

iTRAVELERS

Cleveland Middle School Library Media Center

STUDY OF CIVILIZATIONS

CREATING A NEW WORLD - The Phoenix Project

PREDICAMENT:

Alas, prophecy has come true. Our world is at the edge of total annihilation and as only a handful of survivors, you, along with your fellow “iTravelers”, have been given the monumental task of rebuilding society. You’ve now been sworn to secrecy as a member of The Phoenix Project. Conscious of the rise and fall of past civilizations, you all must converse with one another and choose a comparison approach by researching past societies, their strengths and their weaknesses to come up with a plan to shape the future of humanity. May the force be with you!



Turning your marvelous ideas into a schematic for a society, takes time and plenty of hard work. Let's begin the journey together...



Writing or creating a blueprint for the completion of The Phoenix Project, is essentially an adventure in world building. You are creating an entirely new civilization within the confines of your imaginations. Of course, there are many ways to do this. Some futurists start by creating a physical setting for their ideas to flourish. Consider the ten major elements needed to become a thriving civilization, these ten aspects will all need to be assessed and determined. People, though, perhaps even more than ideas, turn the pages in the chapters of a civilization; so, who your leaders will be and how they are selected, the criteria used, will play a decidedly large role in the development of your new civilization. There are many models of government to choose from which will affect the progress of your world's economics, and other institutions. As you begin this process, you will incorporate a little of this and a little of that of past civilizations you will be researching — and gradually as the whole picture emerges, a brand-new society will grow from the ashes of our failed world order.

Do not forget to consider technology and how it will shape your new society. Imagined or lifted directly from the world as we know it today, this will become the backbone of your society. You will need to answer such questions as: What would the parents be teaching their children? What are the roles of men and women in your society? What would be the stories told and retold for the moral standards of your new society? Will there be schools, hospitals, and how about the entertainment of the citizens? How will you establish national pride and incentives to do what is necessary to thrive? Will there be an exchange of goods or money? Are there social classes that distinguish the people and how is order from chaos maintained? Will there be a punitive system of control?

There are many interconnected outcomes of these decisions. Draw inspiration from the past and note as a word of caution, what you create must be believable or explained in such detail from your descriptive passages, that it could be understood by anyone reading your proposal to fulfill the edict required from the secretive Phoenix Project.



PART 1. UNDERSTANDING WHAT IS A CIVILIZATION



FIRST MEETING AGENDA:

1. Discuss your mission and come up with a philosophy of your society...what will be its underlying teaching? Assign roles for each member of The Phoenix Project
2. Determine how each role is to be fulfilled, concrete evidence of doing your duty
3. Create a page in Google Docs with all ten characteristics, research and with study and reflection determine how you will incorporate and validate aspects of past civilizations to inform your new world.



INTRODUCTION

DEFINITION:

A Civilization is an advanced state of human society, in which a high level of culture, science, industry, and government has been reached.

The list below offers a framework by which the attributes of any society can be objectively compared. If a society displays most of these attributes (or even all of them), it will enable us to refer to it as a civilization no matter how alien, unpleasant, or archaic we might find its way of life and values.

Consider the following characteristics, both primary and secondary that must come together to significantly shape a civilization. Before you begin composing your recreated edict to fulfill the task set before The Phoenix Project; take notes from the following video clips of ways in which these ancient civilizations met the requirements of a civilization so you can incorporate in your proposal with confidence, a way to meet the required characteristic and create a more Utopian society.



PRIMARY CHARACTERISTICS me

1. **Urban settlements**

WATCH: [Urbanization and the Evolution of Cities Across 10,000 years](#) by Vance Kite

About 10,000 years ago, hunter-gatherers, aided by rudimentary agriculture, moved to semi-permanent villages and never looked back. With further developments came food surpluses, leading to commerce, specialization and, many years later with the Industrial Revolution, the modern city. Vance Kite plots our urban past and how we can expect future cities to adapt to our growing populations.

2. **Full-time specialists not involved in agricultural activities**

WATCH: [Music and Creativity in Ancient Greece](#) by Tim Hansen

You think you love music? You have nothing on the Ancient Greek obsession. Every aspect of Greek life was punctuated by song: history, poetry, theater, sports and even astronomy. In fact, music was so important to Greek philosopher Plato that he claimed the music we listen to directly affects our ethics. Tim Hansen wonders what Plato might have to say about the music we listen to today.

3. **Concentration of surplus production**

WATCH: [How to Turn protest into Powerful Change](#) by Eric Liu

We live in an age of protest. On campuses, in public squares, on streets and social media, protesters around the world are challenging the status quo. But while protest is often necessary, is it sufficient? Eric Liu outlines three strategies for peacefully turning awareness into action and protest into durable political power.

4. **Class structure**

WATCH: [Who was Confucius?](#) By Bryan W. Van Norden

Most people recognize his name and know that he is famous for having said something, but considering the long-lasting impact his teachings have had on the world, very few people know who Confucius really was, what he really said... and why. Bryan W. Van Norden reveals the man behind the mystery.

