

Term Information

Effective Term Autumn 2025
Previous Value Autumn 2022

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Converting this course from HCS to a HIP GEN TCT course

What is the rationale for the proposed change(s)?

This course was grandfathered in to the HCS level because it is at the 2000 level, but given that it is an intensive study abroad experience, it is better suited for Themes.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2797.02
Course Title The Western Tradition and Contemporary Issues: From Ancient Greece to the Global Present
Transcript Abbreviation West Trad & Issues
Course Description Participating students will have the opportunity to experience, and gain a greater appreciation for, the significance of the Western tradition through Ionian University faculty-led overviews of the various historical eras, beginning with ancient Greece and ending in the modern era, and group excursions to historical sites.
Semester Credit Hours/Units Fixed: 4
Previous Value Fixed: 3

Offering Information

Length Of Course 4 Week
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 Always
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value

Prereq or concur: English 1110.xx, or permission of instructor.

Exclusions

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Historical Study; Traditions, Cultures, and Transformations; Intercultural and Global Awareness

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

Previous Value

General Education course:

Historical Study; Historical and Cultural Studies

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

- Through first-hand experience with Ionian University faculty and excursions to historical sites, students will gain an understanding and appreciation for the significance of the Western tradition.

Content Topic List

- Ancient Greece
- Ancient Rome
- Byzantium
- The Medieval World
- Modern Europe
- Modern Greece
- Revolutions
- Globalization

Sought Concurrence

No

Previous Value

COURSE CHANGE REQUEST
2797.02 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/18/2025

Attachments

- History 2797.02 Syllabus 3 10 2025.docx: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- ELOs TCT Joyce.docx: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- 2798 HIP Doc Version.docx: HIP Paperwork
(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	04/03/2025 02:31 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	04/03/2025 05:21 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/18/2025 11:22 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/18/2025 11:22 AM	ASCCAO Approval

History 2797.02
“Traditions, Cultures, and Transformations
Introduction to the Western Tradition and Contemporary Issues”
Corfu, Greece May 2026

1. Resident Director:

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2. In Country Program Liaison and Coordinators:

Emeritus Professor Dimitrios Tsougarakis
(Former Rector of the Ionian University)
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Ms. Claudia Boettcher: (Executive Secretary and Coordinator)
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3. Meeting days and Classroom location in Corfu:

The course will meet daily from 9:15 to 12:15 beginning on 4 May and ending on 28 May 2026.
The location of the classroom will be the Senate Chambers of the Ionian University located at
72, Ioannou Theotoki Street, Corfu 49100, Greece.

4. Course Number and Title:

HS 2797.02 (four-credit High Impact GE Theme Course)
“Traditions, Cultures, and Transformations: Introduction to the Western Tradition and
Contemporary Issues”

5. Format of Instruction and Contact Hour per week:

This is an education abroad lecture / discussion course taught in Corfu, Greece by members of the Ionian University of Corfu and affiliated Greek universities. The course, organized in conjunction with the Office of International Affairs and facilitated by the OSU RDs, will take place in May 2026. This high impact theme course is a successor course to a previously offered legacy GE history course that has run successfully since 2013. The course meets three hours daily over a four-week period in the senate chambers of the Ionian University in Corfu. There are 15 contact hours per week for the lecture component of the program, 60 contact hours altogether. There are six additional contact hours for exams and two contact hours for oral presentations all done outside of the formal lecture. Excursion contact hours are listed below.

1. Formal lecture contact hours	60 hours (15 per week)
2. Out-of-class exam contact hours	6
3. PP presentation contact hours	2
4. *Excursion contact hours	10

TOTAL contact hours **80**

* Excursion contact hours:

Corfu Archaeological Museum	1 hour	(guided tour / lecture)
Byzantine Icon Museum (Corfu)	1 hour	(guided tour / lecture)
Royal Macedonian Tombs at Vergina	3 hours	(guided tour / lecture)
Ancient Oracle at Dodona	1 hour	(guided tour / lecture)
Greek Parliament	1 hour	(guided tour / lecture)
Acropolis Museum	2 hours	(guided tour / lecture)
Parthenon	1 hour	(guided tour / lecture)
	10 hours	

6. GE Course: HS 2797.02 is a four-credit high impact Theme GE course that fulfills the requirement of the theme category "Traditions, Cultures and Transformations."

A. Course Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

B. Expected Learning Outcomes (ELOs):

This course will fulfill the New GE: Traditions, Cultures and Transformations in the following ways:

Successful students are able to:	This course achieves these learning outcomes through:
<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p>The course is designed to nurture and facilitate critical and logical thinking about the origins and development of the Western tradition in the context of the GE theme “Traditions, Cultures, and Transformations.” Greek university lecturers are apprised of all the course ELOs goals and will deliver their lectures with these in mind. ELO 1.1 is constituent of every lecture in the program, requiring students to engage in critical thinking and thoughtful discussion. Ionian University faculty lecturers employ a Socratic method of instruction. Throughout their lectures they stop to pose thoughtful questions about the meaning of the Western tradition as well as questions about how the Western tradition shaped culture and tradition as it was shaped historically by the various cultures and traditions of Europe. In order to follow these arguments and developments, students will have the opportunity to hone their skills in logical and analytical thinking. The resident directors attend the classes with the students and likewise pose questions, ask for analysis, and promote discussion that aims at developing academic discourse grounded in critical and logical thought. Each of the four exams students take during their four weeks in Corfu includes an essay topic that requires students to analyze a significant issue discussed in the lectures. The course will also meet this ELO through assigned readings and guided visits to significant sites in Corfu and on the Greek mainland.</p>
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>In order to engage in advanced research focusing on the reciprocity of the formative shaping forces that affect the emergence of the Western tradition with its values of rationality, individuality, and scientific investigation and the cultural, traditional and historical epochs in which this historical movement takes place, students will have the opportunity to investigate in depth a topic or issue germane to that focus in small groups. This collaborative component of the course, scheduled outside of class and toward the end of the course, requires cooperation, collaboration, and organization. To arrive at a presentation topic, students must confer, discuss, and arrive at a topic consensus. They then submit the presentation proposal to the RD for vetting and suggestions. The main aim of the PowerPoint presentation is to provide students with a research opportunity that introduces them to a higher level of academic study focused on the origins and development of our Western tradition as it manifests itself in the culture and tradition of Europe and the Middle East. This focused research opportunity also allows students to hone oral and presentation skills. In past session of the program, topics have ranged</p>

	<p>from the role of the <i>perioikoi</i> in Spartan culture to the Iconoclastic Controversy of the 8th and 9th centuries. The syllabus provides step-by-step directives that help students complete the requirements of the assignment.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>In terms of pedagogy, the aim of articulating an understanding of the legacy of the Western tradition as it appears in the context of European culture and civilization, is accomplished by employing a hybrid learning model based on the classic European lecture format and more. This model features lecture, discussion, essay writing, exams, group PowerPoint presentations, experiential learning in visiting significance historical sites and museums in Corfu and in Greece and reflective personal writing. The hybrid mode of course delivery draws from three distinct approaches—a thematic approach, a comparative approach and an analytic approach, all which Ionian University faculty have integrated into their lectures. To facilitate student engagement, the Greek university lecturers have also integrated the pedagogical expectations of the American university system and have incorporated Socratic methods of teaching into their lectures as well as enhanced their lectures using PowerPoint slides. In the past, they have been mindful of incorporating the approaches mentioned above in order to engage students with the material and create an edifying learning atmosphere. The focused discussion questions available to students on Carmen before the lecture as well as the casual yet focused questions posed after the lectures help students gain a sense of confidence and significance in pursuing knowledge of a higher order. The atmosphere of the University Senate Chambers adds to the positive ambience of intellectual high-mindedness. All lectures are backgrounded by coordinated assigned readings from <i>The Essential World History</i> by William J. Duiker, J. Jackson and J. Spielvogel and provide students with a solid point of departure for understanding the historical context of each lecture.</p> <p>Students participating in in the proposed new GE theme course will have the opportunity to study and experience first-hand the significance of our Western tradition. Group excursions to sites in Corfu including the Archeological Museum of Corfu, The Byzantine Icon Museum, the Achilleon, and in mainland Greece guided tours of the ancient oracle at Dodona, the Royal Macedonian Tombs at Vergina, the Acropolis Museum and the Parthenon in Athens deepen and broaden students’ understanding of and appreciation for the foundations of our Western civilization. Each of these out of class excursions are led by certified guides who provide excellent in-depth information about each site. This new GE theme proposal will also include easily accessible CARMEN introduction to each of the excursion sites in advance.</p>

