

CYA COURSES TAUGHT IN ATHENS - GREECE

ALL COURSES ARE 3 CREDITS

ALL COURSES VETTED FOR INTEGRATIONS CURRICULUM

*These courses meet the following requirements for the Integrations Curriculum at CSB+SJU. If you would like to receive Major or Minor credit for any of these courses, you will need to see the Department Chair for approval. **Any pre-requisites are in BOLD before the course description.***

COURSE DESCRIPTIONS ARE FOUND FROM PAGE 3 ONWARD

ARTISTIC EXPRESSION (AE):

- ART 370 – Ancient Greek Sculpture (AE)
- ART 370 – The Art and Craft of Curating: Making Sense of Art in the 21st Century (AE)
- THEA 370 – Performing (in) Athens: Exploring the City through Theatre and Performance (AE)

HUMAN EXPERIENCE (HE):

- HIST 370 – Aegean & Ancient Greek Art & Archaeology (HE)
- HIST 370 – Aegean Prehistory: The Rise & Fall of the Bronze Age Cultures (HE)
- HIST 370 – Americans & The Greek Revolution: From Philhellenes to Abolitionists (HE)
- HIST 370 – Ancient History: Sources and Methods (HE)
- HIST 370 – Biography of an Empire: The Surprising Life of “Byzantium” (324-1453) (HE)
- HIST 370 – Sports, Games and Spectacles in the Graeco-Roman World (HE)
- HIST 370 – The Topography and Monuments of Athens (HE)
- HIST 370 – To the Strongest: The Ancient Near East from the Death of Alexander to the Coming of Rome (HE)
- PHIL 370 – The Concept of Life in Ancient Greek Philosophy & Its Relevance Today (HE)
- PSYC 370 – Trauma and the Remaking of the Self (HE)

SOCIAL WORLD (SW):

- PHIL 370 – How to Become What You Are: The Art of Living in the Network Society (SW)
- PHIL 370 – Who Wants to Live Forever? Introduction to Transhumanism (SW)
- POLS 370 – A Changing World: Global and Regional Trends in the 21st Century (SW)
- POLS 370 – Borders, Boundaries and Human Mobility (SW)
- POLS 370 – Europe Today: Winter is Coming (SW)
- POLS 370 – Immigrants, Citizenship and Nationalism in Europe (SW)
- PSYC 370 – Biology of Consciousness (SW)
- SOCI 370 – Sociology of Dissent (SW)
- SOCI 370 – The Culture of Modern Greece: The Ethnography of a Society in Transition (SW)

THEOLOGICAL INTEGRATIONS ELECTIVE:

- THEO 370 – Ancient Greek Mythology and Religion (TI)
- THEO 370 – The Religions of the Middle East: A Comparative Approach (TI)

GENERAL ELECTIVES TOWARDS GRADUATION:

- **COMM 370 – Communicating Across Cultures: The International Business Connection**
- **ENVR 370 – Urban Architecture: Contemporary Stories in an Ancient City**
- **GREK 170 – Accelerated Beginning Modern Greek I**
- **GREK 170 – Beginning Ancient Greek (1st Semester)**
- **GREK 170 – Beginning Modern Greek I**
- **GREK 170 – Beginning Modern Greek II**
- **GREK 170 – Beginning Modern Greek Language and Culture**
- **GREK 270 – Intermediate Ancient Greek I: Attic Prose**
- **GREK 270 – Intermediate Modern Greek I**
- **GREK 270 – Intermediate Modern Greek II**
- **GREK 370 – Advanced Ancient Greek I: Thucydides**
- **GREK 370 – Advanced Modern Greek I**
- **GREK 370 – Advanced Modern Greek II**
- **GREK 370 – Attic Prose in Translation: Thucydides the Athenian**
- **LATN 270 – Intermediate Latin I**
- **LATN 370 – Advanced Latin I**
- **SA 370 – Global Cities: The Case of the Port of Piraeus**
- **SA 370 – Intro to Digital Archaeology and Virtual Reality**

FULL GREECE COURSE SYLLABI FOUND [HERE](#)

ARTISTIC EXPRESSIONS (AE) ELECTIVES:

ART 370 – Ancient Greek Sculpture (AE)

Ancient Greek Sculpture is a course designed to give the student first-hand knowledge of sculpture of the Archaic, Classical, and Hellenistic periods. More than half of the class sessions take place in the National Archaeological, Acropolis, Kerameikos, Agora, and Piraeus museums. Students are also able to take advantage of field trips to Delphi, Olympia, and elsewhere.

ART 370 – The Art and Craft of Curating: Making Sense of Art in the 21st Century (AE)

“The Art and Craft of Curating” suggests an inquiry into the world of curating art in the 21st century. The course combines theory and history of curating with hands-on experience in curating a project with the instructor’s guidance. The term curating is derived from Latin verb curare which translates as to heal/ to take care of/ to attend to.

The course unravels the mechanisms through which curators make exhibitions happen whether they re-imagine contexts for existing works of art and/ or commission new artworks specifically produced/ installed for a show. Emphasis is placed on contemporary art and its curators, institutions, premises and principles, starting with the concept of the curatorial. Themes explored are, among others, history of museums and art institutions; theories of curating; the relationship between curator and artist; the premise of the white cube vs. the re-activation of historical spaces; curator-as-artist/ artist-as-curator; curator-artist-spectator.

With visits to art spaces, from national museums, to privately owned galleries, the students will learn first-hand how to curate an exhibition, covering all aspects, from coming up with a curatorial concept, to more practical issues, such as fundraising, promotion, liaising with artists and galleries, insurance, budget, installing art and all constituent elements of a successful show.

