

History 301: History of Greece

May-Term Course

May 22-June 12, 2020

Dr. David Pettegrew

Dr. Abaz Kryemadhi

Email: dpettegrew@messiah.edu

Email: akryemadhi@messiah.edu

Course Description

An introduction to the history, archaeology, and culture of modern Greece through readings, travel, and archaeological work. We will spend time staying in the capital city (Athens), traveling to important sites in central Greece, and living for two weeks in the village of Ancient Corinth. In Corinth, we will conduct research related to an archaeological gazetteer of sites in the region, produce virtual reality videos for educational purposes, investigate a vanished refugee colony known as Washingtonia, and conduct drone photography of the Isthmus. Our class will benefit from the participation of Dr. Abaz Kryemadhi (Associate Professor of Physics at Messiah), and a collaboration with a Geospatial Technology team from Harrisburg University of Science and Technology (directed by Professor Albert Sarvis)

Besides immersing students in modern Greek culture, this course is designed to introduce students to archaeological methods of research and the relationship of archaeology to historical interpretations. The class addresses the question how archaeology contributes to the craft of modern history and produces (often conflicting) interpretations of the past by increasingly diverse national, ethnic, and religious communities.

*The class is a 300-level history course open to students of all majors. The course includes a cross-cultural waiver through ethnographic experiences in Greece and a service-learning component (a public archaeology project). It also fulfills the Experiential Learning Initiative (ELI) requirement for career development and community engagement.

Course Objectives:

By the end of this course, students will demonstrate the ability to:

1. identify relevant information about the host culture's history, traditions, politics, geography, including regional differences, if applicable. [QuEST]
2. discuss facets in which the host culture differs from their own. [QuEST]
3. discuss facets in which the host culture is similar to their own. [QuEST]
4. explain insights that they learned about themselves and their own relationships by directly interacting with individuals and groups from the host culture. [QuEST]
5. explain significant ideas, events, peoples, cultures, and social phenomena central to the history and archaeology of Greece. [History PLO1]
6. explain traditions and methods of historical scholarship on the history and archaeology of Greece. [History PLO2]
7. conduct advanced historical analysis of primary and secondary sources pertaining to the history and archaeology of Greece. [History PLO2]

8. synthesize advanced historical research, analysis, and interpretation related to the history and archaeology of Greece in effective forms of communication. [History PLO3]
9. evaluate the historical complexity of human identities, cultures, and societies from the perspectives of Christian faith traditions. [History PLO4]

Experiential Learning Initiative (ELI)

Your time in Greece will offer a meaningful learning experience that will contribute to community engagement and your career development. It will also result in a specific ELI deliverable relevant to your future career plans. At the beginning of the class, you will be required to personalize objectives that are unique to your goals and professional development.

Objectives:

1. **Professional Development:** Regardless of whether or not your experience relates explicitly to your career goals, what specific skills do you hope to develop/enhance that would be transferable to your professional goals?
2. **Community Engagement:** What do you hope to learn about community or do as a member of a community from your experience? “Community” can be understood differently depending on the context of your experience. It could be a local or international community, society at large, the community within Messiah College or another academic context, a professional community within a workplace, organization or field/industry, or a community within a team of individuals.

Students should use the SMART goal setting method:

Specific - *What exactly is it that I want to learn or accomplish?*

Measurable - *How will I demonstrate that I've learned/accomplished it?*

Achievable - *What steps will I take to learn this?*

Relevance - *How is this related to my personal and professional growth?*

Time bound - *By when will I complete this?*

Outcomes:

At the conclusion of the experience, students will document the **outcomes** of their learning goals: Did you achieve what you hoped to learn or be able to do, as stated in your learning goals? If so, provide supportive evidence of this. If not, provide rationale for why you did not achieve your goal(s).

Feedback:

I will provide feedback on the learning objectives you tailor for yourself and touch base with you three times during the course to monitor your progress. During the course, I will ask you to reflect on your learning experience in three ways: a daily journal, a series of questions, and a final project (a deliverable).