5. **State-level organization (government)**

WATCH: [Inventing the American Presidency](#) by Kenneth C. Davis

When the founders of the United States gathered to create the foundations of the country, they decided on three branches of government, with a president central to the executive branch. Kenneth C. Davis explains why this decision was not necessarily inevitable and what variables were up for debate.

SECONDARY CHARACTERISTICS

6. Monumental public building

WATCH: [The Rise and Fall of the Assyrian Empire](#) by Marian H. Feldman

Before the sun never set on the British Empire; before Genghis Khan swept the steppe; before Rome extended its influence to encircle the Mediterranean Sea; there was ancient Assyria. Considered by historians to be the first true empire, Assyria's innovations laid the groundwork for every superpower that has followed. Marian H Feldman details the rise and fall of the Assyrian Empire.

7. Extensive trading networks

WATCH: [The Silk Road: Connecting the ancient world through trade](#) by Shannon Harris Castelo

With modern technology, a global exchange of goods and ideas can happen at the click of a button. But what about 2,000 years ago? Shannon Harris Castelo unfolds the history of the 5,000-mile Silk Road, a network of multiple routes that used the common language of commerce to connect the world's major settlements, thread by thread.

8. Standardized monumental artwork

WATCH: [Illuminating Photography: From camera obscura to camera phone](#) by Eva Timothy

The origins of the cameras we use today were invented in the 19th century. Or were they? A millennia before, Arab scientist Alhazen was using the camera obscura to duplicate images, with Leonardo da Vinci following suit 500 years later and major innovations beginning in the 19th century. Eva Timothy tracks the trajectory from the most rudimentary cameras to the ubiquity of them today.

9. Writing

WATCH: [Library of Alexandria](#) by Elizabeth Cox

2,300 years ago, the rulers of Alexandria set out to fulfill a very audacious goal: to collect all the knowledge in the world under one roof. In its prime, the Library of Alexandria housed an unprecedented number of scrolls and attracted some of the Greek world's greatest minds. But by the end of the 5th century CE, it had vanished. Elizabeth Cox details the rise and fall of this great building.

10. Development of exact sciences

WATCH: [The Hidden Worlds within Natural History Museums](#) by Joshua Drew

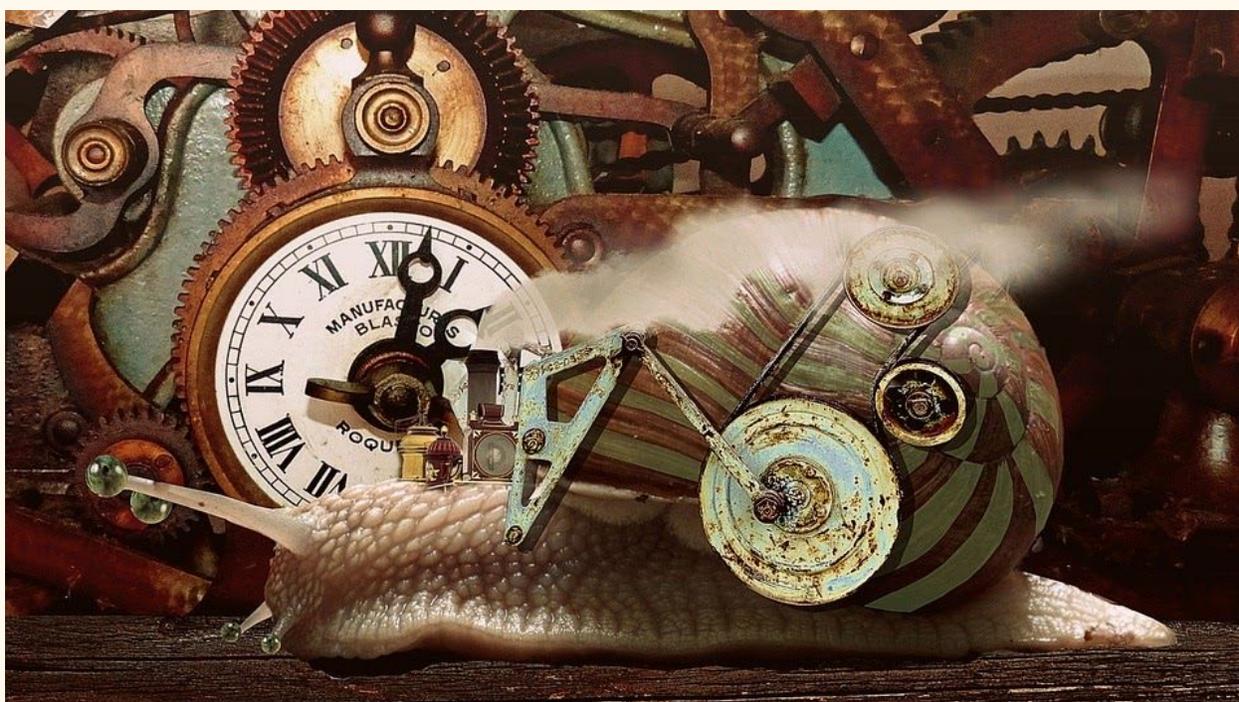
When you think of natural history museums, you might picture exhibits filled with ancient lifeless things, like dinosaurs or meteorites. But behind that educational exterior, there are hidden laboratories where scientific breakthroughs are made <https://ed.ted.com/lessons/the-hidden-worlds-within-natural-history-museums-joshua-drew>. Joshua Drew gives a breakdown of some of the hidden worlds within these museums.me



