

SYLLABUS - HISTORY OF NEW JERSEY HIST 202
Brookdale Community College
Professor Barbara Pepe

Course Description: This survey of New Jersey history will cover the development of New Jersey including the Native American inhabitants, the Lenape, European colonization, the Colonial period, the American Revolution, the Jacksonian Era, slavery and the Civil War; the Industrial Revolution, labor union movements, immigration, women's suffrage, race issues and relations, the Great Depression, World War II, as well as the rise of Victorian leisure, tourism and motion pictures.

The course will use New Jersey history as a means of exploring the major themes of United States history. Therefore, the themes of United States history, such as European colonization, the American Revolution, slavery, industrialization, etc., are amplified by local history. This approach will also give students a greater sense of place as New Jersey residents and will provide education majors with a pedagogical foundation for teaching the subject.

REQUIRED BOOKS:

- Howard Green, ed., *Words That Make New Jersey History*
- Gregory Evans Dowd, *The Indians of New Jersey*
- Carmela Karnoutsas, *New Jersey Women*
- Douglas V. Shaw, *Immigration and Ethnicity in New Jersey*
- Helene Stapinski, *Five Finger Discount: A Crooked Family History*
- John McPhee, *The Pine Barrens*
- Graham Russell Hodges, *Slavery and Freedom in the Rural North*
- Michael Capuzzo, *Close to Shore*

Other required photocopied readings will be handed out in class.

Course Topic Objectives:

- Objective 1: Native American Inhabitants of New Jersey
- Objective 2: European Colonization, the Royal Era and Colonial New Jersey
- Objective 3: American Revolution and Confederation Era
- Objective 4: Antebellum New Jersey
- Objective 5: Slavery and the Civil War
- Objective 6: Industrialization, Urbanization, and Immigration
- Objective 7: Late Nineteenth Century New Jersey
- Objective 8: Progressivism, Suffrage and World War I
- Objective 9: The Great Depression, World War II, New Deal
- Objective 10: World War II to the Present

Core Competencies:

Upon completion of this course, students will demonstrate the following competencies:

Communication: The student will communicate information and ideas clearly and effectively in the written and spoken form, and will demonstrate effective listening and reading skills.

Critical Thinking: The students will think clearly, critically, and creatively to analyze information, identify solutions, make logical decisions and solve problems.

Information Literacy: The student will identify the need for information and collect, analyze, organize and evaluate information from a variety of sources. The student will synthesize, document and present information.

Technological Literacy: The students will use computer systems and other appropriate forms of technology to achieve professional, educational and personal objectives.

Historical/Societal Analysis: The student will identify and analyze historical and/or societal issues as they impact current and future trends.

Community and Workplace: The student will demonstrate cultural sensitivity within the context of the contemporary, diverse, global community. The student will demonstrate ethical conduct and effective teamwork.

Evaluation:

1. Attendance

Attend every class. This class does not duplicate the text, therefore, it is imperative for students to attend all classes for successful completion of the course. Attendance will be taken by the instructor at each class and will be assessed by the instructor and reflected in the class participation grade.

2. Course Requirements:

Exams: There will be two exams consisting of short answer or essay questions. The questions will require students to demonstrate that they understand the analyses presented in class. (70 pts. each; 140 pts. total)

Writing Assignments (in class): There will be 4 short essays (1-2 pages long) based on the assigned readings. The essays will be written in class. Refer to Objectives and course schedule for details and due dates. (5 pts. each; 20 pts. total)

Internet Assignments: There will be 4 internet assignments that will require searching and examining different New Jersey History websites and writing a brief assessment of the website information. All work must be typed. All work must be handed in on the day it is due as scheduled on the course syllabus. Refer to Objectives and course schedule for details and due dates. No late work will be accepted. (5 pts. each; 20 pts. total)