<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Another aspect of the proposed GE Themes course building on HS 2797.02 is a new component—a short reflective essay that will allow students to think about their experiences in Corfu as they reflect on their intellectual growth. This reflective essay dovetails in both aim and effect with the in-class PowerPoint presentations and will allow students a wide creative and intellectual berth to consider and integrate both the intellectual aspect of the course, the on-site experience of important historical venues associated with the lectures and their own intellectual and emotional responses to those experiences. I plan to participate in the Drake Institute’s “Reflective Writing: Assignment Design and Assessment” seminar to apply evidence-based research that will allow me to better determine the parameters and design of the reflective essay so that it facilitates and enhances student capacity for expressive mindfulness. The aim of the reflective essay is to help students “make connections, understand the significance of their learning, [and] transfer that learning to other contexts.” (Drake Institute) and to develop a sense of self and identity that reflective writing oftentimes brings about. Finally, I will include as another facet of self-reflection, several questions to the online SEI form that focus on self-assessed student effort, engagement, and participation throughout the four-week course.</p>
<p>ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p>Directed and coordinated reading assignments from <i>The Essential World History</i> available on Carmen and provided in advance as well as relevant essays, op-eds and several focused discussion questions drawing attention to the substance of ELO 3.1 will ask students to consider the reciprocity of shaping influences between ideas associated with the Western tradition and the traditions and cultures in which that concept develops. This includes a detailed look at the political, philosophical, aesthetic, architectural, and artistic aspects of our Western tradition as revealed throughout history in the traditions, culture, and transformations brought about by this sensibility. Topics covered, include discussion of Greek democracy, the aesthetic idea of humanism in art and philosophy, the emphasis on rationalism and science in thought, architecture and esthetic representation, and the notions of beauty as form aligned with symmetry in art. Other components of the course that relate culture and tradition to contemporary issues and the legacy of the Western tradition include the examination of the cultural and political implications of Greek Orthodoxy capped by a guided tour of St. Spyridon Orthodox Church in Corfu, the Enlightenment impact on Greece in its political development, the EU and its shaping effect on Greek political and cultural life, and the congruencies between autocratic political movements in the 1930s and the current resurgence of that phenomenon throughout Europe. This ELO is also addressed by the PowerPoint group presentation component of the course.</p>
<p>ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>One of the most critical issues that arises in the lectures on modern Greece and its relation to the EU is the effect of globalization. Professor Stavros Katsios, Professor of International Economic Relations and International Economic Crime and at the Ionian University, Corfu, Greece and Chair Holder at UNESCO Chair on</p>

	<p>Threats to Cultural Heritage and Cultural Heritage-related Activities will address this topic. His lectures focus on the development of the EU and its reflection of principles and value associated with the Western tradition as well as values and mores endemic to the culture and traditions of that legacy. The second part of his lecture will focus on two aspects of globalization that will raise students' awareness of (1) globalization and the rise of global corruption and (2) the relationship between AI, concepts of freedom, and globalization. Students will have the opportunity to discuss these issues both in class and informally out of class. Students will also be provided with a primer on the EU as well as information on globalization and global corruption via Carmen so that they will be better prepared to discuss the topic.</p>
<p>ELO 3.3 Examine the interactions among dominant and sub-cultures.</p>	<p>The theme informing the substance of this ELO is dominant throughout the course encompassing topics ranging from an examination of how the Spartans created and maintained the subcultures of helots and perioikoi to the problems and attitudes of contemporary Greeks vis-a-vis the immigration issue. Other topics illustrating the interaction among dominant cultures and subcultures include the effect of Ottoman domination of Greece up to the revolution of 1821, and the political and religious differences between Greek Orthodoxy and Islam. Again, coordinated and directed readings from <i>The Essential World History</i> and from supplemental materials prior to the in-class lectures, accompanied by directed discussion questions available on the Carmen website will provide students with the appropriate background material to better understand these cultural interactions. Excursions to the Byzantine icon museum and the Archaeological Museum in Corfu and others on the mainland provide physical evidence of these kind of interactions. This is especially true in the university town of Ioannina where medieval Christian churches abut the Islamic minarets from the time of the rebel Albanian warlord Ali Pasha. Other lectures also broach the subject of the subcultures of the Roma and to a certain extent the evolving subcultures of Syrian immigrants who remain in Greece. Students also can further investigate this topic as they begin to organize their small group PowerPoint presentations.</p>
<p>ELO 3.4 Explore changes and continuities over time within a culture or society.</p>	<p>The theme informing this ELO is the subject of the summary lecture presented by the program's liaison, and former rector of the Ionian University in Corfu, Professor Dimitris Tsougarakis. His lecture focusses on the continued existence of religion and culture at deep levels in modern European society and the effect that that continued existence has on the evolution of the Western tradition. Coordinated and directed readings from <i>The Essential World History</i> focusing on cultural and religious continuity in contemporary times, accompanied by several directed discussion questions available to students on the Carmen website will alert students to the significance of the topic and provide the necessary background material to allow them to understand and appreciate how deep cultural currents continue to manifest themselves in modern times. The aspect of the proposed GE</p>

	<p>theme “Traditions, Cultures, and Transformations,” is also integral to the lectures of all the faculty in the program.</p>
<p>ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>The topic of this ELO is everywhere present in the lectures, readings and discussions led by Ionian University colleagues and RDs. Specific lectures on the rise of autocratic political regimes in the 1930s, or the development and emergence of the European Union from the ruins of World War II are two examples of lectures that address this ELO. Other examples include the discussion of the rise of the Byzantine Empire and its relation to the Roman empire in the west, the evolution of Roman Catholicism and later the exploration of the events leading up to the Reformation, and the significance of the Greek entry into the European Community. Coordinated and directed readings from <i>The Essential World History</i> and from supplemental materials accompanied by directed discussion questions provide further opportunities for students to come to a more profound understanding of the political, social, and religious complexities of the modern world community.</p>
<p>ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<p>Specific lectures, readings and discussions addressing this ELO include the role of women in ancient Greece, the impact of the Ottomans on Christendom, the aesthetic depictions of the human form in ancient and Renaissance art, the ethnic significance of Venizelos’ <i>Megali Idea</i>, the concept of <i>irredentism</i> in the political development of Greece, the role of race and ethnicity in the rise of autocratic political systems in the 20th century as well as the current difficult issue of immigration and asylum seekers. These topics and others offer students the opportunity to better understand the political and cultural context in which the Western tradition took form and to make connections to contemporary political, social, and cultural developments. Directed readings from <i>The Essential World History</i> and from supplementary materials accompanied by directed discussion questions focusing on this topic provide further opportunities for students to come to a more profound understanding of the role that race, ethnicity, and gender play in the creation of the Western tradition.</p>

7. Course Description

The proposed four credit GE History 2797.02 entitled “Traditions, Cultures, and Transformations: Introduction to the Western tradition and Contemporary Ideas” is a high impact theme GE course designed as an education abroad history course in the category of “Traditions, Cultures, and Transformations.” The proposed May 2026 course, which takes place in Corfu, Greece, is an updated version of a successful education abroad legacy history course that I have conducted since 2013. Its focus is on the legacy of our Western tradition and the cultural, traditional, and transformative historical crucible in which it formed. While Ionian University faculty members will provide lectures in their respective areas of expertise focusing

on this cynosure, OSU RDs will facilitate discussion and will administer and grade in-country exams to provide consistency and focus.

HS 2797.02 is a high impact 4-credit GE theme course (“Traditions, Cultures and Transformations”) uniquely designed to provide students a compelling and intensive education abroad experience. Its unique components encompass the in-country, high impact academic experience of attending lectures given by faculty of the Ionian University, the experience of seeing first hand a number of significant historical sites specifically chosen to complement and bring to life the in-class experience, and finally the cultural day-to-day experience of living in a country that has its own traditions, political systems, and ways of thinking that allows students the opportunity to broaden their intellectual and cultural horizons in an oftentimes life-altering manner. This high impact theme course emphasizes equally classroom study and experiential learning. Students will also have the opportunity via scheduled social “mixers” to meet and speak with Greek students as well as with Ionian University faculty. We hold classes in the senate chambers of the Ionian University in Corfu, Greece. Guided excursions to many ancient Greek sites including the Acropolis Museum, the Parthenon in Athens, Lake Pamvotis and the Abbey of Agios Nikolaus of Filanthropinou in Ioannina, the Royal Macedonian Tombs at Vergina, the oracle and amphitheater at Dodona, as well as the Byzantine Icon Museum and the Archaeological Museum in Corfu poignantly complement the in-class section of the course.

The main goal of this education abroad program goal is to allow students to gain a deeper understanding of the origins and development of the Western tradition in a historical context that allows them to experience firsthand the traditions, culture and transformations of Greek and European society and thought that have determined the shape of our Western tradition. The Western tradition encompasses the values, ethics, and mores that have impacted our own culture and is usually understood to mean the cultural repository inherited from the Greeks and Europeans, which has become the foundation for modern democracies worldwide. Its core philosophy includes ideas of individual dignity and freedom, the rule of law, the scientific method of inquiry including empiricism and rationalism, the political system of democracy, and free market capitalism, all which have coalesced to serve as the foundation for modern democracies including American democracy.

While professors from the Ionian University and the University of Athens provide lectures in their respective areas of expertise, the resident directors will facilitate discussion and arrange and organize testing outside of class. The format of each of these out-of-class exams consists of (1) either concept identification or matching and (2) an essay designed to test students’ understanding of seminal ideas and concepts presented in the lectures. [Essay Caveats.docx](#) A PowerPoint collaborative presentation researched and presented by groups of 4 students will allow them to investigate in depth a topic of their interest mentioned but not fully explored in any of the lectures. It also allows them to hone their presentation skills. A post-course summary reflective essay offers students the creative opportunity to articulate their thoughts, feelings, and impressions of their intellectual experience in Corfu.

The in-country hosts and liaison, Professor Tsougarakis, Ms. Claudia Boettcher, executive secretary in the Department of History, working in advance with RDs are responsible for all in country logistical arrangements including negotiating and reserving accommodations, providing in-country air, bus and ferry transportation, scheduling and securing tickets for the various excursions, and hiring and scheduling lecturers for the academic program. Serving in this

capacity for the previous seven sessions of HS 2797.02, Professor Tsougarakis, Ms Boettcher and Ionian University officials and vendors proved to be highly organized, conscientious, and responsive to the needs of OSU students as well as interested and welcoming in the Corfu Program. The prospective program is organized through the Office of Academic Affairs.

8. Required Texts:

(Students will be able to access some of these texts via link to the OSU library. Additional articles will be uploaded to the Carmen website.)

