

Independent Study Course Syllabus

Course Number: SOC 961

Course Title: Ancient Rome

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 of the ancient Roman Republic and Empire, utilizing national social studies standards. Course materials include a highly respected and readable textbook, History Channel video, as well as the student assignment workbook prepared by the instructor. Assignments will emphasize research as well as practical application of ancient Rome's influence on our modern world. Recommended for social studies/history teachers of all levels or any educator interested in a deeper understanding of the world of ancient Rome 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 Boatwright, Gargola, and Talbert, *A Brief History of the Romans*, and a History Channel DVD entitled "Rome: Engineering an Empire" 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 History Channel video, “Rome: Engineering an Empire.” - 20 points
2. Read *A Brief History of the Romans* and write chapter summaries and key points. - 25 points
3. Essay on Roman influence on Western civilization. - 10 points
4. Essay on the mutual influences of Rome and Christianity. - 10 points
5. Two brief essays on selected topics. – 10 points
6. Essay on comparisons between Rome and the U.S. as superpowers. – 10 points
7. Develop and teach a lesson or submit two lesson plans - 20 points either option.
8. Internet source search – 10 points
9. Summary and application - 5 points

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 “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:

Culture

- Identify the beliefs and values of the Roman world and how their belief systems, such as religious and political ideals, influenced other parts of the culture.
- Describe how the culture changed to accommodate different ideas and beliefs as the Roman world expanded.

Time, Continuity, and Change

- Analyze how the Roman world changed as it grew to include most of the Mediterranean region and beyond.
- Describe the significant milestone events in the development and eventual decline of the Roman world.
- Identify ways in which Roman influence provided continuity in Europe for centuries to come after Rome’s fall.

People, Places, and Environments

- Identify historically significant individuals and groups in the Roman experience.
- Identify important geographical locations within the Roman world and understand their significance to the history of Rome.
- Describe the connections between the Roman world's geography and its civilization.

Individuals, Groups, and Institutions

- Describe and understand the roles of significant institutions in the ancient Roman world.
- Analyze how Roman institutions controlled and influenced individuals and culture.

Power, Authority, and Governance

- Analyze the development of Roman ideas about government and power.
- Identify how and why political ideas were altered to move Rome from Republic to Empire.

Science, Technology, and Society

- Describe Rome's technological innovations that made its empire, and the modern world, possible.

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):

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
2. Describe the government of the Roman Republic and its significance (e.g. written constitution and tripartite government, checks and balances, civic duty).
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.
4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.
5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.
6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g. belief in the Trinity, resurrection, salvation).
7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.

8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

Additionally, for Grade 10 world history, 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-point (1): “Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.”

Learning Objectives / Outcomes

1. Identify the beliefs and values of the Roman world and how their belief systems, such as religious and political ideals, influenced other parts of the culture. (Assignments #1,2,4,5)
2. Describe how the culture changed to accommodate different ideas and beliefs as the Roman world expanded. (Assignments #2,4,5)
3. Describe the significant milestone events in the development and eventual decline of the Roman world. (Assignments #2,4,5,6)
4. Identify ways in which Roman influence provided continuity in Europe for centuries to come after Rome’s fall. (Assignments #1,2,3,4,5,6)
5. Describe Rome’s technological innovations that made its empire, and the modern world, possible. (Assignments #1,2,3,5,6)
6. Identify historically significant individuals and groups in the Roman experience. (Assignments #1,2,5)
7. Identify how and why political ideas were altered to move Rome from Republic to Empire. (Assignments #2,5)
8. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories. (Assignments #2,3,4,5)
9. Identify the legacies of Roman art and architecture, technology and science, literature, language, and law. (Assignments #1,2,3,5,6)
10. Demonstrate ability to use content/concepts from this course to plan/teach a meaningful lesson to students. (Assignment #7,8)

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 Rome

Grading Policies and Rubrics

It is possible to earn a maximum of 120 points by completing these assignments. The final course grade will be determined as follows:

105-120 points = A

90 -104 points = B

Below 90 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.

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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 Rome**

- Baumann, R. *Women and Politics in Ancient Rome*, 1995.
- Bennett, J. *Trajan: Optimus Princeps*, 2001.
- Birley, A. *Marcus Aurelius*, 2000.
- Birley, A. *Hadrian the Restless Emperor*, 1997.
- Boardman, J., Griffin, J., and Murray, O. *The Oxford History of the Roman World*, 1990.
- Brown, P. *Power and Persuasion in Late Antiquity: Towards a Christian Empire*, 1992.
- Connolly, P. *Greece and Rome at War*, 1998.
- Cornell, T. J. *The Beginnings of Rome: Italy and Rome from the Bronze Age to the Punic Wars*, 1995.
- Cornell, T. J. and Matthews, J. *Atlas of the Roman World*, 1982.
- David, J.M. *The Roman Conquest of Italy*, 1997.
- Dodge, T. A. *Hannibal*, 2004.
- Duncan-Jones, R. *Money and Government in the Roman empire*, 1998.
- Ferrill, A. *Caligula: Emperor of Rome*, 1991.
- Ferrill, A. *The Fall of the Roman Empire, the Military Explanation*, 1986.
- Goldsworthy, A. *The Complete Roman Army*, 2003.
- Goldsworthy, A. *The Punic Wars*, 2001.
- Grant, M. *Constantine the Great: The Man and His Times*, 1994.
- Grant, M. *The Fall of the Roman Empire*, 1997.

Heather, P. *The Fall of the Roman Empire: A New Study of Rome and the Barbarians*, 2005.

Hekster, O. *Commodus: an Emperor at the Crossroads*, 2002.

Keaveney, A. *Sulla the Late Republican*, 2005.

Lendon, J. *Empire of Honour: The Art of Government in the Roman World*, 1997.

Levick, B. *Tiberias the Politician*, 1999.

Levick, B. *Vespasian*, 1999.

Lintott, A. *The Constitution of the Roman Republic*, 2003.

Mattern, S. *Rome and the Enemy: Imperial Strategy in the Principate*, 1999.

Matyszak, P. *Chronicle of the Roman Republic*, 2003.

Meier, C. *Caesar*, 1995.

Millar, F. G. *The Emperor in the Roman World, 31 B.C. – A.D. 337*, 1977.

Mitchell, T.N. *Cicero, the Senior Statesman*, 1991.

Montagu, J. *Battles of the Greek and Roman Worlds*, 2000.

Potter, D. *Life, Death, and Entertainment in the Roman Empire*, 1999.

Raven, S. *Rome in Africa*, 1993.

Rudich, V. *Political Dissidence under Nero*, 1993.

Salwey, P. *A History of Roman Britain*, 1997.

Scullard, H.H. *A History of the Roman World, 753-146 B.C.E.*, 1980.

Syme, R. *The Roman Revolution*, 1960.

Tellegen-Couperus, O. *Short History of Roman Law*, 1993.

Wiedemann, T. *Greek and Roman Slavery*, 1989.

Williams, S. *Diocletian and the Roman Recovery*, 1997.

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>.

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.
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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.
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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.
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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.
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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.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes 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.
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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.
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.
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.
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.
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 world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
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.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
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.

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