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PM

Course Syllabus  
HIST 151  
World Civilizations 1  
Fall, 2000

Course Day/Time/Place: **MWF/10.00-10:50/ Henry 221**  
Instructor: **Dr.Lilia Castle**  
Office Hours: **Monday,11:00-12:00 a.m.**  
Phone: **739-4628 off.**

**Course Description:**

This course will introduce students to history, philosophy, religion, literature, and fine arts of the greatest World Civilizations. The course is designed to give students an understanding of the meaning and mode of life of our predecessors. Their attitude toward sex, love, marriage, war, and peace will be given in comparison with contemporary views.

**Exams and Creative Project:**

1. There will be a mid-term exam, a final exam, a quiz, presentation and creative project.
2. Students will also write short tests, pop-quizzes and analytical essays in class.
3. Attendance: Students are expected to attend all classes, to be prepared, and participate if they wish to receive full credit for the course.

**Course Grading:**

All students will take mid-term and final exams on the dates scheduled. The exams will be given specific letter and number grades, and will count for a percentage of the total grade, as follows:

90-100	A	Mid-term – 15%
80-89	B	Final exam-15%
70-79	C	Quiz-10%
60-69	D	In class participation –10%
Below 60	F	Creative project- 10%
		Essays-15%
		Quizzes, tests-20%
		Student’s presentation –5%

## Course Texts:

Philip J. Adler, World Civilizations, 2000, Wadsworth  
Additional reading and handouts will be provided.

## COURSE SCHEDULE

**Aug.28** Introduction to the course.

The sources of history and historiography. Progress, chaos, cycles.  
The evolution: circle or spiral? The message of God.

**Aug.30** Cultural quiz.

**Sept.1** Noosphere, ethnic sphere; a theory of ethnogenesis.

Homework: handouts

**Sept.6** Mesopotamia. Sumerian Civilization. Cuneiform Writing.

Hammurabi's code

Homework: ch.2

**Sept. 8** Sumerian religion. Legends and stories. What is Myth? Major myths of mankind (group activity). Major myths of Mesopotamian civilization.

Symbolism. "Escape from the Flood."

Essay#1 (3%)

Homework: ch.3

**Sept. 11,13** - Egypt: Land of the Pharaohs.

Pyramids:

natural pyramids; mummies, mausoleum; sacred numbers: 3,4,5.... 3.14?

Ancient Egypt Standard; priests and Herodotus; mystery of geometry;

crystal of pharaoh; mystery of Egyptian triangle; molecule of water;

Pythagoras, Moses, "lozohodtci" ; water, tears, information; pyramids and

organic life; pyramids and North Pole; pyramids and planets; legends of

Galaxy: Sirius, Orion, "flying" pyramids; heart and skin of pyramid; singing

sands; Pythagoras and his "10 steps of creation"; Apocalypse; energy of

pyramid; pyramid and man.

Video, slides

Homework: ch.3, lectures. Prepare your presentation on Egypt!

**Sept.15** Students presentations on Egypt.  
Homework: prepare for the quiz.

**Sept.18** Quiz on Mesopotamia and Egypt. (5%)

**Sept.20, 22** Ancient India. Aryans. Spiritual tradition. Buddhism.Hinduism  
Homework: ch.5

**Sept.25** Test on India (3%)  
Homework: ch.6

**Sept.27** Ancient China to 500 BC.  
Eastern values: *Confucianism, Daoism, and Legalism.*  
Truth through reason or intuition?  
What shall we look at for guidance: nature or man's actions?  
Reading from the Confucian "Analects" and from Japanese poets. What  
is our relationship with man and nature? How do the Eastern and Western  
approaches to virtue compare?  
From the beauty of the world toward the freedom from the world...  
Homework: ch.6, prepare for the workshop on philosophy.

**Sept.29** Students' workshop on philosophy.  
Homework ch.7  
*Themes for students' presentations due*

**Oct.2** Marriage and sexual life in Ancient time. Status of Women.  
Homework: –prepare for the discussion

**Oct.4** Discussion (2%)  
Essay #2 (2%)

**Oct.6, 9** The Minoans and Mycenaeans.  
Video,slides  
Homework: ch.8, handouts.

**Oct.11** Quiz-game (3%) on Minoan and Mycenaean cultures.

**Oct.13** Periods of Greek history. Greek values. Olympic games.  
Homework: ch.8

**Oct.16** Greek mythology: Gods and Heroes.

Video, slides

Homework: ch.9,10 handouts( will be provided).

**Oct.18** Trojan War. Homer's "Iliad" and "Odyssey".

Video:"Trojan women"

Homework: to be ready for the presentation (one of the heroes of Trojan War from "Iliad")

**Oct.20** Students' presentations on Trojan War.

Quiz-game on Greek mythology and Homer.(2%)

**Oct. 23** Greek cities: Athens, Corinth, Sparta, Delphi, Thebes.

Video.

