

# Humanities

## Greek Unit - an approach

### I. Introduction

A. Compare the humanistic values of Greek Civilization with the spiritual values of the civilizations that preceded the Greeks.

#### 1. Egyptian Civilization

- a. The "death cult"
- b. inconsequence of the individual ("faceless masses")

#### 2. Indian Civilization

- a. inconsequence of the material world (veil of Maya)
- b. domination of religion (caste system, etc.)

#### 3. the Humanism of Greek civilization-"Man is the Measure of all Things"

- a. the Greek gods - their fallibility
- b. Greek statues - common people at play (discus thrower)
- c. Olympic Games
- d. Inscription on Greek temple (Delphi) "Know thyself"

B. Greek Civilization-the birthplace of Western Civilization

### II. Greek Mythology

A. "In the beginning there was chaos" (Hesiod's THEOGONY)

#### B. First Generation Gods

1. Uranus and Gaia- brought together by Eros. (Eros represents a rational principle capable of bringing order out of chaos.
2. The product of this union:the Titans
3. Kronos(Saturn) versus Uranus reflects a common theme father vs. son
4. Story! Kronos (time) surprises his father and emasculates him with a scythe (Father Time symbol;New Year etc.) The blood from the genitals drips on the earth and forms the Furies. The flying "you-know-whats" land in the sea near the island of Cyprus and from the froth emerges Venus.
5. Implication of the myth of Chronos and Uranus. Chronos brings the idea of time to the world as opposed to infinity.

C. Second Generation Gods- (the Chthonian gods, the crude earth gods.

1. Kronos, new king of the gods. (Time becomes important to man.)
2. He devours his own children etc.
3. Story! Zeus and Rhea vs. Kronos



**D. The War between Kronos and the Titans vs. Zeus and his siblings**

1. Zeus(thunderbolt), Hades(helmet of invisibility), and Poseidon (trident) defeat the Titans
2. Prometheus, the most intellectual of the Titans, sides with Zeus.
3. Titans are banished to the center of the earth.
4. Atlas, second in command of the Titans, is forced to hold up the sky.

**E. The Third Generation Gods- the Olympian gods.**

1. description of the gods and their responsibilities
2. the Greeks made the Olympian gods in their own image.
3. the Egyptian and Mesopotamian gods were part beast; they were essentially a mystery!

**D. Discussion Questions:**

1. By examining the way Chronus and later Zeus took power, what conclusions can be drawn about life in the ruling classes at the time?
2. What kind of evolution do the gods undergo as the Titans are replaced by the Olympians?

E. With the coming of the Olympian gods, the universe became rational! **Humanism!**

**A Chart of Greek and Roman Gods**

Greek Name	Roman Name	Other Name	Symbol	Dist. Feature	Animal	Sphere of Influence	Place
Aphrodite	Venus	Cypria	Cupids	Naked	-----	Love, Sex	Cyprus
Apollo	-----	Phoebus	Bow, Laurel, Wreath, Lyre	Long Hair, No Beard	-----	Music, Archery, Prophecy, Sun	Delos, Delphi
Ares	Mars	-----	Armor	-----	-----	War in Bad Sense	Thrace
Artemis	Diana	Phoebe	Crescent, Bow	Short hunting dress	Deer	Hunting, Young girls, wilderness	Arcadia, Brauron
Athena	Minerva	Pallas	Helmet, Spear, Armor, Olive Tree	Severe Beauty	Owl	Wisdom, Ordered Battle, Cities, Weaving, Carpentry	Athens

Demeter	Ceres	-----	Wheat, Torch	-----	-----	Grain, Fertility, Agriculture	Eleusis
Hades	Pluto	-----	Crown	-----	-----	Underworld	-----
Hephaestus	Vulcan	-----	Axe, Limp	Beard	-----	Forge, Fire, Industrial crafts	Lemnos, Mt. Etna
Hera	Juno	-----	-----	-----	Cow	Marriage	Argos
Hermes	Mercury	-----	Winged Helmet, Wand	Young Boy	-----	Thieves, Messengers	-----
Pan	-----	-----	-----	Half goat	-----	-----	-----
Poseidon	Neptune	-----	Trident	Beard	Horse, Sea Creatures	Sea, Earthquakes	Corinth
Zeus	Jupiter	Jove	Thunderbolt	Beard	Eagle, Bull	Sky, Weather, Kings, Justice	Olympia

### Places not Associated with Gods

- **Bosporus:** Where Io, as a cow, crossed from Europe to Asia
- **Mount Parnassus:** Where Delphi is located; Where Deucalion and Pyrrha's boat came ashore
  - **Peloponnese:** Hand-like part of southern Greece
  - **Lesbos:** Island to where Orpheus' head floated

### Underworld Places

- Tartarus, River Styx, River Lethe, Elysian Fields

### Not People, Not Places

- Omphalos, Pythia, Ursa Major (Big Dipper), Parthenon

## II. Mythological Events Leading to the Trojan War

### A. Prometheus, the savior of mankind.

1. The gift of Prometheus and Zeus' anger.
2. The implications of the gift of fire.
3. Story: Epimetheus(afterthought) and the Creation of Man. Zeus entrusts Epimetheus with a limited amount of energy to create all the creatures of the earth. Epimetheus, acting hastily, created creatures out of clay and breathed life into them, and gave them

whatever powers they needed to survive. When he created man in the image of the gods, however, he had run out of energy and had no power to give to his creation. Epimetheus' creation was doomed. Enter Prometheus!! Man is saved through intervention! Zeus is angered because he had forbidden Prometheus to give man power, and chains him to his rock. Zeus punishes man by creating woman. Pandora!

