



<b>Instructor (s):</b>	Joanna Simos / Jan Sanders																																				
<b>Email:</b>	simosj@arcadia.edu / sandersj@arcadia.edu																																				
<b>Course Title:</b>	<b>The Greek Key: Experiencing Athens as a Cultural Landscape</b>																																				
<b>Course Code:</b>	<b>GREA GRCU 111</b>																																				
<b>Subject:</b>	Sociology, Cultural Studies, Critical and Visual Studies																																				
<b>Credits:</b>	<b>2</b>																																				
<b>Semester/Term:</b>	<input checked="" type="checkbox"/> <b>Spring</b> <input checked="" type="checkbox"/> <b>Fall</b> <input type="checkbox"/> <b>Summer</b>																																				
<b>Course Description:</b>	The Seminar is divided into two complementary parts that explore both the objective (visible) and subjective (invisible) culture of Athens. Students experience contemporary Athens through directed walks, observation exercises and other independent and communal activities. Discussions of selected readings and reflections on the actual walks enhance the direct experience of visible Athens. In the classroom meetings, the tools and theories of intercultural communication are introduced, explored and used to uncover the invisible values and assumptions that inform Greek society.																																				
<b>Course Requirements:</b>	<p><b>Required Text</b> No required text. Articles and power-point lecture slides are available from the instructor on the course Blackboard site through Arcadia University.</p> <p><b>Grading Scale</b></p> <table border="1"> <thead> <tr> <th>Letter Grade</th> <th>Percentage</th> <th>Numerical Scale</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>95 – 100%</td> <td>3.5 – 4.0</td> </tr> <tr> <td>A-</td> <td>90 – 94%</td> <td>3.0 – 3.4</td> </tr> <tr> <td>B+</td> <td>87 - 89%</td> <td>2.7 – 2.9</td> </tr> <tr> <td>B</td> <td>83 - 86%</td> <td>2.3 – 2.6</td> </tr> <tr> <td>B-</td> <td>80 - 82%</td> <td>2.1 – 2.2</td> </tr> <tr> <td>C+</td> <td>77 – 79%</td> <td>1.7 – 1.9</td> </tr> <tr> <td>C</td> <td>73 – 76%</td> <td>1.3 – 1.6</td> </tr> <tr> <td>C-</td> <td>70 – 72%</td> <td>1.1 – 1.2</td> </tr> <tr> <td>D+</td> <td>65 – 69%</td> <td>.5 - .9</td> </tr> <tr> <td>D</td> <td>60 – 64%</td> <td>.0 - .6</td> </tr> <tr> <td>F</td> <td>0 – 59%</td> <td>0.0</td> </tr> </tbody> </table>	Letter Grade	Percentage	Numerical Scale	A	95 – 100%	3.5 – 4.0	A-	90 – 94%	3.0 – 3.4	B+	87 - 89%	2.7 – 2.9	B	83 - 86%	2.3 – 2.6	B-	80 - 82%	2.1 – 2.2	C+	77 – 79%	1.7 – 1.9	C	73 – 76%	1.3 – 1.6	C-	70 – 72%	1.1 – 1.2	D+	65 – 69%	.5 - .9	D	60 – 64%	.0 - .6	F	0 – 59%	0.0
Letter Grade	Percentage	Numerical Scale																																			
A	95 – 100%	3.5 – 4.0																																			
A-	90 – 94%	3.0 – 3.4																																			
B+	87 - 89%	2.7 – 2.9																																			
B	83 - 86%	2.3 – 2.6																																			
B-	80 - 82%	2.1 – 2.2																																			
C+	77 – 79%	1.7 – 1.9																																			
C	73 – 76%	1.3 – 1.6																																			
C-	70 – 72%	1.1 – 1.2																																			
D+	65 – 69%	.5 - .9																																			
D	60 – 64%	.0 - .6																																			
F	0 – 59%	0.0																																			



### Assignments

Course Requirements	Percentages
1. Participation (readings, discussions, attendance)	10 %
2. Four (4) Narratives	24 %
3. Four (4) Faculty Activities	24 %
4. Street Art: The surfaces of the city	6 %
5. Coffee and Cigarettes	6%
6. Cover Letter and Résumé	15%
7. Double Exposure	15%
<b>Total</b>	<b>100%</b>

#### **Narrative 1: Café Observation (6%)**

*Your challenge:* Choose a café, order ONE drink, and choose a person/couple/group that was in the café when you arrived. While consuming one drink only, sit and outlast them. This means do not leave before they do and do not order more than one drink. If the person/people that you chose happen to leave shortly after you arrive (within 20 minutes) choose another table.

