

## SOC-939: Ancient Greece

### Independent Study Online Course Syllabus

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**Number of Graduate Semester Units:** 3 units  
**Target Audience:** 5th – 12th grade teachers  
**Course Access:** <https://connect.fresno.edu>

#### 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.

**Note:** Required book and DVD must be acquired separately

#### Required Texts and Course Materials

- **Book:** Martin, T. R. (2013). *Ancient Greece* (2<sup>nd</sup> ed.). Yale University Press. ISBN-13: 978-0300160055. <https://www.amazon.com/Ancient-Greece-Prehistoric-Hellenistic-Second/dp/0300160054>.
- **DVD:** *The Greeks: Crucible of Civilization*. Available at <https://www.amazon.com/Empires-Greeks-Crucible-Civilization/dp/B0007KIFUA>. (Also may be available on Youtube, but make sure it is the right one – about 2 hours, 20 minutes.)

**Note:** Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): <https://amazon.com>

**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 Standards and 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 be exposed to material that will provide learning experiences in the following content areas:

#### **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).
- 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.

#### **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.
- B. Describe the significant milestone events in the development and eventual decline of the Greek world.
- C. Identify ways in which Greek influence provided continuity in European scientific and philosophical thinking until the Renaissance.

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

- A. Identify historically significant individuals and groups in the Greek experience.
- B. Identify important geographical locations within the Greek world and understand their significance to the history of ancient Greece.
- C. Describe the connections between the Greek world’s geography and its civilization.

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

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

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

- A. Analyze the development of Greek ideas about government and power.

- B. Identify differences in governmental, social, and military perceptions and practices within the Greek world.

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

- A. Describe the Greeks' scientific and technological innovations that made its empire possible and served as a foundation for the later Roman Empire to borrow.

### **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.
- 2B. The student understands the major cultural achievements of Greek civilization.
- 2C. The student understands the development of the Persian (Achaemenid) empire and the consequences of its conflicts with the Greeks.
- 2D. The student understands Alexander of Macedon's conquests and the interregional character of Hellenistic society and culture.

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 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**
C-SLO 1	Outline an overview of key events and individuals that shaped the history of the ancient Greek world	Modules 1,2,3,4,6,7	CE-SLO 2,4,6
C-SLO 2	Identify beliefs and values of the ancient Greek world, including sometimes conflicting values, and how these values influenced their culture	Modules 1,2,5	CE-SLO 1,2,4,6
C-SLO 3	Describe contributions of the ancient Greek world to civilization, down to the present, in areas including political theory, military science, philosophy, architecture, drama, sculpture, history, literature, athletic competition, natural science, medicine, and civic responsibility	Modules 1,2,4,6	CE-SLO 1,2,4,6
C-SLO 4	Explain how the process of Greek colonization and conquest spread Hellenistic ideas throughout the Mediterranean world and beyond.	Modules 1,2,4	CE-SLO 2,4,6
C-SLO 5	List the Greeks' scientific and technological innovations that made its empire possible and served as a foundation for the later Roman Empire to borrow.	Modules 1,2,4,6	CE-SLO 1,2,4,6

C-SLO 6	Describe and understand the roles of significant institutions in the ancient Greek world and how these institutions controlled and influenced individuals and culture.	Modules 1,2,3,4,7	CE-SLO 2,4,6
C-SO 7	Explain the connections between the Greek world's geography and its civilization.	Modules 1,2	CE-SLO 2,4,6
C-SLO 8	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.	Modules 1,2	CE-SLO 1,2,4,6
C-SLO 9	Demonstrate mastery of material by developing an age-appropriate lesson that creates an understanding of important aspects of the ancient Greek world to students	Module 9	CE-SLO 2,3,4,6

\* 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

Module Title	Module Assignments and Activities	Points Possible
<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> Documentary film overview	<ul style="list-style-type: none"> <li>Assignment 1.1 Responses to the film on ancient Greece</li> <li>Assignment 1.2 Reflection Forum</li> </ul>	50 points 5 points
<b>Module 2 –</b> Summary and critique of a major textbook on ancient Greece	<ul style="list-style-type: none"> <li>Assignment 2.1 Read and respond to Thomas R. Martin's book "Ancient Greece"</li> <li>Assignment 2.2 Discussion forum</li> </ul>	50 points 5 points
<b>Module 3 –</b> Two brief biographies	<ul style="list-style-type: none"> <li>Assignment 3.1 Biographical Reports</li> </ul>	30 points
<b>Module 4 –</b> How Great was Alexander the Great?	<ul style="list-style-type: none"> <li>Assignment 4.1 Alexander the Great Research</li> <li>Assignment 4.2 Discussion forum</li> </ul>	30 points 5 points
<b>Module 5 –</b> Ancient Greek Religion and Mythology	<ul style="list-style-type: none"> <li>Assignment 5.1 Greek Religion Presentation</li> </ul>	30 points
<b>Module 6 –</b> Ancient Greek Legacy to Western Civilization	<ul style="list-style-type: none"> <li>Assignment 6.1 Greek Legacy</li> <li>Assignment 6.2 Discussion Forum</li> </ul>	30 points 5 points
<b>Module 7 –</b> Ancient Greece and Hollywood	<ul style="list-style-type: none"> <li>Assignment 7.1 Ancient Greece and Hollywood</li> </ul>	30 points
<b>Module 8 –</b> Annotated Internet Bibliography	<ul style="list-style-type: none"> <li>Assignment 8.1 Bibliography</li> </ul>	25 points

<b>Module 9 -</b> Develop and Teach a Lesson	• Assignment 9.1 Prepare and teach a lesson on ancient Greece	40 points
	• Assignment 9.2 Develop and Teach Forum	5 points
<b>Course Wrap-up</b> Reflection and evaluation	• Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	
	<b>TOTAL POINTS</b>	<b>340 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 posting 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 forums promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. Forum postings are open to be viewed by all students in the course, so do not post sensitive or personal information about your students. 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 forum questions whenever possible. The faculty role in the forums 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>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 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.