QUESTION:

Take a look at the picture to your right, and the model on the table...which of the characteristics of a civilization does it represent? _____

Can you identify what it is and how significant it was, when it was unearthed by archeologist at Port Saint Julien, el-Rashid (Rosetta) on the Nile Delta in Egypt in 1799 AD/CE by Pierre Francois Xavier Bouchard. Consider language and the role it plays in a society. Will everyone speak a universal language or will there be tribal differences, cultural diversity in your new world?



THINK OUTSIDE OF THE BOX: THOUGHT PROVOKING VIDEO CLIPS

WRITE YOUR STORY, CHANGE HISTORY

The idea that youth is wasted on the young? Wrong. Martin Luther King, Jr. and the creators of Superman were all under 30 when they wrote themselves into history. In this inspirational TEDYouth 2011 Talk, Brad Meltzer encourages us to **dream big, work hard, and stay humble**.

[YOU WILL CHANGE HISTORY...](#)

TAKEAWAY THOUGHT: One person, can change history...is this possible in your society?

THE ARMY ANTS OF AFRICA

Civilization is typically characterized by intellectual, cultural, and material development. Do organisms other than humans have the ability to exist in a social structure? Despite the small brain capacity of an individual ant, the collective of a colony has produced a remarkable society complete with division of labor, communication, and the ability to solve problems.

[YOU WILL SEE ANTS DIFFERENTLY AFTER THIS...](#)

Additional Resources for you to Explore

Renowned entomologist and sociobiologist E.O. Wilson says that [ants live in human-like civilizations](#). Learn about the [layout and structure of an ant colony](#). Take a look at the [relative sizes](#) of the different members in an ant colony. How is [social harmony](#) within an ant colony ensured? Ants [change jobs](#) as they get older! Read how [genes](#) affect the social status of an ant. And, finally, are there [lessons](#) that we humans can learn and from the ants?

TAKEAWAY THOUGHT: Consider the creatures that populate your new world...describe their treatment and use.



Part II. Be Inspired by the Past

In forming ideas for your future “Utopian” Civilization, consider and research the past. Watch the following inspiring video clips from the game **Civilizations VI** by Sid Meier...

- <https://youtu.be/5KdE0p2joJw>

Take notes on the changing technology.

- <https://youtu.be/IOT9T15mkX0>

Take notes on the good and bad aspects of the civilizations presented.

Agree or disagree and **comment**: Must wars define history?

Then take 12 minutes to watch the demo videoclip for Civilization EDU [the second one, not the first one] and take notes...it will explain all of the stages required in building a civilization. Listen for the two aspects that you are responsible for and see how they fit into the big picture...its value in forming a viable new civilization that can thrive.

- <http://www.ign.com/articles/2016/06/24/education-focused-civilization-game-heading-to-schools-in-2017>

Comment on these Key Points:

1. A great leader can shape a civilization
 2. Basic Agriculture; farms
 3. Quarries provide access to building materials
 4. Nurture building craftsmen to improve living conditions of citizens
 5. Technology advancements such as granaries and water wheels
 6. Send out explorers, pioneers to spread culture and acquire needed natural resources
 7. Decisions as to the site of new settlements are vitally important
 8. Value of a water source for food, irrigation, trade and travel
 9. Value of trade routes, connections to other people, including an exchange of resources and diplomacy
 10. With a secure food supply, safety and shelter, cities can prosper and develop other skilled workers and can concentrate on developing arts and cultural attractions
 11. By creating new districts...religious districts; monuments provide settings for achievement and enlightenment
 12. The need for protection; combat advantages; the need to address haves and have-nots in your developing civilization
 13. Insure the safety of our borders
 14. Traits and laws of new leaders
 15. Trade agreements and international relationships, develop new policies
 16. Consider the culture needs of people; theater and arts, building of schools, libraries, growth of the mind...towards a golden age of peace and cooperation
 17. Industrial Age...competition for limited resources...what fuels your economy?
 18. Prosperity is viewed with jealousy by neighboring cities
 19. Consider the necessity of war machines...are there alternatives to such spoils of war and the quest for power?
 20. Is there more possibilities than combat? Can we achieve greatness in other ways?
 21. Surpassing expectations and moving forward to this next chapter of the Earth's destiny...
- TAKEAWAY THOUGHT: The interconnectivity of all ten aspects of a Civilization.



Part III. People Shape History and Civilizations

DETERMINE THE TRAITS OF A GOOD LEADER

Watch: <https://www.youtube.com/watch?v=qvBf6WBatk0>

Explorers, Inventors, the Architects, the Builders, all took risks, and endured challenges to achieve greatness or infamy.

