

COURSE OUTLINE

<u>HIS368</u> Course Number	<u>History of New Jersey</u> Course Title			<u>3</u> Credits
<u>3/week</u> Class or Lecture	<u>0/week</u> Laboratory Work Hours	<u>0/week</u> Laboratory, Shop, Studio or Clinic	<u>0/week</u> Work Experience	<u>15 weeks</u> Semester Length
<u>Not Applicable</u> Performance on an Examination/Demonstration			<u>Not Applicable</u> Telecourse	

Required Materials:

Text: New Jersey, America's Main Road
Author - John Cunningham

Catalog Description:

Surveys New Jersey history from the colonial and revolutionary era to today's industrial-high technology giant. Special emphasis is given to the achievements of individuals and to the ethnic, economic, and cultural diversity of the state.

Latest Review: Fall 2004

Prerequisites: None

Corequisites: None

Course Coordinator: David E. Collier

I. General Objectives

The general objectives of the course are to:

1. present a course on the basis of historical truth as accurately as that may be determined, and to acquaint the students with the elements of evidence and interpretation
2. enable the student to gain a sympathetic understanding of the local history of the area
3. develop an interest in the study of history
4. enable the student to be aware of the geographical, religious, political, economic, social, and cultural forces which shape history
5. emphasize the important role played by individuals and their achievements in state history
6. develop an awareness in the students of the cultural diversity of New Jersey's residents and their leadership in literature, music, medicine, technology, social reform, and civil rights

II. Topical Outline

1. The colonial and revolutionary Era (Weeks 1 to 5)
 - a. The Colonial Heritage
Geography, ethnic population diversity, towns, counties, religion, government, economics, occupations, education, culture
 - b. The Movement for Independence
Patriots and Tories, five N.J. signers of the Declaration, the formation of state government, first state constitution
 - c. The Revolutionary War
Battles of Trenton, Princeton, Fort Mercer, Monmouth, Springfield-
Military and civilian impact
 - d. The Results of the Revolution
Religious toleration, N.J. signers of the Constitution, economic diversity, growth of towns and commerce, summary of eighteenth century local architectural styles

2. The Nineteenth Century (Weeks 6 to 10)
 - a. The Rise of Industry
The age of steam, factories, canals, railroads, shipping, iron, potteries, glass, silk, impact on labor, the capitalist class
 - b. The Reform Era
State hospitals and prisons, women's rights, prohibition, labor, politics, education, utopian experience, the press
 - c. The Civil War
Role of New Jersey's regiments and industrial and agricultural resources, "a state divided"
 - d. The Victorian Period
Social classes, new wealth, middle class respectability, painting, music, architecture, domestic life, costume, the shore resorts, entertainment, sports
 - e. Agriculture in the Garden State
Farming styles, scientific methods, competition of the west
3. The Twentieth Century (Weeks 11 to 15)
 - a. The Might of Industry
The age of technology, steel, oil, electricity, rubber, chemicals, pharmaceuticals, machinery, shipyards, automobiles, aircraft
 - b. The Progressive Era and Immigration
Reforms in politics, labor, education, women's rights, impact of the Depression and the New Deal
 - c. New Jersey in the War Years
Industrial output, war work, housing, rationing, shore defenses
 - d. The Post War Decades
Flight to the suburbs, urban problems, race riots, industrial specialization, toxic waste pollution, loss of arable land, inflation, programs of social legislation, environmental protection, politics, culture and the arts

II. Individuals of national prominence who were associated with New Jersey's history.

William Penn	Dorothea Dix
John Woolman	Clara Barton
Thomas Paine	George McClellan
George Washington	William Livingstone
Nathaniel Greene	Stephen Douglass
Alexander Hamilton	John Roebling
James Monroe	Grover Cleveland
John Adams	Stephen Crane
William Paterson	Thomas Edison
John Fitch	Woodrow Wilson

III. Grading System

1.	Written Book Review	25%
2.	Individual Project	25%
3.	Class Field Trip Report	25%
4.	Test	25%

IV. Teaching Methods

1. Lecture, recitation, class discussions
2. Presentation of an excellent slide collection
3. Recorded music
4. Field trips to places of local historical interest
5. Written book review