## B. The Judgment of Paris

1. Zeus, a great philanderer, planned to seduce Thetis, a sea nymph.
2. Prometheus makes a "deal" with Zeus. For his freedom, he will tell Zeus a vital secret. The secret is that if Zeus has a child with Thetis, that child will become more powerful than Zeus. In gratitude, Zeus frees Prometheus from the rock.
3. Zeus plans to marry Thetis to a mortal, Peleus.
4. A great wedding festival is planned. Everyone invited except Eris, the goddess of discord and a sister of Ares.
5. Story! Judgment of Paris (the original beauty contest.)

### Judgement of Paris

The **Judgement of Paris** is a story from [Greek mythology](#), in which the legendary roots of the [Trojan War](#) can be found. As with many mythological tales, details vary depending on the source, but one compendium of details is: (For a more complete treatment, see [Paris](#))

[Zeus](#) (Jupiter) held a banquet in celebration of the marriage of [Peleus](#) and [Thetis](#). Left off the guest list was Eris (goddess of strife), and upon turning up uninvited she threw an apple on to the table and invited the most beautiful to pick it up. [Hera](#) (Juno), [Athena](#) (Minerva) and [Aphrodite](#) (Venus) contended for the apple, and eventually Zeus declared that [Paris](#), a Phrygian mortal, would judge their cases.

All three of the candidates attempted to bribe Paris; Hera offered to make him a king, Athena offered great knowledge, and Aphrodite offered the love of the world's most beautiful woman. This was [Helen](#) of Troy, wife of the Greek king [Menelaus](#). Paris accepted Aphrodite's gift, receiving Helen and the enmity of the Greeks. The Greek King Agamemnon's expedition to rescue his vassal's wife is the borderline mythological basis of the war with Troy

The Judgement of Paris and its fallout figures in any number of artistic endeavors, including the [Portland Vase](#), the Pyxis Pot, [Lucian's](#) "The Judgement of the Goddesses", and [Peter Paul Rubens'](#) "The Judgement of Paris". Interestingly, the most important artistic work on the Trojan War, [Homer's Iliad](#) references Paris' stealing of Helen in a rather oblique way involving only Aphrodite; some commentators have suggested that it is playing off a different legend of Paris, now lost.

6. Story! The Greeks (Mycenean Greeks) realized that an unmarried woman with the beauty of Helen meant trouble. It was decided that she was to pick one of them (King Menelaus) and the others agreed that they would uphold that marriage. When Helen runs off with Paris, the Greek kings were committed to the Trojan War.
7. Story! The Greek kings are then obligated to sail to Troy to bring back Helen. Two famous draft dodgers. Odysseus and his section 8; Achilles and his AC/DC routine. They do not all go willingly. Odysseus is newly married and newly a father. When the delegation comes to pick him up, he pretends to be insane. While he is out plowing his field, however, one of the Greek kings places his baby son, Telemachus in the path of the plow. As he approaches, Odysseus carefully changes direction and plows around his son. The delegates pounce and tell Odysseus to come along.

Achilles also does not want to go. His mother has told him he can either become the greatest of Greek heroes and die, or stay at home anonymously and live out his life. He chooses the latter, so when the Greek delegates come looking for him, he disguises himself as one of his maidservants and is nowhere to be found. Clever Odysseus, however, lays out some pretty baubles on a table and invites the maidservants to help themselves. In the middle of the pretty things, however, he places a magnificent sword. The maids begin to pick up the pretty baubles and try them on when an arm reaches out and picks up the sword. Odysseus identifies Achilles, and tells him that he has just joined the expedition bound for Troy,.

### **III. The Birth of Epic Poetry-The *Iliad* and the *Odyssey***

#### **A. The Trojan War**

1. The historical basis
  - a.the importance of the Hellespont (Dardanelles).
  - b.Schliemann and his discovery of Troy.
2. Homer's *Iliad*
  - a.Background: Agamemnon and Ephygia
  - b.Agamemnon and Achilles fight over Briseias, daughter of a priest of Apollo
  - c.Agamemnon pulls rank on Achilles.
  - d.Achilles refuses to fight.
  - e.Greeks begin to lose the war
  - f.Agamemnon offers to return Briseias untouched and a great treasure.
  - g.Achilles refuses the offer. A matter of honor!
  - h.Death of Patroclus
  - i.Achilles returns and kills Hector.
  - j.Achilles' wrath
  - k.Priam begs for proper burial for his son, Hector
  - l.Epic ends with burial of Hector (not with the fall of Troy!).

