

-Dr. Steven Elliott  
Summer II 2020  
26:510:534:01  
M/W 6:30-10:00  
Office Hours: By appointment  
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## **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 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 subjects 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, 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, essays, and explorations of different research repositories.

### **Blackboard and Online meetings**

Due to the move to online instruction, all course meetings will take place on Blackboard. 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. This will be a synchronous course, meaning we will generally meet for "live" sessions during our regularly scheduled times. Graduate courses thrive on discussion and debate and this can hopefully be achieved using digital means.

### **Course Requirements**

Article Presentation	5%
Book Review	15%
Primary source assignment	15%
Lesson Plan or interpretive essay	30%
Attendance and Participation	35%

### **Course Texts**

Each class meeting we will generally be reading several articles or a book and an additional article. All articles will be posted on Blackboard. Almost every course text is available as an e-

book through the Rutgers Library or will be made available on Blackboard as a .pdf. Each student will also be responsible for reading one “recommended” text. Almost all of these are likewise available through the Rutgers Library website or will be posted on Blackboard.

### **Descriptions of Assignments**

**Article Presentation:** Students are responsible for finding, reading, and delivering a brief presentation on an article of their choice on the day of a class meeting that fits with its topic. Students should explore the following websites to find their articles:

-*New Jersey Studies:* <https://njs.libraries.rutgers.edu/index.php/njs/index>

-*Garden State Legacy* <https://www.gardenstatelegacy.com/>

-*The Journal of the Rutgers University Libraries* <https://jrul.libraries.rutgers.edu/index.php/jrul>

-*New Jersey History* <https://njh.libraries.rutgers.edu/index.php/njh>

Students are also welcome to use JSTOR, EBSCOhost, or other databases to find articles in other publications. The chosen article should not be one of those already listed on the syllabus. Students are responsible for judging what week their selection best fits, and should inform the professor at least 48-hours in advance of when they plan to present. Presentations should provide a summary of the article, an assessment of the sources used, historiographical engagement, intended audience, and relationship to course texts. Students should pick an article that fits with a topic DIFFERENT than the book they read for the recommended reading book review. Article selections are first-come first-serve. (In other words, you will present on an article and on a book, but not during the same class meeting).

**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 required reading.

**Lesson Plan:** One option for the final assignment is the lesson plan. Students will select one required 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 paired 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.

**Interpretive Essay:** One option for the final assignment is the interpretive essay. Students will craft a 5-7 page essay that draws on a broad selection of the semester’s readings. The essay will identify an important theme in the study of New Jersey’s past and analyze how historians’ approaches to this aspect of New Jersey history have changed over time.

**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.

**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 sign in to our meetings 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.

“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](mailto:run.vpva@rutgers.edu). Learn more about the office here: <http://counseling.newark.rutgers.edu/vpva>

### **Accommodation and Support Statement:**

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at [ods.rutgers.edu](http://ods.rutgers.edu). Contact ODS: (973) 353-5375 or [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu).
- **Religious Holiday Policy and Accommodations:** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or [DeanofStudents@newark.rutgers.edu](mailto:DeanofStudents@newark.rutgers.edu).
- **Counseling Services:** Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or <http://counseling.newark.rutgers.edu/>.
- **Students with Temporary Conditions/Injuries:** Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.

- **Students Who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu).
- **Gender or Sex-Based Discrimination or Harassment:** Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). To submit an incident report: [tinyurl.com/RUNReportingForm](http://tinyurl.com/RUNReportingForm). To speak with a staff member who is confidential and does **NOT** have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or [run.vpva@rutgers.edu](mailto:run.vpva@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” (2019)

Maxine Lurie, “New Jersey: The Unique Proprietary” (1987)

Maxine Lurie and Richard Veit, *History of the Garden State*, “Introduction” (2012)

#### **July 8**

##### **ENCOUNTER AND COLONIZATION**

Frank J. Esposito and Brian Regal, *The Secret History of the Jersey Devil: How Quakers, Hucksters, and Benjamin Franklin Created a Monster* (Johns Hopkins, 2018)

Patricia Buonomi, “Lord Corbury Redressed: The Governor and the Problem Portrait” (2010)

