

## Independent Study Course Syllabus

**Course Number: SOC 939**

**Course Title: Ancient Greece**

☐ Online      ☒ Distance Learning

**Instructor:** Allen Carden, Ph.D.  
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**Units: 3**  
**Grade Level: 5-12**

### Course Description

This course will explore the development and impact of ancient Greece, utilizing national social studies standards. Course materials include a highly respected and readable textbook, a PBS video, and the student assignment workbook prepared by the instructor. Assignments will emphasize research as well as practical application of ancient Greece's influence on our modern world. This course is recommended for social studies/history teachers of grades 5-12 or any educator interested in a deeper understanding of the world of ancient Greece and its impact on our own day. Course requirements include practical application to classroom settings. Assignments have been developed to align with Common Core State Standards for Literacy and Writing in History/Social Science.

### Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

### Course Materials

You will need to obtain a book by Thomas R. Martin, *Ancient Greece*, and a PBS video entitled "The Greeks: Crucible of Civilization" to complete the assignments for this course.

## Course Requirements

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

The following assignments are all required, and contain the maximum point values indicated below:

1. View and respond to the PBS video, “The Greeks: Crucible of Civilization.” - 20 points possible
2. Read *Ancient Greece* and write chapter summaries and key points. - 30 points possible
3. Essay on Greek influence on Western civilization. - 10 points
4. Two biographical reports - 15 points possible
5. Movie review. – 10 points possible
6. Internet bibliography – 5 points possible
7. Research report on Alexander the Great – 15 points possible
8. Develop and teach a lesson or submit two lesson plans - 15 points possible (either option).
9. Summary and application - 5 points possible

Completed assignments are to be submitted all together at the conclusion of the course. Work need not be bound, but should be placed in numerical assignment order. All written work should be typed and double-spaced. Work will be returned to the student only if a self-addressed, stamped envelope is submitted with completed assignments.

Assignments have been designed to promote learning outcomes that are aligned with the national content standards below.

## National Content / Common Core Standards

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 six of the ten “social studies thematic strands” of *(1) culture; (2) time, continuity, and change; (3) people, places, and environments; (4) individuals, groups, and institutions; (5) power, authority, and governance; and (6) science, technology, and society*. Through this course, students will experience the following:

### 1. Culture

- A. Identify the beliefs and values of the Greek world and how their belief systems, such as religious and political ideals, influenced other parts of the culture.
- B. Describe how the culture was influenced by conflicting values within the Greek world (i.e. Athens and Sparta). [assignments 1,2]
- C. Identify the original contributions of the Greek culture to democracy, drama, sculpture, architecture, history, literature, athletic competition, and civic

responsibility that have profoundly shaped our modern Western world. [assignments 1,2,3]

## **2. Time, Continuity, and Change**

- A. Analyze how the Greek world changed as it grew beyond the Greek homeland to include colonies throughout the Mediterranean and eventually took in much of the ancient world in Alexander's Hellenistic empire. [assignments 1,2,3,7]
- B. Describe the significant milestone events in the development and eventual decline of the Greek world. [assignments 1,2,3,5,7]
- C. Identify ways in which Greek influence provided continuity in European scientific and philosophical thinking until the Renaissance. [assignments 1,2,3,4,7]

## **3. People, Places, and Environments**

- A. Identify historically significant individuals and groups in the Greek experience. [assignments 1,2,3,4,5,7]
- B. Identify important geographical locations within the Greek world and understand their significance to the history of ancient Greece. [assignments 1,2]
- C. Describe the connections between the Greek world's geography and its civilization. [assignments 1,2]

## **4. Individuals, Groups, and Institutions**

- A. Describe and understand the roles of significant institutions in the ancient Greek world. [assignments 1,2,3,7]
- B. Analyze how Greek institutions controlled and influenced individuals and culture. [assignments 1,2,4,5,7]

