FRESNO PACIFIC
U N I V E R S I T Y

SOC-961: Ancient Rome

Independent Study Online Course Syllabus

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Course Description

This course will explore the development and impact of ancient Rome, utilizing national social studies standards. Course materials include a highly respected and readable textbook, a documentary video, and online student assignments prepared by the instructor. Assignments will emphasize research as well as practical application of ancient Rome'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 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.

Note: The required book must be acquired separately.

Required Texts and Course Materials

Book: Boatwright, Mary, et al., (2013). *A Brief History of the Romans* (2ND ed.). Oxford University Press. ISBN-13: 978-0199987559. https://www.amazon.com/Brief-History-Romans-Mary-Boatwright/dp/0199987556

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

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

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

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

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

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

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

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

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

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

6. **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) *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:

6.7 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."

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:		Relevant Assignments	CE-SLO Addressed**
C-SLO 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.	Modules 1, 2, 4, 5, 6	C-SLO 1
C-SLO 2	Describe how the culture changed to accommodate different ideas and beliefs as the Roman world expanded.	Modules 1, 2, 3, 5, 6	C-SLO 2
C-SLO 3	Describe the significant milestone events in the development and eventual decline of the Roman world.	Modules 1,2,5,6,7	C-SLO 3
C-SLO 4	Identify ways in which Roman influence provided continuity in Europe for centuries to come after Rome's fall, including the legacies of Roman art, architecture, literature, language, and law.	Modules 1, 2, 4, 5	C-SLO 4
C-SLO 5	Describe Rome's technological innovations that made its empire, and the modern world, possible.	Modules 1, 2	C-SLO 5
C-SLO 6	Identify historically significant individuals and groups in the Roman experience.)	Modules 1,2,3,5	C-SLO 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
Welcome Module	• Welcome Video • Course Syllabus • Introduce Yourself Forum	
Module 1 – Documentary film overview	• Assignment 1.1 Watch the History Channel video *Rome – Engineering an Empire.* Write about a 250-word essay for each of four prompts as listed in the Moodle platform or 2 PowerPoint slides for each prompt.	50 points
Module 2 – Summary and critique of a major textbook on ancient Rome	• Assignment 2.1 Read *A Brief History of the Romans* by Mary Boatwright, et al. and summarize key points of each chapter in about 150-200 words using language that is age-appropriate for the students you teach or would like to teach (please specify grade level). Another option is to prepare a power point (or similar slide program) presentation of 1 slide of key information in age-appropriate language per chapter. • Assignment 2.2 Forum: Would you recommend this book to other educators? Why or why not?	50 points 5 points
Module 3 – Biographies of two Roman emperors	• Assignment 3.1 Research and write two biographical reports of 500-700 words each. Use a minimum of 3 sources for each report and include a bibliography in APA form.	30 points
Module 4 – The influence of ancient Rome	• Assignment 4.1 Using a minimum of 5 sources, research and write a 800-1,000 word report on ways that ancient Rome has left its mark on our own day, in our own nation as well as in the world. You may, as an option, submit a PowerPoint (or similar program) slide presentation of 7-10 slides. In either case, include a bibliography in APA format. • Assignment 4.2 Forum: Describe in a brief paragraph your favorite Roman contribution to human civilization and tell why you have chosen it.	30 points 5 points
Module 5 – Ancient Rome and Christianity	• Assignment 5.1 Write an 800-1,000-word essay or prepare a PowerPoint (or similar program) presentation of 8-10 content slides (plus a bibliographic source slide) in which you describe the polytheistic nature and overall characteristics of ancient Roman religion at the time of the early development of Christianity. Explain how Christianity moved from being persecuted to become the common religion of much of the Roman Empire. Your APA-style bibliography should include a minimum of 7 sources.	30 points

Module 6 – From Roman Republic to Roman Empire	• Assignment 6.1 Based on what you have seen in the previously assigned video and book, write a 700–800-word essay (or minimum of 5-7 slide PowerPoint or similar program) presentation explaining what you believe to be the five most important areas in which the ancient Romans have left a legacy to this day on Western civilization. If doing a slide presentation option, include images where possible.	30 points
	• Assignment 6.2 Forum: Do you think it is possible that the United States could ever move from a republic to an empire – or have we already tried that?	5 points
Module 7 – Rome and the U.S.A. – A tale of two super-powers	• Assignment 7.1 In a 350–400-word essay or PowerPoint presentation of 4 -5 slides, share your perspective on how ancient Rome and the U.S.A. have similarities and differences in their roles as world super-powers in their day.	30 points
	• Assignment 7.2 Forum: Suggest a positive feature of ancient Rome as a super-power that the U.S.A. is or should be copying, and a negative feature of Rome as a super-power that the U.S.A. should avoid.	5 points
Module 8 – Annotated Internet bibliography and historical sites of modern Rome	• Assignment 8.1 Compile an Internet bibliography of 10 sources dealing with subjects related to ancient Rome that you think might be of interest to your students or of help to you if you teach about the ancient Roman world. State the Internet address (URL), indicate the organization that sponsors the site or article, and in a sentence or two describe the contents of the site and evaluate its usefulness for teachers.	25 points
	• Assignment 8.2 Using the Google Earth program, take a tour of historical sites from ancient Rome that can still be viewed in the city of Rome today. Visit 8 sites describing and explaining briefly the significance of each site. Submit a photo of 4 of your 8 sites.	20 points
Module 9 Develop and teach a lesson	• Assignment 9.1 Develop a lesson on the ancient Roman world appropriate to the students you teach (or would like to teach). Teach the lesson and submit a brief lesson plan and your evaluation of the lesson (f you are able to teach it). In your lesson plan provide information about each activity and how much time is allotted, learning objectives, what state standards you are meeting (if applicable), and how you will evaluate student performance. **If you are unable to teach a lesson, prepare and submit two lesson plans.**	45 points
	• Assignment 9.2 Forum: Briefly describe the most effective and least effective aspects of your lesson.	5 points
Course Wrap-up – Grading and Evaluation	• Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	
	TOTAL POINTS	**370 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 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. 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	**Student Learning Outcomes Oral Communication:** Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
FPU-SLO 2	**Written Communication:** Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
FPU-SLO 3	**Content Knowledge:** Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	**Reflection**: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	**Critical Thinking:** Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
FPU-SLO 6	**Moral Reasoning:** Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian worldview.
FPU-SLO 7	**Service**: Students will *demonstrate* service and reconciliation as a way of leadership.

FPU-SLO 8	**Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
FPU-SLO 9	**Quantitative Reasoning**: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
FPU-SLO 10	**Information Literacy:** Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.