THEA 370 – Performing in Athens: Exploring the City through Theatre and Performance (AE)

Athens is considered one of the most vibrant theatre scenes in Europe. We will focus on current practices in theatre and performance mainly in Greece, but also in Europe and the United States. We will undertake a critical, historical and creative overview of theatre and performance making in periods of crisis, in Europe and the United States, and examine how contemporary Greek artists address issues such as: theatre and society, the human body/the body politic, and the stage and the city. We will also perform a slight backtrack into the ancient past and the beginnings of theatre in its birthplace.

“Exploring the City through Theatre and Performance” will include visits to different theatres and other performance spaces: a theatre in a train, a 19th century proscenium theatre, underground performance spaces, together with backstage tours and talks with artists.

“Exploring the City through Theatre and Performance” course is for students in the Arts and Humanities and anyone interested in theatre and performance.

HUMAN EXPERIENCE (HE):

HIST 370 – Aegean & Ancient Greek Art & Archaeology (HE)

A survey course, with extensive on-site teaching, covering the art and archaeology of Greece from prehistoric times to the end of the Classical period. Its purpose is to introduce the student, using whenever possible the primary sources (monuments, art and artifacts) of the ancient civilizations of the Aegean and Greece: Minoan, Mycenaean, and Classical Greek.

The schedule of class visits to sites, monuments and museums is coordinated as much as possible with school field trips. Classroom lectures and the readings provide the historical context for the monuments and artifacts students are instructed on.

This course (Aegean & Ancient Greek Art & Archaeology) cannot be taken with A361.

HIST 370 – Aegean Prehistory: The Rise & Fall of the Bronze Age Cultures (HE)

This course provides an exploration of the Aegean prehistory from the Neolithic times up to the beginning of the Iron Age, focusing primarily on the Bronze Age cultures that flourished in the region. The archaeology of the islands and the mainland will be placed within the greater Eastern Mediterranean cultural sphere in order to achieve an in-depth survey of the various aspects of political, artistic, technological, religious, administrative and social dynamics of the Bronze Age people.

Students will be introduced to theoretical and interpretative methodologies, current debates as well as old and modern approaches of studying the available corpus of archaeological data. At the same time, the results of new and on-going research projects and excavations will be discussed offering a fresh look on the large number of sites in the areas of interest. Finally the students will be able to experience site and museum visits as well as hands-on activities in order to study closely the construction, function, circulation and consumption of the abundant material culture of the Aegean Bronze Age.

HIST 370 – Americans & The Greek Revolution: From Philhellenes to Abolitionists (HE)

The outbreak of the Greek revolution of 1821 against Ottoman rule made a deep impression on Americans. This course examines the wide-ranging forms of support Americans offered the Greeks including calls on the government to recognize Greece, creating a broad-based philhellenic movement that raised funds for the rebels; and for a few, crossing the Atlantic to fight as volunteers on the side of the Greeks. We will explore the causes of American philhellenism that Greece's 1821 crystallized: an education based on the Classics; the liberal content of the Greek uprising that echoed 1776; the religious impulse of supporting fellow Christians fighting for freedom; and a humanitarian empathy toward a people who faced death or being sold into slavery. We will also examine how the philhellenic movement legitimized the involvement in public affairs of ordinary Americans, especially women, and how many of them joined the abolitionist movement in the Antebellum era.

This course illustrates the ways historians study the past through privileging an investigation of causes and effects over a simple recitation of dates and facts; inquiring about the meaning of significance of events for a particular era or period; analyzing texts by placing them in their proper historical context; evaluating sources; and using a broad range of data including primary sources (evidence produced contemporaneously to the event we are studying), secondary sources (ex-post facto assessments either by lay-persons or academic historians).

HIST 370 – Ancient History: Sources and Methods (HE)

Ancient History: Sources and Methods: This course offers an overview of the literary and archaeological evidence for ancient history, particularly for the writing of Greece's past, and the methodologies of how to treat and analyze primary and secondary sources. We will focus on the writings and methods of a number of leading Greek historians in order to understand how they crafted their works and dealt with historical enquiry and will also examine the wider field of ancient historiography by investigating the writings of historians preserved only in fragments and looking at historical documents in papyri and inscriptions. We will then investigate how these ancient works have been used by historians from the Renaissance to the present in creating a picture of the ancient world, exploring their own methodologies and ideologies from Marxism to the Neocons.

HIST 370 – Biography of an Empire: The Surprising Life of “Byzantium” (324-1453) (HE)

Biography of an Empire: The Surprising Life of Byzantium course explores the history and life of the Eastern Roman/Byzantine empire, the so-called 'Byzantium'. The empire, founded on the classical Greek and Roman past, encompassed and extended well beyond the Mediterranean region and survived for over a thousand years: from its Christianization in the 4th century AD up to the fall of its capital, Constantinople, to the Ottoman Turks in 1453. By which means, was an empire of this magnitude able to negotiate its survival over the course of a millennium? In examining the issue, particular attention will be paid to the investigation of the prevailing social, political and economic conditions in the region, as well as the massive changes in society, culture, religion, geography and ideology that Byzantium first introduced.

The empire, throughout its extraordinary life, promulgated and maintained a unique ideology that was, paradoxically, able to protect an image of stability, timelessness and unchanging order. At the same time, Byzantium accomplished major transformations and innovations in its political ideology, state institutions, political, social and cultural life, that

allowed it to prevail even during the last centuries of its life, building an ever-lasting legacy. Besides the narrative of main historical events, special emphasis will be given throughout this course, to the character and riches of this quite different civilization. What Byzantium was in the end, why and what special significance does it still hold for us today? Through the analysis of the identity of the Byzantines and different interpretations of particular historical events, we will try to achieve a better understanding of the broader mechanisms of (re)construction of historical memory.

Class sessions combine lectures, as well as discussion of primary texts and, in-depth analysis of visual material, in order to provide a holistic introduction to the history and culture of the Eastern Mediterranean during the period.

