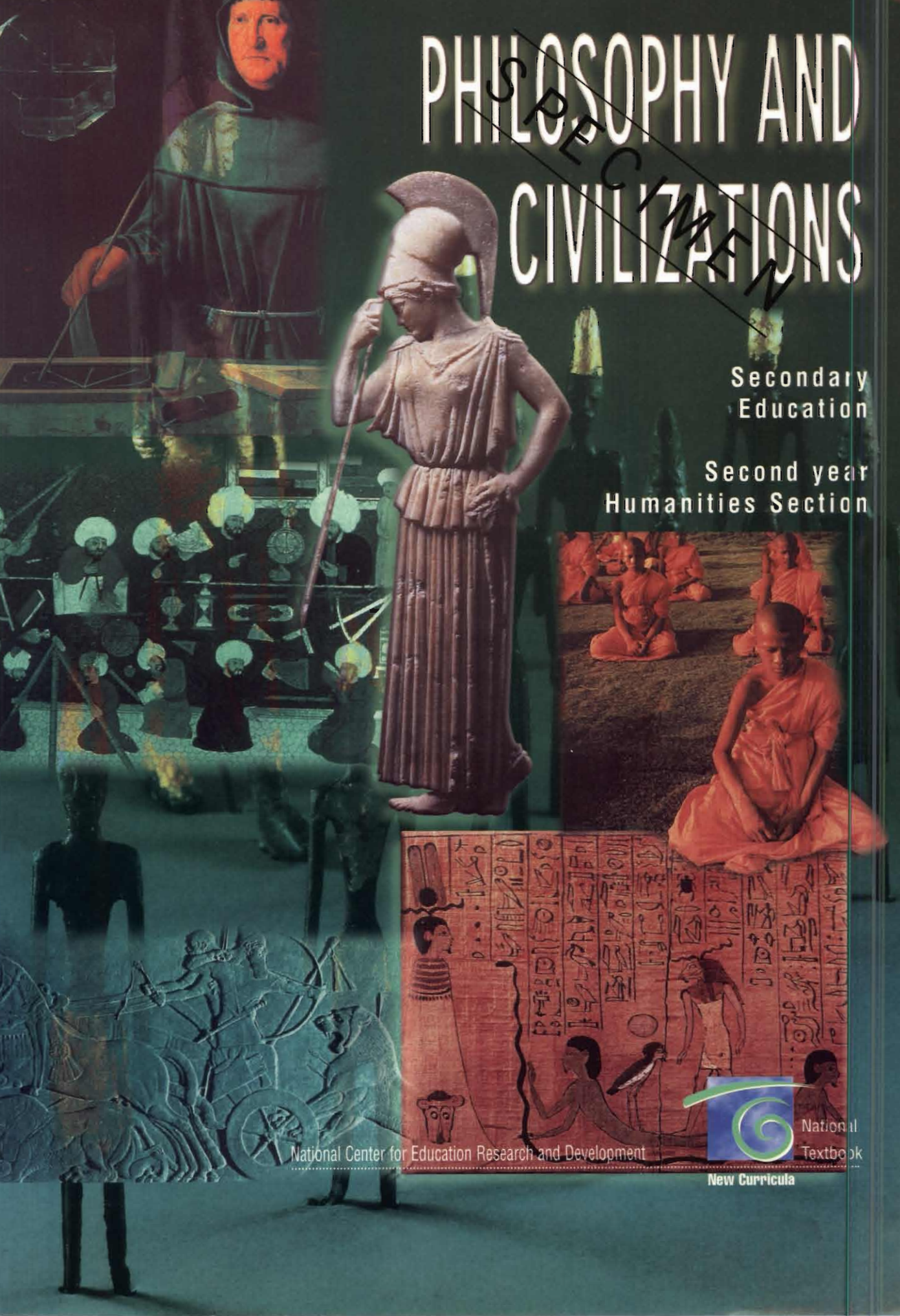


PHILOSOPHY AND CIVILIZATIONS

SPECIMEN

Secondary Education

Second year Humanities Section



National Center for Education Research and Development



National Textbook

New Curricula

Republic of Lebanon

Ministry of National Education, Youth and Sports

PHILOSOPHY AND CIVILIZATIONS

Secondary Education

Second Year

Humanities Section

National Center for Educational Research and Development



National

Textbook

New Curricula

General Executive
Hala Berjawi

Translators
Roula Yazgi Nasr
Doumit Salameh

PHILOSOPHY AND CIVILIZATIONS

Secondary Education

Second Year

Humanities Section

Mohammad Chaya (Coordinator)

Souad Al Hakim

Ali Al Chami

Kozhaya Khoury

Tanios Njaim

Bechara Sarji

Antoine Seif

National Center for Educational Research and Development

Secondary Publishing Company s.a.r.l.

Acknowledgments

The National Center for Educational Research and Development expresses its thanks and appreciation to Ministry of Tourism for its cooperation in contributing the required pictures, illustrations and documents.

Illustrations: Graphic Team ■ CNRDP
Artistic and Technical Preparation: Technical Team ■ S.P.C
Edition and Distribution: Secondary Publications Co. s.a.r.l.

Tel : 01 - 488775

Printing: ZAIDAN

© NCERD 1999, Sin-EI-Fil, Lebanon, P.O.Box: 55264

All Rights Reserved for NCERD

First Published 1999

The National Textbook Project

This is the second installment of textbooks completed by the Center as part of a three-stage effort to produce the books called for by the New Curricula. We are placing these books in the hands of students with the great hope that we are moving, step by step, toward the goal of acquiring sound and modern learning, using sophisticated educational means and up-to-date methodology that encourage and reinforce individual thinking and research, the acquisition of skills, the development of ethical and national attitudes, the feeling of national belonging as well as the feeling of belonging to humanity at large.