Study these leaders of the past and through your research, determine what they did that shaped either in a positive direction or negative direction their times...include in your assessment the lifespans of these leaders, the civilizations/empires in which they lived and their accomplishments, good or bad...

NOTABLE LEADER	LIFESPAN/CIVILIZATION	ACCOMPLISHMENTS GOOD/BAD
MAHATMA GANDHI	78 years	Lead peaceful revolution.
GEORGE WASHINGTON	67 years	Lead the war.
ABRAHAM LINCOLN	56 years	Ending slavery.
NELSON MANDELA	95 years	He Became The National President Of The ANC Youth League In 1950.
JULIUS CAESAR	55 years	Rose through the ranks to become consul of

		Rome in 59 BC.
FIDEL CASTRO	90 years	Provided free and equal health.
WINSTON CHURCHILL	90 years	First minimum wage system in Britain
CLEOPATRA	39 years	One of the most popular queens
ASHOKA THE GREAT	72 years	Last major emperor
PACAL	80 years	Ruling the Mayangs
CONFUCIUS	71 or 72 years	
KING DAVID	70 years	
SOCRATES	70 years	
TOKUGAWA IEYASU	73 years	
GENGHIS KHAN	65 years	
MANSA MUSA	25 years	
IBN BATTUTA	73 years	
MARTIN LUTHER	62 years	
HAMMURABI	61 years	
QUEEN VICTORIA	81 years	
ALEXANDER THE GREAT	32 years	
YOUR PERSONAL FAVORITE	56 years	Abraham Lincoln, Accomplishment was ending slavery.

CONSIDER your notes above; **write down** the traits that you think a good leader should possess.



PART IV. 10 Empires that Came Close to World Domination

WATCH: <https://youtu.be/DYu-D4B69Bs>

Consider the Rise and Fall of these Empires...take notes below as to what reason led to their growth and ultimate decline...

NAME OF EMPIRE	REASONS FOR GROWTH	REASONS FOR DECLINE
THE SPANISH EMPIRE 1402 - 1975 AD/CE		
THE OTTOMAN EMPIRE 1299 - 1922 AD/CE		
THE QING DYNASTY 1644 - 1912 AD/CE		
THE FRENCH COLONIAL EMPIRE 1534 - 1980 AD/CE		
THE RUSSIAN EMPIRE 1721 - 1917 AD/CE		
UMAYYAD CALIPHATE 661 - 750 AD/CE		
MONGOL EMPIRE 1206 - 1368 AD/CE		
ROMAN EMPIRE 27 BC/BCE - 1453 AD/CE		

PERSIAN EMPIRE 550 - 330 BC/BCE		
BRITISH EMPIRE 1603 - 1997 AD/CE		

REFLECT: What seems to be a common denominator that leads to these Empire's decline?



PART V. Human Rights

ACTIVITY: [Human Beings/Human Rights](#)

WATCH: [What are Human Rights?](#)

CONSIDER: [United Nations Universal Declaration of Human Rights, Simplified Version](#)

REFLECT: On the **HISTORY OF HUMAN RIGHTS**

Originally, people had rights only because of their membership in a group, such as a family. Then, in 539 BC, Cyrus the Great, after conquering the city of Babylon, did something totally unexpected—he freed all slaves to return home. Moreover, he declared people should choose their own religion. The Cyrus Cylinder, a clay tablet containing his statements, is the first human rights declaration in history. The idea of human rights spread quickly to India, Greece and eventually Rome. The most important advances since then have included:

1215: The Magna Carta—gave people new rights and made the king subject to the law.

1628: The Petition of Right—set out the rights of the people.

1776: The United States Declaration of Independence—proclaimed the right to life, liberty and the pursuit of happiness.

1789: The Declaration of the Rights of Man and of the Citizen—a document of France, stating that all citizens are equal under the law.

1948: The Universal Declaration of Human Rights—the first document listing the 30 rights to which everyone is entitled.

Now, that we are starting over, which of these rights will you grant to your citizens in your Utopian Civilization? Who gets to enforce these rights in your new society? Will there be a “Red Cross”? How about natural disasters, wars, famines, genocide, worldwide, what will happen?





PART VI: CIVILIZATION VI Political Philosophy

WATCH: CGI Animated Short Film: [“Pharaoh”](#) by Derrick Forkel, Mitchell Jao

In it a young new pharaoh must face down tradition and family in order to find her place as a ruler.

QUESTION: What does it take to be a ruler?

CONSIDER: [Classical Era Civics \[Civ6\]](#)

At its most basic, political philosophy is focused on the concept of the creation of government; what form it should take; what is meant by the likes of liberty, justice, the law and other civilized fictions; and the rights [minimal] and duties [just about everything else] of the citizens.

The first work of Western political philosophy is the [Republic by Plato](#), who sought solutions for what he saw as injustice and inequity; to do so, he proposed the first of what would be many utopian (in that they are “moral”) political systems.

