

SOC-958: Lincoln and Civil War America

Independent Study Online Course Syllabus

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

Number of Graduate Semester Units: 3 units
Target Audience: 6th - 12th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

The greatest crisis facing the United States since independence was the secession of eleven southern slave states determined to create a separate nation based on the perpetuation of human slavery. Elected president of the United States in 1860, it fell to Abraham Lincoln to manage this crisis, wage war to preserve the Union of states as one nation, not two, and ultimately to end the enslavement of nearly four million Americans. Lincoln was both an unlikely candidate to face this daunting national challenge, and ultimately the best choice to do so. The course will go beyond Lincoln the legend to explore a very human leader, beset by challenges that few could have borne. The issues of Lincoln's day will be analyzed and will contextualize Lincoln's greatness, and our current politics.

Note: Required books and DVD must be acquired separately

Required Texts and Course Materials

Books:

- Gienapp, W. E. (2002). *Abraham Lincoln and Civil War America*. Oxford University Press. ISBN-13: 978-0195151008. <https://www.amazon.com/Abraham-Lincoln-Civil-WarAmerica/dp/0195151003>.
- White, Jr., R. C. (2010). *A. Lincoln: A Biography*. Random House. ISBN-978-0-8129-7570-3. https://www.amazon.com/Lincoln-Biography%20RonaldCWhite/dp/0812975707/ref=sr_1_1?s=books&ie=UTF8&qid=1518733322&sr=1-%201&keywords=9780812975703

DVD Videos:

- Abraham and Mary Lincoln: *A House Divided*. (6-hour PBS DVD series) <https://www.amazon.com/American-Experience-Abraham-Lincoln-Divided/dp/B000742G6U>.
- Lincoln* (2012). A Steven Spielberg film starring Daniel Day-Lewis. <https://www.amazon.com/Lincoln-Daniel-Day-Lewis/dp/B009AMANBA>

Note: Students are responsible for purchasing their own books, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, ebook, or new

versions to save money. You can order the book directly from the publisher or from one of several discount aggregators.

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

National Council for the Social Studies (<https://www.socialstudies.org/standards/strand>)

Based on K- 12 curriculum standards for social studies as articulated by the National Council for the Social Studies The course content is woven around ten themes.

- Culture
- Time, Continuity, and Change
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Civic Ideals and Practices

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)

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed*	CE-SLO Addressed**
1. Identify the beliefs, values, and traditions of American culture in the mid- 19th century as exemplified and sometimes challenged by the perspectives of Lincoln. (Modules 1,2)	NCSS Themes 1,6,10	CE 1,2,4,6
2. Analyze the ways our current political culture, especially the executive branch and the relations between state and federal governments, has been impacted by the Lincoln presidency. (Modules 1, 2, 4, 5)	NCSS Themes 1,2,10	CE 1,2,4,6
3. Analyze the transition in Lincoln's thinking about the meaning and purpose of the Civil War and how he crafted a mission statement in the Gettysburg Address that forever changed Americans' understanding of the fundamental nature of this conflict. (Modules 1, 2, 5)	NCSS Themes 2,6,10	CE 1,2,4,6
4. Analyze the ways our current political culture, especially the executive branch and the relations between state and federal governments, has been impacted by the Lincoln presidency. (Modules 1, 2, 4, 5)	NCSS Themes 6,10	CE 1,2,4,6

5. Describe the ways in which Lincoln's political and social perspectives changed during his lifetime, and how he moved to the forefront of advocacy for equality for the slaves in a national atmosphere of severe racism. (Modules 1, 2, 4)	NCSS Themes 2,5	CE 1,2,4,5,6
6. Identify the roles of key individuals and various groups in the divisive political climate leading to the American Civil War. (Modules 1, 2, 3)	NCSS Themes 3,4	CE 1,2,4,6
7. Describe the role of the institution of slavery as foundational to the national crisis of the mid century. (Modules 1, 2)	NCSS Themes 1,5	CE 1,2,4,6
8. Analyze Lincoln's changing views and use of presidential power to save the Union. (Modules 1, 2, 4, 5)	NCSS Themes 2,6	CE 1,2,4,6
9. Analyze the fundamental ideals set forth in the speeches and actions of Abraham Lincoln that continue to underlie American democracy. (Modules 1, 2, 5)	NCSS Themes 6,10	CE 1,2,4,6
10. Demonstrate ability to craft a meaningful lesson for students using content and concepts from this course. (Module 6)	NCSS Themes 4,10	CE 1,2,3,5,6

* 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

Module Title	Module Assignments and Activities	Points Possible
Home Page	- Welcome Video - Course Syllabus - Policies and Procedures - Introduce Yourself Forum	
Module 1 – A House Divided Abraham and Mary Lincoln	1.1 Assignment: Watch the PBS Video Series Abraham and Mary Lincoln – A House Divided. - Select eight of the given questions to answer, based on the PBS video series 1.2 Assignment - Forum Post	50 pts 10 pts
Module 2 – Lincoln and Civil War America	2.1 Assignment: Read and Review <i>Abraham Lincoln and Civil War America</i> by Richard E. Gienapp; write a brief review essay 2.2 Assignment: Develop a presentation or write a brief essay on the causes of the Civil War 2.3 Assignment - Forum Post	25 pts 20 pts 10 pts
Module 3 – The Election of Lincoln	3.1 Assignment: Compare and contrast the elections of 1860 and 1864. Either essay or PowerPoint 3.2 Assignment – Forum Post	25 pts 10 pts

Module 4 – Ending Slavery	4.1 Assignment: Write a 2-page assignment or prepare a 3-4 slide PowerPoint presentation on the Emancipation Proclamation	20 pts
	4.2 Assignment: Watch the Steven Spielberg film, Lincoln. Write a 2-page summary, or prepare a 3-4 slide PowerPoint presentation	20 pts
	4.3 Assignment – Forum Post	10 pts
Module 5 – Lincoln as President	5.1 Assignment: Write a 2-page essay on your view of Lincoln's effectiveness as commander-in-chief during the Civil War	20 pts
	5.2 Assignment: Write a 2-page essay or prepare a 2-4 slide PowerPoint presentation	20 pts
	5.3 Assignment: Select either the Gettysburg Address or his Second Inaugural Address and write a 2-page paper	20 pts
	5.4 Assignment: In an essay of 2 pages or a powerpoint presentation of 2-4 slides about Lincoln's effect in the American presidency	20 pts
	5.5 Assignment – Forum Post	10 pts
Module 6 – Lessons, Application, and Evaluation	6.1 Assignment: Develop and teach a lesson (or develop two lessons if unable to teach a lesson)	50 pts
	6.2 Assignment: One page report of your understanding of Lincoln and the Civil War	10 pts
	6.3 Assignment: Summarize how well this course met your expectations	10 pts
Course Wrap-up – Grading and Evaluation	- Final Reflection Forum - Course Evaluation - Course Completion Checklist - Grade Request / Transcript Request	
	TOTAL POINTS	360 points

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. 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 request their final grade by accessing the form at ce.fresno.edu/grade-request. Once the instructor receives the request and posts their final grade, students will receive an email communication from the University. Please allow at least two weeks for the final grade to be posted before you order your transcripts online.

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	Oral Communication: 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	Written Communication: 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	Content Knowledge: 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	Reflection: 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	Critical Thinking: 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	Moral Reasoning: 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	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: 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.