The on-going revolution in information, communication and educational technology has undoubtedly limited the role of the textbook and lowered the rank it used so recently to occupy. However, in our society and in many other societies, the textbook remains the basic means of education, and it is our duty to exert our utmost effort and care to come up with the best product as to form and content. Yet we should not lose sight of the fact that the textbook is not sufficient by itself but should rather be used as a stepping stone to access other sources of information. What is important is to keep a clear vision and maintain the right course toward our objective. The means should not turn into the end and the student should always remain the focus of the learning/teaching process.

No one ignores or denies the fact that textbook writing requires very high academic and educational qualifications and very wide field experience. The authors committees undeniably possess such qualifications and qualities, yet last year's textbooks did contain some faults and gaps which were duly pointed out by researchers in many articles, and, indeed, we have benefited from some of them. Such is the nature of human work, no matter how good the intentions or how great the effort exerted.

Constructive criticism is a real contribution to raising the standard of authorship, minimizing errors and filling gaps. We only hope that criticism will always be objective and motivated by a desire to enhance educational reform in order to achieve better products.

A favorite adage handed down from our old scholars: "He who criticizes you is as helpful as a co-author". Let all criticism directed at the Center be of this caliber.

In closing, we hope that we all will have benefited from our experience and that the textbooks of the third and final stage be closer to realizing our hopes and more beneficial to our students. We are now preparing ourselves to assess the parts so far achieved of the new curricula and to assure that our educational movement is proceeding on the right track for achieving the best results.

June 2, 1999

**President, National Center for Educational
Research and Development**

Nemer FRAYHA



Foreward

It is known that many aspects and contents of the planned Lebanese Baccalaureate curriculum have changed in more than one subject or in total, during 50 or 30 years, except the subject of philosophy. It is true that attempts to improve or change have been made since a while (30 years ago) all these were just partial procedures limited to the cancellation of one philosopher or the addition of another; and “absenting” one of his or “presenting” others.

In the final analysis however, the curriculum remained as it was; it is not the history of philosophy, but the history of figures and names in particular.

In this book, and according to the objectives and contents of the new curriculum, we, the authors, provide a new distinctive product, not only in its titles and content, but its philosophy in particular: that is in its meaning, spirit, direction and objectives.

The subject of “philosophy” is now no more restricted to figures and names; it has become without absenting the biography of the figures- a restoration and study of issues, problems and questions of philosophy.

Now that the subject of “civilization” has been added to the subject of “philosophy” in the second secondary year, thus becoming “philosophy and civilization”, has no doubt enriched the subject and spared the student abstraction and submersion in contemplation and theory.

Research in civilizations grants the student a chance to learn about the cycles of the human and social formation, their development, connection of the cycles, their interaction and succession in a great varied manner for one humanity: in anxiety and aims since prehistoric “civilizations” to our contemporary one.

However, a student of philosophy does not research for this event or that in civilizations. This done in the study of history. The student looks for the principles of its formation, images and meanings; for the humane, intellectual and scientific achievements, creativity, value, and cultural symmetries that it includes.

That is why the student’s work in this book progresses from manifestations of man’s early civilization features to end in “philosophizing” these civilizations, or in some of its ideas and examples, in particular. Indeed, it is a natural and logical progress that has to be preserved for the achievement of the expected educational goals in the best way possible.

However, the achievement of educational and instructional aims and objectives in the subject of “philosophy and civilization”- like in any other- is conditional, first and foremost, on the goodness of the teacher’s management of this instructional and educational task and his/her own effort on one side, and the extent to which the learner is involved in the activities of this task as well as the efficiency and development of this involvement, on the other.

But if the “philosophy and civilization” periods could not contain in the second secondary year what they do, the curriculum for the third year will, where the content of the subject philosophy will be complete in its content and distributed in the second and third secondary years.



Table of contents

UNIT I:	GENERAL INTRODUCTION (6 sessions)	11
CHAPTER 1:	Definition of civilization and its main structures	12
CHAPTER 2:	The main properties of prehistoric civilizations	18

UNIT II:	CIVILIZATIONS (21 sessions)	31
CHAPTER 1:	Mesopotamian civilization	32
CHAPTER 2:	Ancient Egyptian civilization	43
CHAPTER 3:	The Canaan-Phoenician civilization	61
CHAPTER 4:	The Hindu-Buddhist civilization	71
CHAPTER 5:	The Iranian civilization	80
CHAPTER 6:	The Greek civilization	91
CHAPTER 7:	The Roman civilization	104

UNIT III :	CHRISTIANITY	117
	SOME OF ITS CULTURAL CONTRIBUTORS (12 sessions)	
CHAPTER 1:	The historical and cultural environment	118
CHAPTER 2:	The spiritual and cultural framework	126
CHAPTER 3:	The Christian asceticism	142
CHAPTER 4:	Christian thinkers	148

UNIT IV:	ARAB CIVILIZATION (39 sessions)	159
CHAPTER 1:	<i>The historical and cultural framework</i>	160
CHAPTER 2:	<i>Islamic sciences</i>	167
CHAPTER 3:	<i>Scientific achievements</i>	213
CHAPTER 4:	<i>Sociology of civilization: "Al Umran": from the Preface of Ibn Khaldoun</i>	228
CHAPTER 5:	<i>The transmission of Arab philosophy and sciences on medieval Europe</i>	254

UNIT V	THE PHILOSOPHY OF CIVILIZATION (12 sessions).	271
CHAPTER 1:	<i>Definition of the philosophy of civilization</i>	272
CHAPTER 2:	<i>Modes and texts</i>	276