WATCH: [Plato’s Best \[and Worst\] Ideas](#) - Wisecrack

4th - 5th Century B.C. Athens, Greece

Question: Can political power and philosophy come into the same hands and rule?

Plato lived during a turbulent time in Ancient Greece. Over the course of his adulthood, he witnessed the collapse of democracy in Athens, the rule by a tyrannical and violent oligarchy (led by members of Plato's own family), ultimately followed by the reestablishment of a democratic society that in 399 BC tried, convicted and executed his friend and mentor, Socrates, for corrupting the youth and heresy.

Many of Plato's ideas have become the foundations of the Modern World. Few individuals have influenced the world and many of today's thinkers like Plato. He created the first Western university and was teacher to Ancient Greece's greatest minds, including Aristotle. But even he wasn't perfect. Along with his great ideas, Plato had a few that haven't exactly stood the test of time. Wisecrack gives a brief rundown of a few of Plato's best and worst ideas.

WATCH: What do you think of the idea of a [Philosopher King](#)...for the ruler of our new society?

Notes: not subject to the corruption in the leadership role; must be educated well; trained to not trust their senses, rule with a blindfold over their eyes.



The Navigator is compared to the Philosopher, he is the only one on the ship who understands the stars and can thus guide the ship through the storms and to their destination.

~Guardians/Governance: main virtue, wisdom

- ~Craftsmen: main virtue, temperance
- ~Auxiliaries: soldiers, main virtue, courage

In **Plato's ideal state** there are **three** major classes, corresponding to **the three parts** of the soul. The guardians, who are philosophers, govern the city; the auxiliaries are soldiers who defend it; and the lowest class comprises the producers (farmers, artisans, etc).



PRIMARY SOURCE: [Excerpt from Plato's Republic](#)

STUDY the EXCERPTS: Determine how Plato and Socrates developed and defended the idea of philosophers leading society.

In these dialogues, the master [Socrates – Plato's teacher and mentor] uses images and stories to prove that most human beings possess little wisdom themselves, that society overall was corrupt, and that humanity needed a teacher/philosopher [such as Socrates] to show them the way to truth through the "light" of knowledge and understanding.

In the excerpt, two men [Socrates and Plato's older brother Glaucon] finally agree that, at least in theory, the best leaders needed both knowledge and wisdom, the very attributes inherent in a philosopher. Socrates then logically suggests that philosophers should assume the mantle of leadership, not for

themselves, but instead for the good of the people as a whole. Over the last 2000 years, this idea has come to be known as rule by “philosopher kings”.

Socrates was Plato’s model for a Philosopher King. He was an old stonecutter who one day put down his tools and proceeded to spend the remainder of his life wandering the streets of Athens questioning people and trying to gather knowledge and wisdom.

Plato was a poet and a writer before he joined Socrates. After Socrates was executed, Plato went on to write and publish stories about his mentor. He later founded the “Academy”, western civilization’s first organized school, where he and others taught everything from philosophy and literature to science and mathematics.

ACTIVITY TOUR: [Plato’s Academy Ruins, Athens](#)

REFLECT:

According to Plato, a philosopher king is a ruler who possesses both a **love** of knowledge, as well as intelligence, reliability, and a willingness to live a **simple** life. Such are the rulers of his utopian city Kallipolis, [Callipolis is the Latinized form of **Kallipolis** (Καλλίπολις), which is Greek for "beautiful city", from κάλλος kallos (beauty) and πόλις polis (city)]. part of the vision of a just city.

THINK PAIR SHARE:

Discuss and debate the notion of whether modern governments in the western world should look to philosophers as their leaders.

PART VII: Utopian Societies

Notes from discussion with the Seventh Grade:

- Equality is most important
- Establish laws; racial and gender differences are respected without any prejudice
- Freedom for all people
- Eliminate the availability the weapons
- Set up prisons; to incarcerate those that cannot follow the rules
- Police/Military force
- Separate out the criminal element from the rest of society..
- Considering three societies
- Good; Mediocre; Evil Society
- Separate areas of the globe for the residence of each of these groups
- Constitutional government Evie suggests...
- Education
- Good life...Asia; Europe and Africa
- Mediocre...North and South America
- Evil ones...harsh, Australia
- Rehabilitate people...

- Not all human rights will be extended to all groups.
- The bad society will be more restricted, they will still maintain basic needs like food, shelter, and education.
- Human Rights: emphasize
- No segregation;
- Freedom of speech
- Right to own arms, pay \$1,000.00 to own a weapon; gun rights will be respected;

Notes from discussion with the Sixth Grade:

- Police are like peacekeepers
- Severity of violence is greatly reduced
- All people equal before the law; no prejudice based on racial or gender or any other differences
- Hameriarabli code, severity of punishment fits the crime.
- Bad influence and evil people...refuse idea for removal...put a shock collar on them...depending on severity of transgression...
- Common universal language among all people; taught at very young age.
- Treat artist well...support groups...artists colonies...arts be respected and supported
- If you are working full time, you should make enough money to live comfortably.
- Allow both parents to share child care responsibility and to share times for full time job
- Rule by people; no monarchy; people choosing leaders; constitution that sets the laws; all people should have the rights to leadership; laws for punishment; laws for respects for others; laws for requirements to be a leader
- Trading partnerships are necessary.
- Groups of people mission oriented; to insure that all people have their needs met.
- Set up equal classes of all people...
- Only official people own guns
- Filter information based on age and understanding
- Limit exposure to graphic violence.
- Limit video games that are with graphic violence
- Decisions are made by leaders
- Overlap of leadership...two years so, projects can move forward seamlessly
- Male and Female leaders at the same time; power is jointly shared, of equal stature
- They help whoever they have been prejudice towards...under supervision; community service;
- Bring back apprenticeships...