Book Reviews: You are required to complete two (2) book reviews: one for *Close to Shore* by Michael Capuzzo; and one for *Five Finger Discount: A Crooked Family History* by Helene Stapinski. Each book review should be 5-7 pages long, typed, double-spaced, 12 point font and include a brief summary of the book as well as an analysis of how the book connects to the themes discussed in this New Jersey history course. The book reviews will be due on the day that the book is discussed in class. Five points will be deducted for each week the paper is late. Papers will not be accepted after two weeks from the due date. Both book reviews must be completed in order to get credit for the course. (45 pts. each; 90 pts. total)

Class Participation & Attendance: Student attendance and active participation will be evaluated by the professor at the end of the semester. (30 points maximum)

3. **Grading Policy**

Students will achieve grades of A, B+, B, C+, C, D, or F in the course by accumulating enough points for the grade they are seeking by the end of the semester.

Total number of points available during the semester is **300**. The minimum number of points required for each grade is:

A	=	255 points	C+	=	215 points	F	=	less than 165 points
B+	=	245 points	C	=	195 points			
B	=	225 points	D	=	165 points			

Students taking the course on a Pass/Fail basis need to achieve 196 points to pass the course.

4. **Summary of the Grading System**

2 tests (70 points each)	=	140 points max
4 writing assignments (5 points each)	=	20 points max
4 Internet assignments (5 points each)	=	20 points max
2 book reviews (45 points each)	=	90 points max
class participation and attendance (30 points)	=	30 points max
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TOTAL	=	300 points max

5. **Incompletes**

An incomplete designation is available to students who are unable to complete the requirements for a D grade by the end of the semester. In order to qualify for Incomplete the student must have completed 150 points in the course, be able to achieve a D in the course, have the professor’s approval and complete an application **before** the end of the semester.

6. **Academic Dishonesty**

The By-Laws of the Board of Trustees, Section 1.3034(m) authorizes a Student Conduct Code (College Regulation 6.3000R). You should be aware that the Standards of Conduct specifically prohibit cheating or plagiarism in connection with an academic program. The enforcement procedures regarding the Student Conduct Code are fully explained in the Student Handbook. Any question concerning this should be directed either to you Student Development Counselor or the Dean of Academic Affairs.

Disability Statement

If you have a documented disability and would like to request accommodations and/or academic adjustments, contact the Disabilities Services Office at 224-2730 or TTY 842-4211

History Department Student Services

1. Learning Assistant, Karen Sieben 224-2533 ksieben@brookdalecc.edu
2. Department website through <http://www.brookdalecc.edu>
3. Writing Lab
4. Department Secretary - Eileen Lengyel 224-2534

Eating & drinking in classrooms According to Brookdale College policy, eating or drinking in the classrooms is prohibited.

The use of cell phones, beepers, or any other electronic communication or entertainment devices during class is prohibited.

OBJECTIVE 1 - Native American Inhabitants of New Jersey

Learning Objective: To explore the experiences of Native Americans, primarily the Lenape, in New Jersey prior to European colonization.

Writing Assignment (in class): Using the assigned readings, write an essay that addresses what you learned about the Lenape of New Jersey and their relationship to European settlers. Identify points emphasized by the historians in the readings.

Readings:

- *The Indians of New Jersey*, Chapters 1-4
- *Words That Make New Jersey History*, Docs. 1-3, 5, 6, 15
- *This Old Monmouth of Ours: History, Tradition, Biography, genealogy and other anecdotes related to Monmouth County, New Jersey* by William Horner (photocopy)
- *The Pine Barrens*, entire book

Lecture Topic Outline:

- I. New Jersey Geography - The Garden State
 - A. Coastal Plain
 - B. Piedmont
 - C. Highlands
- II. Native American Inhabitants – Lenape
 - A. Lenape – not “Leni”
 - B. Economic base
 - C. Social orientation
 - D. Political structure
 - E. Gender roles
 - F. The Lenape and the land
 - G. Spirituality
- III. European Encounters with Native Americans
 - A. Penelope Stout
 - B. William Penn and Quakers
 - C. A “broad path to walk in”
 - D. Dutch
- IV. European Colonization and the “ecological revolution”
 - A. Different uses of land
 - B. Fur trading
 - C. Impact of European land use
 - D. Diseases, plants and animals
 - E. “intensive” v. “extensive” land use

OBJECTIVE 2 - European Colonization, the Royal Era and Colonial New Jersey

Learning Objective: To discuss the colonization of New Jersey by Europeans, and to understand the development of the settlement of the colony.

