

## General Information

Course Bulletin Listing/Subject Area	Modern Greek
Fiscal Unit/Academic Org	Greek & Latin - D0509
College/Academic Group	Humanities
Level/Career	Undergraduate
Course Number/Catalog	2240H
Course Title	Travels to Greece: The Search for a Cultural Ideal
Transcript Abbreviation	Travels to Greece
Course Description	Considers the phenomenon of travel to Greece through the centuries.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	16.0601
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

## Quarters to Semesters

Quarters to Semesters	New course
Give a rationale statement explaining the purpose of the new course	-Introduces students to the phenomenon of travel to Greece over the ages. Starting with classical authors, it looks at how travelers, scholars, adventurers, students, pilgrims & poets have gone to Greece in search of dreams, the past, ideals or the Aegean Sea.
Sought concurrence from the following Fiscal Units or College	

## Requirement/Elective Designation

General Education course:

Culture and Ideas

The course is an elective (for this or other units) or is a service course for other units

## Course Details

**Course goals or learning objectives/outcomes**

**Content Topic List**

- Herodotus
- The Parthenon
- Hellenism
- Kazantzakis

## Attachments

- MG2240H Travels to Greece Syllabus.docx  
*(Syllabus. Owner: Kallis, Erica Joy)*
- Modern Greek Honors 2240 GE Rationale.docx: Rationale & Assessment  
*(GEC Course Assessment Plan. Owner: Kallis, Erica Joy)*
- Generic MG 2000-level Syllabus (MG 2100).doc: Generic 2000-level Modern Greek syllabus  
*(Other Supporting Documentation. Owner: Kallis, Erica Joy)*
- Travels Course Honors Proposal.docx: Proposal to Honors  
*(Other Supporting Documentation. Owner: Kallis, Erica Joy)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Kallis, Erica Joy	11/16/2011 02:06 PM	Submitted for Approval
Approved	Kallis, Erica Joy	11/16/2011 02:08 PM	Unit Approval
Approved	Heysel, Garrett Robert	11/16/2011 08:41 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Meyers, Catherine Anne Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay	11/16/2011 08:41 PM	ASCCAO Approval

**Travels to Greece**  
**Modern Greek Honors 2240**  
Professor Gregory Jusdanis  
Classroom Location: TBA  
Days and Times: TBA

**Instructor:** Prof. Gregory Jusdanis  
**Office:** 272 University Hall  
**Mail Box:** 414 University Hall (Dept. of Greek and Latin)  
**Telephone:** 292-2744 (Dept - messages)  
**Email:** [jusdanis.1@osu.edu](mailto:jusdanis.1@osu.edu)  
**Office Hours:** TBA by appointment

**Objective:** The aim of the course is to investigate the age-long phenomenon of travel to Greece. An interdisciplinary course, it will approach the subject from the perspective of literature (novels, poetry, short stories), film, essays, anthropology, travel theory, and other scholarly work.

Starting in antiquity and ending in today's mass tourism and mass migration, it will introduce students to the cultural practice of travel in its wide ramification as a pastime of elites, as an increasingly attainable goal of the middle classes, and as a forced experience of immigration.

**Expectations:** Students in this class will learn to appreciate two interrelated cultural phenomena, travel and Greece as cultural ideal. The course will provide a nuanced and complex picture of this relationship by looking at both why people travel and then why Greece, ancient and modern, has remained an ideological and physical goal.

Class discussions will focus on some of following questions: Why do people travel? Is travel the same at different historical times? Why Greece? Why has Greece remained a place to visit in either real life or through the imagination? Do we travel differently in our own land as opposed to foreign places? What is the difference between the grand tour of aristocrats, the journeys of scholars, and the tight schedules of tour groups? How has mass travel affected Greece? How does a refugee or migrant experience travel?

Students will also come to appreciate through their readings, class discussions, and essays the ways that different modes of writing come to represent both travel and Greece. How does a poem or a novel operate? What is the goal of an anthropological research paper? What audience does a travel blog have? What assumptions of writing differentiate the scholarly article from the essay?