Notes taken from discussion with the Eighth Grade:

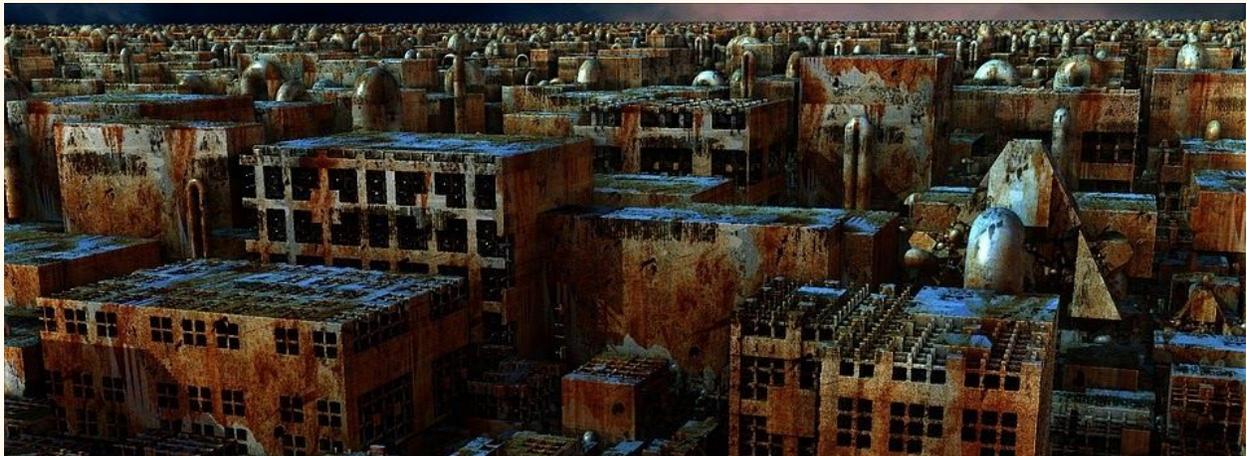
- Rehabilitate the criminal element
- Problem with evil intent...
- Democratic Republic government; dual shared power between a man and a woman representative
- Allowed three terms; each term three years.
- No social class system that discriminates
- Incorporate all of the human rights in our society

- Militia; police force; and military
- Stun guns only for police force...move up in rank, for a more lethal weapon
- Gun license at 21 years. Stripped of gun license if commit a felony
- Constitution
- Four sections: water; food and electricity and entertainment
- Everyone gets access to necessities; if you have a job, you can get medical insurance.
- Mild climate; four major hospitals for every state...select groups or levels of healthcare
- Everyone has the same salary; and it is sufficient to live comfortably...Government gives this same amount to every person...in a family.
- The more people working with a job, have more of the money from the Government.
- Currency that could not be recreated easily; blacklight scanner for currency to determine authenticity
- Will need a banking system; trading; bartering system
- Merge for community needs; normally rural areas, make food
- Climate and food variety; dome greenhouses to grow food
- Apprenticeships, school for trades; doctors, lawyers
- Level higher than doctorate; more education if desired

PART VIII: DYSTOPIAN SOCIETIES, A CAUTIONARY TALE

Utopias, the “power of dreams and the imagination and... the benefits of looking at the world in different ways”.

As we gather ideas for our Utopian Society...let's take a look at what we don't want, a Dystopian Society...



CAUTIONARY TALES

How to Recognize a Dystopia by Alex Gendler

<https://ed.ted.com/lessons/how-to-recognize-a-dystopia-alex-gendler>

The genre of dystopia – the ‘not good place’– has captured the imaginations of artists and audiences alike for centuries. But why do we bother with all this pessimism? Alex Gendler explains how dystopias act

as cautionary tales – not about some particular government or technology, but the very idea that humanity can be molded into an ideal shape.