## **5. Power, Authority, and Governance**

- A. Analyze the development of Greek ideas about government and power. [assignments 1,2,3,7]
- B. Identify differences in governmental, social, and military perceptions and practices within the Greek world. [assignments 1,2,5]

## **6. Science, Technology, and Society**

Describe the Greeks' scientific and technological innovations that made its empire possible and served as a foundation for the later Roman Empire to borrow. [assignments 1,2,3,7]

National Standards for History (grades 5-12) are also covered in this course for Era 3 (Classical Traditions, Major Religions, and Giant Empires, 1000 BCE – 300 CE; Standard 2):

- 2A. The student understands the achievements and limitations of the democratic institutions that developed in Athens and other Aegean city-states. [assignments 1,2]
- 2B. The student understands the major cultural achievements of Greek civilization. [assignments 1,2,3,7]
- 2C. The student understands the development of the Persian (Achaemenid) empire and the consequences of its conflicts with the Greeks. [assignments 1,2,7]
- 2D. The student understands Alexander of Macedon's conquests and the interregional character of Hellenistic society and culture. [assignments 1,2,7]

In addition, this course will help California teachers prepare to cover California state standards for grade 6 (California Department of Education, Content Standard 6.7) ***Please refer to your own state's standards, as applicable.*** **Education World: State Education Standards** includes links to state standards in different curriculum areas. This website can be found at <http://www.education-world.com/standards/state/index.shtml>

California Standards:

#### **6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of ancient Greece**

1. Discuss the connections between geography and the city-states of the region of the Aegean Sea, including patterns of trade and commerce among the Greek city-states and within the wider Mediterranean region.
2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the idea of citizenship.
3. State the key differences between Athenian, or direct, democracy and representative democracy.
4. Explain the significance of Greek mythology to the everyday life of people of the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey* and from *Aesop's Fables*.
5. Outline the founding, expansion, and political organization of the Persian Empire.
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.
8. Describe the enduring contributions of important Greek figures in the arts and sciences.

Additionally, for Grade 10 world history, California Standard 10.1 will be addressed: "Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought" including sub-points (1): "Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual" and (2): Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.

## 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.

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

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

### **Evidence of Learning**

In evaluating your work, the instructor will look for

- evidence of mastery of learning objectives through students’ reflective writing assignments
- evidence of thoughtful analysis of learning objectives through ability to make practical application of the material in lesson plans
- evidence of the ability to synthesize large amounts of material in written and video forms and distill the essence of the material using critical thinking skills demonstrated in student’s written assignments
- evidence of ability to understand cause and effect in historical context through written assignments
- evidence of appreciation for and understanding of the rich heritage given to the modern world by ancient Greece

### **Grading Policies and Rubrics**

It is possible to earn a maximum of 125 points by completing these assignments. The final course grade will be determined as follows:

105-125 points = A

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85 -104 points = B

Below 85 points is not considered acceptable passing work. Students requesting a letter grade must earn a grade of “A” or “B” to receive credit for the course. Students selecting a “Credit / No Credit” option must earn at least 90 points to receive “Credit.” A more detailed grading rubric follows the assignment details below.

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

**A detailed rubric for each assignment will be included in the syllabus received after registration is completed.**

### **Grading Options**

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed.

### **Instructor/Student Contact**

A minimum of three contacts between the instructor and student is required as part of the course assignments. Email (see instructor contact information above) is the preferred means of contact. Contact #1 should be made when the student receives and has looked over the course materials. Instructor prompt for contact #1: ***Have you received all of the course materials, and do you understand what is expected for successful completion of the course?*** Contact #2 should be made when the student is approximately half-way through the assignments. Instructor prompt for contact #2: ***Are there any questions or concerns you have about the course material and assignments so far? What has been of most benefit to you in the course to this point?*** Contact #3 should be made when the student has completed all assignments and is ready to send them to the instructor for grading. Instructor prompt for contact #3: ***Have you completed all assignments, and requested online grading? Are there any questions or concerns you have at this point?***