Readings:

- *Immigration and Ethnicity*, pp.12-15
- *Words That Make New Jersey History*, Docs. 4, 8, 9, 10, 14
- *New Jersey Women*, pp. 9-18
- *Slavery and Freedom in the Rural North*, Introduction and Chapter 1

Internet Assignment (do one of the following two assignments):

1. Read the Grant to Berkeley and Carteret and the Concessions and Agreements. What do they say about land, taxes, security, and the role of the governor?

Grant to Berkeley and Carteret (1664) www.state.nj.us/njfacts/njdocs.htm

Concessions and Agreements of the Proprietors (1665)

www.state.nj.us/njfacts/njdocs.htm

OR

2. Go to <http://cuhistory3057.tripod.com/hyde/id1.html> and discuss the royal government in New York/New Jersey during the Royal Era.

Topic Outline:

- I. European Global Expansion After 1500
 - A. Why colonize America?
 - B. Verrazano
 - C. Henry Hudson
- II. Dutch Settlement
 - A. Fur trade
 - B. Populating the colonies
 - C. Monmouth County Dutch settlement
- III. Swedish Settlement
- IV. English Settlement
 - A. Proprietary Colonies of East and West Jersey – 2 New Jerseys?
 - B. Duke of York
 - C. Berkeley and Carteret
 - D. Concessions and Agreements 1665
 - E. Governor Carteret v. Governor Nicholls
 - F. Who owns the land?
 - G. Who governs the land?
 - H. Quitrent controversy
 - I. New York Governor Andros demands jurisdiction
- V. Women in Colonial New Jersey
 - A. European women
 - B. African American women
 - C. Native American women
- VI. African Americans in Colonial New Jersey

- VII. The English and the Royal Era 1702-1763
 - A. New era in NJ – a Royal Province
 - B. Proprietors surrender to the Crown
- VIII. Impact of the Royal Era 1702-1763
 - A. English bureaucracy
 - B. Royal governors – Lord Cornbury
 - C. Civil liberties
 - D. Royal Era – a period of “incubation”

OBJECTIVE 3 - American Revolution and Confederation Era

Learning Objective: To discuss the participation of New Jersey in the American Revolutionary War.

Readings:

- *Words That Make New Jersey History*, Docs 16-23
- *New Jersey Women*, pp. 18-24
- *Slavery and Freedom in the Rural North*, Chapters 2-3
- Photocopy of *Declarations of Dependence: War and Inequality in Revolutionary NJ, 1776-1815* by Gregory Evans Dowd

Writing Assignment (in class): Read the documents in the *Words That Make New Jersey History* book on the American Revolution and discuss how New Jersey was affected by the War. Also examine the way the War affected the Franklin family. What do the letters between William and Benjamin Franklin reveal about the “Loyalists” and the “Tories”.

Topic Outline:

- I. The Background to the American Revolution
 - A. Land rights
 - B. French and Indian War
 - C. Debts and taxes
 - D. Paper currency
- II. Great Awakening
 - A. Religious revival and defiance of old ways
 - B. Theodore Frelinghuysen
 - C. Gilbert Tennent
 - D. Produces two colleges
 - i. College of New Jersey 1746 (Princeton University)
 - ii. Queens College 1766 (Rutgers University)
- III. Movement for independence
 - A. Stamp Act
 - B. Boycotts and protest
 - C. Governor Franklin
 - D. Provisional Congress
- IV. Divided Loyalties
 - A. Whigs
 - B. Tories
 - C. Divided families – Ben Franklin and Governor William Franklin
- V. Wartorn New Jersey
 - A. “cockpit of the Revolution”
 - B. English invasion of New Jersey
 - C. Gen Washington’s retreat
 - D. Battle of Trenton
 - E. Battle of Princeton

