

**Humanities 124.001: The Ancient World  
Spring 2009**

Common Lecture: Mondays in Lipinsky Hall 125 from 11:25 to 12:35  
Section Meetings: Tuesday and Thursday 11:00 to 12:10 in Zagier Hall 140

**Instructor:** Paul K. Dezendorf, Ph.D.  
**Phone / Email:** 828-250-2316 / pdezendo@unca.edu  
**Office / Hours:** Karpen Hall 306 / MWF 8 am to 9 am

**Catalogue Description**

This course covers human history and cultural developments from the ancient civilizations of Africa and Asia to the disintegration of the Western Roman Empire. The course emphasizes both continuities and discontinuities across a wide range of ancient peoples, the intellectual and artistic heritage of the ancient world, and the origins of major religions including Judaism, Buddhism, and Christianity. Pre- or co-requisite LANG 120.

**Course Description**

This course examines ideas, values, and world-views of the ancient world from the beginnings of civilization until the fall of Rome by examining materials that are generally regarded as the best that has been thought, said, and done. We do so by using a "liberal education" approach. A liberal education is intended to be *intellectually liberating* rather than vocational or professional; the course is intended to have you *think about life*. The process of liberal education in HUM 124 involves critical thinking and group discussion as well as written and oral presentations about your thoughts regarding our readings. As a result, the section meetings are a forum for expression of their opinions, questioning, and exchanging ideas and experiences.

Some of the topics that you should think about for our discussions in the section meetings include:

Self/Society What is our relationship between our self and the society? How people are to be governed? How do we evaluate equality versus inequality? How does our culture compare with other cultures?

Epistemology What can we know? How do we know? What are the ways of knowing such as revelation, reason, mysticism, and science versus emotion?

Mankind Are we good or bad? Essential or existential? Malleable or fixed? Universal or contingent? Given or socially constructed?

Spirituality What is the relationship between human beings and the transcendent? What is divine? What is sacred to human beings in their spiritual journal and suffering?

Ethics How should we live our lives? How should we ground our ethical decisions? How have societies integrate ethics into public life?

Love/Family What is love? What is the nature of love of family? Why do we have love?

**Course Objectives**

In this section of HUM 124, you will:

1. Gain an appreciation of the accumulated thoughts, decisions, and productions that contributed to creation of our contemporary culture;
2. Become familiar with the major trends in the civilizations covered in the course as well as noteworthy and representative accomplishments;
3. Develop an awareness of the validity of different perspectives;
4. Understand the concept of "community" and the ways in which individuals develop and develop their communities and in doing so to question social conventions critically and responsibly and realize the effects of one's decisions on the community;
5. Realize the presence and role of power structures throughout history and understand their effects on human development;
6. Develop an awareness of the validity of different perspectives and see beyond relativism to appreciate underlying human values;

7. Gain an appreciation of the role that power structures play in civilizations and their effects on human development; and,
8. Understand the influence that urbanization and climate can play in the development of civilization.

To accomplish those objectives, HUM 124 will focus on developing your:

1. Analysis skills by interpreting the readings, the group lectures, and the class discussions;
2. Reading skills by analysis of and contextualizing of primary-source texts;
3. Critical listening skills by work in small groups as well as large lectures;
4. Contextualization skills by discussion/writing issues, ideas and practices;
5. Writing skills by completing a variety of written assignments; and,
6. Speaking skills by active participation in class discussions.

### Course Texts

Please bring your copy of the primary readings that are assigned for the week to the section meetings:

- Fiero - Fiero, ed., *The Humanistic Tradition, 5th Edition, Vols. 1 & 2*
- Hook, Moseley, & Peters, (Eds.). *The Asheville Reader, Vol. 1*
- Miller (Ed.), *The Bhagavad-Gita*
- Weller, (Ed.), *Plato: The Trial and Death of Socrates*
- Kovacs, (Ed.), *The Epic of Gilgamesh*
- Fagels, (Ed.), *The Iliad*
- Clay (Ed.), *The Trojan Women*
- Virgil, *The Aeneid*

Other readings will be assigned during the course and included on examination and quizzes. These may include current popular press articles, web sites, and other brief readings.