#### **3. Homer's *Odyssey***

- a.Background: the return of the Greek heroes of the Trojan War to world that has fallen into disorder.
  - b.the adventures of Odysseus
  - c.the Telemakhon, Odysseus' son becomes a man.
  - d.Odysseus and his son restore order in Ithaka.
- Here are two web sites with a summary of the story.  
<http://www.sparknotes.com/lit/odyssey/summary.html>  
<http://www.mythweb.com/odyssey/>

#### **4. The Epic Form**

- a.the oral tradition
- b.epos means word, saying, speech
- c.Homer, father of the epic

#### **5. Two kinds of epic**

- a.popular or folk epic
- b.Examples:Beowulf, El cid, Song of Roland, Nibelungenlied
- c.art epic
- d.Examples: Dante's *Divine Comedy*, Vergil's *Aeneid*, Milton's *Paradise Lost*

#### **6. Epic Conventions**

- a. invocation of the Muse-"Sing in me, Muse,..."
- b. in medias res

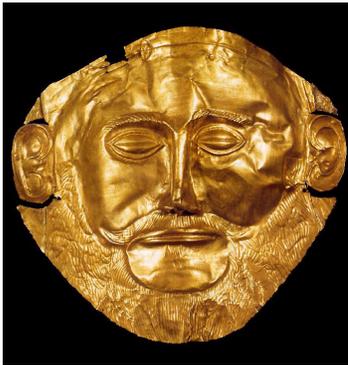
## IV. Greek Drama

### 1. Origins of Drama

- a. a religious rite in honor of Dionysus
- b. Thespis, father of drama
- c. the chorus, Satyr plays, the Komos, tragos etc.

### 2. Aeschylus and the Oresteia- the central lesson: "Man must suffer to be wise" The three plays describe the evolution of a system of justice based on tradition and personal revenge into a new justice administered by the law courts of a free society.

- a. What is justice? Why is it necessary? (No justice, no social stability!)
- 1. Mores: a way of acting, thinking, feeling etc. common to a social group.
  - ex. burping at the dinner table is not acceptable in our society; among Arabian nomads it is a compliment to the host.
- 2. Folkways: conventional morality. ex. stealing, lying, etc.
- 3. Taboos: behavior absolutely forbidden by tradition or convention. ex. matricide, burning the flag, incest.



### 3. The Agamemnon-Chthonian Justice

- a. Background: the curse on the House of Atreus (Hubris)
- b. Concern of this play: Chthonian justice, a primitive Pre-Olympian form of justice. Justice is vengeance! The blood feud!

Agamemnon was the son of Atreus and the brother of Menelaus. He was the king of either Mycenae (in Homer) or of Argos (in some later accounts), and was the leader of the Greek forces during the Trojan War. He married Clytemnestra and had several children by her, including Orestes, Electra, and Iphigenia.

When the Greeks sailed for Troy, their fleet was trapped by unfavorable winds at Aulis. The seer Calchas revealed that their misfortune was due to Agamemnon, who had boasted that he equalled Artemis in hunting; the winds would only change if Agamemnon's daughter Iphigenia was sacrificed. Agamemnon reluctantly agreed to the sacrifice, but Artemis herself whisked Iphigenia away from the altar and substituted a deer in her place.

During the siege of Troy, Agamemnon offended the greatest of the Greek warriors, Achilles, when he took the girl Briseis from him. Achilles' anger with Agamemnon furnished the mainspring of the plot in the Iliad. After the sack of Troy, Agamemnon acquired Cassandra, the daughter of King Priam, as his concubine, and took her home with him to Greece.

Agamemnon had an unhappy homecoming. He was either blown off course and landed in the country of Aegisthos, or he came home to his own land to find Aegisthus waiting for him. In either case, Aegisthus had become the lover of Clytemnestra, and the two together murdered Agamemnon and Cassandra shortly after their arrival. Aegisthus and Clytemnestra then ruled Agamemnon's kingdom, but were eventually killed by Agamemnon's son, Orestes (or by Orestes and Electra in some accounts). The homecoming of Agamemnon and its aftermath were favorite subjects

### 4. The Choeporei (Libation Bearers)-Apollonian Justice,

- a. The story. Orestes' tragic dilemma

- b. The Delphic Code-approved of the taking of life for a life, but offered to remove guilt through **ritual cleansing**.
- c. By absolving Orestes of guilt, Apollo attempts to bring an end to the cycle of justice which was the shortcoming of primitive systems of justice.
- d. The Delphic Code, however, is also barbaric. Orestes must kill his mother against his own will. No solution found here. Justice is still vengeance.

#### 5. **The Eumenides-Athenian Justice**

- a. The Furies (Chthonian Justice\_ vs. Athena(a new system of justice!)
- b. Non-involved parties make the decisions (Trial by one's peers)
- c. Two sides to every question
- d. In the choice between a harsher justice (Chthonian), or a more humane justice, Aeschylus opts for the latter.