#### **Narrative 2: The Topography of My Life (6%)**

In a narrative of about 600 words, please respond to the questions below: Now you are in a new, foreign and possibly strange place. Before you begin to feel comfortable here, please try to articulate some things about your place, the one in which you feel most at home. How is that place or community reflected in your attitudes, values, actions and feelings? How has it shaped who you are? And also, why are you here? What are you most excited about? And what goals do you have for this semester: goals about integrating in Greece; goals for your academic performance; goals for your personal growth during your time in Greece.

#### **Narrative 3: Cultural Lens (6%)**

Considering the culture general and Greek culture specific readings we have covered and exercises we have done in class, how would you describe your own cultural lens at the moment? How are you dealing with your experiences in Greece at this point in the semester? How can you portray these experiences to others so that they begin to understand some of the differences you are encountering?



Can you find a poem or song that captures your feelings at the moment and embodies some of what you have experienced so far? If so, post it or a link to it and then respond, in a short narrative to these questions: What does your song or poem choice say about the overarching mood or tone of your experience(s)? Is the song or poem somber and mellow or rhythmic and dynamic?

**Narrative 4: Below the Surface (6%)**

In a narrative of about 1000 words, make a comparison between something in Greek culture and something in your home culture (home culture can be ethnic culture, geographical culture, gendered culture, etc.). This “something” could be politics, child rearing, dating, environmental concerns, education, business, religion, poverty, and/or countless other things. In making this comparison, choose a topic that allows you to look beneath the surface of what is visible. Try to incorporate the readings into your discussion. Consider your own cultural lens and how this affects your perception of the topic.

**Faculty Activity 1: Yesterday’s History Today**

Yesterday’s history today consists of a walk that will start at Theseio metro station and culminate in Kerameikos station, going down Ermou street to the Gazi complex, where we will visit the industrial museum. The two metro stations will be compared and the differences discussed in a historical context; the pedestrianisation of Ermou will be a focal point of how modern Athens interacts with its past, both ancient and 19th century; the graffiti of the bus depot will be used for a broader look at this issue; the Gazi complex and industrial museum will be evaluated, while the gentrification of the Gazi area will also be discussed.

**Response:** 800 words and 5 images

At the end of the walk, students will be given a list of topics to address, which will be based on the observations and discussions that took place. During the walk they will be encouraged to take photographs or film so as to substantiate their arguments.

**Faculty Activity 2: The Street**

Explore Athinas (Αθηνάς) Street) and spend at least one hour and a half walking and observing the street from one end to the other (Omonia-Monastiraki) on both sides. Walk slowly, observe, think, take notes and pictures, and record sounds. Look at the people, the buildings, the views from the street, the sky and the ground. Listen to the sounds, note the smells and the textures of the walls and the other surfaces.



**Response:** 800 words and images/visual media

Based on your observations and experiences, prepare a 3-5 minutes presentation with audio-visual material (still images with sound, video, recorded sounds) together with your ideas and thoughts (in 800 words) to address the following:

Indicate different kinds of “thresholds” you noticed: private/public, personal/political, past/present, open/closed, local/foreign, light/dark, natural/urban, and/or any other possible “thresholds” you found interesting. What is special/different/idiosyncratic or if you want “Greek” for you in Athinas Street? If you were to make a “cultural guide” of Athinas Street what would that entail in terms of images, activities, sounds, smells and textures?

**Faculty Activity 3: 1930’s Athens - The Modern Movement in Architecture and the Modernization of Athenian Life**

**Response:** 800 words and images/visual media

Observe and reflect upon the architecture of the 1930s that can be found in Pangrati. In 800 words, describe the present state of 5 buildings: their characteristics, state of preservation, usage, relation to the rest of the urban matrix around them, as well as their aesthetic, social or other impact that their presence might have in the neighborhood. Include images of your chosen buildings.

