

SYLLABUS
ANCIENT CULTURE AND THE EVOLUTION OF EUROPEAN CIVILIZATION
2024 – 2025 academic year

1. Description of the academic discipline

Field of Study: 03 Humanities

Programme Subject Area: 032 History and Archaeology

Educational Programme: History and Archaeology

Discipline Status: optional

Faculty of History, Pedagogy and Psychology

Department of World History and Special Historical Disciplines

Language of Instruction: English

Classes: lectures, seminars.

Teaching methods: lecture, conversation, educational discussion, presentations at seminars, individual assignments, writing a test.

Form of study: full-time.

Link to the discipline:

Information on the Study of the Discipline:

Mode of study	Year of study	Semester	Total scope of the discipline: hours / ECTS credits	Number of hours						Term paper	Type of semester control	
				Auditory classes					Individual work		Credit	Exam
				Total	Lectures	Laboratory work	Practical classes	Seminars				
Full-time	I	2	120/4	50	30	–	–	20	70	–	+	–

2. Professor

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3. Purpose and objectives of the educational discipline

- The purpose of the discipline:

Educational: To familiarize doctoral students with the influence of ancient culture on the formation of European civilization.

Developmental: To help doctoral students master the main stages, forms, and types of the reception of ancient culture.

Pedagogic: To contribute to the formation of a scientific worldview among doctoral students.

To develop such doctoral students' competencies as:
General competencies:

- The ability to solve complex problems in historical research and analyze them within specific subject contexts as well as broader scientific frameworks.
- The ability to address complex challenges in professional activities, conduct original scientific research, and engage in innovative research and development by rethinking existing knowledge and creating new, integrated theoretical or practical frameworks.
- The ability to apply the conceptual and categorical framework of historical science, analyzing the interplay between historical theory and higher education practices at a methodological level.
- The ability to generate original ideas and apply them to solve theoretical and practical scientific problems while adhering to the principle of objectivity.

Professional competencies:

- The ability to comprehend the systematic nature, dynamism, interconnections, determinism, and integrity of historical phenomena, and to perform various types of historical and research analyses (e.g., historical-logical, comparative, retrospective).
- The ability to define research goals, objectives, and strategies; to formulate hypotheses; to analyze and synthesize experimental data from scientific research; and to present findings through reports, theses, scientific articles, and other formats.
- The ability to process research sources, locate, select, contextualize, and interpret extensive archival and documentary material, and to conduct research informed by modern historiographical achievements and intellectual discourses in the field.
- The ability to identify patterns and cause-and-effect relationships in historical phenomena and events, as well as the prerequisites for the development of specific historical processes.

Programme learning outcomes:

- to know and understand the philosophical and methodological foundations of scientific knowledge, the characteristics of scientific creativity, and the methodologies and methods for organizing and conducting scientific research.
- to know and understand sources from intellectual history as repositories of information about creativity, the production of ideas, theories, concepts, and the

creation of scientific works, as well as socio-political and religious thought, including their classification and research methodologies.

- to be able to plan and conduct independent scientific research characterized by scientific novelty, theoretical value, and practical significance, based on critical analysis of sources and historiography.
- to be able to apply external and internal criticism of sources and utilize knowledge of ancient heritage to study key issues in the history of subsequent eras.
- to be able to formulate judgments regarding the application of scientific criticism in analyzing the perspectives of modern researchers on the historical past.

Prerequisites for studying the educational discipline

The discipline “Ancient Culture and the Evolution of European Civilization” addresses issues related to the reception of ancient heritage in the context of European civilization’s evolution. It is taught in connection with materials from other courses at the bachelor’s and master’s levels, including “History of Ancient Greece and Rome,” “History of the Middle Ages,” “Modern History of Europe and America,” “Reception of Roman Law in the Civilizational Space of Medieval Europe,” and “Methodology of Working with Latin-Language Historical Sources.”

4. Content of the educational discipline

Course subject. Features of the formation of ancient culture. Forms of reception of ancient culture: direct, derivative, and latent types.

Calendar. Religion in Ancient Greece and Ancient Rome

Ancient mythology. Ancient Greek and Roman religions. The Julian calendar and the religious calendars of Ancient Greece and Rome. Rituals: *Ritus Graecus* and *Ritus Romanus*. Sacrifice and auspices. Greek and Roman gods. Religion and public holidays in Ancient Greece and Rome. Religion and ancient sports. The revival of the Olympic movement in the late 19th century.