#### 6. **Sophocles' Oedipus Rex. "The most popular of the Greek tragedians"**

- a. Background to Oedipus
  - 1. In Athens at this time, a great debate rages between those who believe in the old gods, and the new "scientists" who question the existence or power of the gods. ex. Protagoras:"Whether or not the gods exist, I cannot say."
- b. Sophocles' answer to this question is presented in *Oedipus*.
- c. Tell the story. Demonstrate that Oedipus' downfall is brought about by a lack of knowledge. Oedipus was responsible for his own downfall because (1) he lacked knowledge and (2) he had free will to make his own choices.
- d. Sophocles' position to the debate between those who believe in the total power of the gods and those who question their power or existence is that we can never answer such questions because the essential difference between man and the gods is that man is doomed to remain ignorant. Remember! Oedipus could solve the riddle of the Sphinx but did not even know who he was. Dramatic irony!
- e. Modern day example of Sophocles' position! A guidance counselor, like the Delphic Oracle can give advice, but the student, who has free will, bears the ultimate responsibility for his fate. If a student is told that his math scores are weak, but he insists on becoming an engineer, the counselor (oracle) has knowledge that allows him to predict the failure of the student, but the student is free to ignore this advice and thus must accept responsibility for his inability to master an engineering curriculum. Thus the student's fate (and Oedipus') is the result of ignorance.

#### 7. **Aristophanes, the father of comedy**

- a. Background: contrast tragedy (probes beneath the surface) and comedy(concerned with the surface of life).
- b. Describe and discuss *Lysistrata*.
- c. Most of Aristophanes' critical comedies were written during wartime, which says something about the degree of freedom enjoyed by Athenians.

### IV. **Greek History**

#### a. **Aegean Civilization - beginning of Aegean Civilization 2600-1800 B.C.**

- 1. Compare B.C. and A.D. with the more modern B.C.E.(before the Common Era) and C.E. (Common Era).
- 2. Cretan-Minoan supremacy 1800 to 1400 BCE
  - a. King Minos and Knossos
  - b. Sir Arthur Evans, discoverer of Knossos
  - c. Decline of Crete and the rise of the Mycenaean Civilization is told in the story of Theseus, Ariadne, the Minotaur, and King Ageas (Aegean Sea)

#### **B. Mycenaean Civilization the heroic age of Achilles, Odysseus, Agamemnon, etc.**

1. the Myceneans, a loose confederacy in the Peloponnesus sheds the yoke of Cretan domination.
2. the Myceneans established colonies as far as the Black Sea (Jason and the Golden Fleece), and were the people who destroyed Troy (1184 BCE, traditional date). This confederation of Mycenaean rulers form the basis for the legendary Memelaus, Paris, Helen triangle which led to the Trojan War.
3. Dorian Invasions bring an end to Mycenaean Civilization.
  - a. The Dorians were Greek-speaking invaders from the north who had learned to make iron weapons.
  - b. This culturally inferior people destroy Mycenaean civ. and usher in the Dark Ages (1000-750 BCE).

### **C. The Beginnings of Hellenic Civilization**

1. the "Dark Ages" were a period of cultural decline, depopulation, and unstable social conditions. The light of civilization goes out!
2. Homer was born (900-800BCE?) during the Dark Ages. Amazing!
3. Gradually a new civilization begins to emerge. The Dorians and Myceneans assimilate, and produce a civilization that will culminate in the the "Golden Age of Greece."

### **D. Hellenic Civilization, the Mycenaean confederacy has been replaced by the Greek Polis (city states).**

- a. all city states shared a common religion and language.
- b. they competed against each other in the Olympic Games.
- c. They shared the common belief that there were two kinds of people, Greeks and the others (barbarians).
- d. Sparta-a military state and rival of Athens
- e. Athens-the birthplace of Western Civilization

### **2. The expansion of the Persian Empire**

- a. The greatest empire to date.
- b. The Ionian city states are conquered but revolt.
- c. the Athenians come to the aid of the Ionian Greeks and burn the Persian power center of Sardis.

### **3. First Persian War 490 BCE**

- a. The Persian ruler, Darius, wants revenge.
- b. The Battle of Marathon-a Persian expeditionary force of 100,000? Persians is defeated by 20,000 Athenians.
- c. A Greek courier, Pheidippides, is sent to run from Marathon to Athens to bring the news of victory. (The slogan of the U.S. postal services is based on a description of these Greek couriers: "Neither rain, nor sleet, nor dark of night...")

### **4. Second Persian War 480 BCE**

- a. Xerxes prepares to invade Greece with an enormous army.
- b. The great army crosses the Hellespont and moves towards Athens.
- c. Battle of Thermopylae, a brilliant last stand by King Leonidas and the Spartans win time for the Athenians.
- d. Story! A handful of Greeks hold off the greatest army known to that time. They are betrayed by a Greek who leads the Persians through trails known only to Greeks so that they can surround the Spartans. Instead of retreating, the Leonidas dismisses his Greek allies and he and his 300 Spartans, adhering to their code fight to the last man. ("Come back carrying your shield, or upon your shield." a Greek mother advising her son.) See Golding's essay on Thermopylae. You might want to read parts to the class.
- e. "Go, stranger, and tell the Spartans that here we lie faithful to our law" Tombstone of the Spartans at Thermopylae.