**Faculty Activity 4: Spatial Narrative and Creative Writing: The Neoclassical Trilogy in Athens**

**Response:** 800 words and images/visual media

Adopt a narrative voice that could reveal a different experience of space (800 words). This “mask” is expected to set you free of your own preoccupations and challenge your ability to approach diversity. Several characters (narrative voices) who are present in the area will be introduced (e.g. the “koulouri” seller, the “peripteras”, a banker who works across, the statue of Plato, homeless, an academic researcher, a straw dog etc.); you are, of course, free to invent your own character and place him/her in narrative space and time. In short, the activity and response will stimulate your ability to observe, to project your thoughts and emotions on the landscape by creating different versions of literary reality. Please supplement your narrative response with 5 images.

**Street Art: the surfaces of the city (6%)**

We will create a spring 2014 Greek Key album of images of the city’s surface. What form this album will take will be one of our first concerns: Google map, Tumblr, Flickr, a file in Google docs, etc. Street art, public art, and details of building facades, cracks, crevices, reuse or secondary use - all of these and



	<p>more can find a place in our collection. Each GK participant must post a minimum of 5 images to the album and each image must be accompanied by a location. Use the geotag option, if you have one, on your camera or smartphone or simply make a note, or take an additional picture, of where you are when you photograph your example of the surfaces of the city.</p> <p><b>Coffee and Cigarettes (6%)</b> Smoking bans are serious things in most places and, in most places, gangs of smokers huddle around a single ashbin looking guilty. Though universally reviled, entertainment and gossip magazines are full of images of the so-called rich and famous lighting up. What is the mystery and romance of smoking? How does the smoking culture in Greece differ from what you are used to in the US? Is the fundamental symbiosis between cigarettes and coffee here surprising to you?</p> <p><b>Cover Letter and Résumé (12%)</b> Think about what skills and experiences are valued by a potential employer or graduate school in your chosen field. You have acquired or enhanced some of these skills during your time abroad and this assignment will help you with the vocabulary of intercultural communication so you can incorporate your new skills into both a cover letter and résumé.</p>														
<p><b>Learning Outcomes and/or Expected Student Competencies:</b></p>	<p>On completion of the course, students should be able to:</p> <table border="1" data-bbox="467 1123 1425 1407"> <thead> <tr> <th colspan="2">Learning Outcome</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Articulate the intercultural skills and perspectives developed or acquired</td> </tr> <tr> <td>2.</td> <td>Incorporate intercultural skills in résumé or professional portfolio</td> </tr> <tr> <td>3.</td> <td>Demonstrate proficiency in cultural analysis</td> </tr> <tr> <td>4.</td> <td>Demonstrate intercultural communication theories, models and concepts</td> </tr> </tbody> </table>	Learning Outcome		1.	Articulate the intercultural skills and perspectives developed or acquired	2.	Incorporate intercultural skills in résumé or professional portfolio	3.	Demonstrate proficiency in cultural analysis	4.	Demonstrate intercultural communication theories, models and concepts				
Learning Outcome															
1.	Articulate the intercultural skills and perspectives developed or acquired														
2.	Incorporate intercultural skills in résumé or professional portfolio														
3.	Demonstrate proficiency in cultural analysis														
4.	Demonstrate intercultural communication theories, models and concepts														
<p><b>Course Outline:</b></p>	<table border="1" data-bbox="467 1444 1468 1862"> <thead> <tr> <th>Session</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td><i>Session 1</i></td> <td>Introduction: Double Exposure &amp; The (Greek) Key</td> </tr> <tr> <td><i>Session 2</i></td> <td>Politics, Emotion, Experience &amp; Culture</td> </tr> <tr> <td><i>Session 3</i></td> <td>Street Art: The Surfaces of the City</td> </tr> <tr> <td><i>Session 4</i></td> <td>Faculty Activity: Yesterday's History Today</td> </tr> <tr> <td><i>Session 5</i></td> <td>The Supreme, The Secular and The Superstitious; Modern Greek Worship</td> </tr> <tr> <td><i>Session 6</i></td> <td><i>Faculty Activity 2: The Street</i></td> </tr> </tbody> </table>	Session	Topic	<i>Session 1</i>	Introduction: Double Exposure & The (Greek) Key	<i>Session 2</i>	Politics, Emotion, Experience & Culture	<i>Session 3</i>	Street Art: The Surfaces of the City	<i>Session 4</i>	Faculty Activity: Yesterday's History Today	<i>Session 5</i>	The Supreme, The Secular and The Superstitious; Modern Greek Worship	<i>Session 6</i>	<i>Faculty Activity 2: The Street</i>
Session	Topic														
<i>Session 1</i>	Introduction: Double Exposure & The (Greek) Key														
<i>Session 2</i>	Politics, Emotion, Experience & Culture														
<i>Session 3</i>	Street Art: The Surfaces of the City														
<i>Session 4</i>	Faculty Activity: Yesterday's History Today														
<i>Session 5</i>	The Supreme, The Secular and The Superstitious; Modern Greek Worship														
<i>Session 6</i>	<i>Faculty Activity 2: The Street</i>														



