

## SOC-947: Puritan New England

### Independent Study Online Course Syllabus

**Instructor:** Allen Carden, Ph.D.  
**Phone:** (559) 438-8430  
**Email:** [allen.carden@fresno.edu](mailto:allen.carden@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

This course will acquaint educators with the ideas and way of life followed by many early colonists in New England. It was a society and culture that detractors mockingly called “Puritan,” and which has had a profound influence on American life and thought down to the present. What drove thousands of “Puritan” English men and women to seek refuge in the American wilderness and to establish a “city on a hill,” a model Christian society for all to see? The intellectual system that became known as “the Puritan Way” (which set many precedents for later colonies) will be examined in its major features. New England Puritanism’s successes, failures, and its ultimate collapse will give us a better understanding of the American sense of mission and self-identity.

**Note:** Required book and videos must be acquired separately.

#### Required Texts and Course Materials

**Book:** Carden, A. (1990). *Puritan Christianity in America*. Baker Pub Group. ISBN-13: 978-0801025433. <https://www.amazon.com/Puritan-Christianity-America-Seventeenth-Century-Massachusetts/dp/0801025435>.

**Videos:** You will be required to rent, purchase, borrow, or otherwise view a copy of the following films:

- *The Crucible*, starring Daniel Day-Lewis and Winona Ryder. Available at: [https://www.youtube.com/watch?v=Vjm\\_gcUgPA](https://www.youtube.com/watch?v=Vjm_gcUgPA)
- *Massacre at Mystic* documentary. Available at [youtube.com/watch?v=sLWthdTU7CY](https://www.youtube.com/watch?v=sLWthdTU7CY)

**Books:** Choose one of the following four books to critique on the American Puritan Experience - written by Edmund S. Morgan (They are old classics and all are available on [amazon.com](https://www.amazon.com).)

- *The Puritan Dilemma: The Story of John Winthrop*. ISBN 978-0321478061. <https://www.amazon.com/-/es/Edmund-Morgan/dp/0321478061>
- *Visible Saints: The History of a Puritan Idea*. ISBN 0-8014-9041-3. <https://www.amazon.com/-/es/Prof-Edmund-S-Morgan-ebook/dp/B073FSFH1M>
- *The Puritan Family*. ISBN 0-06-131227-4. <https://www.amazon.com/-/es/Edmund-S-Morgan/dp/0061312274>

- *Roger Williams: The Church and the State*. ISBN 978-0-393-30403-9.  
<https://www.amazon.com/-/es/Edmund-Morgan/dp/0393304035>

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available as needed 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

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

The content and assignments in this course are designed to be in alignment with key national curriculum standards for social studies, as most recently articulated by the National Council for the Social Studies (NCSS Bulletin #89, 1994).

National social science curriculum standards include 10 thematic “strands,” of which this course touches upon seven. These are:

- Culture
- Time, Continuity, and Change
- People, Places, and Environment
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption, and
- Civic Ideals and Practices

In addition, this course has been designed to address Standard 2 of United States History Standards for grades 5-12 as articulated by the National Center for History in the Schools. Standard 2 deals with “how political, religious, and social institutions emerged in the English colonies.”

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.

Course participants will be given the opportunity to include the following Common Core Language Arts Standards in lesson plans required in this course.

- 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

### **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>NCSS Standards Addressed in This Course*</b>	<b>Continuing Education Program Student Learning Outcomes Addressed**</b>
1. Understand how Puritan religious and political ideals influence other parts of their culture.	NCSS Theme 1 Culture	CE 4, 6
2. Describe what happened in the Puritan past and how this	NCSS Theme 2 – Time, continuity, and change	CE 2, 6
3. Analyze how the physical location and environment of New England interacted with the human environment of Puritan settlers, Native Americans, and Mother England.	NCSS Theme 3 - People, places, and environments	CE 6
4 Explain how Puritan institutions including the church, family, education, commerce, and government impacted Puritan society and influenced individual Puritan lives.	NCSS Theme 5 - Individuals, groups, and institutions	CE 2, 4
5. Understand who held power in Puritan New England, how that power was legitimized, and how church and state interacted to exercise authority and governance in 17th century New England.	NCSS Theme 6 - Power, authority, and governance	CE 2, 4, 6
6. Describe what life was like for Puritan New Englanders in terms of their economic activities, perspectives on work, and views of poverty, wealth, and welfare.	NCSS Theme 7 - Production, distribution, and consumption	CE 2, 4, 6
7. Explain the Puritan desire for a closed society that practiced Christian virtues and righteousness and emphasized communal responsibility as well as inequality - very different from current American ideals of human rights and individualism.	NCSS Theme 10 – Civic, ideals and practices	CE 4, 6