- e. The Persian juggernaut rolls on and captures and burns Athens, but the Athenians have decided to fight on the sea instead of the land.
- f. Battle of Salamis-one of the key battles of history.
  - 1. 1200 Persian war ships are defeated by 300 Greek triremes.
  - 2. The turning point of the war. The Persians gradually withdraw never to threaten the Greeks again.
  - 3. This battle made the Golden Age of Greece and Western Civilization possible.
- 5. Herodotus-the Father of History 485-425 BCE**
  - a. the "Marco Polo" of antiquity, traveled over much of the known world.
  - b. a great story teller rather than objective historian.
  - c. his *History of the Persian Wars* is the primary source on the Persian Wars.

**D. Aftermath of the Persian Wars - a new spirit is born!**

- 1. A period of hope and optimism. This "high" is responsible for the Golden Age.
- 2. A new spirit begins to make itself felt (especially in Athens)
- 3. Belief in the essential worth of man. "Man is the measure of all things." The importance of the individual.
- 4. A Greek ideal! The balance of mind and body: For we are lovers of the beautiful, yet simple in our tastes, and we cultivate the mind without loss of manliness." Good mind in a good body! Compare with today's values!
- 5. The fifth century BCE is known as the Golden Age or the Age of Pericles after the Athenian politician under whose governance the great building projects commenced.



**E. The Peloponnesian War or the Suicide of Greece.**

- 1. Only once in their history (The Persian Wars) had all Greeks been united.
- 2. Athens had become an empire (like Persia!) and began to disrespect the rights of others (a natural outcome of imperialism!)
- 3. Athens and its allies fight a long war (431-404 BCE) with Sparta and its allies.
- 4. Athens, the dominant seapower of the time is eventually defeated by Sparta, the dominant forces of the time.
- 5. At the end of the war, the Greeks are too weak to resist conquest by King Philip II of Macedonia.

**F. The History of the Peloponnesian War by Thucydides**

- 1. Thucydides, an admiral in the Athenian Navy asks himself why the Athenians, once the champions of the rights of man have changed, and no longer respect the rights of their peers. Athens has become another Persia!
- 2. In the *Suppliants* of Euripides, the poet expresses the spirit that characterized Athens at the time it fought the Persians:

"Know you are bound to help all who are wronged.  
Bound to constrain all who destroy the law.  
What else holds state to state save this alone.  
That each one honors the great law of right."

- 3. During the height of the Peloponnesian War, Pericles expresses an entirely different set of values:

Pericles speaking to the Athenians (according to Thucydides): "Do not think you are fighting for the simple issue of letting this or that state become free or remain subject to you. You have an empire to lose. You must realize that Athens has a mighty name in the world because she has never yielded to misfortune and has today the greatest power that exists. To be hated has always been the lot of those who aspired to rule over others. In face of that hatred you cannot give up your power, even if some sluggards and cowards are all for being noble at this crisis. Your empire is a tyranny by now, perhaps, as many think wrongfully acquired, but certainly dangerous to let go.

**4. The difference between the spirit of the two quotations expresses the thesis of Thucydides' great book. Athen's before and after!**

a. Athens, which had once defied the mighty Persian Empire in order to help its fellow Greeks in Ionia, massacres and enslaves the population of a Greek island because they refuse to join the Delian League led by the Athenian empire. (See Edith Hamilton)

**5. The universal truth discovered by Thucydides, the first modern historian.**

a. History repeats itself. (That which hath been will be again.)  
b. Human nature never changes; it is a constant. Human behavior can be predicted!  
c. The real cause of war (and change in history!) lies deep down in human nature. Power corrupts! Once Athens became a powerful empire it began to ignore the rights of others and behave in the same manner as the Persians (and other empires had once behaved).

Thucydides suggested that nation/states go through a series of cycles going from a state in which power is vested in a dominant class or clique, and oligarchy, to one in which power is vested directly in the people, a democracy, to one in which power is vested in a single individual, a monarchy, which is overthrown and there exists a state or society in which there is no source of power, a state of anarchy. Then the cycle begins again.

**6. Later, Lord Acton, the British statesman adds: "Power corrupts, and absolute corrupts absolutely."**

**7. Discussion! Think of examples in history where people or nations have changed as they became more powerful. Roman Empire! Richard Nixon! Mi Lai Massacre etc.**

**G. Alexander the Great and Hellenistic Civilization**

**1. Rise of Macedonia: a powerful state develops under the leadership of Philip of Macedon, and establishes hegemony over the Greek city states.**

a. Athens and Sparta are exhausted by the Peloponnesian War ("Suicide of Greece").  
b. Demosthenes, the father of oratory, warns the Athenians that they are in danger of being overwhelmed by the Macedonians.  
c. Demosthenes delivers a series of bitter verbal attacks against Philip of Macedon (whose tomb was "recently" discovered in the former Yugoslavia), the Philippic. A new work added to our vocabulary!

d. Excerpt from the *First Philippic* of Demosthenes:

Observe, Athenians, the height to which the fellow's insolence has soared; he leaves you no choice of action or inaction; he blusters and talks big...he cannot rest content with what he has conquered; he is always taking in more, everywhere casting his net round us while we sit idle and do nothing. When, Athenians, will you take the necessary action? What are you waiting for? Until you are compelled, I presume. But what are we to think of what is happening now? For my own part, I think that for a free people there can be no greater compulsion than shame for their position.



