



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
HIS 226	History of New Jersey	3
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
3	None	Fall 2022

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.

General Education Category:
Not GenEd

Course coordinator:
Dr. Craig R. Coenen, x3533, coenenc@mccc.edu

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).

William Gillette, *Jersey Blue: Civil War Politics in New Jersey, 1854-1865* (Rutgers University Press, 1999).

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

Alfred M. Martin, *The Negro Leagues in New Jersey* (McFarland, 2008).

Course Student Learning Outcomes (SLO):

Upon successful completion of this course 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. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
2. to use information technologies in acquiring new knowledge and perspective. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
3. to construct an historical essay that presents a clear thesis, a persuasive argument, and well-researched supporting data. (ILG 1, 5, 6, 7, 8, 9, 10, 11)

4. to identify major personalities of New Jersey History. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
5. to describe major movements, trends, and developments of New Jersey History. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
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. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
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. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
8. To understand New Jersey's history in the large context of American history. (ILG 1, 5, 6, 7, 8, 9, 10, 11)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning 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.

Institutional Learning 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.

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

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. 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.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

Units of Study in Detail. The units of study listed below do not correspond to chapters in a textbook. Rather, the broad units, and the student learning outcomes associated with each unit, are universal for Mercer's United States history survey courses.

Unit I: The Colonial Period, 1600-1783 (SLO 1-7)

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.
- Compare and contrast the impact of explorers from different European nations on early New Jersey.
- Analyze the significance of the Dutch West India Company on New Jersey's early development.
- Explain the differences in the early European settlements.

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.
- Explain women's roles, rights, and responsibilities in the early colonial era.
- Evaluate the impact of New Jersey becoming a Proprietary Colony in the mid seventeenth century.
- Describe the colonial treatment of Native Americans.
- Analyze the social, economic, and political divisions in early New Jersey.
- Understand how New Jersey compared and contrasted in social, economic, political, and cultural terms with nearby colonies.

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.
- Define women's roles in society and how they were changing.
- Analyze the first Great Awakening and its impact on New Jersey society.
- Describe life on a New Jersey farm and contrast that with daily life in the State's cities.
- Evaluate the status and arguments for and against slavery
- Understand the Enlightenment and assess its impact on New Jersey.

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.
- Compare and contrast the ideas of loyalists with those of patriots.
- Understand gender, race, ethnicity, and class during the American Revolution.
- Analyze New Jersey's important role and location during the Revolutionary War.
- Explain life at home during the war.

Unit II: New Jersey in the New Republic, 1783-1865 (SLO 1-7)

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.
- * Assess New Jersey's role in creating the US Constitution and its reaction to the document.
- * Compare and contrast the ideas of New Jersey political parties in the New Republic.
- * Discuss New Jersey's role in the War of 1812.
- * Examine the ideas of the revolutionary era with their application in the Early Republic.

6. Manufacturing, Urbanization, and Social Class in the Early-to-Mid-Nineteenth Century

Learning Objectives: *The student will be able to*

- * Compare and contrast the social structure of the eighteenth century with that of the nineteenth century.
- * Describe the inventions and policies that aided in the growth of manufacturing in New Jersey.
- * Assess the impact of urbanization and immigration on New Jersey.
- * Discuss the origins of the labor movement in New Jersey.
- * Analyze the New Jersey Constitution on 1844.

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.
- * Assess the impact of the Second Great Awakening on all aspects of New Jersey.
- * Analyze antislavery, abolitionism, and proslavery arguments and discuss who in New Jersey supported and opposed those ideas.
- * Evaluate the changing role of women in New Jersey.
- * Discuss immigration and the impact it had on New Jersey's growth and divisions.

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.
- * Understand New Jersey's contributions in the Civil War to the Union effort.
- * Evaluate the impact of Copperheads and dissent in New Jersey.
- * 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.
- * Assess the role of big business in New Jersey during the war.
- * Understand the social, economic, and political changes the war created in New Jersey.

Unit III: New Jersey in the Era of Big Business, 1865-1929 (SLO 1-7)

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.
- * Analyze the ways and scope that government aided big business in New Jersey.
- * Assess New Jersey's role in American politics and economics in an era that forged modern America.
- * Describe and evaluate the technological innovations and inventions emanating from New Jersey that transformed the United States and the world.
- * Address the complicated role of political machines in peoples' lives and their function in the urban environment
- * Analyze the function of big business as a bastion of Robber Barons or Barons of Industry.

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.
- * Compare and contrast immigrant life in their homeland and in New Jersey.
- * Understand the origins and significance of the labor movement in New Jersey.
- * Analyze the problems that many unions faced and why some were successful and most were not.
- * Explain the role of women and minorities in the Gilded Age in New Jersey.
- * Define Streetcar Suburbs and address their significance in furthering the class divide in New Jersey.
- * Assess how farmers responded to the agrarian crisis and contrast their approaches with that of the labor unions.

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.
- * Assess how Progressive reforms helped women and minorities.
- * Compare and contrast the varying ideas on race in the Progressive Era.
- * Discuss how Progressive reform trickled up from private, local, and state reforms to the Federal level.
- * Analyze the impact of Progressive reforms on people's lives, the stability of capitalism, and growth of democracy.
- * Assess New Jersey's reaction to the European war.
- * Understand why we entered the war and our role in ending the conflict.
- * Explain how World War I changed the lives of women and minorities.

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.
- * Assess the growth of popular and consumer culture in New Jersey in the 1920s.
- * Describe how the 1920s accelerated the homogenization of America.
- * Evaluate the relationship of big business and the government in New Jersey in the 1920s.
- * Discuss how and why the lives of women and minorities changed.
- * Identify the concept of rugged individualism.

Unit IV: Modern New Jersey, 1929-present (SLO 1-7)

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.
- * Identify responses of political leaders in New Jersey to the collapse brought on by the Great Depression.
- * Evaluate the long-and short-term impact of the New Deal on the State.
- * Assess the divided public response to the New Deal in New Jersey.
- * Address race in New Jersey in the 1930s.
- * Analyze the way World War II helped lessen social and cultural divisions in New Jersey (at least temporarily and superficially).
- * Assess New Jersey's role in World War II .

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.
- * Explain the lingering problems of race, gender, class, and ethnicity in the era of consensus.
- * Evaluate the post-war labor movement in New Jersey.
- * Discuss the importance of New Jersey's post-war industrial boom and assess the factors that led to its collapse.
- * Understand the urban-rural divide in post-war New Jersey.
- * Analyze Cold-War paranoia and New Jersey's role in fostering it.

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.
- * Assess the impact of de-industrialization in New Jersey.

- * Evaluate the suburban-urban-rural divide in modern-day New Jersey.
- * Describe New Jersey's important role in the War on Terror.
- * Assess immigration, gender, and class in modern-day New Jersey.

Evaluation of student learning:

Examinations and Required Work. Describe general guidelines for course work, assignments, tests. Explain how assignments (quizzes, tests, essays, projects, portfolios, practicums, etc.) are designed to evaluate the course objectives.

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:

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 (to assess discipline specific knowledge, communication skills, and critical thinking skills). 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

Course content related assessments should comprise at least 50% of graded assignments.