- *The Essential World History*. William J. Duiker and Jackson J. Spielvogel, 9th edition. (Cengage: Boston, 2020) E-book, ISBN 9780357697863) **\$50.99**.
[The Essential World History, 9th Edition - 9781337696456 - Cengage](#)
- *The Classical World*. Robin Lane Fox. Available online at:
<https://library.ohio-state.edu/record=b11163038>
- *A Concise History of Greece*, Richard Clogg, 4th edition. Available online at:
<https://library.ohio-state.edu/record=b9271499~S7>
- Other readings for the course will consist of short essays and “opposing viewpoints” from *The Essential World History* and likewise will be available to students in pdf form via link on CARMEN.
- **Note: Please download all course materials on Carmen before we leave, since accessing carmen will be difficult while abroad.**

9. Information about the format of paper, assignments etc.:

There will be several introductory meetings in Mansfield and Columbus and a final orientation session prior to leaving for Corfu in May. In Corfu, we will have daily lectures by faculty of the Ionian University as well as faculty from the University of Athens and from several other Greek universities. Course requirements also include one pre-departure mini-exam, four out-of-classroom mini-exams administered by RDs, one group research and oral presentation, and an individual post-course reflective essay. (See below for the day-by-day tentative schedule for HS 2797.02 for May 2026)

A. Exam Format--In-country exams consist of:

1. **An objective section** for which students are allowed to use their **HANDWRITTEN CLASS NOTES ONLY**. The objective section will open on Carmen for the designated test hour. Students can upload the document, fill it out and send it back to Carmen to be graded. In the event of WIFI difficulties, we will provide paper copies for this section. **(This section is worth between 100 and 150 points.)**
2. **A short essay**. I will give you the topic of the essay by early afternoon of the day of the exam. You will have time to organize your thoughts, discuss with other students if you wish and think about how you will organize the short essay. The essay is **WITHOUT THE USE OF NOTES**. **(The essay is worth between 50-75 points)**
3. **Review**. We take all exams at the hotel in the evening. A RD will be on hand before the exam for review and discussion.

B. Small Group PowerPoint Presentation

1. General Description:

Each collaborative group of three students will prepare a PowerPoint presentation that will be presented during the last two days of class in Corfu. This year there will be 4 groups of three students--three groups presenting on the penultimate day of class and three groups presenting on the final day of class. Each presentation will last **roughly 20 minutes**. Topics of the PowerPoint presentation will be pre-approved by the resident director. The presentations will cover material **touched upon but not fully explored** in the May session Ionian University lectures and will allow students to further investigate topics of interest to them while honing presentation skills.

2. PowerPoint Caveats:

a. Each member of the group must do research on the topic at hand to contribute to the narrative portion of the presentation. Each group member will submit a copy of their research notes.

b. Each member must participate in the oral presentation.

c. Each member must work on the PowerPoint presentation; therefore, each member must list the slides they were responsible for and give the list to the professor.

3. Format of the Presentation:

a. The format is a PowerPoint presentation **in support of an oral presentation**. How much or little of the text of your narrative is on the PowerPoint slides is up to you.

b. Each member of the group will present a portion of the presentation.

c. Plan and practice for a **30-minute presentation**. At the end of the presentation classmates will have an opportunity to ask questions.

d. Grading: **individual contribution (60%), group performance grade (40%)**. (See #6 "Presentation Grading Criteria" below). Specific assessment points include:

- i. the clarity, accuracy, and reasonable thoroughness of your oral narrative
- ii. how carefully you analyzed your topic
- iii. how effectively you used text and images to complement your oral narrative
- iv. how well you discuss causes, development, events and outcomes of your topic
- v. how thoroughly you discuss the cultural and historical significance of your topic
- vi. how clearly you point out the shaping effect the event or condition had on subsequent historical and cultural development
- vii. how well you articulate the key concepts of your topic
- viii. how well the group covered the topic

4. Preparation and Research:

a. Each member of the group should read at least **two secondary sources** and **one primary source** on the topic of their presentation. Authors of **secondary sources** synthesize, analyze, and interpret primary sources and other secondary sources. In this

assignment you will need to use scholarly secondary sources rather than popular secondary sources (which one routinely finds online).

b. A primary source is a piece of evidence written or created during the period under investigation. Primary sources are the records of contemporaries who participated in, witnessed, or commented firsthand on the events you are studying. They are usually documents and artifacts.

c. Tertiary sources are encyclopedias, dictionaries and textbooks which summarize and synthesize secondary sources.

d. The group presentation **must include an interview** with an Ionian University faculty member. This can be done in person before or after class or via ZOOM.

e. How to choose a topic:

Example 1:

Broad area: Sparta

Specific topic: women's roles in ancient Sparta

Thesis: Women played a liberated and significant role in Spartan society with implications for the development of the Western tradition.

Example 2:

Broad area: Greece and the EU

Specific topic: Economic requirements of Greece as member of the EU

Thesis: The requirements for entry into the EU required a renewed attitude toward the legacy of humanitarian issues has been formative for the Western tradition.

Example 3:

Broad area: Greek expansion in the Mediterranean basin

Specific topic: Colonization

Thesis: Role of the *Oikistes* as a subculture was crucial in establishing Greek ideas of independence and self-reliance, attitudes and qualities reflected in the legacy of the Western tradition.

f. Take good notes. Not only will you need them for the presentation, but also you will have to provide the instructor with a copy.

g. Use Google Search for maps and images relating to your topic. You can look for images of individuals as well as events and places. Try to use images from the period you will speak about, rather than modern ones if possible.

h. You will need to meet with your group members at least twice to discuss your group project and assign individual presentation tasks.

i. Presentation grading components:

Individual Grading Components (60%)

	Excellent (A)	very good (A-)	Good (B)	Average (C)	Poor (D)	Missing (E)
Research notes						
Oral presentation						
Sources (2 secondary & 1 primary)						
graphics						

Name: _____

Grade: _____

Small Group Grading Components (40%)

	excellent	very good	good	average	poor	missing
Definition of terms, trends, practices						
Comprehensiveness of Collective Research / Topic "flow" and thoroughness / interview						

Group: _____

Grade: _____

10, 12 Grading information /percentages, exam schedules, due dates:

A. 60% Exams--**four** in-country exams, **one** predeparture assignment. (Exams are administered by RDs in the hotel conference room from 5 to 6 PM)

a. Predeparture Assignment (in Carmen)	Thursday, 30 April
b. Ancient Greece,	Tuesday, 5 May
c. Christianity, Byzantium, the Medieval World	Monday, 11 May
d. Renaissance, Early Modern Europe, Enlightenment	Monday, 18 May
e. Modern Greece, 20 th Century Totalitarianism	Friday, 22 May

B. 20% (In-country): **small group PowerPoint** presentation (See details below / schedule TBA)

C. 10% post course **reflection essay** (Uploaded to Carmen **one week after the end of the course**). [Purdue study abroad reflection paper guidelines.pdf](#)

D. 10% completion of all assignments, reading, and attendance at all class meetings and site visits (See attendance statement below)

11. Grading Scale:

Letter	Percentage
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	60-66.9
E	0-59

13. Class Attendance Policy

Attendance is required for all class activities. This is especially important since you will be allowed to use **your hand-written notes** for the objective part of the exams. If you are absent without a valid excuse, you will be at a disadvantage when it comes to the exams, since you will not have access to the lecture notes. Sickness, family emergencies and religious observance are generally understood to be grounds for excused absence. If you become sick during the trip, let me know immediately so we can work out accommodations. You will be able to make up the missed material once you feel better.

Accommodations for missed classwork and participation in group activities will be made on a case-by-case basis. Participation: In-class and on-site discussions will be an important part of this course.

Students must complete the assigned readings and be prepared to discuss the material. Read thoughtfully and carefully, reflecting on ideas, insights, questions and problems arising from the texts that you would like to bring up in our discussion.

				FRIDAY MAY 1	SATURDAY MAY 2	SUNDAY MAY 3
				Arrival	Orientation - Welcome LUNCH	FREE
MONDAY MAY 4	TUESDAY MAY 5	WEDNESDAY MAY 6	THURSDAY MAY 7	FRIDAY MAY 8	SATURDAY MAY 9	SUNDAY MAY 10
09.15-12.15 Strolonga Ancient Greece <i>(Evening meeting)</i>	09.15-12.15 Strolonga Ancient Greece Exam #1	09.15-12.15 N. Tsougarakis Christianity, Byzantium & the Medieval World <i>Excursion: Byzantine Museum of Corfu, Panagia Antivouniotissa</i>	09.15-12.00 N. Tsougarakis Christianity Byzantium & the Medieval World	09.15-12.15 N. Tsougarakis Christianity Byzantium & the Medieval World	<i>Excursion: Corfu Archeological Museum</i>	FREE
MONDAY MAY 11	TUESDAY MAY 12	WEDNESDAY MAY 13	THURSDAY MAY 14	FRIDAY MAY 15	SATURDAY MAY 16	SUNDAY MAY 17
09.15-12.15 Nikolaidis Discoveries / Early Modern Europe Exam #2 <i>(Evening meeting)</i>	09.15-10.15 Nikolaidis Discoveries / Early Modern Europe	09.15-12.15 D. Tsougarakis Renaissance <i>(evening "mixer")</i>	09.15-12.15 Angelomati Enlightenment & Revolutions	09.15-12.15 Angelomati Enlightenment & Revolutions	FREE <i>Excursion: Achilleon</i>	FREE
MONDAY MAY 18	TUESDAY MAY 19	WEDNESDAY MAY 20	THURSDAY MAY 21	FRIDAY MAY 22	SATURDAY MAY 23	SUNDAY MAY 24
09.15-12.15 Christidis Modern Greece Exam #3 <i>(Evening meeting)</i>	09.15-12.15 Christidis Modern Greece Presentations 1, 2	09.15-12.15 Christidis Modern Greece Koumas 20 th cent. Totalitarianism & Western Democracy <i>(evening "mixer")</i>	09.15-12.15 "The Unification of the Ionian Islands" celebration Presentations 3, 4	09.15-12.15 Koumas 20 th cent. Totalitarianism & Western Democracy Exam #4	<i>Excursion Vergina Ioannina Dodona</i>	<i>Excursion Vergina Ioannina Dodona</i>
MONDAY MAY 25	TUESDAY MAY 26	WEDNESDAY MAY 27	THURSDAY May 28	FRIDAY May 29	SATURDAY May 30	SUNDAY May 31
09.15-12.15 Katsios The EU and the Architecture of Globalization <i>(Evening meeting)</i>	09.15-11.15 Katsios The EU and the Architecture of Globalization 11.15-12.15 D. Tsougarakis (recap) Farewell, University Rector Andreas Florus 20.30 Farewell Dinner	Departure to Athens Afternoon /evening free in Athens Lunch Invitation?? US Ambassador to Greece, The Honorable George Tsunis / Kimberly Guilfoyle?	Lunch Invitation?? US Ambassador to Greece, The Honorable George Tsunis / Kimberly Guilfoyle?	Morning: <i>Parliament tour (Christidis)</i> Afternoon: <i>Acropolis Museum Parthenon</i>	<i>Archaeological Museum Athens</i> Final Farewell roof- top restaurant dinner	Departure