## 2. Alexander succeeds his father, Philip of Macedon

- a. Alexander fascinated with Greek culture (Aristotle)
- b. A hero and an intellectual!
- c. Tell some stories of Alexander's youth.

## 3. Alexander's dream of "One World"

- a. To end the struggle of East and West
- b. To bring about a European and Asian synthesis
- c. Aristotle argues for a city-state system
- d. Alexander, however, conceives a political system that embraced the entire world.

- e. To revenge the burning of Athens(480 BCE), Alex. plans to burn Persepolis.

## 4. The Great Adventure!,

- a. In 334 BCE, Alexander crosses the Hellespont with 35000 and his copy of his favorite book, the Iliad.
- b. Alex. brings with him not only soldiers but Greek philosophers and scientists.
- c. Alexander defeats Darius III decisively at the Battle of Issus (333). Darius escapes with his life, but Alexander then pursues Darius until his own generals murder him. Alexander then conquers Egypt and the Near East, enters Babylon, burns Persepolis, and invades India.
- d. Throughout the conquered territory, Alex. establishes enclaves of Greek civilization. The most famous of these is Alexandria. (There were 13? other Alexandrias. All were centers of Greek learning.
- e. Marriage of East and West. Alex. marries two Asian princesses and arranges for 80 of his top Greek officers to do the same. A symbolic act!
- f. Alexander dies in Babylon in 323 BCE. In the eleven years since he left Greece, he had conquered the known world and created a new civilization, the Hellenistic Civilization.
- g. Tell some Alexander anecdotes. Ex. the cutting of the Gordian knot.

## 5. Hellenistic Civilization-Alexander's legacy

- a. The 150 years after Alexander's death is known as the Hellenistic Age,
- b. Classic Hellenism (Hellenic) is modified by Asian influences and becomes Hellenistic.
- c. Greek city states in Asia become culture and trade centers
- d. Greek becomes the common language of the civilized world. (a lingua Franca). Example: the Bible is translated into Greek!
- e. Soon after Alexander's death, the empire begins to fall apart, and is divided among Alexander's generals.
- d. Egypt is taken over by the Greek general, Ptolemy, who establishes the Ptolemaic dynasty of which Cleopatra is the most famous descendant.
- e. Stress the fact that Alexander's most important achievement was to take Hellenic Civilization and bring it to the rest of the world (Hellenistic Civilization).

## V. Greek Philosophy(CE)

### A. The Pre-Socratic Philosophers

1. The Ionians, the first pure thinkers, the first philosophers.
2. Greek freedom was not only a political concept (democracy). There was also freedom of the mind. Abstract speculation about the universe was a Greek phenomenon.
3. Comparison! Egyptians made use of geometry for practical reasons. Ex. the building of the pyramids. The Greeks, however, developed Euclidean geometry which concerns itself with

abstractions. Ex. parallel lines. In nature, there is no such thing as true parallelism. Such a state can exist only as a concept of the mind.

**B. The Problem of change**

1. The Greeks were fascinated with the fact that everything about them seemed to change constantly.
2. Discussion! Choose students and ask them what makes them what they are?. Their name remains the same, but are they the same person that they were when they were eight years old? ...twelve years old? ...eighteen years old, etc? Ask them, if there is anything that has not changed about them. Is a name the only thing about them that does not change? Something that makes a particular person unique? What makes you what you are????
3. A question that fascinated the Pre-Socratics: What is it that makes a thing what it is? What is the single element, the basic substance or Ur-Stoff of which everything, the whole universe, is composed? (The sine qua non?)

**C. Thales, the father of philosophy (636-546 BCE)**

1. He believed that water was the Ur-Stoff.
2. Water is constantly changing (gas, steam, solid state, etc.) but it remains water.

**D. Other Ionian philosophers argued that Ur-Stoff was earth, fire, or air.**

**E. Heraclitus (537-475 BCE)**

1. Heraclitus believed that fire was the true Ur-Stoff. The flame (burning gas-electrons) is constantly changing. Not for an instant does it remain the same even when it looks the same
2. Heraclitus' conviction: Nothing is; everything is becoming! Everything is in a state of change!
3. Heraclitus' famous statement: "One cannot step into the same river twice." The universe is like the river! The Heraclitan flux!
4. Another important question. What guides the process of change?
  - a. H.'s answer! A guiding force, a logos or intelligence, guides all change.
  - b. What makes an elm tree always produce elm trees instead of a Hippopotomus?