Early Christianity as a component of ancient culture.

Urban Planning and Ancient Science and Technology

Urban planning in Ancient Greece and Rome. Antiquity and the medieval city. The modern city and its connection to ancient traditions. Development and achievements of ancient science and technology. Their impact on the evolution of European civilization. The greatest discoveries of the ancient era and their significance for the development of European civilization.

Ancient Heritage in the Middle Ages, Renaissance, and Modern Age

Literature, architecture, and art. The influence of ancient traditions on modern architecture, sculpture, and painting. Ancient literature as the foundation for the development of European literatures, including epic, lyric poetry, and oratory. Ancient heritage in the literature, architecture, and art of the Renaissance. Classicism and the evolution of ancient architectural traditions in the 17th to early 19th centuries. Classicism in literature and art.

5. Place of classes (location), technical and software (equipment)

Classes are held online, on Zoom.
Meeting identifier: 886 411 8404
Access code: 922212

6. Criteria for the assessment of learning outcomes

The assessment is carried out according to the scales: 100-point, national and ECTS.

A (90 – 100) – “credited” (*excellent performance with minor mistakes*): is awarded for successfully completing the full course program and individual assignments. The doctoral student: demonstrates mastery of the terminological apparatus by understanding and applying key concepts and categories; effectively characterizes historical phenomena and processes; exhibits a comprehensive understanding of the history of European civilization; clearly identifies the stages of European civilization’s development and understands the general principles of historical methodology; skillfully works with source materials and analyzes the works of researchers from any historical period; constructs a logical structure for scientific research, applies appropriate methodologies, and performs both quantitative and qualitative interpretations of research results, utilizes analytical operations such as analysis, synthesis, and comparison to evaluate historical facts and phenomena, effectively addressing various scientific and research tasks.

B (82 – 89) – “credited” (*very good performance with a few mistakes*): is awarded for completing the full course program and individual assignments; however, the doctoral student critically analyzed only specific aspects of the problem. The doctoral student: characterizes historical phenomena and processes; demonstrates a holistic understanding of the history of European civilization; identifies the stages of European civilization’s development and understands the general principles of historical methodology; works effectively with source materials, analyzes the works of researchers from any historical period; constructs a logical structure for scientific research, applies appropriate methodologies, and performs quantitative and qualitative interpretations of research results; utilizes analytical skills such as analysis, synthesis, and comparison to evaluate historical facts and phenomena, addressing various scientific and research tasks.

C (75 – 81) — “credited” (*generally correct performance with a certain number of significant mistakes*): is awarded to a doctoral student who demonstrates sufficient knowledge of the material, but analyzes only specific aspects of the evolution of European civilization. The doctoral student understands the definitions of most concepts and is able to formulate general conclusions based on theoretical knowledge with reasonable justification; provides a general characterization of the stages of European civilization’s development, though the presentation of the material lacks sufficient systematization; analyzes the features of sources from the ancient era and understands the general principles of historical methodology; works effectively with source materials but demonstrates occasional inaccuracies in analysis, which are corrected independently; can logically structure a scientific study, though minor shortcomings in its design occasionally appear.

D (67 – 74) – “credited” (*quite good performance, but with a considerable number of mistakes*): is awarded to a doctoral student who generally characterizes the stages of European civilization’s evolution but reproduces and analyzes only specific aspects of its development. The doctoral student: understands the definitions of some concepts but demonstrates significant gaps in knowledge of the general foundations of historical methodology; formulates simple, general conclusions based on theoretical knowledge with sufficient justification; lacks proficiency in

working with the source database; makes errors in structuring scientific research and in applying appropriate methods for its implementation.

60-66 (E) – “credited” (*performance meets the minimum acceptable criteria*) the doctoral student receives for vague, inaccurate definitions of concepts and categories, insufficiently substantiated characteristics of the stages of development of European civilization; knowledge is fragmentary and does not fully correspond to the competence of the subject; does not know how to work with the source database and analyze the historiography of the problem;

35-59 (FX) – “not credited” – the doctoral student receives when he has not demonstrated a sufficient level of knowledge about the development of European civilization; most theoretical issues are not disclosed, does not understand the definition of the necessary concepts; does not possess the operations of analysis, synthesis, comparison, comparison of historical facts and phenomena to solve various scientific and research tasks; gross errors are made in the answers; there is no orientation in the subject of the studied discipline.