Deliverable:

A deliverable is a tangible product that contextualizes the outcomes of an experience in a way that is meaningful and relevant for an intended audience. At the end of the experience, students must practice articulating the transferable skills and competencies resulting from the experience which are relevant to an external audience, such as a future employer or graduate program.

The deliverable for this course is the Digital Project (see below).

Texts

- Thomas Gallant, *Modern Greece: From the War of Independence to the Present*, Second edition, 2016, ISBN: 1472567560
- John Bintliff, *The Complete Archaeology of Greece: From Hunter-Gatherers to the 20th Century A.D.* Wiley-Blackwell: Malden, MA, 2012.
- Outside Readings about the history and archaeology of Greece.

Grading

Paper	25%
Story Map	25%
Journal and Final (ELI) Reflection	25%
Participation	25%

Grading Scale

A 93-100%, **A-** 90-92%, **B+** 87-89%, **B** 83-86%, **B-** 80-82%, **C+** 77-79%, **C** 73-76%, **C-** 70-72%, **D+** 67-69%, **D** 60-66%, **F** Below 60%

A. Paper (25%)

You are required to read Thomas Gallant's *Modern Greece*. You should read this book by the time we travel as a way to learn more about the countries we will visit.

You will write a paper on Gallant's book. The paper is due **before** our travel. Submit via Canvas by **May xx**, 11:59 PM. However, I encourage you to read the book before spring break if you are able.

- Thomas W. Gallant, *Modern Greece: From the War of Independence to the Present*, Second edition.

Prompt: Read Gallant's work and then write a response essay of two or more double-spaced pages answering the following prompt:

Thomas Gallant's work offers a comprehensive, complex overview of modern Greece. How does "the burden of history lie heavily on Greek society" (as Gallant notes in his preface)? What is the relationship between the history of Greece and the character of Greeks today? How has the remote (pre-19th century) and more recent (19th-21st centuries) past influenced the Greek experience and sense of identity today? Your response should demonstrate with examples from Gallant's book.

The paper should be 4-6 double-spaced paper with 1" margins, 12 point Roman, title page, footnotes, page numbers, and a format that follows the Chicago Manual of Style: http://libguides.messiah.edu/citation_guide. Late papers will be docked five points for each day late. Four pages means four full pages (not 3 and 3/4). I will deduct up to 10 points for problems of format (generally 2-3 points for each problem), and up to 10 points for spelling, grammar, and editing problems (ca 1 point for every two mistakes). Another way to think of the grade: 80% content, 10% format, 10% style.

B. Story Map (25%)

You are required to produce one project related to our time in Greece. There are different options for fulfilling this project, but all of them are designed to deepen your understanding of the modern and premodern histories of Greece; explore the intersections of archaeology and modern cultural identity; connect you with publics in meaningful engagements; and provide legitimate first-hand experiences that comprise “transferable skills” useful for a career beyond college (ELI).

While in ancient Corinth, we will work on producing digital [Story Maps](#) related to the history of the village and region. These Story Map projects will tell the stories of the village and region. As digital websites, the Story Maps will constitute public scholarship that engages community and serves others.

You may work individually or with another student to produce a Story Map relating to the stories of the village, archaeological site, and ancient settlement. Some possible projects include (but are not limited to):

- Annotated Historical Map of the Corinthian Isthmus
- Ancient, Medieval, and/or Early Modern traveler accounts to Corinth
- How an American excavation has transformed a village
- The intersections of modern village life and archaeological investigations
- Archaeological tourism in Corinth or the Corinthia
- Religious tourism in Ancient Corinth
- The Archaic, Classical, Roman, Late Antique, Early Christian, Byzantine, or Ottoman remains in the village
- Christian Orthodoxy in the village
- Ancient Corinth within broader Greek landscapes
- Washingtonia, one of Greece’s earliest refugee settlements. Founded in the late 1820s by the American educator and physician [Samuel Gridley Howe](#), immediately after the Greek revolution, the colony was intended to serve as a place of resettlement for Greeks displaced by the war with the Ottoman Empire. Following his involvement in the war of independence, Howe would become an important abolitionist and philanthropist who would support the education of the blind and the disabled. We no longer know today where the refugee settlement founded by Howe is except that it is allegedly somewhere on the Isthmus of Corinth. We will spend some of our time in Corinth working from original primary and secondary documents to reconstruct the location of Washingtonia, which we will test through *autopsy* (i.e., we’ll go and look for it).