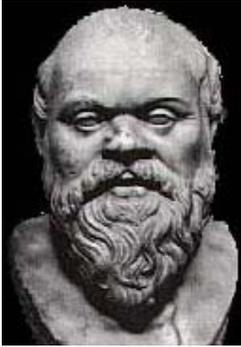
**F. Discussion topic! The questions that the Greek philosophers asked were always change constantly. As we learn more (technology), our answers change, but the questions remain essentially the same.**

**G. Pythagoras, the real father of philosophy.(582-507 BCE)**

1. Question: How do we know the world changes?
2. Until Pythagoras, all of his predecessors had used their senses to search for Ur-Stoff. In essence, all of them were looking for something physical "that which is real."
3. **Pythagoras, however, believed that the essence of all things was to be found in mathematical relationship, in numbers. In other words, Pythagoras was concerned with abstract ideas and not the physical. In this sense, Pythagoras should be seen as the real father of philosophy and not Thales.** Thales is more accurately the father of science. Scientists tend to be people who trust their senses; philosophers trust their minds alone to lead them to the truth.
4. **Discussion: review Pythagorean theorem. (In a right triangle, the square of the hypotenuse is equal to the sum of the squares of the other two sides.**
  - a. This is true of **all right triangles** regardless of their shape.
  - b. This theorem was true **before** it was discovered! It will always be true.
  - c. This theorem is an **idea**. It has no substance (not physical!). It is an idea!
  - d. As pure thought, it does not rely on the senses but on pure thought.
5. **Summary!**
  - a. The Pre-Socratic philosophers of Ionia were the first to concern themselves with metaphysics. The branch of philosophy that deals with first principles and seeks to explain the nature of being or reality and of the origin and structure of the world.

- b. Pythagoras, rather than Thales, should be called the father of philosophy.

## VI. Philosophy:Part two



### 1. Socrates: 470-399 BCE "The unexamined life is not worth living."

- a. The Pre-Socratic Ionian metaphysicians were not concerned with the importance of moral ideas and religious notions.
- b The Sophists, (Socrates was originally a Sophist!), were concerned with rhetoric and relativism.
  1. For the Sophists, morality was not an absolute; it was relative. "When in Rome do as the Romans do."
  2. The Sophists ("wise men") were the professional teachers of the day, who were willing to teach anyone anything for a fee.
- c. Socrates has been called the father of ethics because he denied the relativity of truth and sought absolute truth.
  1. Socratic concerns: What is the meaning of "good" and "evil"? What is the meaning of "beauty" and "justice"?
  2. Socrates wanted to know if answers to the above questions can be arrived at through the discovery of a **natural ethic**, as opposed to a religious ethic based on faith!
- d. The foundation of Socratic thought is knowledge.
  1. Socrates' knowledge was gained from the examination of the concepts governing our practical life.
  2. Socratic Method
    - a. step one-to profess ignorance (Socratic irony)
    - b. step two-to ask questions until an admission of ignorance or a working definition is obtained.
  3. Since forcing people to admit their own ignorance, is not a recommended way of making friends, Socrates became known as the "gadfly of Athens."
  4. Anecdote! Socrates was once asked by one of his students why the Delphic Oracle insisted that Socrates was the wisest man. Socrates reacted to this question by stating: "If it is true, it is because I know how little I know." Good intro. for a philosophical discussion!
- e. The basic premise of Socrates' philosophy - Knowledge is Virtue
  1. "without proper knowledge right action is impossible"
  2. "with it (proper knowledge) right action is inevitable."
  3. Proper knowledge, which allows one to make the right choices, is **virtue**. Lack of proper knowledge is **vice**.
- f. The Socratic fallacy
  1. Men never do what they know to be wrong according to Socrates.
  2. Question? Why do smokers and drug users continue their vices if they know that it is destructive to their health.
  3. Most anti-drug and anti-smoking programs are based on the Socratic premise that "to know the good is to do the good." Nevertheless, students that have attended such programs ("know the good") continue to pursue paths of self-destruction. Why do they ignore the statistics? Does this mean that Socrates was wrong (his fallacy)?
  4. Perhaps Socrates' belief that "knowledge is virtue" applies only to a completely rational being, a Dr. Spock! Remember, Dr. Spock (or Data!) can only do what is logical. Discussion!
- g. The Life of Socrates
  1. early life as a sculptor;

2. Earned his name as "gadfly of Athens" by questioning (and embarrassing!) his fellow citizens in the Agora.
3. Left no written work behind. What we know of him comes primarily from Plato, a student of Socrates'.
4. Famed for his physical endurance. His ability to drink everyone under the table is described in Plato's *Symposium*. Compare the original symposium (a drinking party!) with the modern meaning of symposium.
5. Anecdote! The story of Socrates' death (*The Apology*).

## 2. Plato (427-348)

- a. an aristocrat. Critical of democracy, which he blamed for the death of his teacher, Socrates.
- b. Wrote dialogues which usually featured Socrates asking questions (Socratic Method).
- c. Established the first university at the Groves of Academe, a school that lasted for 900 years.

## 3. Platonic Dualism

- a. the ideal world of Plato ("the really real")
- b. the material world ("a shadow of the real world")
- c. *The Parable of the Cave* - Plato's way of explaining the difference between the apparently real and the really real. Like the prisoners of the cave, Plato wants his readers to "see the light."
- d. The supreme idea in Plato's ideal world is the idea of the good (the good, the true, and the beautiful.)