HIST 370 – Sports, Games and Spectacles in the Graeco-Roman World (HE)

The main aim of “Sports, Games and Spectacles in the Graeco-Roman World” course will be to explore the emergence and development of both athletic competitions and sports-based games and spectacles from the Bronze age through to the period of late antiquity. Within this wider spatial and temporal context, we will focus on two separate thematic entities: Ancient Greek Athletics, with particular attention to the development and evolution of the main Ancient Greek athletic events over the ages, and an in-depth investigation of Roman public spectacles and gladiatorial games. Drawing on a variety of disciplines and available (primary) sources, from history and archaeology to modern sports studies and social psychology, the course will primarily seek to examine the main purpose and function of these games and spectacles within the wider social, political, religious, cultural and intellectual context of the times, as well as their overall significance in the daily lives of the ancients.

A secondary aim of “Sports, Games and Spectacles in the Graeco-Roman World” will be to explore how archaeologists and historians analyze primary sources to determine their veracity and reliability. To this end, we’ll be looking at re-creations and experiments that have been conducted, as well as conducting many of our own, to create a hands-on and thus better understanding of these athletic activities. We’ll also look at how ancient sports and spectacles have been represented in contemporary popular culture, to test our gained knowledge against the images produced by Hollywood and elsewhere.

In addition to in-class lectures and discussions, the course will also include a substantial on-site teaching component, with field trips to archaeological sites and museums of athletic significance (such as Olympia, Isthmia, Nemea, Delphi and Messene) where sessions will centre on the examination and interpretation of the physical evidence.

HIST 370 – The Topography and Monuments of Athens (HE)

This course is a detailed archaeology course intended for students with some background in archaeology and/or ancient history. Cannot be taken with A331.

Classical Athens grew triumphantly from the ashes of the Persian Wars, set up one of the earliest and most direct democracies, held firmly onto an Empire of hundreds of subordinate states, and amid the bustle of exuberant religious and theatrical festivals, polemical law suits, the crowning achievements of its poets, historians and philosophers, it created some of the greatest monuments known from Antiquity.

This exclusively site-based course gives a comprehensive overview of the topography, archaeology and history of Athens, focusing particularly on the great monuments of the Classical and Roman city. Every major site – and many minor ones – will be explored, paying attention to their physical setting, architectural and archaeological characteristics, and position in the political, religious and social lives of the Athenians.

Thucydides, the gifted historian of the Peloponnesian War, put into the mouth of Pericles the words, ‘Future ages will wonder at us, as the present age wonders at us now.’ Future ages did indeed wonder at the buildings of the ancient city, and this course will trace the rediscovery of Athens’ antiquities from the earliest modern travelers to Greece in the 15th century, through to the development of scientific archaeology in the 19th, and indeed will look the role of archaeology in Athens from the foundation of the Modern Greek state up to the present day.

Students will gain a wide range of key skills during the course: topographic interpretation from maps and site plans with an understanding of how landscape affects site development; research skills from assessing publications from excavation reports to antiquarian rare books and archival or photographic collections; oral presentation skills through preparing individual reports presented on site to the group; as well as gaining an ability to use the evidence of archaeology, architecture, inscriptions, and coins in the construction of historical arguments.

HIST 370 – To the Strongest: The Ancient Near East from the Death of Alexander to the Coming of Rome (HE)

The conquests of Alexander the Great, which brought under Macedonian rule the regions of Egypt, Mesopotamia and Persia, up to the borders with India, had a profound impact on the future course of the history of the Near East. Through the study of primary sources, both literary and archaeological, this course explores the long history of interaction between the Greco-Roman world and that of its Near Eastern counterpart and the significant influence this interaction had on the formation and development of a common cultural, religious, and political identity, which modern scholars have labeled “Hellenistic”. Within this perspective, our main focus will be on the investigation of particular aspects of Near Eastern civilization: the emergence of new cultural and social institutions, new forms of economic life, and the creation, fusion, and amalgamation of religious institutions (to which “To the Strongest: The Ancient Near East from the Death of Alexander to the Coming of Rome” will give a special emphasis).

The main purpose of “To the Strongest: The Ancient Near East from the Death of Alexander to the Coming of Rome” will be to provide significant insight into an often neglected and yet very important and formative era in world history, the Hellenistic period.

PHIL 370 – The Concept of Life in Ancient Greek Philosophy & Its Relevance Today (HE)

The aim of this class is to explore the concept of life in ancient Greek philosophy and its relevance today. In the first part we will explore the first systematic account of the concept of life which is Aristotle’s. To do this we will examine Aristotle’s understanding of nature as having its own ends, his understanding of life as genus and as species, his account of the logic of life and his distinction between forms of life [vegetative (plants), sensitive (animals), rational (humans)].

In the second part we will see that the concept of life plays a crucial role in the formation of the ancient Greek philosophy of ethics, politics and culture, and that this philosophy of life is both an influence and an alternative to modern and contemporary philosophies of ethics, politics and culture.

PSYC 370 – Trauma and the Remaking of the Self (HE)

This module “Trauma and the Remaking of the Self” provides an overview of current psychological theories and research in the understanding of human responses to psychological trauma and life adversities. Topics include acute stress reactions, and post-traumatic stress disorders resulting from interpersonal and family violence, sexual victimization, traumatic loss and death, disaster, and other critical life events. Resilience and post-traumatic growth in the face of life challenges will be discussed in the second part of the module. There will be a special focus on cultural and gender issues in relation to human traumatic stress reactions and resilient functioning.

