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**Independent Study Course Syllabus**

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**Course Number: SOC 960****Course Title: Slavery in America**☐ Online      ☒ Distance Learning**Instructor:** Allen Carden, Ph.D.  
**Phone number:** (559) 903-0648  
**Email:** [ACarden@aol.com](mailto:ACarden@aol.com)**Units: 3**  
**Grade Level: All****Course Description**

This course will trace the history and development of American slavery from early colonial times to the end of the Civil War. The profound impact of slavery on the development of American social, political, and economic life will be explored, as well as the moral debate generated by the existence of slavery in a nation whose founders professed that “all men are created equal.”

**Course Dates**

This is a self-paced independent study course; students may enroll at any time and take up to one year to complete all assignments. The course may be completed no less than three weeks from the date of registration, and no more than one year from the date of registration. A time extension may be possible; the Center for Professional Development must be contacted for information and instructions.

**Course Materials**

It is your responsibility to obtain two books: James Oliver Horton and Lois E. Horton, *Slavery and the Making of America*, and Allen Carden, *Freedom's Delay – America's Struggle for Emancipation, 1776-1865*. An additional resource to be located by the student, is the 1997 film “Amistad.”

**Course Requirements**

Students will demonstrate mastery of stated learning objectives for this course by successful completion of a series of required assignments aligned with those learning objectives. Complete assignment details will be provided upon registration for the course. The following assignments are all required, and contain the maximum point values indicated below:

1. Introductory essay – 5 points
2. View and respond to the film *Amistad* – 20 points
3. Read *Slavery and the Making of America* and respond to the material in each chapter as assigned – 25 points
4. Read *Freedom's Delay* and respond to the material in each chapter as assigned – 25 points
5. Compile an annotated Internet bibliography of sources on American slavery that could be of use to teachers – 10 points
6. Write a biographical report on an important figure in the anti-slavery movement – 10 points
7. Read and respond to one of the Lincoln-Douglas Debates of 1858 – 10 points
8. Develop and teach a lesson, or develop two lessons without teaching – 20 points for either option
9. Summary and application – 5 points

Completed assignments are to be submitted all together at the conclusion of the course. Assignments have been designed to promote learning outcomes that are aligned with the national content standards (see below).

### **National Content / Common Core Standards**

Based on national history standards developed by NCHS (National Center for History in Schools at UCLA), this course will help prepare teachers to address the following:

Based on curriculum standards for social studies as articulated by the National Council for the Social Studies (NCSS Bulletin 89), the course content is woven around five “social studies thematic strands” of **(1) culture; (2) time, continuity, and change; (3) individuals, groups, and institutions; (4) power, authority, and governance; and (5) civic ideals and practices.** Through this course, students will experience the following:

#### **Culture**

- Analyze the beliefs of antebellum America that allowed a culture of human slavery to exist.
- Evaluate the awakening of cross-cultural awareness and a sense of injustice that made an increasing number of Americans question the morality of slavery.

#### **Time, Continuity, and Change**

- Describe the ways in which slavery changed between the years 1619 and 1865.
- Explore the continuity of racism in American life during these years.
- Evaluate the impact of economic change in the North on perceptions of slavery in the South.

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Course Number and Title: SOC 960 Slavery in America

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Date of Revision 4/19/16

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### **Individuals, Groups, and Institutions**

- Identify the roles of key individuals and various groups in the debate over slavery and its expansion or eradication in mid-19<sup>th</sup>-century America.
- Analyze the arguments for and against slavery used by groups and individuals.
- Understand the Abolitionist Movement and its advocates.
- Explore the politics of slavery in the United States Congress.

### **Power, Authority, and Governance**

- Describe the power that slaveholders held over the lives of their slaves.
- Describe the delicate balance of power in the federal government between slave and free states in the period before 1860.

### **Civic Ideals and Practices**

- Analyze the alignment between anti-slavery and the vision for America set forth in the Declaration of Independence.

In addition, this course will help California teachers prepare to cover California state standards for grade 8, “United States History and Geography: Growth and Conflict,” with an emphasis on: **Standard 8.7: Students analyze divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they faced.**

1. Describe the development of the agrarian economy in the South.
2. Trace the origins and development of slavery; its effects on black Americans and the region’s political, social, religious, economic, and cultural development and identify the strategies that were tried to both overturn and preserve it.
4. Compare the lives of and opportunities for free blacks in the North with those of blacks in the South.

**Standard 8.9: Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.**

1. Describe the leaders of the movement, e. g. John Quincy Adams, John Brown, Harriet Beecher Stowe, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass.
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the Northwest Ordinance in education and in the ban of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation and admission of California to the Union as a free state under the Compromise of 1850.
5. Analyze the significance of the States’ Rights Doctrine, the Missouri Compromise, the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott Decision, and the Lincoln-Douglas Debates.
6. Describe the lives of free blacks and the laws that limited their freedom and

opportunities.

