level of animosity for Republicans and sympathy for the Confederacy and proslavery advocates as late as early Reconstruction. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess the role of big business in New Jersey during the war. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand the social, economic, and political changes the war created in New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

Unit III: New Jersey in the Era of Big Business, 1865-1929

9. Politics, Business, and Development in the Gilded Age, 1865-1900

Learning Objectives: The student will be able to
- Explain the importance and impact of the political divisions in the New Jersey and the powerful political machines that ran them. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze the ways and scope that government aided big business in New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess New Jersey’s role in American politics and economics in an era that forged modern America. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe and evaluate the technological innovations and inventions emanating from New Jersey that transformed the United States and the world. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Address the complicated role of political machines in peoples’ lives and their function in the urban environment (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze the function of big business as a bastion of Robber Barons or Barons of Industry. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

10. Immigration, Labor, Class, and Society in the Gilded Age, 1865-1900

Learning Objectives: The student will be able to
- Describe how management and government responded to working-class unrest. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
Compare and contrast immigrant life in their homeland and in New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

Understand the origins and significance of the labor movement in New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

Analyze the problems that many unions faced and why some were successful and most were not. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

Explain the role of women and minorities in the Gilded Age in New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

Define Streetcar Suburbs and address their significance in furthering the class divide in New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

Assess how farmers responded to the agrarian crisis and contrast their approaches with that of the labor unions. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

11. Progressives and New Jersey, 1894-1919

Learning Objectives: The student will be able to

* Describe how the Progressive Era began, who led the reforms, and why. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Assess how Progressive reforms helped women and minorities. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Compare and contrast the varying ideas on race in the Progressive Era. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Discuss how Progressive reform trickled up from private, local, and state reforms to the Federal level. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Analyze the impact of Progressive reforms on people’s lives, the stability of capitalism, and growth of democracy. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Assess New Jersey’s reaction to the European war. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Understand why we entered the war and our role in ending the conflict. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Explain how World War I changed the lives of women and minorities. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

12. New Jersey and the Roaring 1920s

Learning Objectives: The student will be able to

* Compare and Contrast the Roaring 1920s with the Traditional 1920s. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Assess the growth of popular and consumer culture in New Jersey in the 1920s. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Describe how the 1920s accelerated the homogenization of America. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Evaluate the relationship of big business and the government in New Jersey in the 1920s. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Discuss how and why the lives of women and minorities changed. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Identify the concept of rugged individualism. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

Unit IV: Modern New Jersey, 1929-present

13. The Great Depression and World War II in New Jersey

Learning Objectives: The student will be able to
* Explain how the Great Depression affected the lives of New Jersey’s residents. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Identify responses of political leaders in New Jersey to the collapse brought on by the Great Depression. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Evaluate the long-and short-term impact of the New Deal on the State. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Assess the divided public response to the New Deal in New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Address race in New Jersey in the 1930s. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Analyze the way World War II helped lessen social and cultural divisions in New Jersey (at least temporarily and superficially). (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Assess New Jersey’s role in World War II. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

14. Suburbanization, Industry, and Post-War New Jersey

Learning Objectives: The student will be able to
* Describe how New Jersey became the example of post-war suburbanization and consumer culture. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Explain the lingering problems of race, gender, class, and ethnicity in the era of consensus. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Evaluate the post-war labor movement in New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Discuss the importance of New Jersey’s post-war industrial boom and assess the factors that led to its collapse. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Understand the urban-rural divide in post-war New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Analyze Cold-War paranoia and New Jersey’s role in fostering it. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

15. Urban Problems, De-industrialization, and New Jersey’s growing Cultural Divide

Learning Objectives: The student will be able to
* Discuss race, riots, and the Civil Rights movement in New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Assess the impact of de-industrialization in New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Evaluate the suburban-urban-rural divide in modern-day New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Describe New Jersey’s important role in the War on Terror. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
* Assess immigration, gender, and class in modern-day New Jersey. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

Examinations and Required Work.

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course should be designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

History courses must, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

MCCC ASA Course Outline 9/9/2004
Reading Assignments

- Textbook as well as primary documents should be clearly assigned to the students.

Exams & Quizzes

- At least two (2), one-hour exams
- A Final Exam
- Exams must include an essay component

Writing Assignments: Students are expected to develop the ability to construct narratives—written or verbal or both—that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).

- At least two (2), but preferably three (3), writing assignments
- At least one (1) essay should concentrate on the primary documents
- At least one (1) one assignment should incorporate library or internet research or both; this assignment may be a term paper or group presentation or some other type of project
- Length of the essays may be determined by the instructor; short (e.g., two-page) essays are acceptable

Academic Integrity Statement: See http://mlink.mccc.edu/omb/0403_academic_integrity_OMB210.pdf

Students who cheat or plagiarize on any assignment in this class will receive a “0” on that assignment which may result in the failure of the course and will be subject to further disciplinary action as deemed appropriate by MCCC’s Academic Integrity Committee. Cheating and Plagiarizing are the witting or unwitting use of answers to exams or quizzes from any source other than your brain (i.e. cheating with the aid of unauthorized aids), the copying or use of another’s words for a paper or other written assignment, and the paraphrasing, quoting, or use of not generally known ideas and concepts without proper citations of that material.