

## SOC-960: Slavery in America

### Independent Study Online Course Syllabus

**Instructor:** Allen Carden, PhD  
**Phone:** (559) 903-0648  
**Email:** [allen.carden@fresno.edu](mailto:allen.carden@fresno.edu)

**Number of Graduate Semester Units:** 3 units  
**Target Audience:** All grades  
**Course Access:** <https://connect.fresno.edu>

#### 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.” Students taking this course will not only learn about the history of slavery in America, but will also create lessons that are aligned to the state educational and Common Core Standards appropriate for student grade levels taught.

**Note:** Required books and course materials must be acquired separately.

#### Required Texts and Course Materials

##### Books:

- Horton, J. O. & Horton, L. E. (2006). *Slavery and the Making of America*. Oxford University Press. ISBN-13: 978-0195304510. <https://www.amazon.com/Slavery-Making-America-Oliver-Horton/dp/0195304519>
- Carden, A. *Freedom's Delay: America's Struggle for Emancipation, 1776-1865*. <https://www.amazon.com/Freedoms-Delay-Americas-Emancipation-1776-1865/dp/1621900509>
- An additional resource to be located by the student is the film “Amistad”. (Student will need to locate their own resource for purchase, rent, or library resources.)

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

#### Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

### National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [\*What Teachers Should Know and Be Able to Do\*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

### Common Core State Standards (CCSS) ([www.corestandards.org](http://www.corestandards.org))

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

College and Career Readiness Anchor Standards define what students should understand and be able to do by the end of each grade span.

Common Core Language Arts Standards addressed in this course include:

- Reading for Literature (RL): K-8, 9-10, and 11-12
- Reading for Information (RI): K-8, 9-10, and 11-12
- Writing (W): K-8, 9-10, and 11-12
- Speaking and Listening (SL): K-8, 9-10, and 11-12
- English Language Arts Standards (L): K-8, 9-10, and 11-12

### National Council for the Social Studies

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.

### **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.

### **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. |

### Student Learning Outcomes (SLOs) for This Course

| <b>Student Learning Outcomes for This Course</b><br>By the end of this course student will be able to:  | <b>National Standards Addressed in This Course*</b> | <b>Continuing Education Program Student Learning Outcomes Addressed**</b> |
|---|---|---|
| 1. Analyze the beliefs of antebellum America that allowed a culture of human slavery to exist.  | NCSS 1, 3, 5  | 1, 2, 4, 6  |
| 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.      | NCSS 1, 3, 5  | 2, 4, 6   |
| 3. Describe the ways in which slavery changed between the years 1619 and 1865.  | NCSS 2  | 1, 2, 4, 6  |
| 4. Describe the continuity of racism in American life during these years.   | NCSS 2  | 2, 4, 6   |
| 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. | NCSS 3  | 2, 6  |
| 6. Describe the power that slaveholders held over the lives of their slaves   | NCSS 4  | 1, 2, 4, 6  |
| 7. Compare the lives of and opportunities for free blacks in the North with those of blacks in the South.   | NCSS 2  | 1, 2, 4, 6  |
| 8. Demonstrate ability to take material from this course and develop a meaningful lesson for students.  |   | 1, 3, 4, 5  |

\* Please refer to the section on **National Standards Addressed in This Course**

\*\* Please refer to the section on **Continuing Education Program Student Learning Outcomes**