0-34 (F) – “not credited” – the doctoral student receives when he has not demonstrated a sufficient level of knowledge about the development of European civilization; theoretical issues are not disclosed, does not understand the definition of necessary concepts; does not possess the operations of analysis, synthesis, comparison, comparison of historical facts and phenomena to solve various scientific and research tasks; gross errors are made in the answers; there is no orientation in the subject of the studied discipline.

7. Means of diagnosis of learning outcomes

The credit system is designed to evaluate student learning. This system incorporates the following assessment methods: evaluation of student presentations during seminars, assessment of individual assignments, and a final test paper.

Topics of seminars:

- The Reception of Roman Law and Major Codifications of Roman Civil Law in the Modern Era
- Chronology in Antiquity and the Development of the Modern Calendar
- Ancient Beliefs and Their Influence on Modern World Religions
- The Pedagogical Heritage of Antiquity
- The Influence of Ancient Heritage on Literature, Architecture, and Art
- Ancient Traditions and Their Role in Shaping the Modern City
- Spectacles of the Ancient Era and Their Connection to Modern Mass Culture
- Ancient Science and Technology: Their Influence on the Evolution of European Civilization
- The Legacy of Antiquity in Ukrainian Philosophy and Literature

8. Individual work

Topics of individual assignments:

1. The Ancient Epic and Its Influence on the Development of European Literature

1. Ancient Religion and Mythology
2. Early Christianity as a Component of Ancient Culture
3. Spectacles in Ancient Greece
4. Spectacles in Ancient Rome
5. The Olympic Games in Antiquity and Their Revival in the Modern Olympic Movement
6. Ancient Traditions in the Modern City
7. The Greatest Scientific Discoveries of Antiquity
8. The Evolution of the Calendar: From Antiquity to the Present Day
9. The Pedagogical Heritage of Antiquity and Its Influence on Modern Education
10. The Influence of Ancient Heritage on Renaissance Literature
11. The Influence of Ancient Heritage on Renaissance Architecture
12. The Influence of Ancient Heritage on Renaissance Art
13. Philosophical Schools of Ancient Greece
14. The Features of Ancient Democracy
15. Oratory in Ancient Greece and Rome
16. Classicism in Literature and Art
17. The Revival of the Olympic Movement in the Late 19th Century

Requirements for individual assignments:

The individual task requires students to prepare an abstract and a computer presentation for the course “Ancient Culture and the Evolution of European Civilization.” The following criteria will be used to evaluate the individual task: degree of topic coverage, use of sufficient sources and relevant literature, proper citation of sources using [Specify referencing style, e.g., APA format], adherence to design requirements. The structure of the individual task must include: Introduction: clearly articulate the significance and relevance of the chosen topic within the broader context of ancient culture and the evolution of European civilization. Main Sections: support arguments with evidence from cited sources. Conclusions: Summarize key findings and insights. List of Sources and Literature: include a comprehensive list of all sources used. The paper should be 10-15 printed pages in length. Formatting Requirements: A4 format in Word text editor. Margins: top/bottom: 2.0 cm, left: 2.5 cm, right: 1.5 cm. Font: Times New Roman, size: 14, spacing: 1.5

Criteria for individual assignments assessment:

Characteristics and type of work	Maximum possible number of points
Independent execution; logic and sequence of material presentation; full disclosure of the topic.	10 points
Validity of conclusions; availability of a list of references.	6 points
Design quality; availability of references.	4 points
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9. Forms of current and final control

Current control involves the assessment of a student's work during seminars (presentations, provision of additional information, clarification, reviews of other students' answers, generalization, and participation in discussions), a test paper, and the execution of an individual assignment.

The test paper is carried out in written form at the end of the semester after processing the lecture and seminar material.

The final semester grade is defined as the sum of points from all types of academic work.

Students' answers in seminar classes are evaluated in points (from 0 to 5). Each student is to make at least two answers during the term. If the student made only one answer during the term, he/she is given 0 points, which is taken into account by the lecturer when determining the average grade for the term. The average grade for the work at seminars during the term is

determined by the following formula: $\frac{A}{n} \cdot \frac{K}{5}$, where A is the sum of all points scored during seminars, n – is the number of answers, and K is the maximum number of points assigned to this type of work.

A student who missed one or more seminars or the test paper for a good reason has the right to take the missed type of certification at another time during the term.