- F. Battle of Monmouth
- G. Property damage
- VI. New Jersey Women and the Revolution
 - A. Boycotts
 - B. Spies
 - C. Fund raising
 - D. Molly Pitcher
- VII. Gregory Evans Dowd article “Declarations of Dependence: War and Inequality in Revolutionary New Jersey, 1776-1815”
 - A. meaning of “republicanism”
 - B. Blacks
 - C. Women
 - D. Native Americans

OBJECTIVE 4 – Antebellum New Jersey

Learning Objective: The antebellum (Jacksonian) Era and the development of New Jersey in the early nineteenth century, with a focus on reform movements and voting rights.

Readings:

- *Words That Make New Jersey History*, Docs. 24, 25, 27, 28, 30, 33, 35, 37, 40
- *New Jersey Women*, pp. 25-44
- *Slavery and Freedom in the Rural North* Chapters 4-5
- Read the information on utopianism and the North American Phalanx at these two websites
http://college.hmco.com/history/readerscomp/rcah/html/ah_088700_utopia_ncommu.htm
<http://www.monmouth.com/~mcha3/coll5.html>
- Read the information on this website on the Delaware and Raritan Canal
www.dandrcanal.com/history/html

Writing Assignment (in class): Using the documents in the *Words That Make New Jersey History*, explain what Hamilton intended to do in Paterson, New Jersey. What was the S.E.U.M.? Summarize and explain the document. Were there any opponents to industrialization? Who and why?

Topic Outline:

- I. Defining the Jacksonian Era
 - A. Era of the “Common Man”
 - B. Second Great Awakening
 - C. “republican motherhood”
- II. Utopian Communities
 - A. North American Phalanx
 - B. Raritan Bay Union
- III. Reform in Early 19th Century NJ
 - A. Dorothea Dix
 - B. Temperance Movement
 - C. Suffrage
 - D. Abolitionist Movement
- IV. Industrialization
 - A. Alexander Hamilton
 - B. Society For Establishment of Useful Manufactures
 - C. Opposition to industrialization to preserve the “yeoman farmers”
 - D. Paterson
- V. Transportation Revolution
 - A. Morris Canal
 - B. Delaware and Raritan Canal
 - C. Steamboats
 - D. Railroad

VI. Transformation of the New Jersey economy

OBJECTIVE 5 - Slavery and the Civil War

Learning Objective: To examine the events and circumstances surrounding the movement to abolish slavery, the Civil War and Reconstruction.

Readings:

- *Words That Make New Jersey History*, Docs. 32, 36, 39, 43-49
- *Slavery and Freedom in the Rural North* – Chapter 6 and Epilogue

Topic Outline:

I. The Coming of War

II. Slavery

A. Abolition

B. Underground Railroad

III. New Jersey as a “northern border state”

A. John T. Cunningham

B. Thomas Fleming

C. Does New Jersey support the south?

D. Fear loss of southern markets

E. Southern students and tourists

IV. “Jersey Blue” – William Gillette

A. New Jersey and Union support

B. Not a “border state”

V. Upon the Tented Field, Bernie Olsen, editor

A. Experiences of the 14th Regt from Monmouth County

B. Letters

OBJECTIVE 6 - Industrialization, Urbanization & Immigration

Learning Objective: To examine the rise of industrialization and urbanization in New Jersey.

Readings:

- *Words That Make New Jersey History*, Docs. 38, 52-55, 59
- *Immigration and Ethnicity in New Jersey*, pp.15-48
- *New Jersey Women*, pp. 57-73

Internet Assignment: Visit the John Roebling Sons site (www.inventionfactory.com/history/RHAsoc/) and click on the link to “Our Town”; read the document and write a 1-2 page paper on the advantages and disadvantages of living in a company town like Roebling.