14. May 2026 daily outline of course meetings, assigned readings (tentative)

- 4 May** Professor Strolonga, Ancient Greece
Required Reading: *The Essential World History*, 9th Edition
 “Civilization of the Greeks,” 83-90.
 * “The Lycurgan Reforms,” 91.
ELO 1.1 / 4.1: The lectures require students to think critically and analytically to compare the unique forms of government in classical Athens and Sparta, respectively. A guided tour of the Parthenon at the end of the course brings home the significance of Athenian democracy as well as elucidates the meaning of the phrase “Western Tradition.”
- 5 May** Professor Strolonga, Ancient Greece
Required Reading: *The Essential World History*, 9th Edition
 “Civilization of the Greeks,” 91-101.
 * “Women in Athens and Sparta,” 101.
ELO 3.1 / 4.1 / 4.2: Students will look closely at this aspect of ancient Greek culture that assigned radically different roles to women in Athens and in Sparta. Students will discuss the cultural and historical significance of those vastly different roles as well as ways the gender impacted the texture of Athenian and Spartan society. A guided tour of the Acropolis Museum in Athens will provide additional information about women in ancient Greek society. (*exam #1, 5:00-6:30 PM*)
- 6 May** Professor Nicky Tsougarakis, Christianity, Byzantium, and the Medieval World
Required Reading: *The Essential World History*, 9th Edition
 “Transformation of the Roman World: The Development of Christianity,” 128-131.
 * “Roman Authorities on Christianity,” 131.
ELO 2.1 / 3.4: Students will have the opportunity to gain insight into the medieval mindset in discussing the pervasiveness and influence of medieval Christianity. A visit to St. Spyridon Greek Orthodox Church and a discussion of iconography as well as the great Schism by Professor Nikolaidis will emphasize the continuity within Christianity while highlighting the role of ritual, dogma, and belief in the development of Christianity. Students will be able to reflect on the role and evolution of religious sentiment in the middle and early modern ages.
- 7 May** Professor Nicky Tsougarakis, Christianity, Byzantium, and the Medieval World
Required Reading: *The Essential World History*, 9th Edition
 “The Byzantine Empire and Crisis and Recovery in the West,” 316-28.
 * “A Western View of the Byzantine Empire,” 325.
ELO 3.1 / 3.2: The focus on the “big idea” of the hybrid Byzantine Empire that fuses Greek, Roman and Christian influences will identify the lasting influence and cultural significance of the Byzantine Empire for subsequent eras such as the Renaissance and the Reformation. The lecture also emphasizes the significance of the institutional organization the Byzantine empire.

- 8 May** Professor Nicky Tsougarakis, Christianity, Byzantium, and the Medieval World
Required Reading: *The Essential World History*, 9th Edition
 “The Making of Europe,” 290—314.
 * “The Achievements of Charlemagne,” 325.
ELO 3.4 / 4.1: The lecture focuses on the achievements of Charlemagne and how they affected the shaped of Europe to come. Students will have the opportunity to discuss the impact of Charlemagne on the development of Europe and come to appreciate how he fused Christian and Roman elements into the Holy Roman Empire, which as historians are fond of saying was neither holy, Roman nor an empire.
- 11 May** Professor Nikolaidis, Discoveries, Early Modern Europe
Required Reading: *The Essential World History*, 9th Edition
 “A New Player: Europe” 345-46
 * “The March of Civilization,” 355.
ELO 3.3 / 4.2: Professor Nikolaidis will discuss the discovery of the New World with special focus on the development of the slave trade in Africa and in the Caribbean. The theme of the interaction between dominant and sub-cultures is at the center of his lecture. *(exam #2, 5:00-6:30 PM)*
- 12 May** Professor Nikolaidis, Discoveries, Early Modern Europe
Required Reading: *The Essential World History*, 9th Edition
 “Christopher Columbus: Hero or Villain,” 356-57.
 “Africa in Transition,” 358-62.
 * “The Columbian Exchange,” 357.
ELO 3.3 / 4.2: This lecture deals with the more recent assessment of the impact that the European “discovery” of the new Word had on the indigenous peoples of South, Central and North America. It allows students to consider the Age of Discovery from a new perspective. The two pre-reading assignments for the lecture focus on the difficult legacy of colonialism in Africa and in the Caribbean.
- 13 May** Professor Dimitris Tsougarakis, Renaissance
Required Reading: *The Essential World History*, 9th Edition
 “Recovery: The Renaissance,” 333-38.
 * “The Genius of Michelangelo,” 336.
ELO 1.1 / 3.1 / 3.2 / 3.4: Professor Tsougarakis will provide an overview of the Renaissance including how and where it began as well as its essential characteristics. He will point out connections between the culture of the Byzantine Empire and the aesthetic and rational mindset of Renaissance artists and thinkers. He also cites the ancient Greek contribution to the overall concept of the Renaissance. The group excursion to the Royal Macedonian tombs in Vergina further elucidates the connections between ancient Greek art and culture and the formation of the Renaissance mindset. At the site of the Royal Macedonian tombs, he asks student to consider the similarities between ancient frescos and Renaissance depictions of similar themes. Students begin to see connections and continuities between the art of culture of ancient Greece and the Byzantine Empire and the art and culture of the Renaissance.

- 14 May** Professor Eleni Angelomati, Enlightenment and Revolutions
Required Reading: *The Essential World History*, 9th Edition
 “The West on the Eve of a New World Order,” 442-57.
 * “The Rights of Women,” 448.
ELO 3.1 / 3.2 / 3.4: This lecture provides an overview of the Enlightenment, its major figures, and how it comes to articulate the most important characteristics of the Western tradition as well as its impact on the culture and traditions of Europe. A take home exam essay asks students to trace some of the language of the Declaration of Independence to several major figures of the Renaissance, allowing them to develop a deeper understanding of our own foundational documents and the intellectual and cultural context of much of the language and thought of those documents.
- 15 May** Professor Eleni Angelomati, Enlightenment and Revolutions
Required Reading: *The Essential World History*, 9th Edition
 “The French Revolution,” 457-63.
 * “The Natural Rights of the French People: Two Views,” 461-62.
ELO 1.1 / 3.3 / 3.4 / 4.1: The focus on the French Revolution and the issues of liberty and freedom mixed provocatively with chaos and violence against the backdrop of autocratic misrule in France provides students the opportunity to analyze and think critically about the legacy of the French revolution including the enmity between the various classes in society and their perspectives and roles in this historical era. It also provides a platform to think critically about the American revolution as well recent iterations of that revolution.
- 18 May** Professor Christidis, Modern Greece
Required Reading: *A Concise History of Modern Greece*, 4th Edition
 “Nation Building, the ‘Great Idea’ and the National Schism 1831-1922,” 46-98.
ELO 2.1 / 3.1 / 3.2: Professor Christidis introduces the concept of the *Megali Idea*—the “Great Idea” that was the intellectual backbone of the nationalist movement in Greece to restore its former borders and renew its place in the world. Students will also discuss the concept of *irredentism* and some contemporary examples of that (e.g. Russian and Crimea). The lecture will focus on the implications and unintended historical results of the attempt to reclaim ancient territories (the catastrophe of Smyrna) as well as the result it had on Greek society of the time (Venizelos and the National Schism). (*exam #3, 5:00-6:30 PM*)
- 19 May** Professor Christidis, Modern Greece
Required Reading: *A Concise History of Modern Greece*, 4th Edition
 “Catastrophe and Occupation and Their Consequences 1923-49,” 98-141.
ELO 1.1 / 2.1 / 3.1 / 3.4: The lecture focusses on the rise and fall of Eleftherios Venizelos and of the subsequent rise of autocracy both in Greece and in Europe. It also discusses Greece during WWII. Discussion draws parallels between the historical happenings and their causes throughout Europe in the 1930s and current trending in political spheres to the right. (Professor Christidis also provides a private guided tour of the Greek Parliament at the end of the program during which he shows students artifacts related to the evolution of Greek politics.)

(PowerPoint group presentations 1, 2)

ELO 1.2 / 2.2 The PP presentation allows students to engage in an advanced topic, research it and orally present it. It also indicates the extent to which the student participant has become a learner and in doing so shows maturity of thought and confidence in communicating important ideas. In the past, student PP group presentations have been creative, informative and entertaining.

20 May

Professor Christidis, Modern Greece

Professor Koumas 20th Century Totalitarianism and Western Democracy

Required Reading: *A Concise History of Modern Greece*, 4th Edition

“Legacy of the Civil war,” 142-165.

“The Consolidation of Democracy and the Populist Decade,” 166-200.