### Course Requirements

Participation (15%) The unifying process of this course is active participation. Participation is at the heart of liberal education. Participation in this course involves actions such as asking questions of the instructor/other students; commenting on the answers of others; asking questions about the course materials; and offering examples from your personal experience as well as completing the course work in an active and engaged manner. The participation grade is a weekly evaluation on my part of those actions; the evaluation also will include your homework and other assignments.

Quizzes (10%) The quizzes are intended to give you a means of assessing your own understanding of the material. The quizzes are to evaluate your knowledge of the reading as well as the common lecture and our discussions.

Presentation (10%) You give two presentations, usually with another student, on one of the readings or on a topic related to one of the readings. You will do research, including reviewing journal articles, and present your findings in class for at least 10 minutes using visual aids as well as handouts. To receive credit, the presentation must be completed and submitted for review by the instructor *at least one* week before your presentation. You also must send an electronic copy of your presentation materials to the other class members prior to the Common Lecture.

Lecture Reflections (10%) You will write two 500-word essays about one aspect of a Common Lecture. Each essay will come from one section of the course as shown in the calendar part of the syllabus. The essay is not a summary of the lecture. The essay should go beyond the lecture and connect the content of the lecture with contemporary society. You may use any format that you wish.

Reading Reflections (20%) You will write two 1200-word research papers in APA format. Each paper will interpret one primary source (or a portion of a primary source) in a social, philosophical, or historical context. You will share your thoughts about that sources meanings for life, culture, society, or scholarship. You may choose any of the primary sources in the syllabus or other sources up through the first century CE.

Cultural Events Essay (5%) You will attend one cultural event and write a 350-word reflection essay. Events should be public, artistic performances or educational lectures or events. Typical events will be announced at the beginning of the lectures on Monday. Do not include more than paragraph about the name of the event, where it was held, who attended, etc. The essay should focus on what you learned from observing the cultural activity. In effect, you are interpreting the event in a similar manner to which you are analyzing a primary source in your Reading Reflections.

Examinations (30%) There will be two hourly examinations and a comprehensive final examination. Both hourly examinations will call on you to integrate the course material with your own thoughts in the form of short answers and longer essays. The exams will focus on those topics described in the “Course Description” above: self and society, epistemology, mankind, spirituality, ethics, and love and family.

### **Course Policies**

Readings Your engagement with the readings is essential to your active participation. Engagement with the readings requires to read and react rather than skimming through in a passive manner. Do all the readings by the date for which they are assigned. Watch out for longer readings and do not wait until the last minute to start. Please note that while we may cover some of the materials in class and do not cover other readings, every reading is required and important to you as an individual gaining a liberal education and for examinations.

Attendance Participation is absolutely necessary for you and for a successful section; absences should not occur except in extraordinary circumstances, that is, in true emergencies. Three absences will not be penalized, but after that, the following penalties accrue: for your fourth absence, your course grade will fall by 5 points; for your fifth, another 10 points; and for your sixth, you will fail the course. The lectures are counted as any other class. Exams, quizzes, and assignments that are missed due to scheduled UNCA events may be taken at another time if requested in advance. If it snows, classes will be cancelled or operate on a delayed snow schedule. Please call the Snow Line (828) 259-3050 for information. Chronic lateness will affect your participation grade and may be counted as an absence.

Late Assignments All assignments are due at the beginning of the first class meeting for the week they are due or due at the beginning of the final exam period. Late assignments are penalized at 5 points per calendar day. Any late assignments should be slid under my door, Karpen 306.

Format and Content of Written Material All written materials should be formatted with one-inch margins, 12-point Times New Roman, and double-spaced. Papers should be stapled. Do not submit papers in folders, envelopes, or report sleeves. All work submitted should be free of spelling, grammar, punctuation, and construction errors. Compositions will be graded for clarity of argument, interest, and appropriateness of style. All word count requirements are of the text and do not include cover pages, notes, bibliography, etc. Avoid dependence on Wikipedia or unsubstantiated online sources except for background information. In general, rely on peer-reviewed material or scholarly, full-length works for your central argument.