Topic Outline:

I. Industrialization

- A. Canals and Railroads
- B. “second” Industrial Revolution
- C. Growth of Big Business
 1. Singer
 2. Standard Oil
 3. Campbell Soup
 4. RCA Victor
- D. Labor Unions
- E. Rise of “agribusiness”

II. Growth of Cities

- A. Population moves to the cities
- B. Creation of separate ethnic communities
 1. “Little Italy”
 2. “Little Poland”
 3. Chinatown

III. Immigration

- A. “first wave”
 1. German
 2. Irish
- B. “second wave”
 1. Jewish
 2. Italian
 3. Irish
 4. Polish
- C. Work Experience
- D. Labor Unions
- E. Reason for Immigration
- F. Assimilation
 1. Education

- 2. Settlement Houses
- IV. Tenement Housing
 - A. Unsanitary
 - B. Swindled

OBJECTIVE 7 - Late Nineteenth Century New Jersey

Learning Objective: To examine the end of the nineteenth century and Victorian Era New Jersey with special focus on leisure, material culture and architecture.

Readings:

- *Words That Make New Jersey History*, Doc. 50
- *Close to Shore* by Michael Capuzzo – **BOOK REVIEW DUE**

Topic Outline:

I. Defining the Victorian Era

- A. The “gay nineties”
- B. Queen Victoria – domesticity and sexuality
- C. Sports in New Jersey
 1. Football – 1st collegiate football game – Rutgers v. Princeton
 2. Baseball
 3. Bicycling

II. Work and Play: Leisure

- A. The Jersey Shore
 1. Long Branch
 2. President’s summer resort
- B. Atlantic City
- C. Miss America Pageant

III. Close to Shore - themes

IV. Thomas Edison - motion pictures

- A. Childhood
- B. Menlo Park laboratory
- C. Incandescent light bulb
- D. “Edison Effect”
- E. The Motion Picture Studio – the “Black Maria”

V. Victorian Architecture

OBJECTIVE 8 – Progressivism, Suffrage and World War I

Learning Objective: To examine the early twentieth century in New Jersey and the First World War with special focus on the Movement for Women’s Suffrage, and Progressivism.

Readings:

- *Words That Make New Jersey History*, Docs. 57-58, 61-64, 66-67, 71
- *New Jersey Women* Chapter 3
- “KKK,” by Marc Mappen (handout)
- http://college.hmco.com/history/readerscomp/rcah/html/ah_067500_patersonsilkh.htm
- <http://www.spartacus.schoolnet.co.uk/USApaterson.htm>
- http://www.scc.rutgers.edu/njwomenshistory/Period_4/flynn.htm

Internet Assignment (do one of the two following assignments):

1. Visit the sites below and read the text regarding the Paterson Silk Strike of 1913. What were the causes of the strike and how was it resolved?

- http://college.hmco.com/history/readerscomp/rcah/html/ah_067500_patersonsilkh.htm
- <http://www.spartacus.schoolnet.co.uk/USApaterson.htm>
- http://www.scc.rutgers.edu/njwomenshistory/Period_4/flynn.htm

OR

2. Visit the sites below and read about Alice Paul. What role did Alice Paul play in national as well as New Jersey politics and society? What did you learn about women's voting rights in New Jersey?

- http://www.scc.rutgers.edu/njwomenshistory/Period_5/njdiscriminate.htm
- <http://www.alicepaul.org>
- <http://memory.loc.gov/ammen/today/jan11.html>
- http://college.hmco.com/history/readerscomp/rcah/html/ah_067600_paulalice.htm

Extra Credit: Watch the film “Iron Jawed Angels” starring Hilary Swank as Alice Paul and write a film review connecting the film to this class.

Topic Outline:

- I. Early Twentieth Century New Jersey - Progressive Era
- II. Meaning of Progressive reform
- III. Anti-monopoly
- IV. Responsibility for social well-being
- V. Restore stability to society
- VI. No “one” movement
 - A. Progressive Party
 - B. Political movement – anti-trusts, anti RR, anti-labor unions
 - C. Moral movement – stop prostitution, temperance
 - D. Gender