### **Learning Objectives**

It is intended that students who complete this course will be able to:

1. Analyze the beliefs of antebellum America that allowed a culture of human slavery to exist. (Assignments #2,3,4,8)
2. Evaluate the awakening of cross-cultural awareness and a sense of injustice that made an increasing number of Americans question the morality of slavery. (Assignments #2,3,4,5,7,8,9)
3. Describe the ways in which slavery changed between the years 1619 and 1865. (Assignments #3,4)
4. Describe the continuity of racism in American life during these years. (Assignments #2,3,4,5,9)
5. Identify the roles of key individuals and various groups in the debate over slavery and its expansion or eradication in mid-19<sup>th</sup>-century America. (Assignments #2,3,4,6,7,8,9)
6. Describe the power that slaveholders held over the lives of their slaves. (Assignments #2,3,4,5,10)
7. Compare the lives of and opportunities for free blacks in the North with those of blacks in the South. (Assignments #2,3,4,9)
8. Demonstrate ability to take material from this course and develop a meaningful lesson for students. (Assignments #6,11)

### **Schedule of Topics and Assignments**

See “Course Requirements” section above. Assignment details will be given after course registration is completed.

### **Evidence of Learning**

In evaluating your work, the instructor will look for

- evidence of mastery of learning objectives through students’ reflective writing assignments
- evidence of thoughtful analysis of learning objectives through ability to make practical application of the material in lesson plans
- evidence of an awareness of the moral issues involved in analyzing slavery
- evidence of the ability to synthesize large amounts of material in written and video forms and distill the essence of the material using critical thinking skills demonstrated in student’s written assignments
- evidence of growth in historical understanding of the development of the institution and culture of slavery

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## **Grading Policies and Rubrics**

It is possible to earn a maximum of 130 points by completing these assignments. The final course grade will be determined as follows:

115-130 points = A

100-114 points = B

Below 100 points is not considered acceptable passing work. Students requesting a letter grade must earn a grade of “A” or “B” to receive credit for the course. Students selecting a pass/no pass option must earn at least 100 points to pass.

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

## **Instructor/Student Contact**

A minimum of three contacts between the instructor and student is required as part of the course assignments. Email (see instructor contact information above) is the preferred means of contact. Contact #1 should be made when the student receives and has looked over the course materials.

Instructor prompt for contact #1: **Have you received all of the course materials, and do you understand what is expected for successful completion of the course?** Contact #2 should be made when the student has completed assignment #5. Instructor prompt for contact #2: **Are there any questions or concerns you have about the course material and assignments so far? What has been of most benefit to you in the course to this point?**

Contact #3 should be made when the student has completed all assignments and is ready to send them to the instructor for grading. Instructor prompt for contact #3: **Have you completed all assignments, and requested online grading? Are there any questions or concerns you have at this point?**

## **References/ Resources**

### **Select Bibliography of books on Slavery in America**

Andrews, William L. *Classic African American Women's Narratives*. New York: Oxford University Press, 2003.

Ball, Charles. *Fifty Years in Chains*. Mineola, NY: Dover, 2003.

Burnside, Madeleine. *Spirits of the Passage: The Transatlantic Slave Trade in the Seventeenth Century*. New York, 1997.

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Davis, David B. *The Problem of Slavery in Western Culture*. Ithaca, NY: Cornell University Press, 1966.

\_\_\_\_\_. *The Problem of Slavery in the Age of Revolution, 1770-1823*. Ithaca, NY: Cornell University Press, 1976.

\_\_\_\_\_. *Challenging the Boundaries of Slavery*. Cambridge, MA: Harvard University Press, 2003.

Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. David Blight, ed. Boston: Bedford Books, 1993.

Elkins, Stanley M. *Slavery: A Problem in American Institutional and Intellectual Life* (3<sup>rd</sup> edition). Chicago: University of Chicago Press, 1976.

Eltis, David. *The Rise of African Slavery in the Americas*. New York: Cambridge University Press, 2000.

Engerman, Stanley, and Eugene Genovese, eds. *Race and Slavery in the Western Hemisphere*. Princeton, NJ: Princeton University Press, 1975.

Engerman, Stanley, Seymour Drescher, and Robert Paquette. *Slavery*. New York: Oxford University Press, 2001.

Finkelman, Paul. *Defending Slavery: Proslavery Thought in the Old South*. Boston: Bedford/St.Martin's, 2003.

Franklin, John Hope, and Loren Schweninger. *Runaway Slaves: Rebels on the Plantation, 1790-1860*. New York: Oxford University Press, 1999.