SOCIAL WORLD (SW) ELECTIVES:

PHIL 370 – How to Become What You Are: The Art of Living in the Network Society (SW)

In this course “How to Become What you Are: The Art of Living in the Network Society” we will define the characteristics of new media; social and political uses of new media and new communications; new media technologies, politics and globalization; everyday life and new media; theories of interactivity; simulation; the new media economy; cybernetics and cyberculture; the history of automata and artificial life in order to offer students conceptual frameworks for thinking through a range of key issues which have arisen over two decades of speculation on the cultural implications of new media. The aim is to describe an art of living in the network society, which encompasses a questioning of institutions in the public sphere and the expression of the creative subject’s ability to shape its life.

PHIL 370 – Who Wants to Live Forever? Introduction to Transhumanism (SW)

Transhumanism developed as a philosophy that became a cultural movement and is now regarded as a growing field of study. It is a complex mix of philosophical anthropology and philosophy of technology that brings together diverse problems from various fields such as philosophy, social sciences, cultural studies, neuroscience, information science,

biomedical science, molecular biology and artificial intelligence. Transhumanism aims at modifying and upgrading human beings through technology claiming that biological evolution is incomplete and without direction. Although it adopts elements of humanism such as rationality, self-knowledge, self-care, autonomy and self-creation it does so with reference to the ideal of the creation of a new human species. The aim of the seminar is to provide an overview of transhumanism by examining a) its historical roots, core values, goals and principles and b) its moral, political and aesthetic aspects.

POLS 370 – A Changing World: Global and Regional Trends in the 21st Century (SW)

“A Changing World: Global and Regional Trends in the 21st Century” course focuses on unfolding events and trends in the regions of the eastern Mediterranean, Southeastern Europe (including Greece and Turkey) and the Black Sea region from the perspective of peace and conflict. Our course is also taking another dimension as it will be looking at the geopolitical dimensions of the economic crisis in Europe and the current turmoil in the Middle East. During this critical juncture for Europe and the greater region of the Middle East and North Africa.

The course's main concern is conflict analysis (causes and consequences) with an emphasis on conflict prevention, management and resolution. It examines the reasons that contribute to the emergence and endurance of a conflict as well as the implications for regional and international peace and security. Moreover, the course examines different threats and challenges to international security such as terrorism and religious extremism. It also presents the different approaches to conflict analysis. In order to canvass the conceptual framework within which to analyze the case studies.

We will also examine and discuss the main trends and drivers that shape the region in the next 10 years. The focus will be on both existing and new facets of security. With the potential to disrupt a linear evolution of the security environment. As there is an obvious linkage with global trends and changes, there will be a brief reference to key global trends and drivers. (with an emphasis on the role of emerging powers and of non-state actors, population/demographic dynamics, economy, natural resources and technology). And their potential influence on regional developments.

POLS 370 – Borders, Boundaries and Human Mobility (SW)

Borders are at once real and imagined. They divide and they are crossed. They are lines and transitions. Borders are limits and opportunities. Borders are binaries, and in the 21st century, binaries are the quintessential act of bordering and of crossing borders. Borders, then, are increasingly complex human responses and social constructions in a world where the globalizing forces of instant communication, expedited travel and enhanced economic flows, confront the basic human concerns for security and certainty (Konrad, 2013)

Borders exist all around us. We move between and within borders in our daily lives whether these borders are real and refer to the external borders of a country or social borders, in the form of limits but also opportunities. Membership, belonging, segregation, illegality and protection take place in a world where borders are not only prevalent but continuously reimagined and reconstructed. Being able to move and cross boundaries, but also being able to afford (in the sense of having a choice) to live in particular places have become increasingly critical dimensions in determining one's life. Mobility and immobility are linked with the ability and option to cross imagined and real boundaries. At best they can result in a living the 'good life'. But they can also result in exploitation and marginalization.

The course utilizes the notion of borders to discuss both the construction and reimagining of borders in the physical but also socioeconomic sense. Borders in urban spaces operating through logistics and infrastructures, gentrification processes, integration discourses and practices; geopolitical and historical borders, but also bordering through development and humanitarian work as well as borders in and by technological configurations such as algorithms, biometrics, surveillance, big data, drones, social media, etc.

Section 1 -The politics of borders

The first section will provide students with the theoretical understanding on borders and bordering processes. What are the physical but also cultural manifestations of bordering? Walls, fences and the redrawing of lines on the map. What does mobility entail in these border areas? How globalized is it and what does that entail? How is it experienced by people on the move, refugees, immigrants and citizens?

Section 2-Experiencing the border

The section will look at case studies on borders and barriers, at the frontiers of states and within states, in urban spaces. The case studies will cover the US-Mexico border, the European external border, the Israel-Palestine case and Brexit/Irish border. Regarding the internal barriers and re-bordering, we will look at two processes unfolding in parallel. One relates to the emergence of socio economic and cultural barriers, gentrification processes and the utilization of architecture to determine who accesses what parts of a city. The city of Athens, host to CYA, offers an opportunity to see and experience the re-bordering processes in the urban context. Examples will also be drawn from other cities around the globe, from Athens, to Jerusalem, to London and sanctuary cities in the US. The role of technology will also be explored, and how biometrics will soon form additional bordering practices within States. From biometrics to cellular

technology and social media and infrastructure borders emerge by cutting off or enabling access. Who decides and for what purpose?

The course connects the concept of border(s) and human mobility, from immigration to daily movement in urban spaces and examining critically the construction but also deconstruction of borders, the notions of inclusion and exclusion – who has the right to it, within which borders and at what cost?

Teaching is split between lectures and seminars. Lectures are delivered by the professor, presenting the main elements and discussion on the topic and offering preliminary food for thought. Seminars are an opportunity for students to engage with the material directly undertake short assignments, but also bring in guest lecturers to provide additional and different insights.