ELO 3.2 / 3.4: In the first half of the lecture, Professor Christidis will discuss the interaction among political dominant and opposition subcultures in Europe and specifically in Greece during the pre-WWII year. During the second half of the lecture, Professor Koumas will discuss the topic of the rise of totalitarianism and autocracy in the 1930's both in Europe and in Greece. Both lectures present the “big ideas” of totalitarianism and democracy. Students will have the opportunity to examine and draw parallels to the current situation in Europe and elsewhere.

21 May

The Unification of the Ionian Islands--no class

(PowerPoint group presentations 3, 4)

ELO 1.2 / 2.2 The PP presentation allows students to engage in an advanced topic, research it and orally present it. It also indicates the extent to which the student participant has become a learner and in doing so shows maturity of thought and confidence in communicating important ideas. In the past, student PP group presentations have been creative, informative and entertaining.

22 May

Professor Koumas 20th Century Totalitarianism and Western Democracy

Required Reading: *A Concise History of Modern Greece*, 4th Edition

“The Consolidation of Democracy and the Populist Decade,” 166-200.

ELO 1.2 / 3.2: Professor Koumas finishes his lecture of the rise of totalitarianism and autocracy in the 1930's both in Europe and in Greece and then discusses the post war situation in Greece focusing on the topic of populism and democracy.

(exam #4, 5:00-6:30 PM)

25 May

Professor Katsios, The EU and the Architecture of Globalization

Required Reading: *A Concise History of Modern Greece*, 4th Edition

“Greece in the New Millennium: from Affluence to Austerity,” 239-74.

* [Free Essay On The Brief History of EU | WOWESSAYS™](#)

* [5 facts about Greece and the EU | Pew Research Center](#)

* [40 years of Greece's membership to the EU - Greek News Agenda](#)

ELO 3.1 / 3.2 Professor Katsios (Chair at UNESCO on Cultural Heritage) and professor of economics at the Ionian University will focus on the development and structure of the EU and the concept of globalization. As prosecutor of global corruption, which is his legal specialty, he will explain how global corruption happens and its ties to the global economic system. Students will have the opportunity to familiarize themselves with the concept of globalization and the role of the EU in European politics.

26 May

Professor Katsios, The EU and the Architecture of Globalization

* [Free Essay On The Brief History of EU | WOWESSAYS™](#)

* [5 facts about Greece and the EU | Pew Research Center](#)

* [40 years of Greece's membership to the EU - Greek News Agenda](#)

ELO 3.1 / 3.2 Professor Katsios (Chair at UNESCO on Cultural Heritage) and professor of economics will continue his lecture on the development and structure of the EU, the concept of globalization, and global corruption. Students will have the opportunity to pose questions at the end of the lecture.

* Summary lecture, Professor Tsougarakis

* Farewell, University Rector and Professor Andreas Floros

Note: Readings, lecture topics, and instructors may change over time as the course approaches the May 2026 date. The final May 2026 syllabus, however, will reflect all changes.

Faculty:

Professor P. Strolonga, Adjunct Department of History Ionian University and Open University of Cyprus
Ancient Greece and Rome

Professor Nicky Tsougarakis, Assist. Prof. University of Crete: *Rome, Christianity & the Medieval World*

Professor Dimitris Tsougarakis, Prof. Em., IU: *Renaissance*

Professor Th. Nikolaidis, Professor of Modern European History, IU: *Discoveries, Colonization & Early Modern Europe*

Professor H. Angelomatis, Prof. Em., IU: *Enlightenment & Revolutions*

Dr. Ch. Christidis, The Cultural Institute of the Greek Parliament: *Modern Greece*

Professor M. Koumas, Assist. Prof. University of Athens: *20th Cent. Totalitarianism & Western Democracy*

Professor St. Katsios, Prof. of International Economic Relations, IU: *The EU and the Architecture of Globalisation*

15. Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. 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. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

16. Disability Statement:

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

17. Religious Accommodations:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential. With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance. A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the

student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy. If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**. (Policy: **Religious Holidays, Holy Days and Observances**)

18. Mental health statement:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling **614-292-5766**. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at **614-292-5766** and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

19. Statement on Sexual Misconduct/relationship violence:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resource at <http://titleix.osu.edu> or by contacting the Ohio State Title Coordinator at titleix@osu.edu.

20. Statement on Diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

GE Form TCT HS 2797.02 / Joyce

A. Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

The proposed four credit GE History 2797.02 entitled “Traditions, Cultures, and Transformations: Introduction to the Western tradition and Contemporary Ideas” is a high impact theme GE course designed as an education abroad history course that takes place at the Ionian University in Corfu, Greece. The proposed May 2026 course is an updated version of a successful education abroad legacy history course that I have conducted since 2013. Its focus is the legacy of our Western tradition and the cultural, traditional, and transformative historical crucible in which it formed. While Ionian University faculty members will provide lectures in their respective areas of expertise focusing on this cynosure, OSU RDs will facilitate discussion and will administer and grade in-country exams to provide consistency and focus.

HS 2797.02 is uniquely designed to provide students a compelling and intensive education abroad experience. Its unique components encompass the in-country, high impact academic experience of attending lectures given by faculty of the Ionian University, the experience of seeing first hand a number of significant historical sites specifically chosen to complement and bring to life the in-class experience, and finally the cultural day-to-day experience of living in a country that has its own traditions, political systems, and ways of thinking that allows students the opportunity to broaden their intellectual and cultural horizons in an oftentimes life-altering manner. This high impact theme course emphasizes equally classroom study and experiential learning.

B. Expected Learning Outcomes (ELOs):

This course will fulfill the New GE: Traditions, Cultures and Transformations in the following ways:

Successful students are able to:	This course achieves these learning outcomes through:
<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p>The course is designed to nurture and facilitate critical and logical thinking about the origins and development of the Western tradition in the context of the GE theme “Traditions, Cultures, and Transformations.” Greek university lecturers are apprised of all the course ELOs goals and will deliver their lectures with these in mind. ELO 1.1 is constituent of every lecture in the program, requiring students to engage in critical thinking and thoughtful discussion. Ionian University faculty lecturers employ a Socratic method of instruction. Throughout their lectures they stop to pose thoughtful questions about the meaning of the Western tradition as well as questions about how the Western tradition shaped culture and tradition as it was shaped historically by the various cultures and traditions of Europe. In order to follow these arguments and developments, students will have the opportunity to hone their skills in logical and analytical thinking. The resident directors attend the classes with the students and likewise pose questions, ask for analysis, and promote discussion that aims at developing academic discourse grounded in critical and logical thought. Each of the four exams students take during their four weeks in Corfu includes an essay topic that requires students to analyze a significant issue discussed in the lectures. The course will also meet this ELO through assigned readings and guided visits to significant sites in Corfu and on the Greek mainland.</p>

<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>In order to engage in advanced research focusing on the reciprocity of the formative shaping forces that affect the emergence of the Western tradition with its values of rationality, individuality, and scientific investigation and the cultural, traditional and historical epochs in which this historical movement takes place, students will have the opportunity to investigate in depth a topic or issue germane to that focus in small groups. This collaborative component of the course, scheduled outside of class and toward the end of the course, requires cooperation, collaboration, and organization. To arrive at a presentation topic, students must confer, discuss, and arrive at a topic consensus. They then submit the presentation proposal to the RD for vetting and suggestions. The main aim of the PowerPoint presentation is to provide students with a research opportunity that introduces them to a higher level of academic study focused on the origins and development of our Western tradition as it manifests itself in the culture and tradition of Europe and the Middle East. This focused research opportunity also allows students to hone oral and presentation skills. In past sessions of the program, topics have ranged from the role of the <i>perioikoi</i> in Spartan culture to the Iconoclastic Controversy of the 8th and 9th centuries. The syllabus provides step-by-step directives that help students complete the requirements of the assignment.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>In terms of pedagogy, the aim of articulating an understanding of the legacy of the Western tradition as it appears in the context of European culture and civilization, is accomplished by employing a hybrid learning model based on the classic European lecture format and more. This model features lecture, discussion, essay writing, exams, group PowerPoint presentations, experiential learning in visiting significant historical sites and museums in Corfu and in Greece and reflective personal writing. The hybrid mode of course delivery draws from three distinct approaches—a thematic approach, a comparative approach and an analytic approach, all which Ionian University faculty have integrated into their lectures. To facilitate student engagement, the Greek university lecturers have also integrated the pedagogical expectations of the American university system and have incorporated Socratic methods of teaching into their lectures as well as enhanced their lectures using PowerPoint slides. In the past, they have been mindful of incorporating the approaches mentioned above in order to engage students with the material and create an edifying learning atmosphere. The focused discussion questions available to students on Carmen before the lecture as well as the casual yet focused questions posed after the lectures help students gain a sense of confidence and significance in pursuing knowledge of a higher order. The atmosphere of the University Senate Chambers adds to the positive ambience of intellectual high-mindedness. All lectures are backgrounded by coordinated assigned readings from <i>The Essential World History</i> by William J. Duiker, J. Jackson and J. Spielvogel and provide students with a solid point of departure for understanding the historical context of each lecture.</p> <p>Students participating in the proposed new GE theme course will have the opportunity to study and experience first-hand the significance of our Western tradition. Group excursions to sites in Corfu including the Archeological Museum of Corfu, The Byzantine Icon Museum, the</p>

