

Course Syllabus
World Civilizations 1
Fall, 2001

Course HIST 15102
Day/Time/Place: TTH 9.30-10.50 Henry 221
Instructor: Dr. Lilia Castle
Office Hours: M 1-3 a.m.
Phone: 739-4628 off.

Course Description:

This course will introduce students to the history, philosophy, religion, literature, and fine arts of the greatest World Civilizations. The course is designed to help students to understand the spirit of ancient cultures, 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 test, and a creative project.
2. Students will also make short presentations for extra credit, take pop-quizzes and write 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	Test-8%
60-69	D	In class participation -10%
Below 60	F	Group discussions- 12%
		Essays-12%
		Short quizzes-23%
		Creative project -5%

Course Texts:

Philip J. Adler, World Civilizations, 2nd edition
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.
"Noosphere", ethnics sphere; a theory of ethnogenesis.

Pre-test.

Homework: handouts

Aug.30 Mesopotamia. Sumerian Civilization. Cuneiform Writing. Hammurabi's code
Homework: ch.2

Sept.4 Sumerian religion. Legends and myths of Mesopotamian civilization.

What is Myth? Major myths of mankind (group activity).

Essay#1 (3%): to analyze the symbolism of "Escape from the Flood"

Homework: ch.3

Sept.6 Egypt: Land of the Pharaohs.

Pyramids of Egypt:

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 short presentation on Egypt!

Sept.11 Egyptian art. Students presentations on Egypt.

Homework: prepare for the quiz.

Sept.13 Quiz on Mesopotamia and Egypt. (5%)

Sept.18,20 Ancient India. Aryans. Spiritual tradition. Buddhism.Hinduism

Homework: ch.5

Sept.25 Quiz on India (5%)

Sept.27, Oct.2 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.

Oct.4 Students' workshop on philosophy of ancient China (3%)

Homework: ch.7; prepare for the discussion on "Women in modern and ancient

societies”

Themes for students' presentations due

Oct.9 Marriage and sexual life in Ancient time. Status of Women.

Discussion (2%)

Essay #2 (2%)

Oct.11 Periods of Greek history. Minoans.

Video, slides

Homework: ch.8, handouts.

Oct.16 Mycenaeans.

Quiz-game (3%) on Minoan and Mycenaean cultures

Midterm dialogue on Chinese philosophy due.

Oct.18 Greek mythology: Gods and Heroes. Trojan War. Homer's "Iliad" and "Odyssey".

Video, slides

Homework: ch.9, 10 handouts (will be provided); to be ready for the presentation (one of the heroes of Trojan War from "Iliad")

Oct.23 Students' presentations on Trojan War (1%)

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

Oct.25 Greek cities: Athens, Corinth, Sparta, Delphi, Olympia, and Thebes. Greek values. Olympic games.

Video.

Homework: ch.8, and notes.

Oct.30 Quiz on Greek cities (2%).

Greek art: architecture, sculpture, frescoes, pottery.

Video "Greek temples", slides

Homework: ch.9, handouts

Nov.1 Quiz on Greek art (3%)

Greek philosophy.

Homework: ch.9, 10, "7 wise men' questions"; handouts

Nov.6 Greek philosophy (cont.) Socrates: his life and teaching.

Video: "Barefoot in Athens".

Homework: prepare for the group discussion of Plato's "The last days of Socrates" (reading from "Euthyphro", "Apology", "Crito", "Phaedo" - will be provided).

To bring "7 wise answers" (1%)

Nov.8 Quiz on Greek philosophy (5%).

Group discussion of Socrates dialogues and "Barefoot in Athens"(3%)

Group 1: Questions for the discussion of "Euthyphro".

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?

Group 2: Questions for the discussion of "Apology" and "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?

Group 3: "Phaedo"

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 argument? Why?

Homework: Essay #3 (5%)

Greek philosophers on immortality. (Choose one)

Nov. 13 Greek theater; the sense of tragedy as an expression of Dionisian 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.

Homework: Prepare for the group presentations of "The three Theban plays" by Sophocles"(answer the questions- 3%, performance 3%):

Group 1: "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?

Group 2: "Oedipus at Colonus"

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?

Group 3: "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. Polynicos 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'?

Nov.15 Group presentations.

Nov.20 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?

Essay #4 (2%)

Greek music, slides

Nov.27 The Etruscans and early Rome. Roman Republic. Conquest of Italy & East. Roman Emperors. Roman culture.
Homework: ch.12

Nov.29 Byzantine Empire. The foundations of Christianity. Neoplatonism. Rivals of Christianity

Homework: ch.12, 13. Ch.14

Dec.4 Quiz on Rome and Byzantine Empire (8%)

Dec.6 Students presentations. Review for final exam.

Dec.11 Final exam (15%)