POLS 370 – Europe Today: Winter is Coming (SW)

The goals of this course are threefold:

to acquire knowledge of the policies, actions and accomplishments that have made the European Union a unique zone of economic prosperity, political stability, and social progress.

to evaluate the domestic and external challenges that the Union is currently facing.

to explore the changing role of Europe in the world and evaluate the new geopolitical complexities.

The course is structured into three thematic units.

The first part of the course will be devoted to analysing the accomplishments and distinctiveness of the European Union as an institution, focusing on achievements such as the single market (that allows citizens to live, study, work and retire in any state of the Union), the development of a “social Europe” (with universal healthcare, public higher education and strong welfare states), and the commitment to the promotion of democracy, human rights and gender equality. The focus will be on appreciating how the European Union has been the driver of an unprecedented “peace project” that has made allies out of former enemies and has helped avert war on the continent for 70 years, after centuries of wars and bloodshed. When the contributions of the European Union are evaluated, the Peace dividend is often taken for granted.

The second part will focus on new and ongoing challenges facing Europe, including the deep repercussions of the departure of the United Kingdom from the Union, the impact of the refugee/ migration crisis, the growth of Euroscepticism and authoritarianism, the rise of radical Islam and the perceived “clash of civilisations”. The ongoing Covid 19 crisis, which has had a profoundly detrimental impact on the economic, political, and social systems of all EU countries and has tested European solidarity, will also be examined.

The third part will address the European Union’s changing place in the world by examining new and evolving geopolitical linkages, traditional alliances and rivalries, and evolving bilateral relationships with the United States, Russia, China et al. Special attention will be given to the growing challenges in the immediate neighborhood, i.e. the Middle East, the Mediterranean basin, Turkey, and the Western Balkans. The analysis will be framed within the context of the debate on the future of the EU and its role in global and regional affairs.

Finally, at the end of the semester the students will participate in a simulation game where they will apply the knowledge they have gained about the policies and international relations of the European Union. The students will be assigned roles representing EU institutions, EU Member States, third-party stakeholders or press corps and will negotiate a collective European response to an international crisis affecting the European Union.

POLS 370 – Immigrants, Citizenship and Nationalism in Europe (SW)

The “Immigrants, Citizenship and Nationalism in Europe” course explores the challenges of integrating a growing and increasingly diverse immigrant population into relatively homogeneous European politics and societies. While taking a broad comparative approach (focusing mostly on France, Germany, and the UK), the course pays special attention to Greece, a country where national identity is still strongly rooted in the notion of an ancient community of faith, culture and blood, and where migrants have not yet gained widespread access to citizenship and political participation.

Students will be exposed to the most recent and influential theories of nationalism, ethnicity, citizenship and social integration, but will also have a chance to learn “hands-on”, by interacting with local immigrant communities as well as with representatives of mainstream Greek society holding quite differing views on this increasingly controversial social phenomenon.

PSYC 370 – Biology of Consciousness (SW)

Consciousness has been considered one of great mysteries in human existence. Historically, psychologists and neuroscientists have largely ignored the problem of conscious awareness because it was considered subjective falling outside the realm of scientific inquiry. However, over the past several decades scientists have begun to try to tackle the problem using modern scientific tools. In SWfact, several years ago, a new journal was established entitled Neuroscience of Consciousness.

In “Biology of Consciousness” course, we will begin by trying to define the term and consider the so-called “hard” and “easy” problems of consciousness. A brief history of ancient civilizations’ views on mental experience will be discussed with particular attention to Greek thinkers from the classical period. We will then go over basic neuroscientific concepts and methods that are being used to study the neural correlates of consciousness. We will explore different states of consciousness and disruptions of consciousness in human patients. We will touch on the related problems of intentionality and free will. Finally, we will discuss prevailing scientific theories of consciousness.

SOCI 370 – Sociology of Dissent (SW)

Sociology of Dissent occupies a particular place in contemporary societies. On the one hand, state mechanisms adopt pre-emptive policies and strategies in an attempt to prevent dissent from evolving into civil unrest and disorder, whilst on the other hand, dissent remains the most powerful tool in the hands of those social groups who feel and/or are marginalized, excluded or silenced. Arising in a number of contexts – the political domain, everyday life, popular culture, sports, institutions – dissent has been routinely associated with progressive causes and positive social transformation. However, similarly to the germane concept of resistance, dissent can also take regressive forms. In recent years, the multiple manifestations of crisis in the West have given rise to ideologies and practices with a strong anti-establishment profile coupled with an agenda of social exclusion, calling, thus, for a revision of our sociological horizon and analytical tools with regards to dissent.

Using contemporary Greece as an entry point to these debates and combining key readings with interactive learning methods, “Sociology of Dissent” course presents a sociological perspective on dissent that calls into attention the meanings and conceptual histories of dissent.

To do so, the following topics will be explored throughout the course of the semester:

The culture of protesting: civil unrest, public order/disorder and police violence

The convergence between sports and politics: football (soccer) fan clubs, collective belonging and ritualized violence

On the Left: anarchism and the emergence of identity activism (feminism, veganism, anti-fascist and anti-racist groups)

On the Right: the rise of new fascism as an anti-establishment movement (white supremacy, ultra-nationalism, anti-immigration discourses)

Alternative rationalities: contesting scientific expertise, alternative therapies and spiritualities, the rise of conspiracy theories

Street art forms: hip-hop culture, street poetry, graffiti and landscapes of dissent in the urban culture and the new media

Tradition as resistance: religion as a powerful institution and as a force of dissent.