**General Education Curriculum (GEC) Report And General Assessment Plan**

This course meets the general principles of the model curriculum for the **Arts and the Humanities "Cultures and Ideas" Category.**

### **Goals/Rationale for GEC Requirements**

The University's Goals and Learning Outcomes for **Arts and the Humanities** are as follows:

#### **Goals:**

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

#### **Expected Learning Outcomes:**

1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings

For **Ideas and Cultures** the Learning Outcomes are further specified as follows:

#### **(3) Cultures and Ideas Expected Learning Outcomes:**

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

**Academic Misconduct:** University rules regarding **academic misconduct** will be strictly enforced. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. For additional information see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

**Disability Services:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Service is located in 150 Pomerene Hall, 1760 Neil Avenue. Tel.# 292-3307; <http://ods.ohio-state.edu>

**Budget: Not required.** The library holdings are adequate for the research needs of students taking this course.

**Requirements:** One midterm, one term paper (15 pages), and one final exam, and an oral presentation of the term paper.

The mid-term will consist of fifteen short answer questions covering the material taught in class. The final examination will consist of two parts, 1) short answer questions and 2) two essay questions.

**Grades:** Class participation and in-class presentation, including quizzes (15%), midterm (20%), term paper (30%), oral report (5%) and final exam (30%).

### **Weekly Readings**

WEEK ONE: Theory of Travel

I Introduction

II Carl Thompson's *Travel Writing* 1-34

Robert Eisner *Travelers to an Antique Land* 5-35

WEEK TWO: Travel in Antiquity

I The Odyssey

II Herodotus, Book Two

Pausanias, Book One

WEEK THREE: Byzantium

I Travel to the Parthenon in medieval times

Anthony Kaldellis *The Christian Parthenon*, 60-80,

II Lecture: Prof. Anthony Kaldellis

*Travel Writing*, 37-39

WEEK FOUR: The Lure of Antiquity

I Christopher Woodward *In Ruins*

Henry James "Daisy Miller"

Cavafy's "Ithaca," Tennyson's "Ulysses"

II Robert Kaplan "Teach me Zorba" in Habegger 50-56

Gary Willis "The Real Arcadia" in Habegger 111-127

Christopher Brakken "Terra Incognita," "Landscape with Kore," "Dion," "The Head," "Melesses"

*Travel Writing* 34-36

WEEK FIVE Philhellenism,

I Byron "Letters," Hölderlin "Bread and Wine," Hugo von Hoffmannsthal "Moments in Greece"

Keats "On First Looking into Chapman's Homer"

*Travellers to an Antique Land* 89-124

II Film: "Never on Sunday" (in search of Greek drama)

WEEK SIX: Modernism

I Mark Twain *Innocents Abroad*, Sigmund Freud "A Disturbance of Memory on the Acropolis"

E. M. Forster "The Road from Colonus," Virginia Woolf "A Dialogue on Mount Pentelicus"

*Travel Writing*, 52-61, 180-90

**II Mid-term**

WEEK SEVEN: Greeks Traveling in Greece

I Seferis, “Delphi” in Leontis 84-99; Paul Theroux “Taunting the Oracle”  
in Habegger 60-64

Venezis “Mycenae” in Leontis 60-69

II Kazantakis *Report to Greco* “Pilgrimage through Greece” 146-66.

*Travel Writing*, 62-99

WEEK EIGHT: Finding yourself in Greece I

I Henry Miller, *The Colossus of Marousi*

Lawrence Durrell “The Land of Light” In Habegger

Sofka Zinovieff *Euridice Street* 1-11, 71-99

II Film: *Mama Mia*

WEEK NINE: Finding yourself in Greece II

Nikos Kazantzakis *Zorba the Greek*

WEEK TEN: The Anthropology of travel and the traveler as anthropologist

I Margaret Kenna *Greek Island Life. Fieldwork on Anafi*

Jane Cowan “Going out for Coffee”

II Neni Panourgia *Fragments of Death, Fables of Identity. An Athenian Anthropography*

WEEK ELEVEN: Tourism or International Understanding

I *Travellers to an Antique Land*, 241-266

Robert Pierce “A Breathtaking View” in Habegger 202-208

Patricia Storace “Marble Girls” in Habegger 8-25

<http://arcade.stanford.edu/tourism-or-international-understanding>

II Group project: on internet travel chat groups

WEEK TWELVE: Compelled Travel emigration/immigration

I The Migrant – Elia Kazan’s “America America”

II The Refugee – Gazmend Kaplani *A Short Border Book*

*Travel Writing* 130-67

WEEK THIRTEEN: Travel as learning.