	<p>Achilleion, and in mainland Greece guided tours of the ancient oracle at Dodona, the Royal Macedonian Tombs at Vergina, the Acropolis Museum and the Parthenon in Athens deepen and broaden students' understanding of and appreciation for the foundations of our Western civilization. Each of these out-of-class excursions are led by certified guides who provide excellent in-depth information about each site. This new GE theme proposal will also include easily accessible CARMEN introduction to each of the excursion sites in advance.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self- assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Another aspect of the proposed GE Themes course building on HS 2797.02 is a new component—a short reflective essay that will allow students to think about their experiences in Corfu as they reflect on their intellectual growth. This reflective essay dovetails in both aim and effect with the in-class PowerPoint presentations and will allow students a wide creative and intellectual berth to consider and integrate both the intellectual aspect of the course, the on-site experience of important historical venues associated with the lectures and their own intellectual and emotional responses to those experiences. I plan to participate in the Drake Institute's "Reflective Writing: Assignment Design and Assessment" seminar to apply evidence-based research that will allow me to better determine the parameters and design of the reflective essay so that it facilitates and enhances student capacity for expressive mindfulness. The aim of the reflective essay is to help students "make connections, understand the significance of their learning, [and] transfer that learning to other contexts." (Drake Institute) and to develop a sense of self and identity that reflective writing oftentimes brings about. Finally, I will include as another facet of self-reflection, several questions to the online SEI form that focus on self-assessed student effort, engagement, and participation throughout the four-week course.</p>
<p>ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p>Directed and coordinated reading assignments from <i>The Essential World History</i> available on Carmen and provided in advance as well as relevant essays, op-eds and several focused discussion questions drawing attention to the substance of ELO 3.1 will ask students to consider the reciprocity of shaping influences between ideas associated with the Western tradition and the traditions and cultures in which that concept develops. This includes a detailed look at the political, philosophical, aesthetic, architectural, and artistic aspects of our Western tradition as revealed throughout history in the traditions, culture, and transformations brought about by this sensibility. Topics covered, include discussion of Greek democracy, the aesthetic idea of humanism in art and philosophy, the emphasis on rationalism and science in thought, architecture and esthetic representation, and the notions of beauty as form aligned with symmetry in art. Other components of the course that relate culture and tradition to contemporary issues and the legacy of the Western tradition include the examination of the cultural and political implications of Greek Orthodoxy capped by a guided tour of St. Spyridon Orthodox Church in Corfu, the Enlightenment impact on Greece in its political development, the EU and its shaping effect on Greek political and cultural life, and the congruencies between autocratic political movements in the 1930s and the current resurgence of that phenomenon throughout Europe. This ELO is also addressed by the PowerPoint group presentation component of the course.</p>

<p>ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>One of the most critical issues that arises in the lectures on modern Greece and its relation to the EU is the effect of globalization. Professor Stavros Katsios, Professor of International Economic Relations and International Economic Crime and at the Ionian University, Corfu, Greece and Chair Holder at UNESCO Chair on Threats to Cultural Heritage and Cultural Heritage-related Activities will address this topic. His lectures focus on the development of the EU and its reflection of principles and value associated with the Western tradition as well as values and mores endemic to the culture and traditions of that legacy. The second part of his lecture will focus on two aspects of globalization that will raise students’ awareness of (1) globalization and the rise of global corruption and (2) the relationship between AI, concepts of freedom, and globalization. Students will have the opportunity to discuss these issues both in class and informally out of class. Students will also be provided with a primer on the EU as well as information on globalization and global corruption via Carmen so that they will be better prepared to discuss the topic.</p>
<p>ELO 3.3 Examine the interactions among dominant and sub-cultures.</p>	<p>The theme informing the substance of this ELO is dominant throughout the course encompassing topics ranging from an examination of how the Spartans created and maintained the subcultures of helots and perioikoi to the problems and attitudes of contemporary Greeks vis-a-vis the immigration issue. Other topics illustrating the interaction among dominant cultures and subcultures include the effect of Ottoman domination of Greece up to the revolution of 1821, and the political and religious differences between Greek Orthodoxy and Islam. Again, coordinated and directed readings from <i>The Essential World History</i> and from supplemental materials prior to the in-class lectures, accompanied by directed discussion questions available on the Carmen website will provide students with the appropriate background material to better understand these cultural interactions. Excursions to the Byzantine icon museum and the Archaeological Museum in Corfu and others on the mainland provide physical evidence of these kinds of interactions. This is especially true in the university town of Ioannina where medieval Christian churches abut the Islamic minarets from the time of the rebel Albanian warlord Ali Pasha. Other lectures also broach the subject of the subcultures of the Roma and to a certain extent the evolving subcultures of Syrian immigrants who remain in Greece. Students also can further investigate this topic as they begin to organize their small group PowerPoint presentations.</p>
<p>ELO 3.4 Explore changes and continuities over time within a culture or society.</p>	<p>The theme informing this ELO is the subject of the summary lecture presented by the program’s liaison, and former rector of the Ionian University in Corfu, Professor Dimitris Tsougarakis. His lecture focusses on the continued existence of religion and culture at deep levels in modern European society and the effect that that continued existence has on the evolution of the Western tradition. Coordinated and directed readings from <i>The Essential World History</i> focusing on cultural and religious continuity in contemporary times, accompanied by several directed discussion questions available to students on the Carmen website will</p>

	<p>alert students to the significance of the topic and provide the necessary background material to allow them to understand and appreciate how deep cultural currents continue to manifest themselves in modern times. The aspect of the proposed GE theme “Traditions, Cultures, and Transformations,” is also integral to the lectures of all the faculty in the program.</p>
<p>ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>The topic of this ELO is everywhere present in the lectures, readings and discussions led by Ionian University colleagues and RDs. Specific lectures on the rise of autocratic political regimes in the 1930s, or the development and emergence of the European Union from the ruins of World War II are two examples of lectures that address this ELO. Other examples include the discussion of the rise of the Byzantine Empire and its relation to the Roman empire in the west, the evolution of Roman Catholicism and later the exploration of the events leading up to the Reformation, and the significance of the Greek entry into the European Community. Coordinated and directed readings from <i>The Essential World History</i> and from supplemental materials accompanied by directed discussion questions provide further opportunities for students to come to a more profound understanding of the political, social, and religious complexities of the modern world community.</p>
<p>ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<p>Specific lectures, readings and discussions addressing this ELO include the role of women in ancient Greece, the impact of the Ottomans on Christendom, the aesthetic depictions of the human form in ancient and Renaissance art, the ethnic significance of Venizelos’ <i>Megali Idea</i>, the concept of <i>irredentism</i> in the political development of Greece, the role of race and ethnicity in the rise of autocratic political systems in the 20th century as well as the current difficult issue of immigration and asylum seekers. These topics and others offer students the opportunity to better understand the political and cultural context in which the Western tradition took form and to make connections to contemporary political, social, and cultural developments. Directed readings from <i>The Essential World History</i> and from supplementary materials accompanied by directed discussion questions focusing on this topic provide further opportunities for students to come to a more profound understanding of the role that race, ethnicity, and gender play in the creation of the Western tradition.</p>

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Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Education Abroad & Away Courses. Expectations for workload and credit-hours for Education Abroad & Away courses are outlined by the Office of International Affairs and described in the Arts and Sciences Curriculum and Operations Manual. It also may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number: 2797.02

Performance expectations set at appropriately high levels, engaging in both academic and experiential exploration of the setting in which they study. Please link this expectation to the course goals,

The unique components of the month-long HS 2797.02 encompass the in-country, high impact academic experience of attending focused lectures given daily, five-days a week by faculty of the Ionian University, the experience of seeing first hand a number of significant historical sites, museums, and cultural artifacts specifically chosen to complement and bring to life the in-class experience, and finally the cultural day-to-day experience of living in a country that has its own traditions, political systems, and ways of thinking that provides students the opportunity to engage in a focused study of the Western tradition at a level that is appropriate for a high impact GE theme course.

The proposed four credit GE History 2797.02 entitled “Traditions, Cultures, and Transformations: Introduction to the Western tradition and Contemporary Ideas” is an updated version of a successful education abroad legacy history course that I have conducted since 2013. Its focus is on the legacy of our Western tradition and the cultural, traditional, and transformative historical crucible in which it formed. While Ionian University faculty members will provide lectures in their respective areas of expertise offering their unique perspectives to the focus on the origins and legacy of the Western tradition in the context of the traditions and culture of Europe, OSU RDs will facilitate discussion and administer and grade in-country exams in order to provide consistency and focus. This high impact theme course emphasizes equally classroom study and experiential learning. We hold classes in the senate chambers of the Ionian University in Corfu, Greece, that are meaningfully augmented by guided excursions to many ancient Greek sites

including the Acropolis Museum, the Parthenon in Athens, the Archeological Museum in Athens, Lake Pamvotis and the Abbey of Agios Nikolaos of Filanthropinou in Ioannina, the Royal Macedonian Tombs at Vergina, the ancient oracle and amphitheater at Dodona, as well as the Byzantine Icon Museum and the Archaeological Museum of Corfu.

The expectations set out for the course articulated by the course ELOs and goals have been carefully addressed to meet the criteria of a high impact GE. Lectures, discussions, oral presentations, mini exams, a group research project and post course reflective essay, all detailed in the course syllabus, ensure that the activities and assignments meet the requirements of the course ELOs and goals. The performance expectations, particularly those set out by ELO 1.1 and 1.2, encouraging students to develop the ability to think logically and analytically while engaging at depth topics related to the evolution and significance of the Western tradition from the point of view of European scholars are level-appropriate for students participating in this four-credit, HIP course. The course is made up of the following academic components that not only indicate the scope and depth of the program but also indicate the comprehensiveness of the course that aligns with the requirement of a HIP GE. (detailed in the course syllabus)

Relevant Course Goals:

Goals 1, 2, 3, 4

Specific Assignments:

1. All lectures and reading assignments incorporate the goals of the course as well as specific ELOs as detailed in the course syllabus.
2. Every lecture has a pre-lecture reading assignment that provides students with the relevant background information to allow them to better understand the lecture. These readings and their relationship to the course, its ELOs and goals are clearly set out in the course syllabus.
3. One pre-departure exam and four in-country exams
4. Group PowerPoint research project (detailed in course syllabus)
5. Post-program reflective essay allowing students to express significant aspects related to the education abroad experience in Corfu. Directions for this essay urge students to think in comparative as well as interdisciplinary terms in reflecting on their individual education abroad experience in the context of learning at depth about the origins and development of our Western tradition.