Class Participation

Oral Presentation

Research Paper

SOCI 370 – The Culture of Modern Greece: The Ethnography of a Society in Transition (SW)

Students abroad are already proto-anthropologists, trying to make sense of the rules of the society around them so that they can adapt to the rhythms and practices of their new, temporary home. This class turns that experience into a structured exploration, both offering history and social context that will allow life in Greece to make sense, and giving assignments that will have students exploring that society in ways they might not otherwise find on their own. We focus on the culture(s) of Modern Greece from the 1960s onwards, drawing on authors from across the social sciences to help us identify key realms that make life in Greece distinct. We will also train more specifically in the theories and methods of anthropology, identifying how the focuses of anthropologists writing ethnographies in Greece have changed over the past decades, learning thus both about social changes in Greece and about the history and scope of anthropology at the same time. Tying this content to the experiential realm, we will try on different lenses that social scientists have created for us to look through as we conduct ethnographic research, testing what new insights we can gather when we examine the world through theories of space, ritual, performance, gender, symbol, and more. This structure will allow the student an understanding of contemporary society in Greece and a developing awareness of their own cultural conditionings and ethnocentrism.

THEOLOGICAL INTEGRATIONS (TI):

THEO 370 – Ancient Greek Mythology and Religion (TI)

The purpose of the “Ancient Greek Mythology and Religion” course is to provide a knowledge and a method of “reading” Greek myths of the Archaic and Classical periods in their cultural and historical context.

“Ancient Greek Mythology and Religion” offers an introduction to the religion and myths of the ancient Greeks, largely based upon the written words of the ancient Greeks themselves. The course will study a selection of important Greek mythological stories and figures as represented in Greek literature and art, beginning with selections from the earliest extant Greek literature – Homer, Hesiod, and the Homeric Hymns, and moving on to reading selections of Greek drama. From these readings we shall attempt to understand the Greek cosmogony and the place of gods and humans within it. While studying myth, we will address Greek religion as an integral part of the ancient Greek polis. During the course students will become proficient in a variety of methods of analysis and interpretation of these myths; critically engage with select scholarship; and study the role of myth in helping individuals and communities organize their understanding of the world. Through research, writing, and daily in-class analysis, students will engage with key issues treated by the myths: these include the role of the divine, gender conflict, personal and communal identity, the consequences of war, human and divine justice, self-sacrifice, political ambition, and the societal roles of women, slaves, and foreigners. The course treats primarily the ancient material. We shall, however, also examine a selection of these myths in the visual and performing arts.

THEO 370 – The Religions of the Middle East: A Comparative Approach (TI)

Religion is a subject in which people continue to vest powerful emotions. “The Religions of the Middle East: A Comparative Approach” course will focus on the three monotheistic religions of the Middle East: Judaism, Christianity and Islam, and in order to develop a better understanding of them, will make frequent exciting on-site visits and exploit as many primary sources as possible.

Monotheism is the shared theological orientation of Judaism, Christianity and Islam that often embraces almost every aspect of the private and the public life of their followers. Our aim will be to examine Judaism, Christianity and Islam’s main teachings and simultaneously to explore how these teachings manage to affect the everyday lives of their followers. How is a devout follower envisaged and how do people shape their lives to fit the image of a devout follower? Additionally, we will describe the ways in which Judaism, Christianity and Islam have constructed their distinctive meanings, compare them and note the similarities and the debts to each other, keeping in mind that various communities with a completely different outlook exist and claim sole orthodoxy. Hopefully, we might eventually come to question our own assumptions of the three monotheistic religions.

GENERAL ELECTIVES:

COMM 370 – Communicating Across Cultures: The International Business Connection (SW)

“Communicating Across Cultures” is about the human element of an increasingly integrated global economy. As entrepreneurship continues to boost its international character, people become travelers across different sociocultural and economic environments. The goal of business strategies and executives alike is to make things work in diverse cultural contexts, having to deal with local rules and particularities, habits and processes.

Approaching the field is a multi-disciplinary task. Therefore, “Communicating Across Cultures” course borrows elements from various fields: communications, culture, management and business. It adopts a multi-dimensional approach to the subject matter, introducing topics such as cross-cultural communication, cultural intelligence, negotiations across cultures, workplace social communication, culture in virtual teaming etc.

Management and communication systems and techniques can provide solutions and point the way forward. However, the starting point lies within people themselves.

ENVR 370 – Urban Architecture: Contemporary Stories in an Ancient City (NW)

In “Contemporary Urban Spaces” we see that the city, basin and peripheries of Athens have been in constant transformation since its modern foundation. The Athenian landscape, environment, society and urban fabric comprise a frantic, diverse and complex laboratory of change – designed, informal, democratic, entropic, catastrophic, top-down and bottom-up. Here the immense pressures, challenges and opportunities for the contemporary Mediterranean Metropolis and other global cities may be elucidated and projected upon in medias res. Against the ancient walks capes, vibrant commons, human scale, deep palimpsest, horizontal density, living typologies, enclave nature, waste landscapes, water networks, migration patterns, crisis conditions, civitas and public space of the contemporary city.

This analysis and representation seminar will examine the role and potential of Urban Planning and Design and the challenges of endemic and upcoming (climate) Change in ten specific zones, areas or urban enclaves of Athens – all exemplary locations of resistance, flux or genesis of urban transformation. How do contemporary theories of urbanism measure up against these places? What can design do to affect a city’s future? What new spaces, architectures, structures and environments emerge at the edge of the crisis and the wake of even greater challenges?

The “Contemporary Urban Spaces” course will be structured in lectures, student presentations and a number of walks. Students will document their research in papers, maps & media. The seminar may also be complemented by an independent design studio component (U372).

GREK 170 – Accelerated Beginning Modern Greek I

An accelerated section of the elementary Modern Greek course for beginners with a background in Ancient Greek.

By the end of the course, students will be able to handle daily life situations (shopping, ordering food, making reservations, buying tickets, requesting and understanding directions, etc.); will acquire daily vocabulary and basic grammatical structures; and will be able to write simple letters and brief texts.