Office Hours I'm generally around from eight in the morning until almost five in the afternoon. If you need to speak with me, stop by or send me an email to arrange a time or to ask a question. If you need an immediate response, call my cell phone.

## Calendar

### Week 1. January 15: Introduction to the Humanities

Asheville Reader: *Reading a Primary Text from Antiquity*  
Asheville Reader: *Essay on Translation* (appendix)  
Kovacs, ed., *Epic of Gilgamesh*  
Asheville Reader: 17-25 *Code of Hammurabi*  
Fiero: 1-17 Prehistory and the Birth of Civilization  
Fiero: 36-45 Mesopotamia: Gods, Rulers, and the Social Order

### Week 2. January 21, 23: Mesopotamia

Kovacs, ed., *Epic of Gilgamesh*  
Asheville Reader: 17-25 *Code of Hammurabi*  
Fiero: 1-17 Prehistory and the Birth of Civilization  
Fiero: 36-45 Mesopotamia: Gods, Rulers, and the Social Order

### Week 3. January 26, 27 and 29: Egypt

Monday, January 26: Egypt Lecture by Dr. Hopes  
Fiero: 19-35 Egypt: Gods, Rulers, and the Social Order  
Asheville Reader: 159-164 *The Hymn to Hapy*  
Asheville Reader: 148-158 *The Story of Sinuhe*  
Asheville Reader: 165-170 *Egyptian Love Poems*  
Asheville Reader: 171-188 *The Instruction of Amenemope*  
Asheville Reader: 189-198 *Aspelta*  
Asheville Reader: 294-297 *Herodotus*

### Week 4. February 2, 3, 5: China

Monday, February 2: China (Dr. Hardy)  
Fiero: 61-65 Ancient China  
Fiero: 158-170 China: The Rise to Empire  
Asheville Reader: 212-219 Selections from the *Analects* (Confucius)  
Asheville Reader: 220-225 from *Tao Te Ching* (Laozi)  
Asheville Reader: 202-211 Sections from the *Book of Songs* (Confucius)  
Asheville Reader: 231-235 from *The Five Vermin* (Han Feizi)

### Week 5. February 9, 10, 12: India

Monday, February 9: India (Dr. Ho)  
Fiero: 58-61 India and China: Gods, Rulers, and Social Order  
Miller, ed., *The Bhagavad-Gita*

### First Exam Tuesday February 17

### Week 6. February 16, 18: Buddhism

Monday February 16: Buddhism (Dr. Falls)  
Fiero: Vol. 2: 12-16 The Message of the Buddha  
Fiero: Vol. 2: 35-44 The Buddhist Identity  
Asheville Reader: 264-277 from *The Buddha-karita of Asvaghoska*  
Asheville Reader: 268 The Four Noble Truths from *The Mahavagga*  
Asheville Reader: 269-270 from *The Diamond Sutra*  
Fagels, ed., *The Iliad*  
- Translator's Preface ix-xi  
- Notes on Translation 621-623  
- Spelling and Pronunciation Guide 639-383  
- Spelling and Pronunciation 65-67.  
- The Introduction 3-64 (first section)

**Lecture Reflection I is due on February 23 at the beginning of the Common Lecture.**

**Week 7. February 23, 24, 26: The Iliad and Warfare**

Monday, February 23: The Iliad and Warfare (Dr. Hardy)

Fiero: Vol. 1: 67-73 The Classical Legacy

Fiero: Vol. 1: 76-77 The Greek Gods

Fagels, ed., *The Iliad*: Books 1-4, 6, 8, 9, 16, 22-24

**Reading Reflection I is due March 2 at the beginning of the Common Lecture**

**Week 8. March 2, 3, 5: Greek City-States and Greek Tragedy**

Monday, March 2: Greek City-States and Tragedy (Dr. Mills)

Fiero 78-93: Athens and the Greek Golden Age

Clay, *The Trojan Women* (including the introductory material)

Asheville Reader: 285-291 selections from the lyric poetry of Tyrtaeus, Solon, Sappho

Asheville Reader: 297-321 selections from Herodotus' *Histories*

Asheville Reader: 322-330 selections from Thucydides' *The History of the Peloponnesian War*