	<table border="1"><tbody><tr><td><b>Session 7</b></td><td>Faculty Activity 3: 1930's Athens</td></tr><tr><td><b>Session 8</b></td><td>Mid Semester Meeting</td></tr><tr><td><b>Session 9</b></td><td>Faculty Activity 4: The Neoclassical Trilogy in Athens</td></tr><tr><td><b>Session 10</b></td><td>Coffee &amp; Cigarettes</td></tr><tr><td><b>Session 11</b></td><td>Your Intercultural Skills</td></tr><tr><td><b>Session 12</b></td><td>Double Exposure due</td></tr><tr><td><b>Session 13</b></td><td>Greek Key Exhibit &amp; Celebration of Learning</td></tr></tbody></table>	<b>Session 7</b>	Faculty Activity 3: 1930's Athens	<b>Session 8</b>	Mid Semester Meeting	<b>Session 9</b>	Faculty Activity 4: The Neoclassical Trilogy in Athens	<b>Session 10</b>	Coffee & Cigarettes	<b>Session 11</b>	Your Intercultural Skills	<b>Session 12</b>	Double Exposure due	<b>Session 13</b>	Greek Key Exhibit & Celebration of Learning
<b>Session 7</b>	Faculty Activity 3: 1930's Athens														
<b>Session 8</b>	Mid Semester Meeting														
<b>Session 9</b>	Faculty Activity 4: The Neoclassical Trilogy in Athens														
<b>Session 10</b>	Coffee & Cigarettes														
<b>Session 11</b>	Your Intercultural Skills														
<b>Session 12</b>	Double Exposure due														
<b>Session 13</b>	Greek Key Exhibit & Celebration of Learning														
<b>Other Policies:</b>	<p><b>Expectations</b> Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including e-mail.</p> <p><b>Attendance/Participation</b> Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session. Participation is not just about talking, giving opinions or exercising critical capacities. It should also involve giving evidence of reading either the material assigned or other sources relevant to the subject matter.</p> <p><b>Course Policies</b> For e-mail communications, students must use their Arcadia University e-mail account. Students are responsible for any information provided by e-mail or through Intranet postings. One unexcused absence is permitted. After that, 2.5 grade points will be deducted for every unexcused absence. If you are ill, you must inform your faculty member, as well as Jan or Joanna, before class meeting time for your absence to count as excused.</p> <p><b>Plagiarism</b> Representation of another's work or ideas as one's own in academic submissions is plagiarism, and is cause for disciplinary action. <i>Cheating</i> is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. <i>Fabrication</i> is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.</p>														



	<p><b>Late or Missed Assignments</b> Will not be accepted for grading.</p> <p><b>Students with Disabilities</b> Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.</p>
<b>Prerequisites:</b>	None
<b>Country and Program Connection:</b>	The Seminar supplies students with the skills necessary to infiltrate a culture and society at variance from their own. Additionally, the Seminar will equip students with the tools to communicate their intercultural competence to future employers or in applications/interviews for employment or graduate/professional school.

Intellectual property  
copyright Arcadia University