



The Examined Life: Hellenic Studies in the Schools
Sponsored by: *The Interdisciplinary Center for the Hellenic Studies*
at *The Richard Stockton College of New Jersey*

To download the application, or for more information, visit:

www.stockton.edu/examinedlife

January – May 2012

Program Description

The Examined Life is an educational program that aims to bring the Socratic call to *Know Thyself* (gnothi s'auton) to the nation's schools.

Its goal is to capture the life and ideals of ancient Greece and integrate them into the curricular goals of classroom teaching.

Seminar and Travel

Blending classroom seminars and travel, you will read, think, inquire and discuss the ancient ideas, as well as walk, imagine, eat, and breathe among the ancient Greeks in the modern day setting of Greece.

Curriculum Development

Integrate Greek themes into the K-12 curriculum: math, science, music, language arts, English, social studies, art, physical education and industrial technology, or create a specialized course.

Earn Credit

Earn 60 professional development hours. Interested teachers can take the Examined Life for graduate credit in Stockton's School of Education (but in this case there would be a tuition charge and extra assignments).

Become a Hellenic Studies Fellow

Any K-12 educator from southern New Jersey is eligible to apply to The Examined Life: Hellenic Studies in the Schools. For each group of twenty (20) Fellows, we will seek the widest diversity in gender, nationality and ethnicity, grade level, and subject taught. Each Fellow must attend the required Study Tour of Greece.

To offset study tour and book costs, the program will award ten \$1,000 Gus and Fotini Andy Fellowships and ten \$1,000 AFGLC Fellowships.

Study Tour of Greece

A 10-day Study Tour of Greece through the rugged landscape, clear blue Aegean waters, precipitous mountains, amazing light, and the architecturally perfect Parthenon in Athens. Visit Corinth, Nauplion, Mycenae, Epidauros, Olympia, Delphi; a breathtaking pilgrimage to “where it all began.” Greece forms the perfect backdrop to discuss texts and hear talks and allow the Fellows to place their inquiries not only into their intellectual context, but also within the physical context of Greece.

Hellenic Studies in the Schools

Curricular Projects

Hellenic Study Fellows are asked to identify a curricular area of concentration to develop during the program, for instance, Greek mythology, drama, architecture, science, mathematics, history, philosophy, poetry, or sculpture. Form projects included:

- Ancient Greece and Modern Spanish
 - Student Directed Exploration of Greece: Present and Past in the Intermediate Grades
 - Greek Tragedy and Coming to Terms with Fate in World Literature
 - Ancient Greek Theater in the Modern High School
 - Visual Journal Keeping in High School
 - Threading Greek Culture Throughout the Sixth Grade Curriculum
 - Cycladic and Modern Art in High School
 - Making Ancient Greek History Live Again (7th Grade)
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Seminars meet Wednesday 6-9 PM unless otherwise noted.

- **Welcome. Origins, Beliefs and Moral Ethics of the Ancient Greeks**
Examine the moral ethics as they are presented in the *Iliad*, comparing our modern world view to that of the pagan world, and discuss cultural and religious diversity in our own society. Look at friendship and anger and how they are reflected in the lives of the children we teach.
- **Did the Greeks Invent History?**
Through selected passages of Herodotus consider what is worthy of the historical record. How can we judge historical accuracy? Who are history makers then and now?
- **Education and the Art of Teaching: Plato’s Socrates and the Moral Fables of Aesop**
See how Plato’s Socrates can turn his interlocutors into examining and examined beings. What are the apparent and at times hidden structures that allow for an understanding of Plato’s vision of the Socratic art of teaching? See how to use Aesop’s fables for class exercises.

- **Greek Art & Archeology: Schliemann at Troy & Mycenae; Evans at Knossos; Classical Tradition in Art & Architecture**
Look at the early pioneers in Greek archeology, what they found, why they found it, and what impact it had on their times and later archeologists. Also, major Greek artworks—types and uses and the influence of classical art and architecture on later centuries.
 - **Greek Art at the UPenn Museum of Art and Archaeology**
Tour the Classical collections of the University of Pennsylvania Museum of Art and Archaeology in Philadelphia. See the themes of the *Iliad* and *Odyssey* come alive in ancient art. Gather information for a potential field trip for your students.
 - **Ancient Greek Drama and Religion**
The interplay between ancient Greek drama and religion will be pursued through the three great Athenian tragedians, Aeschylus, Sophocles and Euripides. Why did the Greeks go to the theater? What do we hope to get from entertainment today?
 - **The Greeks and Democracy**
Examine the original Greek democracy by looking at the various Greek city-states and their political structure. Study the formal treatises, such as Thucydides, and an alternate perspective of the comic stage of Aristophanes.
 - **Study Tour to Greece (Thursday, April 5 – Sunday evening, April 15, 2012)**
Carefully selected ancient Greek sites, which were featured in the texts read during the year, will provide the archaeological and historical background to the texts.
 - **The Greeks and Women**
The Greeks were notoriously harsh in their treatment of women. Discuss Sappho, Antigone and Medea and the role of women. What were the contributions of women in ancient Greek society? How does that compare to today?
 - **The Journey Home**
Odysseus' fantastic journey home and the struggle he faces when he arrives raise questions about the meaning of home, growing up and leaving home, our inherent need ultimately to return home, and what life is like when one is truly homeless.
 - **Participant Reports and Modern Reworking of Classical Drama**
Explore and create ways to connect ancient Greek culture and civilization to contemporary Western culture in the curricula of schools. Discuss Eugene O'Neill's *Mourning Becomes Electra*. Participants will give short reports.
 - **Final Presentations and Reception of New Fellows**
November 28 (Wednesday) or December 1 (Saturday), 2012
Fellows will present their completed curricular projects to the other fellows and an outside evaluator for comment.
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Supporting Faculty

Stockton College:

Executive Director ICHS – Tom Papademetriou, Associate Professor of History
Associate Director ICHS – David Roessel, Associate Professor of Greek Language and Literature
Assistant to Executive Director – George Plamantouras
Demetrios Constantelos, Distinguished Professor, Emeritus
Kate Ogden, Art History
Katherine Panagakos, Classics

School Coordinators:

Misty Kammerman
Brantley Cesanek

For more information on how to apply and the costs of the program contact:

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The application can also be found online at

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