Mechanics: Whether you pursue an independent Story Map, you may work with up to one other student to tell a story with maps. You will reference at least 10 places with pictures and text (ca. 100 words / place + 300-500 -word overview/introduction). Following your return, you will have a full week to complete the project. Everything must be submitted by **Thursday, June xx, 2020, 11:59 PM**. I will provide an orientation to creating a Story Map before or during travel.

C. Journal and Final ELI Reflection (25%)

Journal (15%)

Throughout the course, you will produce a journal recording your daily log of your personal experience carrying out archaeological fieldwork in a foreign land. I am especially interested in hearing your reactions, questions, and reflections about living in Corinth as those experiences relate to the course themes outlined above, and your personalized ELI objectives. What does it mean for you, an American history student, to produce historical knowledge in another country? How do Greeks perceive your presence here? How are your experiences changing you, providing you with new skills and outlooks, and contributing to your understanding of yourself within community?

You should compose five reflective journal entries / week. These journal entries can be either 300-800 word typed responses with photos (when appropriate) or 300-800 words written in a physical journal. You should transfer an electronic copy of your entire journal to me by **June xx** before we return to the U.S. This part is worth 10% of your grade.

ELI Reflection (10%)

After you have completed the course, you will be required to write 800-1,500 words responding to the following Outcome Reflection questions specified by the objectives for ELI:

1. Discuss a significant moment during this experience that left a lasting impact on you. What made this moment significant for you?
2. How did this experience influence the way you think about your professional goals and/or your view of yourself as a future professional?
3. Please provide specific examples of two transferable skills (i.e. skills that you will be able to use beyond your experience itself) that you gained or enhanced during the experience.
 - a. Transferable Skill 1:
 - b. Transferable Skill 2:
 - c. A skill area in need of continued growth:
4. Describe a problem that you faced or observed during your experience. Describe the problem, and articulate an approach you did or would take toward a solution to the problem.
5. Please provide one example of something that you learned inside or outside the classroom at Messiah (e.g. a theory, concept, strategy, etc.) that you were able to apply during your experience.
6. What did “community” look like in your particular experience, and how did your engagement in this experience further shape your understanding of community? As you reflect on your experience, what is one specific way you foresee your future self engaging in and contributing to community? Your answer could relate to areas such as: purposeful influence in church and society; the work of reconciling individuals with God, each other, and/or creation; or demonstrating the love of God in service to others.

You will be graded according to the rubric attached at the end of the syllabus. This is due by **June 15, 11:59 PM**

D. Participation (25%)

Participation measures your cooperation in the course and the archaeological work as well as a range of ordinary activities. This grade includes attendance of the pre-season meetings in Grantham, your involvement in the activities of the class (e.g., discussions, field work, exercises, and group activities), attitude and interpersonal interactions during our travel, and respect for individuals in the host country, the staff of the archaeological museums, and the staff of the archaeological projects you will work with. It also includes short exercises and quizzes and the modern Greek language.

Cross-Cultural Evaluation (Required)

Upon return to the U.S., you will need to complete an online evaluation of the course. This is a course requirement, and you will not receive a grade in the course until you complete the evaluation.

Academic Integrity Policy

Student-student interactions and group study groups are encouraged for non-test materials. Learning is a multi-faceted experience, and growth comes about through various forms of interaction. However, representing someone else's work as your own is dishonest and will be prosecuted to the fullest extent of the College policy. Your submissions must always represent your work. It is incumbent upon students to both read and understand the Academic Integrity Policy: <http://www.messiah.edu/documents/student-affairs/Academic%20Policies.pdf>

Americans with Disabilities Act (ADA):

Messiah College welcomes students with disabilities. Any student whose disability falls within ADA guidelines should inform the instructor as soon as possible about any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services (Murray Library room 115). If you have any questions, please call extension 5382.