Students studying according to an individual plan are required to complete all assessable assignments provided for by their individual plan.

The test paper involves completing descriptive and test tasks in the academic discipline.

The final grade for the term is determined as the sum of points earned for all types of academic work.

Distribution of 100 Points among the Types of Work (Credit)

Seminars	Test paper	Individual assignment	Total
40	40	20	100

The total grade is calculated according to the 100-point, national and ECTS assessment scales. Re-examinations are conducted in an oral form with assessment on a 100-point scale.

10. Recommended sources of information

a) main:

1. A companion to the Classical tradition / edited by Craig W. Kallendorf ; advisory editors, Ward Briggs, Julia Gaisser, Charles Martindale. – Malden ; Oxford : Blackwell, 2007. – 491 p.
2. Bronowski J., Mazlish B. The Western intellectual tradition, from Leonardo to Hegel. New York: Harper, 1960. – 522 p.
3. Bolgar R.R. The classical heritage and its beneficiaries. Cambridge : Cambridge University Press, 1973. – 591 p.
4. Bonnefoy Y. Roman and European Mythologies / Yves Bonnefoy ; [transl. from French]. – Chicago ; London : The University of Chicago Press, 1992. – XXI, 319 p.

5. Carcopino J. Daily life in Ancient Rome / Jerome Carcopino. – New York : Penguin books, 1978. – 365 p.
6. Hadas M. Humanism : the Greek ideal and its survival. London : Routledge, 2022. – 148 p.
7. Hingley R. Globalizing Roman culture : unity, diversity and empire – London : Routledge, 2005. – 208 p.
8. Бродель Фернан. Матеріальна цивілізація, економіка і капіталізм, XV – XVIII ст. Том 1. Структура повсякденності: можливе і неможливе (Переклав з французької Г. Філіпчук). – К.: Основи, 1995. – 543 с.
9. Петrenchко О. Суспільно-політичний розвиток Римської імперії в I – на поч. III ст. н.е.: від «відновленої» Республіки до сенатської монархії / О. Петrenchко. – Львів: видавничий центр ЛНУ імені Івана Франка, 2009. – 396 с.

b) additional:

1. Adams J. N. The regional diversification of Latin, 200 BC-AD 600. – Cambridge ; New York : Cambridge University Press, 2007. – XIX, 828 p.
2. Nelson J., Drummond S.K. Roman Imperial Frontier in the West. – London ; New York : Routledge, 2015. – 320 p.
3. The epic film in world culture / edited by Robert Burgoyne. – London : Routledge, 2010. – 391 p.
4. Борецький М. Іван Франко і античність // Дрогобицький краєзнавчий збірник. – Дрогобич, 1997. – Вип. II. – С. 107–112.
5. Петrenchко О. М. Антична культура // Велика українська енциклопедія. URL: https://vue.gov.ua/Антична_культура
6. Петrenchко О. М. Античне мистецтво // Велика українська енциклопедія. URL: https://vue.gov.ua/Античне_мистецтво
7. Ручинська О.А. Антична культура: Комплекс навчально-методичних матеріалів зі спецкурсу. – Харків : ХНУ ім. В. Н. Каразіна, 2004. – 60 с.
8. Харитонов Є. Рецепція римського права як підґрунтя сучасної цивілістики // Вісник академії правових наук України. – 1998. - № 2. – С. 104-111.
9. Харитонов Є. О. Питання рецепції римського права у працях романістів Новоросійського університету // Збірник наукових праць: Юридична освіта і правова держава. – Одеса, 1977. – С. 18-23.
10. Харитонов Є. О. Концепція циклічного розвитку цивілізацій як методологічна основа рецепції римського приватного права // Актуальні проблеми держави і права. – 1998. – С. 48-54.

c) Internet resources:

<http://vue.gov.ua> – Велика Українська Енциклопедія
<http://www.linguaeterna.com> – Lingua Latina Aeterna
<http://www.aeria.phil.uni-erlangen.de/index.html> – AERIA (Antikensammlung Erlangen Internet Archive)
<http://www.limcnet.org/Home/tabid/77/Default.aspx> – Foundation for the Lexicon Iconographicum Mythologiae Classicae (LIMC)
<https://www.britishmuseum.org> – The British Museum: Ancient Civilizations
<https://www.khanacademy.org/humanities/world-history/ancient-mediterranean> – Khan Academy: Ancient Mediterranean
<https://www.europeana.eu> – Europeana Collections