## 4. Plato's Republic, the first Utopia

- a. The cycle of history
  1. from one man rule (chief, strong man, etc.) to oligarchy, to democracy, to abuse of freedom, back to one-man rule (king, dictator, etc.)
  2. These states are all imperfect because of human greed!
- b. The problems caused by a cycle of history can only be overcome by a perfect state. (A good man cannot really be good without a good state!)
- c. The Creation of an ideal state.
  1. a good ruler must be found who is willing to allow his people to be experimented with.
  2. All elders (except those absolutely necessary) are to be sent away. (They are too set in their ways.)
  3. twenty years of education for men **and** women.
  4. After 20 years of schooling, everyone is tested (physical, moral and mental tests.)
  5. **Farmer-Craftsman Class(iron):** If the tests determine that an individual has the specific virtues (self-control, consent to be governed by an upper class, he becomes a member of the **Farmer-Craftsman class**.
  6. The survivors of the tests return for ten years of further schooling.
  7. **Guardian or Soldier Class (silver):** Tests will determine which of the survivors have the virtues called for by this class (courage! Sense of honor!)
  8. The survivors of this test go on to study "Divine Philosophy" (mathematics, logic, law, and politics) for five more years.
  9. After 35 years of study, these "eggheads" are sent out into the practical world to earn a living.
  10. **Philosopher-Kings:** After 15 years, the survivors become members of the ruling class, **without election**.

### d. Plato's Parable of the Metals (three kinds of people)

1. Those people who have a need for material possessions are equated with the metal iron. This group, the farmer-craftsmen class, includes all those primarily interested in material

\*acquisitions, profits, etc. This class represents the lower class in Plato's hierarchy, and is ruled by its passions and not its mind.

2. Those people who have shown themselves to be "fierce and gentle" as well as possessing wisdom make up the Guardian class. They are equated with the silver.
  - a. This class will have no possessions ( No private property!)
  - b. They will have neither families or children. There will be common women and children. A communist system!
3. The ruling class, the philosopher-kings, will also have no private possessions. Their rule will be absolute. (No democracy!) For them, reason should always be in command. They are associated with gold!
4. The supreme virtue of the Philosopher-King is his knowledge of what is good (the idea of the good!) This concept again expresses Plato's antipathy for democratic rule.
5. The rationale behind Plato's perfect society is to put superior men in positions of command. A meritocracy!

**e. Ideas that emerged from Plato's *Republic***

1. The purpose of the state is not the happiness of one class but of the entire community. Personal happiness gained through power and wealth is destructive of community welfare.
2. Abolition of private property; communal living (applied only to the two upper classes)>
3. Equality of women (the original women libber!)
4. Eugenics - mating is to be controlled to breed the best types.
5. State nurseries for children. (This practice was followed in the early days of Mao Tse-tung's revolution.)
6. Infanticide (not a new idea. It was practiced by the Spartans).
7. No art for art's sake! Strict censorship of art. Art should serve the state.
8. Plato is the first to propose an elaborate system of adult education.
9. First example of a planned state (a utopia!).

**5. Plato's Doctrine of Recollection (theory of education)**

1. According to Plato, **true** knowledge cannot be acquired through the senses. All learning and knowledge is recollection by the divine, immortal soul of knowledge which it possessed before it entered the body.
2. Thus the method of teaching that Plato learned from his mentor (Socratic method!) relies on skillful questioning to allow the student to recall what he once knew before birth. Theoretically a teacher does not give his student new information, but helps him to recall what he already knew.

**6. Aristotle of Stagira 384-322 BCE**

1. background
  - a. Student at Plato's Academy for 20 years.
  - b. Tutor of Alexander for three years.
  - c. Established the Lyceum, 2nd. University of the world.
  - d. The Lyceum is often called the **Peripatetic School** because of Aristotle's habit of walking as he taught. As he walked and talked along the Peripatos, a path in Athens, he was followed to and fro by his students.
  - e. Father of Biology, psychology, logic, and naturalism.
2. **Aristotle, like Plato, searched for a natural ethic.**
  - a. Plato found truth in a world of pure forms or universals (concepts)! Ex. He believed that even if there were not a single chair on this earth, the concept of a chair (chairness) would continue to exist outside the human mind in the world of eternal forms.
  - b. Plato's awareness of the world of pure forms is **a priori**. His method is **deductive**. He begins with the universal (chairness) and works down to particular chairs.

c. Aristotle rejects Plato's world of pure forms. He cannot accept the independent existence of universals outside of the physical world. Thus, according to Aristotle, there can be no chairness without the physical existence of chairs.

**3. Aristotle's Basic Premise: Universals exist only in the particular, not apart from it.**

a. Ideas cannot exist without matter, nor matter without ideas.

b. There is no supreme **idea of the good** to which all else is subordinated. There are only a great variety of ideas independent of one another.

**Aristotle's Method: the inductive method.**

a. Aristotle proceeds to reason from the particular to the universal.

b. After studying enough particulars, a point arrives where one must make an **inductive leap**, which leads one to a universal truth.

c. Thus, before Aristotle could discover a universal such as chairness (that which makes chairs what they are!), he must first study many particular chairs. Eventually, he would be prepared to make the inductive leap to the universal, to chairness.

d. Aristotle believed that a natural ethic can be arrived at by this method. By studying individual acts of goodness, one might eventually discover what the essence (the universal) of goodness is.