Homework: ch.8, notes.

**Oct. 25, 27** Greek art: architecture, sculpture, frescoes, pottery.

Test on Greek cities (2%).

Video "Greek temples", slides

Homework: ch.9, handouts

**Oct. 30** Quiz on Greek art (3%)

**Nov.1** Greek philosophy.

Essay #3 (5%)

Homework:ch.9, 10, handouts on philosophy.

**Nov. 3** Test on philosophy (2%).

Socrates: his life and teaching.

Video: Barefoot in Athens.

Homework : from "Euthyphro" in "The last Days of Socrates", by Plato-will be provided.

**Nov.6** Group discussion of Socrates dialogues.

Discussion of "Euthyphro".

Questions:

1.Many philosophers think, that the central problem of the Euthyphro is following: Do the Gods love justice because it is just, or is justice just because the Gods love it? How would you solve this problem?

2 Is the contrast between Socrates and Euthyphro a contrast between faith and reason?

3. What does Socrates love? What does Euthyphro love?

Homework: reading from "Apology", "Crito", "Faedo" – will be provided.

**Nov.8 Questions for the group discussion of "Apology" & "Crito":**

1. Why was Socrates condemned? Could he have avoided these condemnations? How?

2. What must be convinced of before he is willing to escape from prison? Does Crito convince him?

3. How does Apollo's statement that 'No one wiser than Socrates' cast light on the Greek Ideas of the Gods? What effect did this statement have on Socrates' life?

**Discussion of "Faedo":**

There are a number of arguments for immortality in this dialogue. 1. Which seems to you to be a bad argument? Why? Which seem to you to be good arguments? Why?

2. What do we know about life after death?

**Nov13. Midterm.**

**Nov.15, 17** Greek theater; the sense of tragedy as an expression of Dionysian ideal; Dionisus and Christianity: religion of Dionisus as a New Testament of Hellens. Orphic mysteries; Original sin in the views of Orphics; Passions of Gods and Heroes; Orgiastic sacraments; Esthetic ambivalence of tragedy: Dionisus and Apollo as two poles in art; Catharsis in the theory of Aristotle; Dionisus and Nietzsche.

Video on ancient Greek theater

Homework: from Sophocles: "The three Theban plays",

Dorothy Sayers: "Oedipus simplex" - will be provided

prepare for the group discussion on "Oedipus the King"

**Nov.20** The discussion of "*Oedipus the King*"

Video: "Oedipus the King"

Questions: 1. Oedipus is under curse; he must kill his father and marry his mother. Does this leave him no choice or does he still have choices within the framework of the prophecy?

2. Do Oedipus' pride and his anger make the situation worse for him?

3. Who is the tragic hero?
4. What idea do you have of the Gods from this play? Are they benevolent, evil or beyond good and evil?

Homework: Essay #4 (5%),  
reading from "Oedipus in Colonus" and "Antigone" (will be provided)

Nov.22, 24 Discussion of "*Oedipus at Colonus*" and "*Antigone*".

Questions:

1. In what ways does love play a part in this play? (As love of Ismene and Antigone for their father). Messenger speaks to the audience: How does Oedipus show his love for his children in this play? How do they show love for him?
2. Do events of this play cast a different light on the Gods and their purpose in cursing Oedipus? Could you argue that Oedipus learned wisdom from his experiences?
3. How do the characters of Creon and Polynicos foreshadow their roles in Antigone? How do their choices show that they have misused their freedom? How does the character of Theseus show his wisdom and compassion?

Discussion of "Antigone".

Questions:

1. Is Antigone free to stay alive or is she fated to die? Under what conditions could she live? What would she betray by staying alive?
2. Polinicos is not a very sympathetic in Oedipus at Colonus. Is it love for her brother or sense of moral obligation which makes Antigone sacrifice her life to bury her brother? What would Oedipus have said about her choice?
3. Creon shows pride that is offensive to the Gods in this play. Compare Creon's pride with Oedipus' in the first play of this cycle. How is Creon punished? Is his punishment worse than Oedipus?

Concluding lecture: ideas of *freedom, responsibility, love* and *Gods* in Greek plays; connection with mystery religion and philosophy. The district of Colonus mentioned in the two plays is very close to the site of Plato's Academy. Is this only a coincidence?

Greek music, slides, video "Antigone"

**Nov.27, 29** The Roman Republic. Roman Foundation. Conquest of Italy & East. Roman Emperors.

Homework: ch.12

**Dec. 4, 6** Roman culture.

Homework: ch.12,13.

**Dec.8.** The Byzantine Empire.

Homework: ch.14, handouts. Be ready for the test!

**Dec. 11** Quiz on Rome and Byzantine Empire (10%)

**Dec.13** Students presentations. Review for final exam.

**Dec.15.**Final exam