### **References/ Resources**

#### **Select Bibliography of Books on Ancient Greece**

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- Adkins, Lesley and Roy A. Adkins. *Handbook to Life in Ancient Greece* (2005).
- Behor, G. *Ancient Greece: The Famous Monuments Past and Present* (2000).
- Biers, William R. *The Archaeology of Greece* (2<sup>nd</sup> ed.). ( Ithaca, NY, 1996).
- Boardman, John, et al. *The Oxford History of the Classical World* (Oxford, 1986).
- Boardman, John, et al. *The Oxford History of Greece and the Hellenistic World* (Oxford, 2002).
- Brommer, Frank. *The Sculptures of the Parthenon* (London, 1979).
- Cartledge, Paul, ed. *Ancient Greece* (Cambridge, 1998).
- Cartledge, Paul. *The Greeks: A Portrait of Self and Others* (Oxford, 1997).
- Chadwick, John. *The Mycenaean World* (Cambridge, 1976).
- DK Publishing (author). *Ancient Greece* (2004).
- Dickinson, Oliver. *The Aegean Bronze Age* (Cambridge, 1994).
- Fitton, J. Wesley. *The Discovery of the Greek Bronze Age* (Cambridge, 1995).
- Gay, Kathlyn. *Science in Ancient Greece* (1999).
- Gosling, J. C. B. *Plato* (London, 1973).
- Hamilton, J.R. *Alexander the Great* (Pittsburgh, 1973).
- Hanson, Victor Davis. *The Other Greeks: The Family Farm and the Roots of Western Civilization* (New York, 1995).
- Knapp, A. Bernard. *The History and Culture of Ancient Western Asia and Egypt* (Belmont, CA, 1988).
- Kraut, Richard.  
*Socrates and the State* (Princeton, 1984).
- Landels, John G. *Music in Ancient Greece and Rome* (2001).
- Lefkowitz, Mary R., and Maureen B. Fant. *Women's Life in Greece and Rome* (Baltimore, 1982).
- McGlew, James F. *Tyranny and Political Culture in Ancient Greece* (Ithaca, NY, 1993).

- Mikalson, John D. *Religion in Hellenistic Athens* (Berkeley, 1998).
- Nelson, Eric D. and Susan Allard Nelson. *The Complete Idiot's Guide to Ancient Greece* (2005).
- Osborne, Robin. *Greece in the Making, 1200 – 479 B.C.* (London, 1996).
- Pomeroy, Sarah B., et al. *Ancient Greece : A Political, Social and Cultural History* (2007).
- Ricotti, Eugenia. *Meals and Recipes from Ancient Greece* (J. Paul Getty Museum, 2007).
- Rouse, W. H. D. *Heroes and Men of Ancient Greece: Mythology's Great Tales of Valor and Romance* (2001).
- Sallares, Robert. *The Ecology of the Ancient Greek World* (Ithaca, NY, 1991).
- Sims, Lesley, et al. *A Visitor's Guide to Ancient Greece* (2003).
- Sinclair, R. K. *Democracy and Participation in Athens* (Cambridge, 1988).
- Solway, Andrew and Peter Connolly. *Ancient Greece* (2002).
- Starr, Chester G. *Individual and Community: The Rise of the Polis, 800 – 500 B.C.* (Oxford, 1986).
- Thomas, Carol G. and Craig Conant. *Citadel to City State: The Transformation of Greece, 1200 – 700 B.C.E.* (Bloomington, IN, 1999).
- Thorley, John. *Athenian Democracy* (London, 1996).
- Wallbank, F.W. *The Hellenistic World* (Cambridge, MA, 1993).
- Warry, John. *Alexander 334-323 BC: Conquest of the Persian Empire* (London, 1991).

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

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



sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

### **Plagiarism and Academic Honesty**

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

### **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.

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