CYA strongly encourages students to study Modern Greek while they are in Athens. CYA believes that the study of this lesson provides valuable access to the life and culture of contemporary Greece and aids in the acculturation of students.

GREK 170 – Beginning Ancient Greek (1st Semester)

The “Beginning Ancient Greek I” course assumes no previous knowledge of Greek or other inflected languages.

Beginning Ancient Greek I introduces students to classical Greek, applying traditional as well as innovative methods. Students will become acquainted with the language, style, grammatical and syntactical structures which form the core of Attic Greek. Through a systematic and in-depth presentation of vocabulary and language forms students will develop your skills in reading, comprehension and translation of phrases and, eventually, small passages in classical Greek. Assisted by the instructor, students will also be encouraged to explore the impact of style and to discover the connections between linguistic features of Greek and modern languages which they already master.

Beginning classical languages at CYA offers students a unique opportunity to learn language in action. Our courses will not be confined to the classroom, which is usually reserved for language teaching, but, occasionally, they will take place outdoors. Visits to ancient sites (such as the Theater of Dionysus or the Odeion of Herod Atticus in Athens) and museums (e.g. the Epigraphical Museum, the Numismatic Museum, the National Archaeological Museum) will enhance and enrich the process of language learning, making the study of ancient Greek a vigorous experience.

GREK 170 – Beginning Modern Greek I

Elementary Modern Greek for beginners (Beginning Modern Greek I) or for those with very little knowledge of the language. By the end of the course, students will be able to handle daily life situations (shopping, ordering food, making reservations, buying tickets, requesting and understanding directions, etc); will acquire daily vocabulary and basic grammatical structures; and will be able to write simple letters and brief texts.

CYA strongly encourages students to study Beginning Modern Greek I while they are in Athens. CYA believes that the study of Modern Greek provides valuable access to the life and culture of contemporary Greece and aids in the acculturation of students.

GREK 170 – Beginning Modern Greek II

Elementary Modern Greek (Beginning Modern Greek II) for those with some knowledge of the language or completion of 60 hours of instruction.

Students will learn to handle a wide range of daily life situations; will further develop vocabulary and grammatical structures (all tenses and moods, irregular conjugations and declensions); and will learn to write letters and brief texts.

CYA strongly encourages students to study Beginning Modern Greek II while they are in Athens. CYA believes that the study of Modern Greek provides valuable access to the life and culture of contemporary Greece and aids in the acculturation of students.

GREK 170 – Beginning Modern Greek Language and Culture

“Beginning Modern Greek Language and Culture” aims to combine the classic beginning Modern Greek language instruction with Modern Greek culture. While keeping with the conventional language skills (listening, speaking, reading, and writing), this course integrates the “fifth skill” of language, culture, in a way that allows a full understanding of Modern Greece.

Through language focused cultural lessons, students will learn the importance of language in everyday situations, and become active participants in Modern Greek culture. This course aims to enable students to:

- a) communicate in the language and handle basic life situations;
- b) read in the language;
- c) learn everyday vocabulary from relevant social topics; and
- d) write simple letters and brief notes.

Students will develop oral language proficiency and cultural awareness through different activities, both inside and outside the classroom (neighborhood walks, graffiti, Greek idioms, street signs, visit to the Greek parliament, magazine covers, current pop culture videos, etc.).

These varied aspects of language practice and cultural exploration will include etymological and historical information, allowing the students to engage comfortably and become integrated with Modern Greek language and society.

GREK 270 – Intermediate Ancient Greek I: Attic Prose

Two semesters of Ancient Greek

In this “Intermediate Ancient Greek I: Attic Prose” course students are introduced to the work of prose writers of the Classical, Hellenistic and Roman periods. C201 consists of the reading of one or more Socratic dialogues in Plato, portions of Herodotus’ The Histories, or the most representative speeches and works of the greatest orators and prose writers, such as Lysias, Isocrates, Antiphon, Demosthenes, and Lucian.

Having learned the basics of Ancient Greek at their home institutions, in “Intermediate Ancient Greek I” students improve their reading skills by translating as much Greek as possible. At the same time we focus on expanding their knowledge of the grammar and syntax of the language. Exams in writing, exercises on the board and sight-reading are important components of the course.

We also examine the author’s language and style in comparison to that of contemporary authors. Aspects pertaining to the place of the text in its historical context are also discussed: how does the work relate to the events of the period during which it was written, what was its purpose, does it reflect the values of the society, what values are those, what are the author’s political views, and so on. It is the overall purpose of the course not only to improve the reading skills of the students but also to make clear the role of the text in the history of Greece and the literature produced there.

GREK 270 – Intermediate Modern Greek I

“Intermediate Modern Greek I” and advanced courses in Modern Greek are available in both semesters. Those who wish to take a higher level are required to take a placement test before registering.

CYA is committed to offering instruction in Modern Greek to all its students at whatever level is appropriate for them. We strongly encourage you to study Modern Greek while you are in Athens as we believe that it will provide valuable access to the life and culture of contemporary Greece and aids in your acculturation.

GREK 270 – Intermediate Modern Greek II

“Intermediate Modern Greek II” for those with a solid knowledge of the language or completion of 120 hours of instruction.

By the end of “Intermediate Modern Greek II” students will be able to handle a wide range of situations with complications; describe events in past, present and future; read authentic texts; make in-class presentations on a variety of topics; and write letters and simple reports.

CYA strongly encourages students to study Modern Greek while they are in Athens. CYA believes that the study of Modern Greek provides valuable access to the life and culture of contemporary Greece and aids in the acculturation of students.

GREK 370 – Advanced Ancient Greek I: Thucydides

Three semesters of Ancient Greek

In this course we introduce students to the work of the great historian of Classical Athens, Thucydides. C305 consists of the reading of one or more of the books of his History of the Peloponnesian War.

