

## SOC-989: The Industrial Revolution (Great Courses Series)

### Independent Study Online Course Syllabus

**Instructors:** Andy Herrick, PhD  
Bill Cockerham, EdD  
**Phone:** (602) 751-2528 (Andy)  
(559) 313-2558 (Bill)  
**Emails:** [andrew.herrick@fresno.edu](mailto:andrew.herrick@fresno.edu)  
[bill.cockerham@fresno.edu](mailto:bill.cockerham@fresno.edu)

**Number of Graduate Semester Units:** 3 units  
**Target Audience:** 6<sup>th</sup> - 14<sup>th</sup> grade teachers  
**Course Access:** <https://connect.fresno.edu>

#### Course Description

We owe so much of our world to the Industrial Revolution. The lights that illuminate our homes, the cars that carry us to work, the computers that help drive our economy, and the appliances that make our lives easier—these technologies exist thanks to a remarkable group of scientists and entrepreneurs who, over the past 250 years, have transformed virtually every aspect of our lives and fueled one of the greatest periods of innovation in history.

You would have to look back to the Neolithic Revolution (the invention of agriculture) to find a comparable era when a new set of processes completely overwrote the old one. What happened to allow for such a transformation? How did governments, businesses, and ordinary laborers—beginning in 18th-century Britain—create the forces that completely upended modern society? And how are the innovations and processes of industry still at work transforming the world today?

In this course, lesson videos from The Great Courses and the Smithsonian are used to answer these questions and more. This course is a fascinating examination of one of the most pivotal eras in history. You'll explore the extraordinary events of this period; meet the inventors, businessmen, and workers responsible for these new technologies and processes; and uncover the far-reaching impact of this incredible revolution.

We recognize the benefits of the Industrial Revolution in hindsight, but we should not forget that it created numerous hardships along the way. Its method of creative destruction shattered the livelihoods of rank-and-file workers; the new economy increased inequality and often exploited workers; and it was environmentally harmful. This course presents all sides of the story and shows how the ultimate effect of industrial ingenuity has been overwhelmingly beneficial—and how the fruits of this revolution liberated people from many of the difficulties and restrictions of preindustrial life.

**Note:** Course guidebook is included with the cost of the course.

## Required Texts and Course Materials

**Course Guidebook:** Allitt, P. N. (2014). The Industrial Revolution. The Teaching Company.

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other 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

### NBPTS Social Studies–History Standards Statements (SS-HS)

(<https://www.nbpts.org/wp-content/uploads/2017/07/EAYA-SSH.pdf>)

The National Board for Professional Teaching Standards (NBPTS) has organized the standards for accomplished teachers of social studies–history into the following eight standards. The standards have been ordered to facilitate understanding, not to assign priorities. They each describe an important facet of accomplished teaching; they often occur concurrently because of the seamless quality of accomplished practice. These standards serve as the basis for National Board Certification in social studies–history.

#### Knowing Students, Purpose, And Content

- Standard I: Knowing Students
- Standard II: Developing Social Understanding, Engagement, and Civic Identity
- Standard III: Content

### Teaching in Context

- Standard IV: Instruction
- Standard V: Diversity
- Standard VI: Learning Environments: Classroom and Communities

### Developing as a Professional

- Standard VII: Professional Growth
- Standard VIII: Reflection

### **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.

### **Continuing Education Student Learning Outcomes (CE-SLO)**

CE-SLO 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-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 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-SLO 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-SLO 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.

### **Course Student Learning Outcomes (C-SLO)**

<b>Student Learning Outcomes for This Course</b> By the end of this course student will be able to:		<b>National Standards Addressed*</b>	<b>CE-SLO Addressed**</b>
C-SLO 1	Define the Industrial Revolution and recount its origin.	History Standards III	CE 2
C-SLO 2	Describe the impact, pros and cons, the Industrial Revolution had on the nation.	History Standards II, V	CE 3, 5

C-SLO 3	Discuss the development and role of transportation and communication in the Industrial Revolution.	History Standards III, IV	CE 1, 4
C-SLO 4	Compare and contrast the Industrial Revolution in Britain and the United States.	History Standards III, V	CE 2, 3, 4
C-SLO 5	Summarize the importance of coal and steel in the Industrial Revolution.	History Standards IV	CE 2, 4
C-SLO 6	Outline the great inventions and the inventors who were behind them.	History Standards III, VIII	CE 2
C-SLO 7	Critique the creation of labor unions.	History Standards II, VIII	CE 4, 5
C-SLO 8	Explain the development of the computer revelation and knowledge related technologies.	History Standards IV, VII	CE 1, 2,
C-SLO 9	Demonstrate ability to create a lesson plan on the Industrial Revolution.	History Standards I, VI	CE 1, 2, 6
C-SLO 10	Create age-appropriate educational activities related to the Industrial Revolution.	History Standards I, VI	CE 1, 2, 6

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

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

## Topics, Assignments, and Activities

The participant's grade will be determined by the number and quality of modules they choose to complete. Outlined below are the module requirements for each type of unit and grade options.