Dystopia

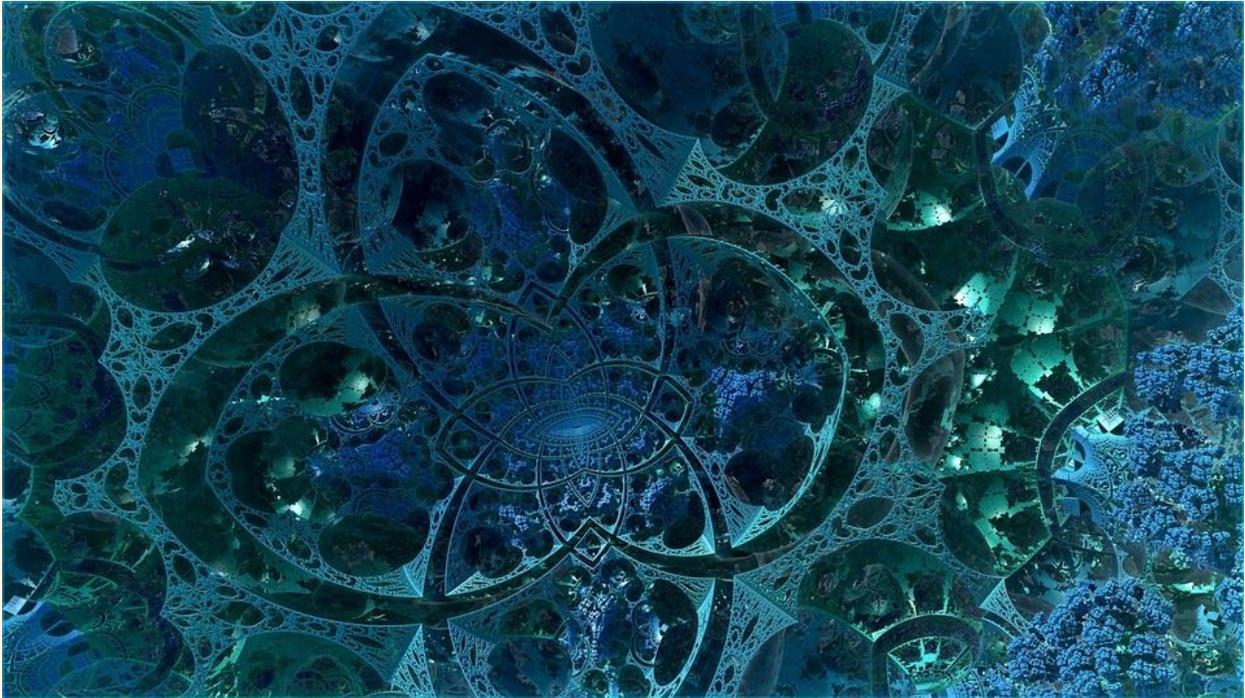
Got rid of “non-perfect” people, like people with disabilities, or other religions. The nuclear use. Dictators. Comics, TV, games, that represent a dystopia. People more important with more power. Utopia. Chances of moving up from bottom, where people are less important, and may not have everything they need. The people of higher power needing to stand on the lower class people’s shoulders and rely on what they do, though they are thought of as less important. Work gives purpose, meaning to life. Work is needed in utopian society. Trading policies, for trade with others, like technology. Military, law enforcement. Everybody no matter what class. Don’t let people think because they are a higher class, they are not above the law. People need respect and recognition. People that are lower class have well paying jobs. Instead of having separated classes, and have lower class recognition. People of higher class will be disciplined if they ridicule lower classes as a whole, or one specific person in a lower class than them. People if eligible and has no health issues must start applying for jobs at 18. If we are creating a Utopia, work is crucial to making sure downfall does not occur to our society. People can be placed in classes, have the ability to rise to a higher class. People can be born into a family in a certain social class but does not mean they are stuck in that particular class forever. Government officials have no place to favoritism due to social classes, and cannot

In our Utopian Society:

1. How would you make people cooperate?
Choice; allow passion for work; and purpose and meaning to existence; all jobs equal; with benefits
2. How would you make sure it lasts?
3. Does that world seem perfect, now?

Calling an idea ‘utopian’ is normally a way of saying it’s pie-in-the-sky and not worth paying attention to. Far from it. Throughout the ages, a number of philosophers have put forward some highly provocative and interesting utopias, describing ideal arrangements of everything from schools to religion, government to holidays.

Utopian ideas aren’t meant to be immediately practical. That’s precisely why they are so useful: they take our minds off the problems of the here and now and offer us a grander vision of what there is to aim for. Over the centuries, there were many proposed types of utopias. Plato's (424/423 BC - 348/347 BC) original proposal in book "Republic", described perfect pre-Christian city-state in which citizen were separated in several strongly defined classes, ruled by the most powerful "golden" rulers. The main objective of those "golden philosopher kings" was the elimination of poverty and organization of resource gathering. Although citizen of such state would be pacifists (with few laws, no lawyers, religion tolerance, and no standing army), Plato mentioned the frequent need of hiring foreign mercenaries who would protect the state from the close warlike nations.



TYPES OF UTOPIAN SOCIETIES

Ecological utopias started being proposed with the rise of the industry in the Western world. They described societies that are managing to live their life in perfect balance with natural world, without its destruction and contamination. Ecological Utopias are often credited as the inspiration to the many modern day "green" political movements.