I Research in Greece, In Eisner 241-260

II Group discussion on study abroad in Greece

WEEK FOURTEEN: Review

**I Oral Reports**

**II Review, Papers due**

## **Modern Greek Honors 2240: Travels to Greece** **Rationale for GE Status**

**GE Rationale:** Travel, as both imaginary and real experience, constitutes an important part of human existence. And travel to Greece is as old as travel itself. The course will examine the phenomenon of travel by looking specifically at one of the earliest travel goals. By studying Greece as travel destination through the ages, the course will enable students to grasp the way different societies comprehend and practice travel. And by considering the class implications of travel, they will come to appreciate the way wealth and leisure come to define the person.

Goals: Students will evaluate works of scholarly writing as well works of literature from antiquity to the present. They will also learn to approach film as a cultural form. The course then will develop students' critical skills in interpreting scholarly as well as literary texts.

Students will learn how travel shapes travel writing and how travel writing determines our experience of travel. They will learn how to analyze major works of thought and art with respect to the experience of travel. They will also come to appreciate how cultural ideals are formed and how these ideals themselves guide human behavior, in this case, to undertake travel.

The course addresses the learning outcomes of one category within the General Education: Arts and Humanities: **Cultures and Ideas**.

### Expected Learning Outcomes

This course will assess student learning of the material and GEC objectives in the following manner:

- 1) It will assess students' comprehension of travel and the creation of cultural ideals. While class discussion will assess the students' understanding of the material, in-class quizzes will be given to assess the students' level of preparation.
- 2) It will assess students' research abilities to read and analyze sociological, historical, and literary texts in the term paper they will write. Students are asked to analyze these texts closely and to use textual material to back up their arguments.
- 3) In the midterm and final examination it will assess the students' ability to think critically about issues of travel, the exchange of ideas and of people, and the lasting power of cultural constructs. The exams will also assess students' understanding of cultural, economic, and political meaning of travel.

### Assessment: Culture and Ideas

The Course-Specific Learning objectives for this course will be implemented as follows: Students will be asked to reflect on the idea of travel though the ages, travel as a leisure activity, as a economic and economic necessity, as an objective of research, and as an exercise in self

improvement. In each class students will be invited to compare modern and ancient practices. How would the experiences of an exchange-student in Athens today, for instance, differ from that of a scholar in antiquity? How did Greece as a cultural ideal change through the ages? Did the German poet, Hölderlin, see Greece in the same way as the Americans Anne Carson or Christopher Bakken? In the research paper, students will be asked to choose a specific monument (the Parthenon) or place (Delphi) and to consider how its meaning was transformed through the centuries. In other words, they will have to look at travel as a cultural practice that changes from one period to another, fulfilling different needs and goals. The questions of the final examination will also invite students to take a comparative perspective. Typical questions will be: compare the Parthenon as a place of religious pilgrimage in the Byzantine Period with that as a global travel goal today. Does the economic refugee from Albania see Greece in the same way as Mark Twain?

**Methods:**

Data: The goals will be assessed through an examination of the work that students do for the class. Their responses to the questions on cultural comparison will demonstrate their ability to think critically about travel as a historical practice. The mid-term, the research paper, and the final examination will all require extended interpretation of cultural practices and human institutions. A random sampling of the exams should provide an adequate assessment of whether the goals of the class are being met. This sampling will be photocopied and provided to the Teaching, Technology, and Assessment Committee for its evaluation. And the instructor will act on the advice of the committee.



## Syllabus

### MODERN GREEK 2100 Greece and Beyond: The Crossing of Borders through Film

**Description:** The course will examine the crossing of political and cultural borders and the ensuing cross-cultural encounters through film. It will examine these crossings in relation to a variety of geopolitical regions such as the Balkans and North America or social movements such as immigration, political refugees, and tourism.

**Objective:** The course will reflect on how film represents and comes to terms with the movement of people, ideas, and goods from the beginnings of Greek film at the turn of the nineteenth century to today. It will explore the ways in which film dramatizes cross-cultural encounters and addresses challenges that border-crossings bring to the fore: cross-cultural communication and understanding, co-existence, acculturation, equality, difference. In tracing historically specific crossings, the course will identify the conditions framing cross-cultural encounters, and address issues of national identity, difference and the co-existence of peoples attached to various cultures. The course will be divided into three thematic units.

**Expectation:** Students in this class will learn to appreciate an important aspect of Greek culture - the production, distribution, and consumption of Greek films. Meeting twice a week, we will see a film in the first period and discuss it in the second. Students will become acquainted with the film output of an important European country with a long tradition. Class discussions will address the following questions: How have Greeks used film as a medium of cultural expression? Was Greece dependent on European and American models for its own films? Did it develop its own industry? What affect did dictatorship have on Greek films? What was the relationship between the film and the music industry? How has Greek film fared in the era of television and the Internet?