Activities:

1. Daily lectures and discussions by Ionian University faculty (senate chambers)
2. pre and post lecture informal discussions with lecturers facilitated by RDs
3. Coordinated guided excursions to historical sites, museums, and ancient ruins as an experiential, academic complement to classroom lectures (listed above and detailed in the course syllabus).

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Significant investment of effort by students over an extended period of time (e.g., Program length meets high academic standards and allows students to build meaningful connections with local community members and to develop a deep understanding of local cultural context).

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The prospective HS 2797.02 May 2026 education abroad program is an intense month-long academic and experiential course carefully designed to align the encompassing academic and experiential learning components detailed in the course syllabus with the benchmarks set out by the HIP course criteria.

Format of Instruction and Contact Hours per week:

The lecture portion of the program entails altogether 60 contact hours (15 contacts hours per week X 4 weeks) There are six additional contact hours for exams and two contact hours for oral presentations all done outside of the formal lecture. (See the course syllabus for details)

1.	Formal lecture contact hours		60 hours (15 per week)
2.	Exam contact hours		6
3.	PP presentation contact hours	2	
4.	*Excursion contact hours		10
5.	Post course reflection essay		

The month-long intensive education abroad course requires a significance investment of time and effort by students to complete it successfully. In addition to the core 60 hours of formal instruction, in-country exams, PowerPoint presentation, reflective essay and 10 hours of scheduled guided excursions, students will have ample opportunity to make significant inroads into understanding the local culture of Corfu. They will also have both formal and informal opportunities to interact with students and professors at the Ionian University in Corfu. This will be accomplished in several ways:

1. HS 2797.03 is uniquely designed to allow students to experience a HIP GE theme course taught by Greek university faculty who offer their perspective and understanding of the focus of the course while fully cognizant of its ELOs and goals. The day in, day out contact with faculty members from the Ionian University brings the course much closer to an authentic academic educational abroad experience by virtue of this cultural immersion feature. Informal discussion with the various Greek faculty members before and after each lecture deepens the cultural ties as well as deepens the sense of authenticity the course creates.

2. The course will feature several scheduled, topic-focused informal evening mixers in which Ionian University students, faculty, staff and OSU students and RDS will meet and discuss issues pertinent to university study as well as cultural topics relevant to living and studying in Corfu. These evening mixers will be hosted primarily by the OSU RDs but also will include members of the Ionian University staff and faculty.

3. The program liaison, Professor Dimitris Tsougarakis, a Byzantine specialist, will offer a guided tour of the Byzantine Icon Museum of Corfu and explain the cultural and historical significance of Greek Orthodox iconography for the development of Greece. He will also conduct a lecture tour of the recently renovated Archaeological Museum of Corfu emphasizing Greek colonization, the Venetian influence in Corfu and the Ottoman efforts at conquering the island.

4. One of the more colorful cultural events in Corfu is the annual celebration commemorating the unification of the Ionian islands, which occurs on 21 May. RDs provide a short overview of the significance of the day-long event and place on Carmen detailed information about the event for students to access. The entire city of Corfu celebrates this event with parades, marching bands, special foods, and native costumes. Witnessing this day long brings students to a more significant understanding of and appreciation for the very

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eclectic history of Corfu that has shaped its identity and culture. The spirit of independence and self-determination provide a sense of cultural immediacy that complements issues and topics discussed in the course while shedding light on aspects of the Western tradition.

5. Another aspect of getting to know firsthand the local Corfiot culture pertaining to this expectation is the experiential day-to-day life in a foreign country. Engaging in the daily life and routines in Corfu, students will meet shopkeepers, waiters and restaurant owners, hotel receptionists, bus drivers and taxi drivers, and tour guides in addition to Ionian University students and professors. These interactions allow students to enter into the cultural rhythms and flows of Corfiot life in an immediate and meaningful manner.

6. The in-country orientation by Professor Tsougarakis focuses on the main cultural aspects of Corfu and Corfiot society to help and to urge students to acculturate to their new environs. He introduces students to the differences they can expect in areas of behavior, comportment, academics, socializing, religion and general mores and values.

Relevant Course Goals:

Goals 2, 3, 4. / ELOs 1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1

Specific Assignments:

4, 5, 6 May lectures: (See the course syllabus that details the focus of each of these lectures and the accompanying reading assignments.)

Activities:

1. in-country student orientation (Professor Tsougarakis)
2. student faculty “social mixers” hosted and organized by SU RDs
3. program sponsored welcome dinner at a restaurant in the Liston.
4. Guided tours of the Corfu Archeological Museum
5. pre and post lecture discussions

Interactions with faculty and peers about substantive matters including cultural self-awareness, intercultural empathy, and academic content. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The unique structure of HS 2797.02 facilitates interactions among students and the Ionian University Faculty ensures that students will have the daily opportunity to intellectually and academically immerse themselves into the culture of Corfu and Greece with the aim of understanding of how Greek culture and civilization as well as its European legacy contributed to the development of the Western tradition. Lecturers have incorporated the concepts of cultural self-awareness and intercultural empathy in each of their lectures. RDs facilitate discussions with an eye toward keeping these concepts in clear sight and relating them to the goals and ELOs of the course.

One of the new requirements to the group research project is an interview component which will allow students to engage with professors or students about issues germane to each group’s PowerPoint presentation. This interview will allow students to incorporate the ideas and perceptions of professors and students into their presentations while allowing students to develop an increased awareness of intercultural empathy and a sense of being in a country with ideas and traditions of its own.

A component already cited above is the addition of informal mixers arranged by OSU RDs and Ionian University staff and moderated by OSU RDs and Ionian University professors, who will guide informal conversations to promote the exchange of ideas among OSU and Ionian University students. The aim of these informal meet and greet chat sessions that are especially aligned with ELOs 3.4, 4.1, and 4.2 is to encourage students to learn more about the values,

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attitudes, and concerns of their Ionian counterparts and to think more deeply about their own cultural concerns and issues.

Another very insightful interactive event is the summary lecture by Professor Dimitris Tsougarakis who focuses on the significance of the Western tradition for Greece and Europe as well as for our own democracy. He also raises awareness of the importance of the continued (unfinished) project of the Enlightenment and the future of our global world. His summary lecture is both poignant and apt for our times and has in the past program left students thoughtful and moved by the ideas he articulated. The ELOs mostly closely addressed by this compelling course summary and student discussion are 1.1, 2.1, 3.2, and 3.4.

Every year Professor Nikolaidis takes students on a guided lecture tour of St. Spyridon Cathedral in Corfu. Students learn about iconography and Greek Orthodoxy during this excursion. In preparation for this tour, students are assigned short readings on the history of iconography and, time permitting, give short oral presentations on the salient features of these two linked entities. The oral presentation not only allows students to acquire background information about Greek Orthodoxy and the cultural significance of iconography but also allows them the opportunity to hone their oral presentation and communicative skills.

Another unique and culturally significant opportunity is the group's visit to the Greek Parliament in Athens. Professor Christidis who works at the Greek Parliament in Athens schedules a private guided tour of the Parliament chambers. His lecture tour takes students to the second-floor art gallery of important Greek historical figures and events housed in the former Old Royal Place and then to the Parliament chambers where students experience the "feel" of how parliamentary government works. Professor Christidis leads the conversation by pointing out where the various government officials sit in the Parliament chambers and how they function. He also summarizes how legislation is accomplished in this system. He conducts an open Q&A session in the chambers during which students pose questions about parliamentary procedure, oftentimes comparing the form of government with our own. At the end of the tour, students witness the traditional elite guard unit, the Evzones, who guard the Tomb of the Unknown Soldier in front of the Parliament building.

Relevant Course Goals:

Goals 1, 2, 3, 4 / ELOs 1.1, 2.2, 3.1, 3.2, 3.4, 4.1, 4.2

Specific Assignments:

May 7, 8, 9, 11, 12, 18, 19: (See the course syllabus that details the focus of each of these lectures and the accompanying reading assignments.)

Activities:

1. Daily discussion opportunities with Ionian University faculty lecturers
2. PowerPoint "interviews" with Ionian University faculty, staff, or students
3. OSU-Ionian University student "mixers"
4. Lecture tour of St. Spyridon Cathedral by Professor Nikolaidis.
5. Private group tour of the Greek Parliament in Athens by Professor Christidis

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Students will get frequent, timely, and constructive feedback on their work, from all appropriate sources, on their intercultural interactions and academic learning. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

While the pedagogy informing the course structure reflects the classic European mode of teaching, Ionian University instructors are advised in advance of the Socratic nature of the course and will structure their lectures to facilitate the realization of the ELOs most relevant to their lectures. Moreover, they will be apprised of the overall aims and goals of the course and will have a copy of the course syllabus in advance. Although they do not do the testing, Ionian University faculty members will be available before and after class to answer any questions or provide clarifications. They will also confer with OSU RDs about student interactions and in-class responses. Since the RDs attend all these lectures, they will be on hand informally to facilitate this process and will also be on hand for review sessions before each in-country exam for those students who still have questions concerning the lectures or related materials from the assignments. Both the objective section and the essay section of the four exams administered by the RDs (see day by day schedule) will be corrected immediately and the grades entered into Carmen. RDs will also be on hand for a post exam assessment. A link to a basic list of essay caveats reminding students of the requirements of the essay portion of these exams is included in the course syllabus. Exam topics:

Exam 1: Predeparture, The Classical World (Fox) / The Essential World
History 9th (Duiker/ Spielvogel)

Exam 2: Ancient Greece, the Development of democracy, Spartan life and culture

Exam 3: Christianity Byzantium & the Medieval World / Discoveries / Early Modern Europe

Exam 4: Renaissance, Enlightenment, Revolutions

Exam 5: Modern Greece / 20th cent. Totalitarianism & Western Democracy

For the PowerPoint presentations, RDs will be available throughout the process to answer questions and guide students as they discuss and plan their presentations. They will also be on hand to ensure that each group will be on time for their group presentations and that their topics are germane to the course. Ionian faculty and staff will be invited to attend these presentations. The syllabus provides a detailed breakdown of the oral presentation process and requirements.