#### **July 13**

##### **REVOLUTION**

Maxine Lurie, “New Jersey: Radical or Conservative in the Summer of 1776?” (2002)

Michael S. Adelberg, “An Evenly Balanced County: The Scope and Severity of Civil Warfare in Revolutionary Monmouth County, New Jersey” (2009)

Judith A. Klinghoffer and Lois Elkis, “The Petticoat Electors: Women’s Suffrage in New Jersey, 1776-1807” (1992)

Steven Elliott, “Neighbors, Land Ladies, and Consorts: The Diverse Experiences of New Jersey Women in the Midst of the Continental Army” (forthcoming)

Recommended: John Fea, *The Way of Improvement Leads Home: Philip Vickers Fithian and the Rural Enlightenment in Early America* (University of Pennsylvania Press, 2008);

Scott Roher, *Jacob Green's Revolution: Radical Religion and Reform in a Revolutionary Age* (University of Pennsylvania Press, 2014); Geoffrey Gilbert Plank, *John Woolman's Path to the Peaceable Kingdom A Quaker in the British Empire* (University of Pennsylvania Press, 2012); Gideon Mailer, *John Witherspoon's American Revolution: Enlightenment and religion from the Creation of Britain to the Founding of America* (University of North Carolina Press, 2017)

## **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)

Kenneth E. Marshall, "Powerful and Righteous: The Transatlantic Survival and Cultural Resistance of an Enslaved African Family in Eighteenth-Century New Jersey" (2004)

Recommended: Hendrik Hartog, *The Trouble with Minna: A Case of Slavery and Emancipation in the Ante-Bellum North* (University of North Carolina Press, 2016); Deborah Gray White and Marissa Fuentes, *Scarlet and Black: Slavery and Dispossession in Rutgers History* (Rutgers University Press, 2016).

## **July 20**

### **INDUSTRIALIZATION AND URBANIZATION**

Susan B. Hirsch, "Newark in its Prime 1820-1860: Private Wealth and Public Poverty" (1977)

David Pitriello, "A People So Well Fed and Clean: The 1832 Cholera Pandemic in New Jersey" (2019)

Paul Johnson, "Art and the Language of Progress in Early Industrial Paterson: Sam Patch at Clinton Bridge" (1988)

Joel Schwartz, "The Overturning's in the Earth: Firemen and Evangelists in Newark's Law and Order Crisis of the 1850s" (1977)

Recommended: Carl Prince, *New Jersey's Jeffersonian Republicans: The Genesis of an Early Party Machine, 1789-1817* (University of North Carolina Press, 1964); Rudolph J. Veccoli, *The People of New Jersey* (Van Nostrand, 1965); Thomas McCabe, *Miracle on High Street: The Rise, Fall, and Resurrection of St. Benedict's Prep in Newark* (Fordham University Press, 2011); Brian Regan, *Gothic Pride: The Story of the Building of a Great Cathedral in Newark* (Rutgers University Press, 2012)

## **July 22**

### **RACE AND THE GILDED AGE**

David E. Goldberg, *The Retreats of Reconstruction: Race, Leisure, and the Politics of Segregation at the New Jersey Shore, 1865-1920* (Fordham University Press, 2016)

Charles S. Funnell, “Newport of the Nouveaux Bourgeoisie”

Recommended: Troy Messenger, *Holy Leisure: Recreation and Religion in God’s Square Mile* (University of Minnesota Press, 1999)

### **July 27**

#### **THE PROGRESSIVE ERA AND NEW JERSEY WOMEN’S HISTORY**

Clement R. Price, “Beleaguered City as Promised Land: Blacks in Newark, 1917-1947” (1973)

Paul Stellhorn, “Boom, Bust and Boosterism: Attitudes, Residency and the Newark Chamber of Commerce, 1920-1941” (1973)

Carmela Ascolese Karnoutos, *New Jersey Women: A History of their Status, Roles, and Images* (New Jersey Historical Commission, 1997)

New Jersey women’s diaries (select one from Blackboard folder): Julia Colt Butler, Harriet Smith, Frances Clark, Rebecca Vail, Mary Bartine, Rachel van Dyke