**Rationale:** As soon as Greece emerged as an independent nation-state in the early nineteenth century, it began creating the political as well as cultural hallmarks of independence. National culture was one of them. This course will examine how film became a national institution in the twentieth century. Although Greece was an impoverished country at the turn of the twentieth century, it was very receptive to the new medium of film. The course will examine Greek film from the early experiments to the present day.

#### **General Education Curriculum (GEC) Report And General Assessment Plan**

This course meets the general principles of the model curriculum for the

1) Category 6. Diversity Experience, Section B. International Issues, Western Non-US Course (**Global Studies under the Semester Curriculum**) and

2) Arts and Humanities, "Cultures and Ideas" course (**Culture & Ideas under the Semester Curriculum**).

**Objectives:****1) Category 6. Diversity Experience, Section B. International Issues, Western Non-US Course.**

Students will explore and gain substantive knowledge of the ways a particular genre, film, dramatizes cross-cultural encounters. Students will become aware and able to appreciate the numerous challenges that border-crossings bring to the fore: cross-cultural communication and understanding, co-existence, acculturation, equality, difference. In tracing historically specific crossings, students will be exposed to a variety of conditions framing cross-cultural encounters, and will be asked to reflect on issues of national identity, difference and the co-existence of peoples attached to various cultures.

**2) Arts and Humanities, goals/rationale in “Cultures and Ideas” category.**

The University mandates that students taking courses in this category will understand the foundations of human beliefs and learn to appreciate and interpret significant writings.

**General Assessment Plan**

**Objective:** The object of this course is to investigate cross-cultural encounters. An interdisciplinary course, it will reflect on the transnational flows between both nations as they are represented in film.

Students will explore and gain substantive knowledge about the conditions that bring about cross-cultural conflict. They will become aware and able to appreciate the ways individuals challenge ideologies of exclusion (such as nationalism) and the political and social conditions that enable or limit the coexistence of culturally different people. In examining contact zones in specific socio-historical settings, students will be exposed to a variety of ways nation-states shape the meaning of multicultural co-existence and how individuals in turn engage with these meanings.

**Assessment:** This course will assess student learning of the material and GEC objectives in the following manner:

- 1) It will assess students' comprehension of the different of film as a dominant mode of cultural expression. Students will be expected to understand how a marginal European country imported a new technology and fostered its own film industry. While class discussion will assess the students' understanding of the material, in-class quizzes will be given to assess the students' level of preparation.
- 2) It will assess students' research abilities to analyze film as well as secondary source in the term paper they will write. Students are asked to examine film and textual material closely and to use textual material to back up their arguments.

3) In the midterm and final examination it will assess the students' ability to think critically about influential Greek films as well as their understanding about the place of these films in society. The exams will also assess students' understanding of how a society uses film to demonstrate its modernity and how issues of identity, political struggle, immigration, and history are represented in film.

The course will be assessed annually. The results of the evaluation of the examinations and papers will be evaluated and shared with the other faculty member in the Modern Greek Program and with the Undergraduate Studies Committee of the Department of Greek and Latin. Discussion will follow to determine how well the GEC goals are met in the class.

**Academic Misconduct:** University rules regarding **academic misconduct** will be strictly enforced. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. For additional information see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

**Disability Services:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Service is located in 150 Pomerene Hall, 1760 Neil Avenue. Tel.# 292-3307; <http://ods.ohio-state.edu>

**Budget:** The Modern Greek program will provide the budget for the purchasing of selective films. The library holdings are adequate for the research needs of students taking this course. The Program currently has the films required for the course.

**Requirements:** One midterm, one term paper (10 pages), and one final exam. Each exam will consist of fifteen short answer questions covering the material taught in class. While class discussion will assess the students' understanding of the material, in-class quizzes will be given to assess the students' level of preparation.

**Grades:** Class participation and in-class presentation, including quizzes (15%), midterm (30%), term paper (25%), and final exam (30%).

Course Schedule:

**Section One:** The history of Greek Film

Week One: Early Greek Film

Week Two: The nascent Greek film industry

**Section Two:** The Balkans and the Turkey  
Themes the cosmopolitanism of the Ottoman Empire, the Asia Minor Catastrophe, repatriation from the former Eastern Bloc

Week Three: “Valkanizatuer”

What is the Balkans? Under what conditions Balkan peoples interact meaningfully with each other?