**Week 9 Week of March 9 - Spring Break**

**Week 10. March 16, 17, 19: Ancient Philosophy**

Monday, March 16: Ancient Western Philosophy (Dr. Hook)

Fiero: 94-105 Greek Philosophy - The Speculative Leap

Weller, ed., *The Trial and Death of Socrates*: Plato's *Apology*

Asheville Reader: 277-284 Pre-Socratics: Pythagoras, Xenophanes, Heraclitus, Zeno, Democritus

Asheville Reader: 366-354 selections from Aristotle's *Nicomachean Ethics*

**Cultural Events Essay due March 23 at the beginning of the Common Lecture.**

**Week 11. March 23, 24, 26: Persia, Zoroastrianism, and Alexander the Great**

Monday, March 23: Persia, Zoroastrianism & Alexander the Great (Dr. Hopes)

Fiero: 56-57 Persian Empire

Fiero: 122-128 The Diffusion of the Classical Style

Asheville Reader: 393-410 Plutarch – from *The Life of Alexander*

Asheville Reader: 26-33 Zarathustra – three hymns from the *Zend Avesta*

Asheville Reader: 355-360 Epicurus - *Letter to Menocheus, On Happiness*

Asheville Reader: 371-373 Cleanthes – *Hymn to Zeus*

**Second Exam Tuesday March 31**

**Week 12. March 30, April 2: Second Temple Judaism**

Monday, March 30: Second Temple Judaism (Dr. Hook)

Fiero: 46-57 The Hebrews

Asheville Reader: 34-40 The Hebrew Bible: *Book of Judges*

Asheville Reader: 68-81 Apocrypha: *Book 1 of Maccabees*

Asheville Reader: 126-141 Josephus from *The Jewish Wars* and *Jewish Antiquities*

**Lecture Reflection II is due on March 23 at the beginning of the Common Lecture.**

**Week 13. April 6, 7, 9: Rome - Republic to Empire by Dr. Hook**

Monday, April 6: Rome, Republic to Empire (Dr. Hook)

Virgil, *The Aeneid* (all)

Fiero: 129-143 Rome - The Rise to Empire

Asheville Reader: 447-455, 468-481 Livey from *The Foundation of the City*

Asheville Reader: 378-383 Polybius from *The Histories*

Asheville Reader: 500-509 from *Res Gestae (The Achievements of Augustus)*

Asheville Reader: 516-530 Tacitus selections from the *Annals* and from *Germania*

**Reading Reflection II is due April 13 at the beginning of the Common Lecture.**

**Week 14. April 13, 14, 17: Early Christianity**

Monday, April 13: Christianity (Dr. Mosely)

Fiero 2: 3-12 The Flowering of Faith - Christianity and Buddhism

Fiero 2: 17-25 The Language of Faith - Symbolism and the Arts

Asheville Reader: 82-87 sections from the *Dead Sea Scrolls – The War Scroll*

Asheville Reader: 92-103 from *The New Testament: The Gospel of Matthew*

Asheville Reader: 113-122 from *The New Testament: 1 Corinthians*

*Diary of Perpetua* at [www.fordham.edu/halsall/source/perpetua-excerpt.html](http://www.fordham.edu/halsall/source/perpetua-excerpt.html)

**Week 15. April 20, 21, 23: Gender and Sexuality in Antiquity**

Monday, April 20: Gender and Sexuality in Antiquity (Prof. Driggers)

Fiero: 106-122 The Classical Style

Fiero: 143-147 The Arts of the Roman Empire

Asheville Reader: 331-335 Gorgias from the *Encomium of Helen*

Asheville Reader: 510-515 Musonius Rufus from the *Discourses*

Asheville Reader: Sappho, poems 1, 4, and 8

Sappho sections at <http://www.stoa.org/diotima/anthology/rayor.shtml>

**Week 16. April 27, 28, 30: Art of the Classical World**

Monday, April 27: The Art of the Classical World (Dr. McClain)

**Week 17. May 4 No Common Lecture.**

Reflection on the course through:

Kovacs, ed., *Epic of Gilgamesh*

Asheville Reader: 17-25 *Code of Hammurabi*

**Final Exam Thursday, May 7 11:30-2:00**