\* 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

<b>Module Title</b>	<b>Module Assignments and Activities</b>	<b>Points Possible</b>
<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> Historical Overview: Puritan Christianity in America	<ul style="list-style-type: none"> <li>• Assignment 1.1 Read <i>Puritan Christianity in America</i> and respond to the question for each chapter (14 chapters) in about 250 words each.</li> <li>• Assignment 1.2 Reading response and reflections discussion forum.</li> </ul>	70 pts  10 pts
<b>Module 2 –</b> Religious Devotion and Contradiction: Faith, Thanksgiving, and Native Americans	<ul style="list-style-type: none"> <li>• Assignment 2.1 Watch and respond with a 500-600 word summary and personal reaction to the documentary film “Massacre at Mystic”.</li> <li>• Assignment 2.2: Discussion forum and reply on key ideas to share with your students from the Massacre at Mystic film.</li> <li>• Assignment 2.3 Research on the first Thanksgiving of 1621: written report (600-700 words) or power point presentation(or similar web based presentation tool (6-7 slides) in which you trace the background of that event and compare the myths and legends of that first Thanksgiving with the realities of what likely took place.</li> <li>• Assignment 2.4 Read the poem by Puritan Anne Bradstreet and summarize in about 200 words her perspective as to what she experienced, and how well her response to tragedy fits into the Puritan worldview.</li> </ul>	25 pts  10pts  25pts  10 pts
<b>Module 3 –</b> The Witchcraft Issue: <i>The Crucible</i> and Reality	<ul style="list-style-type: none"> <li>• Assignment 3.1 Watch and respond to questions about the 1996 film “The Crucible.” Answer each of 5 questions in about 250 words per question.</li> <li>• Assignment 3.2 Do some additional research (using at least 4 sources) on the question of the Salem witchcraft case and in about 800-1,000 words (or 7-10 power point slides) offer explanations as to what may have actually been occurring in Salem, Massachusetts in 1692. Share your own conclusion as to what you think was actually taking place.</li> </ul>	25 pts  20 pts
<b>Module 4 –</b> Virtual Visit to Puritan New England	<ul style="list-style-type: none"> <li>• Assignment 4.1 Make a “virtual tour” of 10 sites relating to the Puritan era of New England’s history. Do this by visiting “home page” websites and summarizing the historical significance of each site. Also mention one major point you would want your students to know about each site. A list of several sites will be suggested, but you are not limited to this list. Your treatment of each site in 200 words or so will be worth up to 5 points each.</li> <li>• Assignment 4.2: Discussion forum and reply. Name your favorite site from assignment 4.1 above, explaining why it is your favorite and what you think students would find especially interesting should they be able to visit the site in person).</li> </ul>	50 pts  10 pts
<b>Module 5 –</b> Experiencing Puritan Scholar Edmund S. Morgan	<ul style="list-style-type: none"> <li>• Assignment 5.1 Read, summarize, and critique one of four books (they are all relatively short) on the American Puritan experience written by the late Edmund S. Morgan, one of the leading scholars of Puritanism. The books from which you will choose one</li> </ul>	50 pts

	include: <i>The Puritan Dilemma: The Story of John Winthrop</i> , <i>Visible Saints: The History of a Puritan Idea</i> , <i>The Puritan Family</i> , and <i>Roger Williams: The Church and the State</i> . Include in your summary anything you learned that you find of special interest or importance. Your summary and critique should be in the realm of 1,200 words.	
<b>Module 6 –</b> Puritan New England's Strengths, Weaknesses, Decline, and Legacy	<ul style="list-style-type: none"> <li>Assignment 6.1 Using at least 6 sources, prepare either a 1,200 word essay or a power point presentation (or similar web based presentation tool) of 8-10 slides in which you describe American Puritanism's strengths, weaknesses, ultimate decline, and lasting legacy on American culture.</li> </ul>	50 pts
	<ul style="list-style-type: none"> <li>Assignment 6.2: Discussion forum and reply. Why do you feel that an understanding of Puritan New England is important to understanding American history? 10 points (max.)</li> </ul>	10 pts
<b>Module 7 –</b> Lesson Plan(s)	<ul style="list-style-type: none"> <li>Assignment 7.1a Prepare, teach, and evaluate one lesson using American Puritanism as your central theme. Give an outline of your lesson and what state or district standards you are attempting to meet with this lesson. Also evaluate how well you believe the lesson met your expectations, and what would you change if you were to teach it again. Be sure to mention the grade level of your students. No set word or page length is given for this assignment, which is worth up to 50 points.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>Assignment 7.1b If you are unable to teach a lesson at the time you are enrolled in this course, you may prepare and submit two lesson plans per the above description. Be sure to mention the grade level for which these lessons are intended. Worth up to 50 points total for both lesson plans.</li> </ul>	50 pts
	<ul style="list-style-type: none"> <li>Assignment 7.2 Reflection and evaluation: In no more than 250 words, indicate what key ideas you have gleaned from this course and how this might be of value to you in your teaching or perspective on life. Also offer your candid assessment of what you liked and disliked about this course and offer any suggestions for improving the course. This assignment is will be based on completion of the assignment rather than your opinion of the course.</li> </ul>	10 pts
<b>Course Wrap-up –</b> Grading and Evaluation	<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>425 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 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.

## **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 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 (FPU-SLO)

FPU-SLO 1	<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.
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 world-view.
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.