- E. Racial – lynching
- VI. “Social Gospel” – religion plus reform
- VII. Opposed to Social Darwinism- poverty and crime result from unhealthy environment
- VIII. Reactions to Industrialization and Immigration
- IX. Women’s Clubs
 - A. White women
 - B. Black women
 - C. What do they do?
- X. Suffrage Campaign
 - A. Lucy Stone
 - B. Alice Paul
- XI. Labor Unions
 - A. Paterson Silk Strike
 - B. IWW
 - C. Socialism – Stelton Anarchist colony
- XII. Great Migration of African Americans to the north
- XIII. World War I
 - A. Anti-German backlash
 - B. African American community
 - C. Hoboken & Fort Dix
 - D. New Jersey training of soldiers
 - E. Industry booms in producing war materials
 - F. Influenza
- XIV. Post World War I backlash
 - A. Ku Klux Klan in New Jersey
 - B. Red Scare

OBJECTIVE 9 - The Great Depression, World War II, New Deal

Learning Objective: The Depression and World War II are desperate times in the United States and in New Jersey, as well. This Objective will examine the ways the State responds to the challenges of these critical times.

Readings:

- *Frank Hague, Franklin Roosevelt and the Politics of the New Deal* by Lyle W. Dorsett (photocopy)
- *Words That Make New Jersey History*, Docs. 72-81
- *Immigration and Ethnicity*, Chapter 4
- “Was Hauptman Guilty” Marc Mappen (handout)

Internet Assignment (do one of the two following assignments):

1. Go to http://www.njcu.edu/programs/jchistory/Pages/H_Pages/Hague_Frank.htm and after reading the articles on Frank Hague, who is Hague? Describe his influence in the state and the nation.

OR

2. Evaluate the following site and discuss the life of Paul Robeson as a scholar, athlete, and activist. <http://www.scc.rutgers.edu/njh/PaulRobeson/index.htm>

Topic Outline:

I. 1920's

- A. 18th Amendment and Bootlegging
- B. 19th Amendment – women get the vote
- C. Red Scare
- D. KKK
- E. Bridge and tunnel construction
- F. African Americans in New Jersey

II. Paul Robeson

- A. Scholar-athlete at Rutgers
- B. Two time all-American athlete
- C. Lawyer
- D. Singer and actor
- E. Civil Rights Activist

III. 1930's New Jersey in the national spotlight

- A. Charles Lindbergh and the Crime of the Century
- B. Hindenburg Disaster

IV. The Great Depression - historical background

- A. The New Deal
- B. Frank Hague - "I am the law"
- C. Suffering in New Jersey

V. World War II

- A. Homefront
- B. Civil Defense
- C. Women's role

- VI. The Cold War in New Jersey
 - A. Nike Missile sites
- VII. The Constitution of 1947

OBJECTIVE 10 – World War II to the Present

Learning Objective: To examine the trends in New Jersey from World War II to the present with special attention to economic, ecological and societal changes.

Readings:

- *Beleaguered City as Promised Land: Blacks in Newark, 1917-1947* by Clement A. Price (photocopy)
- *Words That Make NJ History*, Section 7
- *New Jersey Women*, pp. 99-105
- *Immigration and Ethnicity*, Chapter 5
- *Five Finger Discount* - **BOOK REVIEW DUE**

Writing Assignment (in class): Using the *Words That Make NJ History* book and Clement Price's article, what were African-Americans experiencing in New Jersey cities in the twentieth century? What happened in Newark in 1967? Explain the events.

Topic Outline:

I. Politics: The Civil Rights Movement & Women's Movement

- A. Price article and the persistent discrimination against African Americans
- B. Black student Protest
- C. Newark Riots
- D. Vietnam War

II. Ecological changes since 1960

- A. Agricultural land
- B. Suburbs and cities
- C. Human ecology
- D. Environmental Concerns
 1. Preserving the Pinelands
 2. Coastal preservation

III. Women in New Jersey since 1960

IV. Post-Industrial Society in NJ since 1960

- A. Broken cities
- B. Suburban life
- C. Third Wave of Immigration

V. Pleasures of Consumption and the Persistence of Poverty

VI. Information Age

- A. Bell Labs
- B. Camp Evans
- C. "Big Bang" heard in Holmdel by Wilson and Pensius