If working towards the "A letter grade" option:

- Eight modules - Complete all 8 content modules.
- Complete the Knowledge Check for each module.
- Complete the Reflective Forum for each module.
- Complete one (1) Application Choice Assignment for each module.
- All coursework with must receive "A-grade" quality or better.

If working towards the "B letter grade" option:

- Six modules - Complete 6 of the 8 content modules (any 6 of your choice).
- Complete the Knowledge Check for each module.
- Complete the Reflective Forum for each module.
- Complete one (1) Application Choice Assignment for each module.
- All coursework with must receive "B-grade" quality or better.

Module Title	Module Assignments and Activities	Assignment Credit
<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 – Powering Industrialization</b>	<ul style="list-style-type: none"> <li>• Watch Videos 1, 7, 8</li> <li>• Read Guidebook Lectures 1, 7, 8</li> <li>• 1.1 Knowledge Check: Powering Industrialization</li> <li>• 1.2 Reflective Forum: Powering Industrialization</li> <li>• 1.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of "Complete" is required for each Assignment

<b>Module Title</b>	<b>Module Assignments and Activities</b>	<b>Assignment Credit</b>
<b>Module 2 – The Railroad</b>	<ul style="list-style-type: none"> <li>• Watch Videos 10, 11, 12</li> <li>• Read Guidebook Lectures 10, 11, 12</li> <li>• 2.1 Knowledge Check: The Railroad</li> <li>• 2.2 Reflective Forum: The Railroad</li> <li>• 2.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of “Complete” is required for each Assignment
<b>Module 3 – Work, Tools, and Politics</b>	<ul style="list-style-type: none"> <li>• Watch Videos 14, 15, 17</li> <li>• Read Guidebook Lectures 14, 15, 17</li> <li>• 3.1 Knowledge Check: Work, Tools, and Politics</li> <li>• 3.2 Reflective Forum: Work, Tools, and Politics</li> <li>• 3.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of “Complete” is required for each Assignment
<b>Module 4 – Inventors and Founders</b>	<ul style="list-style-type: none"> <li>• Watch Videos 19, 20, 23</li> <li>• Read Guidebook Lectures 19, 20, 23</li> <li>• 4.1 Knowledge Check: Inventors and Founders</li> <li>• 4.2 Reflective Forum: Inventors and Founders</li> <li>• 4.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of “Complete” is required for each Assignment
<b>Module 5 – Steel and Industry</b>	<ul style="list-style-type: none"> <li>• Watch Videos 24, 25, 26</li> <li>• Read Guidebook Lectures 24, 25, 26</li> <li>• 5.1 Knowledge Check: Steel and Industry</li> <li>• 5.2 Reflective Forum: Steel and Industry</li> <li>• 5.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of “Complete” is required for each Assignment
<b>Module 6 – Cars, Planes and Electricity</b>	<ul style="list-style-type: none"> <li>• Watch Videos 27, 28, 29</li> <li>• Read Guidebook Lectures 27, 28, 29</li> <li>• 6.1 Knowledge Check: Cars, Planes and Electricity</li> <li>• 6.2 Reflective Forum: Cars, Planes and Electricity</li> <li>• 6.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of “Complete” is required for each Assignment
<b>Module 7 – Depression and War</b>	<ul style="list-style-type: none"> <li>• Watch Videos 30, 31, 32</li> <li>• Read Guidebook Lectures 30, 31, 32</li> <li>• 7.1 Knowledge Check: Depression and War</li> <li>• 7.2 Reflective Forum: Depression and War</li> <li>• 7.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of “Complete” is required for each Assignment
<b>Module 8 – Information and Environment</b>	<ul style="list-style-type: none"> <li>• Watch Videos 33, 35, 36</li> <li>• Read Guidebook Lectures 33, 35, 36</li> <li>• 8.1 Knowledge Check: Information and Environment</li> <li>• 8.2 Reflective Forum: Information and Environment</li> <li>• 8.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of “Complete” is required for each Assignment
<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>	

## 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 with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with 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. Includes 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. Includes 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 organizational 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.

## **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. 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.

## **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 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 and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

## **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 (FPU-SLO)

FPU-SLO 1	<b>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.
FPU-SLO 2	<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.
FPU-SLO 3	<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.
FPU-SLO 4	<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.
FPU-SLO 5	<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.
FPU-SLO 6	<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 worldview.
FPU-SLO 7	<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	<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.



FPU-SLO 9	<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.
FPU-SLO 10	<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.