Class Schedule

The following is a tentative schedule that we will follow before and during the course. It provides a general structure for the course, but I expect that it will change as we encounter and make adjustments for practical obstacles and problems. The departure and arrival dates will be finalized *after* we purchase plane tickets (early February), while the daily itinerary will lock into place by early May. Note that there will be short articles throughout the trip; these will be available for download via Canvas.

A. Pre-Travel Period

February xx, 2020, 4:00-5:00 PM. Meeting in Boyer xx. Introduction to Course and Resources.

March xx, 2020, 4:00-5:00 PM. Meeting in Boyer xx. Discussion of logistics.

April 2020. Date & Time TBA. Meeting Place TBD. First pre-departure orientation for students with the International and External Programs Office: *Health and Safety in an International Environment*.

April 2020. Date & Time TBA. Meeting Place TBD. Second pre-departure orientation for students with the International and External Programs Office: *Cross-Cultural Adjustment & Communication*.

May xx, 2020. 3:30-5:30 PM. Final Meeting in Boyer 135. Discussion of travel issues; Story Maps; cross-cultural handbook. Meeting date and time subject to change.

May xx, 2020. Paper and Short Essays **due**, 11:59 PM.

B. Travel Period

May 22 (Fri). Group departs from Philadelphia International Airport for Athens, Greece.

May 23 (Sat). Arrive in Athens at 9:10 AM; travel to Athens; stay at Attalos Hotel

May 24 (Sun). Delphi

May 25 (Mon). Olympia

May 26 (Tue). Ancient Corinth. Drone Photography.

May 27 (Wed). Ancient Corinth. Drone Photography.

May 28 (Thu). Ancient Corinth. Acrocorinth. Drone Photography.

May 29 (Fri). Ancient Corinth. Kenchreai and Isthmia. Drone Photography.

May 30 (Sat). Ancient Corinth. Lechaion. Drone Photography.

May 31 (Sun). Ancient Corinth. Diolkos and the Canal. Drone Photography.

June 1 (Mon). Ancient Corinth. Field trip to Mycenae, Nafplio.

June 2 (Tue). Ancient Corinth. St. Patapios Monastery.

June 3 (Wed). Ancient Corinth. Epidaurus and Nemea.

June 4 (Thu). Ancient Corinth. Kalavryta.

June 5 (Fri). Ancient Corinth.

June 6 (Sat). Ancient Corinth.

June 7 (Sun). Ancient Corinth.

June 8 (Mon). Corinth.

June 9 (Tue). Travel to Athens.

June 10 (Wed). Athens.

June 11 (Thu). Athens.

June 12 (Fri). Athens. Group departs to Philadelphia. Arrive in Philadelphia.

C. Post-Travel Period

June 19 (Fri). Story Map Project and ELI Reflection due

Assessment Rubric for All ELI Experiences

Student Name: _____ Experience Category: Internship/Practicum Service Learning Off-Campus Prog Leadership Research
***In order for students to successfully fulfill the ELI Requirement, they must obtain at least five (5) points on this rubric.**

OUTCOME Points	CWEO	DIMENSION (Mapped to final reflection question numbers)	DEFINITION (Proficiency Level)	NO ATTEMPT 0	NEEDS IMPROVEMENT .5	PROFICIENT 1	EXEMPLARY 1.25
Meaningful Careers	5.d - interests, abilities, and limitations	Identifying Personal Strengths/Abilities (Questions 3 and 4)	Student clearly and accurately connects their intellectual, professional and personal strengths and abilities to their ELI experience				
	5.c. - sense of vocation/career that transcend career choice	Sense of Vocation (Questions 1 and 2)	Student clearly articulates how their experience enhances or informs their vocation (sense of purpose for their interests and abilities)				
	Academic integration 4 – major 1-3, 5-7 – QuEST	Academic Integration (Question 5)	Student identifies specific ways in which academic learning informs ELI experience and/ or ELI experience informs classroom learning				
Community Engagement	5.e. - role in community 7.b. – leadership – civic responsibility	Role in Community /Leadership (Question 6)	Student develops and specifically demonstrates awareness of his/her role, both personally and professionally, in society				
Completion of Deliverable			Student has completed deliverable project in the format appropriate to bucket area and in a way that clearly summarizes ELI outcomes and reflections to an external audience				