Economical utopias rose during the quick expansion of the 19th century industry. Influenced by the rise of poverty, commercialism and capitalism, several economic utopias described the environment with egalitarian distribution of goods, abolishment of money, and workplace environment in which citizens worked only the jobs that they liked, often driven by the concept of "greater good".

Political utopias describe the environment in which population of entire world (which was expanded in literary works to entire galaxies and universe) lives in perfect harmony.

Scientific utopias are set in the future, where advanced science and technology provides its citizens with incredible living standards - long life, artificial enchantments of brain functions, the absence of death, illness, suffering, poverty, and the ability to form human life in artificial ways (adaptation of human body for life in different environments).

DISCUSSION OF FREEDOMS

The real aim of government should be the promotion of the public good and the flourishing of the greatest number – never simply the defence of the freedom of more or less anyone to do more or less anything.

But in a wiser, more mature society, it would be accepted that the real threat is not always or necessarily that great truths are in danger of being repressed by malign authorities but rather that, sometimes, we are

threatened by aggressive and uncontrolled commercial interests determined to quash our peace of mind and confuse us about our real needs.

SURPLUS: DISCUSS THE SUBVERSIVE IDEA OF REPLICATORS IN OUR FUTURE UTOPIAN SOCIETY

[Michio Kaku: Can Nanotechnology Create Utopia?](#)

Dr. Kaku addresses the question of the possibility of utopia, the perfect society that people have tried to create throughout history. These dreams have not been realized because we have scarcity. However, now we have nanotechnology, and with nanotechnology, perhaps, says Dr. Michio Kaku, maybe in 100 years, we'll have something called the replicator, which will create enormous abundance.



Top 50 Fictional Countries: From Ambrosia to Zuy...Can you come up with a name for our new civilization?

- Radical ideas as the abolition of private property
- How to deal with strangers...suspicion, aggressively?
- Followers focused on healthy living...no alcohol, drugs, caffeine, red meat, mandatory exercise; meditating frequently
- Goal of enlightenment
- Imposing on others a code of ethics
- Free from fear, guilt and obedience; allow the development of authentic self, capable of critical thinking, free will and creativity.

The 1840s was a heyday of American utopian communities – more than 80 were founded in that decade alone which involved over 100,000 people, including the Brook Farm Community, which existed in Massachusetts from 1841 to 1847, Fruitlands, formed in 1843, and the Oneida Community, which lasted from 1848 to 1880. Reacting to the Industrial Revolution, these groups attempted to create ideal economic and moral societies through communal living, sharing labor to build more egalitarian social structures – though some were more successful than others. Fruitlands, built on the tenet of eating only foods grown on trees or vines, only lasted seven months because of the lack of food.

“Many of the communes of the 19th-century, especially in the tradition of transcendentalism, arose as responses to rapid industrialization and a deepening rift between people and the natural world, as well as between people and people...”

Many of these movements were influential in fights for abolition, women's rights, and labor rights.

TENETS of NEW URBANISM:

There are a few main qualities that New Urbanism pushes for. According to the Congress for the New Urbanism (CNU), they are:

- ...The creation of more walkable, human-scaled neighborhoods.
- ...Bring destination within reach and allow for frequent encounters between citizens. A key measure is the accessibility of these spaces to people with a range of physical abilities and financial resources.
- ...Increasing the amount of shared spaces. E.g. plazas, park, squares, cafes, etc.
- ...Sustainability through Green Designs. This pushes the use of walking, bicycles, and transit use.
- ...Reuse and renew old, damaged regions. E.g. transforming a damaged housing area into habitable mixed-income neighborhoods



PART IX: CREATING UTOPIANS...

KIBBUTZ in ISRAEL

The kibbutzim have democratic systems. They hold weekly meetings in order to decide upon issues. There are elections for administrative members – Each administrative member leads an economic branch

for 2-3 years. All inhabitants are provided for with life necessities (food, housing, clothes, social and medical services). Additionally, all property and wealth is communal.

BIOSPHERE IN ARIZONA

Recycling is a key part of living in Biosphere II. Each person uses the same water and recycles all their waste. Using half an acre of land to grow food, they also keep the land fertile and only use non-polluting pest control methods. Each person is assigned different tasks to fulfill. These tasks include researching within different biomes, coordinating the technical system, planting and harvesting crops, and preparing meals. In Biosphere II, technology is used to control the systems such as waves, waterfalls, temperature, and humidity. The biospherians conduct research on how to restore endangered habitats by using their controlled environment.

WATCH: [Creating Utopias: Visions of Tomorrow Today](#)

COMMENTS: "No city of today will serve as the guide for the city of tomorrow".

Abraham Lincoln said: "The dogmas of the past are inadequate to the stormy present."

Creative minds are what we need to solve problems. At times I find it astonishing how much of a difference a single person can make by inspiring others through creativity.

NOTES

- *Dystopia (not good place)*
- *Slums*
- *Factories*
- *Technology advances, lives changed*
- *Brave new world*
- *Genetic manipulation*
- *Artificial Intelligence (A.I)*
- *Work= meaning to life*
- *Positive and negative reinforcements*
- *Economic utopian; care for the land*