Week Four: “Touch of Spice”

Identities beyond the nation-state: attachment to place

Week Five: “Hostage”

Immigration, violence and despair

Week Six: “Liubi” (2005, Greece) <<http://www.audiovisual.gr>>

Interethnic marriage; the trafficking of women

### **Section Three: North America and Australia**

**Themes: immigration, assimilation, social conflict; marginalization**

Week Seven: Mid Term

Week Eight: “Brides”

Immigration, women, and “new beginnings”

Week Nine: “Dark Odyssey”

The Old World in the New

Week Ten: “A Dream of Kings”

Immigrant Life in America

Week Eleven: “My Big Fat Greek Wedding”

Ethnic revival, Intermarriage and generational conflict

### **Section Four: Perceptions of Greece**

**Themes: Hellenism, the Greek peasant, Greece as ideal, the Aegean**

Week Twelve: “Zorba the Greek”

Tourism, Identity, and the Exotic

Week Thirteen: “Never on Sunday”

Cross Cultural Encounters: The Hellenic and the Romeic

Week Fourteen: Review

Final Examination

#### **Additional Films:**

“Mediterraneo”

“Corelli’s Mandolin”

Readings (selective list):

Brian Neve, *Elia Kazan, The Cinema of an American Outsider* (excerpts)

Thomas Pauly, "Heritage of an Outsider" in *An American Odyssey: Elia Kazan and American Culture*, pp. 13-35.

Dan Georgakas, "Greek Cinema for Beginners: A Thumbnail History," *Film Criticism*, 27:2, Winter 2002/2003

Ronald Takaki, "A Different Mirror: The Making of Multicultural America," in *A Different Mirror : a history of multicultural America*

Dan Georgakas, "The Greeks in America," *Journal of the Hellenic Diaspora*, 16:1 & 2: 5-78, spring-summer, 1987 (also his respondents)

Papailias Penelope, "Money of *Kurbet* is Money of Blood': The Making of a 'Hero' of Migration at the Greek-Albanian Border," *Journal of Ethnic and Migrations Studies*, 29:6c: 1059-1078, Nov. 2003

Yosefa Loshitzky, "Journeys of Hope to Fortress Europe," *Third Text*, 20: 6: 745-754, November, 2006.

Ira Emke-Poulopoulos, "Trafficking in Women and Girls for the Sex Trade: The Case of Greece," *The Greek Review of Social Research*, 110: 271-307, 2003

**Justification of the Honors Course**  
**Travels to Greece**  
**Modern Greek Honors 2240**  
Professor Gregory Jusdanis

This course differs from regular courses in the breadth of the material and in the scope of theoretical thinking expected of the students. First of all, the course places much emphasis on interdisciplinarity. Readings are taken from ancient and modern literature as well as from historical, travel, autobiographical, and epistolary writing. In addition, students will view films as well as collecting material on travel from the Internet. They will be expected to think critically about the how the various modes of writing and art come to represent Greece as travel ideal as well as travel itself. In other words, they will have to think not only about what is being represented but also how it is represented. In this process they will come to understand that different modes of writing have different ends and different audiences. Theoretically, this is a very challenging task, asking students to think about both content and form. They have to consider as much the message as the medium.

The course is also transhistorical, covering material from the Homeric Age to the Internet site “Travel Advisor.” Students will be introduced to the practice of travel through the ages. They will have to come to terms with the reasons people have traveled to Greece over the centuries. In this way, they will understand how practices change over time and how our very categories of travel and of Greece vary with each historical period. Finally, they will be introduced to a vast panorama of Greek history.

Finally, the course emphasizes the construction of cultural ideals. Here again, students will be introduced to the very notion of social construction, to the idea that

“Greece” is as much imaginary as it is an actual geographical place. They will have to think about why we form these ideals, what they express about our own society, and how these ideas are transformed from decade to decade. The goal here is comparison not only between one age and another but also between one society and another. Pausanias, medieval pilgrims, Byron, Twain, Freud, and the protagonist of “Mama Mia” all went to a place called Greece but they did it under different circumstances and for different reasons.

In their class presentations, their paper, their class discussions, and in the final examination students will have to demonstrate their grasp of the following ideas: interdisciplinary knowledge about Greece and travel; how different modes of writing can be used to express the urge to travel and to portray Greece; the social creation of ideals; the constancy and malleability of Greece as an ideological goal.