## Topics, Assignments, and Activities

| Module Title  | Module Assignments and Activities   | Points Possible                   |
|---|---|-----------------------------------|
| <b>Welcome Module</b>   | <ul style="list-style-type: none"> <li>Welcome Video</li> <li>Course Syllabus</li> <li>Introduce Yourself Forum</li> </ul>  |                                   |
| <b>Module 1:</b><br>Introduction and Overview                 | <ul style="list-style-type: none"> <li>Assignment 1.1 Introductory Essay</li> <li>Assignment 1.2 Read and respond to <i>Slavery and the Making of America</i></li> <li>Assignment 1.3 Discussion Forum: Reading reflections</li> </ul>  | 10 pts<br>30 pts<br>5 pts         |
| <b>Module 2:</b> The <i>Amistad</i> Case                      | <ul style="list-style-type: none"> <li>Assignment 2.1 View and respond to the film <i>Amistad</i></li> <li>Assignment 2.2 Discussion Forum: Amistad response</li> </ul>   | 20 pts<br>5 pts                   |
| <b>Module 3:</b> Slavery and the Struggle for Emancipation    | <ul style="list-style-type: none"> <li>Assignment 3.1 Read and respond to <i>Freedom's Delay – America's Struggle for Emancipation, 1776-1865</i></li> <li>Assignment 3.2 Discussion Forum: Reading response</li> </ul>   | 30 pts<br>5 pts                   |
| <b>Module 4:</b> Anti-Slavery Leadership and Internet Sources | <ul style="list-style-type: none"> <li>Assignment 4.1 Two biographical reports or power point or web-based type of presentation on leading anti-slavery figures</li> <li>Assignment 4.2 Annotated Internet bibliography of sources on American slavery</li> <li>Assignment 4.3 Discussion Forum: Biographical response</li> </ul>   | 10 pts<br>10 pts<br>5 pts         |
| <b>Module 5:</b> Abraham Lincoln and Slavery                  | <ul style="list-style-type: none"> <li>Assignment 5.1 Slavery and the Lincoln-Douglas Debates – report or power point or web-based presentation</li> <li>Assignment 5.2 Lincoln's Emancipation Proclamation</li> <li>Assignment 5.3 Discussion Forum: Reflections</li> </ul>  | 10 pts<br>10 pts<br>5 pts         |
| <b>Module 6:</b> Develop and Teach a Lesson                   | <ul style="list-style-type: none"> <li>Assignment 6.1 <ul style="list-style-type: none"> <li>Option A: Develop a lesson plan to teach to classroom students; OR</li> <li>Option B: (for those who find it difficult or impossible to teach a lesson at this time on these topics.) Develop two lesson plans related to two different aspects of American slavery. Describe the objectives and standards you would hope to meet through these lessons.</li> </ul> </li> <li>Assignment 6.2 Discussion Forum: Lesson impact.</li> <li>Assignment 6.3 Final Reflection Forum- Summary and Application</li> <li>Assignment 6.4 Discussion Forum: Final reflections</li> </ul> | 20 pts<br>5 pts<br>5 pts<br>5 pts |

|  |  |                   |
|--|--|-------------------|
| <b>Course Wrap-up – Grading and Evaluation</b> | <ul style="list-style-type: none"> <li>• Final Reflection Forum</li> <li>• Course Evaluation</li> <li>• Course Completion Checklist</li> <li>• Grade Request / Transcript Request</li> </ul> |                   |
| <b>TOTAL POINTS</b>                            |  | <b>190 points</b> |

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and 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.

### Grading Rubrics

| Grade | Percent   | Description  | Rubric   |
|-------|-----------|--------------|--|
| A     | 90-100%   | Excellent    | Meets all course/assignment requirements, significant evidence of subject mastery – excellent demonstration of graduate level professional development scholarship.                    |
| B     | 80-89%    | Very good    | Adequately meets the criteria for all course/assignment requirements - demonstrates subject competency and very good graduate level professional development scholarship.              |
| NC    | Below 80% | Unacceptable | Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship. |

### Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

### Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

### Discussion Forum Requirements

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was ½ to 1 page in length (2-3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed most of the assignment directions, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was less than ½ page in length (1 paragraph). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow the assignment directions, many grammar and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

### Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

### Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

### Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework

offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 90 hours on a typical 2-unit course or 135 hours on a typical 3-unit course.

## **Services for Students with Disabilities**

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

## **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 per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

## **Technology Requirements**

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu). Help is available Mon-Fri 8:00 am to 7:00 pm.

## **Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## **University Policies and Procedures**

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.



## 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. |