History of New Jersey

Course Description
This course will examine the 350+ year history of the state of New Jersey. Our goal will be to gain both a better understanding of the critical themes in the development of the state and its communities, as well as the changing approaches of historians in their studies. We will cover New Jersey’s history chronologically, geographically, and topically, giving space to different eras, regions, and communities to craft a deeper understanding of the state’s past. While New Jersey may seem like a narrow topic, the diverse approaches to the study of its past allows for the exploration of such topics as race and ethnicity, urban and suburban spaces, immigration, and politics, among others.

Learning Goals
Through guided readings of relevant monographs and articles, in-class discussions, book reviews, historiographic essays, and teaching exercises, students will gain a deeper understanding of how scholars have studied New Jersey’s history. In the process, they will learn how to engage critically with the arguments and evidence of academic texts, discern and engage with scholarly debates, categorize historical works based on their methodologies, and explore the impact of academic works on teaching at the secondary and post-secondary levels. Students will improve their scholarly writing and research skills through book reviews, historiographic essays, and short research papers.

Blackboard
We'll be using the web-based Blackboard course software (http://blackboard.newark.rutgers.edu). I will post the syllabus and syllabus updates there, and I'll also post course documents and assignments. Be sure that you have created a Net ID; you'll need it to access the site.

Course Requirements
- Book Review: 10%
- Primary source assignment: 10%
- Lesson Plan: 20%
- Historiographic Essay: 30%
- Attendance and Participation: 30%

Descriptions of Assignments

Book Review: This is a standard written assignment for most graduate classes. Students will read one of the recommended readings from the syllabus and write a 2-3 page review of the
book. This is not a synopsis. Reviews should present an argument that makes a claim about the book’s success in upholding its thesis, engagement with relevant historiography, and/or use of sources. Students should also be prepared to give a brief (5-10 minute) presentation on the recommended reading and how it relates to that week’s primary reading.

**Lesson Plan:** Students will select one primary reading from the syllabus and design a lesson plan for a secondary or post-secondary classroom, depending on their field. Lesson plans should include a brief (2-3 page) narrative describing how the selected book could be taught in the classroom. Lesson plans might include, but are not limited to, describing what chapters might be appropriate for assignment as a homework reading, what primary sources might be pared with the readings, what segments of the book might lend themselves to lectures, and examples of worksheets, discussion questions, or in-class activities might fit the reading.

**Primary Source Assignment:** Students will select one chapter from one course text and study how it was researched by examining the relevant footnotes and bibliography. Students will then write a 2-3 page paper describing what types of sources the author used for this chapter, what archives were consulted, and what secondary works informed the chapter.

**Historiographic Essay:** Students will select one topic/theme from the course and write a 6-8 page essay that traces how different historians have approached the topic and how arguments about this topic have changed over time. Students should select at least 5 books in addition to a primary course text related to their topic. Essays should not consist of a succession of summaries of each text, but rather draw the books into conversation with one another to produce a broad claim about the state of the field.

**Attendance and Participation:** All students are expected to attend every class having read the assigned books and articles. Classes will consist primarily of discussions about the texts. It is therefore imperative that students come to class with notes about the readings and thoughtful questions to prompt meaningful discussions during our time together.

**The Writing Center**
The Writing Center (http://www.ncas.rutgers.edu/writingcenter), located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. Please inform your students that The Writing Center is available to them free of charge and encourage them to take advantage of their services to strengthen their reading, writing, and research skills.

**Academic Integrity, Plagiarism, and Cheating**
Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing assignments (including but not limited to term papers, essays, and reports) and other written assignments, using concealed notes or crib sheets during examinations, copying the work of others and submitting it as one’s own, and misappropriating the knowledge of others. The sources from which one derives one’s ideas, statements, terms, and data, including Internet sources, must be fully and specifically acknowledged in the appropriate form; failure to do so,
intentionally or unintentionally, constitutes plagiarism. Violations of academic integrity may result in a lower grade or failure in a course and in disciplinary actions with penalties such as suspension or dismissal from the College. The university's policy on academic integrity is available at:
http://academicintegrity.rutgers.edu/academic-integrity-policy/

All students are required to sign the Rutgers Academic Integrity Pledge and the Rutgers Honor Pledge on all examinations and major course assignments submitted for grading.

“All on my honor, I have neither received nor given any unauthorized assistance on this examination assignment.”

**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. Learn more about the office here: http://counseling.newark.rutgers.edu/vpva

**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 web site at: https://ods.rutgers.edu/students/registration-form. For more information please the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or contact odsnewark@rutgers.edu.
Course Schedule

July 6
WELCOME. INTRODUCTION AND PARAMETERS FOR NEW JERSEY HISTORY
Matthew Knoblauch, “The First Gardeners: Native Americans and New Jersey’s Environmental First Contact”

Lurie and Soderlund, “Lenape-Colonist Land Conveyances”

July 8
ENCOUNTER AND COLONIZATION
Brandon McConville, These Daring Disturbers of the Public Peace: The Struggle for Property and Power in Early New Jersey (Cornell University Press, 1999)

Maxine Lurie, “New Jersey, the Unique Proprietary”

July 13
REVOLUTION
Mark Lender, “The Cockpit Reconsidered: New Jersey as a Military Theater”

Maxine Lurie, “New Jersey: Radical or Conservative in the Summer of 1776?”


Recommended: James J. Gigantino II, William Livingston’s American Revolution (University of Pennsylvania Press, 2018)

July 15
SLAVERY

James J. Gigantino II, The Ragged Road to Abolition: Slavery and Freedom in New Jersey, 1775-1865 (University of Pennsylvania Press, 2014)


**July 20**

**THE MARKET REVOLUTION**


Don Skemer, “David Aling’s Chair Manufactory: Craft Industrialization in Early Newark”

Paul Johnson, “Art and the Language of Progress in Early Industrial Paterson: Sam Patch at Clinton Bridge”

Joel Schwartz, “The Overturning’s in the Earth: Firemen and Evangelists in Newark’s Law and Order Crisis of the 1850s”


**July 22**

**INDUSTRIALIZATION**

Stuart Galishoff, *Newark: America’s Unhealthiest City, 1832-1895* (Rutgers University Press, 1988)

Daniel Crofts, “Re-Electing Lincoln: The Struggle in Newark”

Charles S. Funnell, “The Washbasin of Democracy”


**July 27**

**THE PROGRESSIVE ERA**


**July 29**

**NEW JERSEY AND THE DEPRESSION**  

Keisuke Jinno, “Public Housing for Lower Middle-Income Families: New Jersey’s State Housing Program in the Late 1940s”


**August 3**

**SUBURBANIZATION**  

Lizabeth Cohen, “From Town Center to Shopping Center: The Reconfiguration of Community Marketplaces in Postwar America”


**August 5**

**NEWARK: RIOT AND REBELLION**  


**August 10**

**SOUTH JERSEY AND THE URBAN CRISIS**  


August 12

**IMMIGRATION AND CONTEMPORARY NEW JERSEY**

Noriko Matsumoto, *Beyond the City and the Bridge: East Asian Immigration in a New Jersey Suburb* (Rutgers University Press, 2019)

Ana Ramos-Zayas, “Stereotypes of the Tropics in ‘Portuguese Newark’”