Thucydides is part of the war, which he relates. He contracted the deadly plague, served as a general, and was exiled for having failed in the task of saving Amphipolis from Brasidas. Thucydides is considered to be the first real historian who constructed his own work with “scientific” methods. He makes use of accounts taken from witnesses, archives, inscriptions, and so on. Thucydides focuses on facts rather than on hearsays.

In C305 students face the challenge of understanding Thucydides, his world, and language. He refined and flavored his prose with archaistic and poetical tones. Students improve their reading skills and at the same time expand their knowledge of the grammar and syntax of 5th c. Greek. Exams in writing, a short research paper, exercises on the board and sight-reading are important components of the course.

We also examine Thucydides’ methodology, language, and style in comparison to that of contemporary authors. Aspects pertaining to the place of the text in its historical context are also part of the discussion. Is the work simply a historical account or also a farewell to a dying world? Does Thucydides remain impartial, and how his personal tastes affect his writing, if so? Does his work reflect the values of the Athenian society, what values are those, and so on? It is

the overall purpose of the course not only to improve the reading skills of the students but also to make clear the role of Thucydides and his work in the history of Greece.

GREK 370 – Advanced Modern Greek I

For those who wish to take Modern Greek beyond the introductory level and whose needs are not met by the courses offered, CYA may provide additional classes if there is sufficient demand. Please contact the Director of Academic Affairs for further information.

GREK 370 – Advanced Modern Greek II

For those who wish to take Modern Greek beyond the introductory level and whose needs are not met by the courses offered, CYA may provide additional classes if there is sufficient demand. Please contact the Director of Academic Affairs for further information.

GREK 370 – Attic Prose in Translation: Thucydides the Athenian

The “Attic Prose in Translation: Thucydides the Athenian” course will involve a close reading of the entire work of Thucydides in translation, but key passages will be read and analyzed in the original Greek. The focus will be on the author: an Athenian general who had participated personally in some of the events that he writes about and held strong opinion about his characters. In this way, Thucydides will be understood, not only as a historian, but as a man deeply involved in the politics of Athenian Democracy.

LATN 270 – Intermediate Latin I

“Intermediate Latin I” course will introduce students to the most representative work of the Roman comic playwright, T. Maccius Plautus (d.184 BCE). Although his Latin is somewhat archaic, it is quite simple and fairly easy to translate. The course will focus on improving students’ reading skills and at the same time expanding their knowledge of Latin grammar and syntax. Students will also examine the author’s language and style, and discuss his texts in their historical context.

LATN 370 – Advanced Latin I

Two years of Latin.

Reading of selected authors as indicated by the requirements and previous level of attainment of the class; exercises in prose composition.

SA 370 – Global Cities: The Case of the Port of Piraeus

In the world of global economy, the sense of place has changed dramatically over the past decades. Traditional forms of inter-state cooperation have given way to new types of development, with new technologies facilitating cross-border collaborations. Apart from the old centers of global economy, strategic territories are emerging in cities that are not considered to be global.

The municipality of Piraeus in Greece is a typical example of such development due to the recent opening up of the Greek economy to foreign investors. Piraeus has been the main port of Greece since the 5th century BC and is today one of the largest ports in the eastern Mediterranean Sea. Recent negotiations have led to the creation of a Chinese key station inside the port of Piraeus, linking maritime and land transport routes. As a consequence of the new types of development, new directions in urban planning are going to rapidly change the identity of the city.

The physiognomy of Piraeus is strongly attached to the socio-political circumstances of the beginning of the 20th century. On the one hand the industrialization and on the other the rehabilitation of refugees after the Asia Minor Catastrophe of 1922, determined the forms of urban development around Piraeus’ historic center. The linkage between the industry and the refugee population is expressed through the geography of the urban refugee

settlements; most of them had been constructed around the historic center of the city near to industrial units. Today the regional administrative area of Piraeus includes six post-refugee municipalities: Nikea, Keratsini, Perama, Drapetsona, Korydallos and Ag. Ioannis Rentis. These areas are characterized by socio-spatial inequalities when compared to the central area of Piraeus. Indeed, urban problems in the peripheral municipalities contribute to the contradictory character of the city, as do the recent investments around the port.

On account of all these factors, Piraeus is a suitable case study for analyzing new types of spatial units which play a key role in urban and regional planning. Given that Greece is a member state of the European Union, students will also be able to use Piraeus as a point of reference in understanding the wider global impact that such procedures may have. In addition, they will have the opportunity to work on crucial urban issues affecting the contradictory, ever-changing physiognomy of Piraeus. And to discover what lies beneath this territory of strategic interest through field work. The problems they will address include abandoned brownfield sites, the derelict public housing reserve and intense socio-spatial inequalities.

The ultimate purpose of the course is to help students develop critical thinking on spatial planning issues so they can recommend innovative tools for strategic urban planning in the era of globalization.

SA 370 – Intro to Digital Archaeology and Virtual Reality

Methods of documentation and analysis in archaeology have changed drastically in the last decade. Though the discipline does not lack its fair share of Luddites, it seems like digital archaeology and the methods incorporating virtual reality in archaeological practice are here to stay!

On one hand, this course will provide the student with theoretical knowledge on the state of the art in digital archaeology, including GIS, remote-sensing technologies, tablet-based field recording, data management, and, last but not least, theoretical debates on the usefulness of digital methods.

On the other hand, the students will acquire real-world skills: they will create 3D models of artifacts and trenches; they will create aerial maps using drone photos; they will learn how to set-up and use a Total Station on the field; and they will digitally illustrate 2D architectural features using geo-rectified photos.

In brief, this course will prepare you for the challenges of a rapidly changing field. The skills acquired can also be used in a number of other fields, including cultural heritage management, anthropology, museum studies, and fine arts.