Visit and review: <https://njwomenshistory.org/>

Recommended: Ezra Shales, *Made in Newark: Cultivating Industrial Arts and Civic Identity in the Progressive Era* (Rutgers University Press, 2010); John Whiteclay Chambers, *Cranbury: A New Jersey Town from the Colonial Era to the Present* (Rivergate, 2012)

### **July 29**

#### **THE DEPRESSION AND WORLD WAR II**

Holly Metz, *Killing the Poormaster: A Saga of Poverty, Murder, and Corruption in the Great Depression* (Lawrence Books, 2012)

Keisuke Jinno, “Public Housing for Lower Middle-Income Families: New Jersey’s State Housing Program in the Late 1940s” (2018)

Visit and review: <http://www.thepoormaster.com/>

Recommended: Steven Hart, *American Dictators: Frank Hague, Nucky Johnson, and the Perfection of the Urban Political Machine* (Rutgers University Press, 2013)

### **August 3**

#### **SUBURBANIZATION**

Walter David Greason, *Suburban Erasure: How the Suburbs Ended the Civil Rights Movement in New Jersey* (Fairleigh Dickinson University Press, 2015)

Lizabeth Cohen, “From Town Center to Shopping Center: The Reconfiguration of Community Marketplaces in Postwar America” (1996)

Recommended: Kenneth T. Jackson, *Crabgrass Frontier: The Suburbanization of the United States* (Oxford University Press, 2008); Paul Mattingly, *Suburban Landscapes: Culture and Politics in a New York Metropolitan Community* (Johns Hopkins Press, 2001); Charles M. Haar, *Suburbs Under Siege: Race, Space, and Audacious Judges* (Princeton University Press, 2014)

### **August 5**

#### **NEWARK: RIOT AND REBELLION**

#### **PRIMARY SOURCE ASSIGNMENT DUE**

Kevin Mumford, *Newark: A History of Race, Rights and Riots in America* (New York University Press, 2008)

Nicole Torres, “Newark’s 1974 Puerto Rican Riots Through Oral Histories” (2018)

Recommended: Mark Krasovic, *The Newark Frontier: Community Action in the Great Society* (University of Chicago Press, 2016); Julia Rabig, *The Fixers: Devolution, Development, and Civil Society in Newark, 1960-1990* (University of Chicago Press, 2016); Steve Golin, *The Newark Teachers’ Strike: Hopes on the Line* (Rutgers University Press, 2002)

### **August 10**

#### **SOUTH JERSEY AND THE URBAN CRISIS**

Bryant Simon, *Boardwalk of Dreams: Atlantic City and the fate of Urban America* (Oxford University Press, 2004)

Daniel Weeks, “From Riot to Revolt: Asbury Park in July 1970” (2016)

Recommended: Howard Gillet, *Camden After the Fall: Decline and Renewal in a Post-Industrial City* (University of Pennsylvania Press, 2006); David Listokin, Dorthea Berkout, and James W. Hughes, *New Brunswick, New Jersey: The Decline and Revitalization of Urban America* (Rutgers University Press, 2016); Daniel Sidorick, *Condensed Capitalism: Campbell Soup and the Pursuit of Cheap Production in the Twentieth Century* (Cornell University Press, 2009)

### **August 12**

#### **CONTEMPORARY NEW JERSEY**

#### **FINAL ASSIGNMENT DUE**

Dylan Gottlieb, “Hoboken is Burning: Yuppies, Arson, and Displacement in the Postindustrial City” (2019)

Francesca Rusello Ammon, “Postindustrialization and the City of Consumption: Attempted Revitalization in Asbury Park, New Jersey” (2015)

Michael G. Francesco “Peruvians in Paterson: The Growth and Establishment of a Peruvian American Community within the Multiethnic Immigrant History of Paterson, New Jersey” (2014)

Recommended: S.Mitra Kalita, *Suburban Sahibs* (Rutgers University Press, 2003); David J. Goodwin and D. W. Gibson, *The Left Bank of the Hudson: Jersey City and the Artists of 111 1<sup>st</sup> Street* (Fordham University Press, 2018); Andra Gillespie, *The New Black Politician : Cory Booker, Newark, and Post-Racial America* (New York University Press, 2012); Yolanda Prieto, *Cubans of Union City* (Temple University Press, 2009)