Franklin, John Hope and Alfred A.Moss. Jr. *From Slavery to Freedom: A History of Negro Americans*. New York: Knopf, 1988.

Harrold, Stanley and England Harlow. *American Abolitionists*. New York: Longman, 2001.

Haynes, Stephen R. *Noah's Curse: The Biblical Justification of American Slavery*. New York: Oxford University Press, 2002.

Hodes, Martha. *White Women, Black Men: Illicit Sex in the Nineteenth Century South*. New Haven: Yale University Press, 1997.

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Horton, James Oliver and Lois E. *Slavery and the Making of America*. New York: Oxford University Press, 2005.

\_\_\_\_\_. *Hard Road to Freedom: The Story of African America*. New Brunswick, NJ: Rutgers University Press, 2001.

\_\_\_\_\_. *Black Bostonians: Family Life and Community Struggle in the Antebellum North*. New York: Holmes and Meier, 1999.

Jeffrey, Julie. *The Great Silent Army of Abolitionism: Ordinary Women in the Antislavery Movement*. Chapel Hill: University of North Carolina Press, 1998.

Johnson, Charles. *Middle Passage*. New York: Atheneum, 1990.

Johnson, Walter. *Soul by Soul: Life Inside the Antebellum Slave Market*. Cambridge, MA: Harvard University Press, 1999.

King, Wilma. *Stolen Childhood: Slave Youth in 19<sup>th</sup> Century America*. Bloomington: Indiana University Press, 1998.

Klein, Herbert S. *The Middle Passage: Comparative Studies in the Atlantic Slave Trade*. Princeton, NJ: Princeton University Press, 1978.

Kolchin, Peter. *American Slavery, 1619-1877*. New York: Hill and Wang, 1993.

\_\_\_\_\_. *Unfree Labor: American Slavery and Russian Serfdom*. Cambridge, MA: Harvard University Press, 1987.

Lynd, Staughton. *Class Conflict, Slavery, and the United States Constitution*. Indianapolis: 1967.

Martineau, Harriet and Deborah Logan, eds. *Writings on Slavery and the American Civil War*. DeKalb, IL: Northern Illinois University Press, 2002.

Mayer, Henry. *All on Fire: William Lloyd Garrison and the Abolition of Slavery*. New York: St. Martin's Press, 1998.

Morgan, Edmund S. *American Slavery, American Freedom: The Ordeal of Colonial Virginia*. New York: W.W. Norton, 1975.

Morgan, Phillip D. *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake and Lowcountry*. Chapel Hill: University of North Carolina Press, 1998.

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Nash, Gary B. *Red, White, and Black: The Peoples of Early North America*. Englewood Cliffs, NJ: 1992.

Newman, Richard S. *The Transformation of American Abolitionism: Fighting Slavery in the Early Republic*. Chapel Hill: University of North Carolina Press, 2002.

Ollwell, Robert. *Masters, Slaves, and Subjects: The Culture of Power in the South Carolina Low Country, 1740-1790*. Ithaca, NY: Cornell University Press, 1998.

Parent, Anthony S. *Foul Means: The Formation of a Slave Society in Virginia, 1660-1740*. Chapel Hill: University of North Carolina Press, 2003.

Sinha, Manisha. *The Slave's Cause – A History of Abolition*. New Haven: Yale University Press, 2016.

Stamp, Kenneth M. *The Peculiar Institution: Slavery in the Antebellum South*. New York: Vintage Books, 1956.

Stevenson, Brenda E. *Life in Black and White: Family and Community in the Slave South*. New York: Oxford University Press, 1996.

Tadman, Michael. *Speculators and Slaves: Masters, Traders, and Slaves in the Old South*. Madison: University of Wisconsin Press, 1989.

Thornton, John. *Africa and Africans in the Making of the Atlantic World, 1400-1680*. New York: Cambridge University Press, 1992.

Vorenberg, Michael. *Final Freedom: The Civil War, the Abolition of slavery, and the Thirteenth Amendment*. New York: Cambridge University Press, 2001.

White, Shane. *Stories of Freedom in Black New York*. Cambridge, MA: Harvard University Press, 2002.

Windley, Lathan A., ed. *Runaway Slave Advertisements: A Documentary History from the 1730's to 1790*. Westport, CT, 1983.

Wood, Peter. *Strange New Land: Africans in Colonial America*. New York: Oxford University Press, 2003.

## **National and State Content Standards Websites**

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[www.education-world.com/standards](http://www.education-world.com/standards)

[www.academicbenchmarks.com/search/](http://www.academicbenchmarks.com/search/)

### **Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

### **Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

## **CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:**

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

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## FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.