Relevant Course Goals:

Goals 1, 2, 3, 4 / ELOs 1.1, 1.2, 2.2, 3.1, 3.2, 3.4, 3.4, 4.2

Specific Assignments:

All in-class lectures feature the pre and post class discussion component that emphasis, in addition to lecture related questions, questions and comments on cultural awareness and cultural acculturation. Monday evening group forums will also provide students with the opportunity to voice questions and comments focusing on cultural issues and their experiences with cultural differences.

Activities:

1. Monday evening informal group meetings to discussion acculturation and cultural awareness issues.
2. OSU-Ionian University student “mixers” focusing on cultural differences and cultural awareness.
3. Daily pre and post lecture discussion opportunities

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4. Reflection summary essay that allows students to creatively reflect on their education abroad experience
5. Summary course lecture by professor Tsougarakis that is both thought-provoking and clarifying, focusing on the idea of the Western tradition and the cultural and historical Greek and European crucible in which it develops.
6. Guided lecture tour of the ancient oracle at Dodona, a guided tour of the Acropolis Museum and the Acropolis in Athens as well as the Archaeological Museum in Athens to provide a poignant experiential complement to the in-class lectures.

Periodic, structured opportunities to reflect and integrate learning, especially on their cultural self-awareness and their experience with difficult differences. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The main structured activities promoting reflection as well as integrating learning into the experiential spheres as detailed in the course syllabus are:

- (1) the May 2026 scheduled day-today 3-hour lecture / discussion sessions held in the senate chambers of the Ionian University administration building
- (2) the nine guided lecture tours complementing the in-class academic sessions (detailed in the course syllabus)
- (3) the scheduled social mixers aimed at promoting experiential interaction among OSU students and Ionian University students, faculty and staff
- (4) the informal Monday night group meetings and discussion sessions
- (5) the pre- and post-lecture informal discussion opportunities
- (6) the summary creative reflection essay

The Monday evening informal group meetings at the hotel in Corfu provide a forum for student to express concerns they may have about the course or to ask questions about the course content. RDs will also review the events of the coming week and remind students of deadlines, assignments, and excursion dates. These weekly Monday night sessions would also allow RDs to ask students about their cultural experiences or discuss any difficult or controversial ideas or situations they may have encountered, including student experiences of cultural or religious differences from their own, or acculturation difficulties in their everyday interactions.

The before and after lecture discussion opportunity is also a time of reflection and synergistic learning. Students will be encouraged to voice their opinions, ask questions, or seek clarifications about concepts or ideas relating to the lecture and to the culture in general that may need clarification. The course liaison and secretary are likewise available before every class and after every class as yet another resource available to ensure that students feel at ease and to solve any kind of logistical problems related to the program.

The summary creative reflection essay provides students with the opportunity to relate the academic component of the program to the experiential component in a personal and synergistic manner that speaks directly to the requirement of this HIP section. Reflecting on the significance of the program from a point of view of an altered cultural self-awareness and on the oftentimes difficulty experience of acculturation, students will move to a higher and more immediate plane of realization and articulation that realizes all the goals and ELOs of the course.

Relevant Course Goals:

Goals: 1. 2. 3. 4. / ELOs 1.1, 1.2, 2.2, 3.1, 3.3, 3.4

Specific Assignments:

Noted Above, 1-6

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Activities:

Noted Above, 1-6

Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The interface between the academic component of HS 2797.02 and its real-world application occurs in many different places of this high impact education abroad program where the academic component of the program integrates with its experiential complement, enhancing the relevance and impact of this learning opportunity. The significance of academic study of ancient Greece becomes immediate and poignant for students during their lecture tours of the Acropolis Museum, the Parthenon in Athens, and the Archeological Museum in Athens. The significance of the Byzantine empire and eastern Christianity is brought to light with a guided tour of Lake Pamvotis and the Abbey of Agios Nikolaos of Filanthropinou in Ioannina. The historical significance of Philip of Macedon and the Hellenistic cultural expansion of Greece under Alexander the Great is showcased at the Royal Macedonian Tombs at Vergina. Students experience first-hand significance of ancient oracles as well as the development of Greek theater at Dodona, the oldest oracle in Greece. After discussing iconography in class, students will have the opportunity to have a guided tour of the Corfu Byzantine Icon Museum by the ex-rector of the Ionian University. A guided visit to Corfu's Archeological Museum featuring artifacts, diagrams, and exhibits of "Corinthian" Corfu complements the In-class lecture on the Greek colonization.

The lectures by Professors Koumas, Christidis, and Katsios respectively, take the course into modern times. The content of their lectures documents the challenges and transformations of the Western tradition as manifested in the political and historical events and personages of the nineteenth and twentieth centuries. Global issues discussed include irredentism, the Megali Idea, the rise of Fascism, autocracy, and totalitarianism in the 1930's. More current global issues include the structure and role of the EU in post-war Europe, global corruption (a specialty of Professor Katsios), and the pros and cons of globalization. (See the course syllabus for a more detailed look at these lectures)

The entire program integrates real world learning opportunities with formal in class lectures in a manner that underscores not only the immediacy of this integrative learning but also its relevance and poignancy. At every point in the program, the focus on the origins and development of the Western tradition as it began in Greece and took shape in Europe is at the center of this academic and experiential program. Its focus also elucidates the reciprocal shaping effect that the rise of the Western tradition has had on European culture and heritage as well as elucidates the iterations of that legacy and the transformations it has undergone. The importance of having an academic and experiential grounding as well as an in-depth understanding of the uniqueness of the Western tradition for the continued existence and health of our own Western heritage in the global world cannot be overstated.

Relevant Course Goals:

Goals 1, 2, 3, 4.

Specific Assignments:

All assignments and readings: 18, 19, 20, 20, 22, 25, 26 May

Activities:

See the course syllabus for the schedule of experiential complements to the academic components of the course.

Public Demonstration of competence both in academic settings and, if possible, in the study away site. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

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Demonstration of competence at the education abroad site in Corfu is accomplished by a series of four in-country exams that consist of an objective section and essay based closely on the formal lectures of the course. Also, as detailed in the course syllabus, students will be required to do group research project and give a formal PowerPoint presentation of their findings. Part of this requirement asks students to interview Ionian University faculty, staff, or students to add depth and perspective to their presentations. Ionian University faculty and staff are invited to these presentations. Students will also be required to complete a reflective essay at the end of the course that will allow them creative and introspective latitude in assessing the personal significance of the course. Caveats for this reflective essay are detailed in the course syllabus. The grade breakdown for the course looks like this:

A. 60%--four in-country exams, one predeparture assignment. (Exams are administered by RDs and will be held at the hotel from 5 to 6 PM)

a. Predeparture Assignment (in Carmen),	Thursday, 30 April
b. Ancient Greece	Tuesday, 5 May
c. Christianity, Byzantium, the Medieval World	Monday, 11 May
d. Renaissance, Early Modern Europe, Enlightenment	Monday, 18 May
e. Modern Greece, 20th Century Totalitarianism	Friday, 22 May

B. 20%--(in-country): small group PowerPoint presentations (May 19, 21, 2026)

C. 10%--post course reflection essay (Uploaded to Carmen one week after the end of the course).

D. 10% completion of all assignments, reading, and attendance at all class meetings and site visits (See attendance statement below)

Relevant Course Goals:

Goals 1, 2, 3, 4 / ELOs 1.1, 1.2, 2.2, 3.2, 3.4, 4.1

Specific Assignments

1. pre-departure exam due 30 April 2026
2. four in-country exams scheduled for May 5, 11, 18, 2026
3. PowerPoint groups presentations scheduled for May 19 and 21, 2026.
4. reflective essay due one week post course

Activities:

There will be review sessions for all exams and for the PowerPoint presentation to ensure that students understand the materials and to ensure a successful out of class exam experience.

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Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The focus of this section is similar to that of Box three in ascertaining how students acquire and demonstrate intercultural competencies and how they develop empathy and understanding when they encounter political and social ideas different than their own. In terms of relevance and priority, I will list those opportunities that most clearly promote a wider, more comprehensive understanding of social, political, and religious systems that are different from what students experience in the US.

1. scheduled social mixers with Ionian university students and faculty that focus on cultural and global issues of mutual interest as well as on issues of diversity and everyday life at the university, in Corfu and in Greece.
2. informal pre and post lecture Q & A sessions with Ionian University professors that seek clarification of difficult or controversial ideas touched upon during the lecture or current in the media.
3. Professor Tsougarakis' course summary lecture that draws out overarching themes and ideas related to the development and significance of the Western tradition, especially emphasizing the mores and values associated with the Western tradition that lend credence and ideational depth to phrases such as "intercultural competence" and "intercultural empathy," phrases whose application to the real-world situation are much needed.
4. Professor Christidis' private group tour of the Greek Parliament and the discussion in the Parliament chambers that encompass discussion of political diversity, especially the idea of social democracy. Professor Christidis also discusses Greece's participation in the EU as one nation among a diversity of nations, its immigration difficulties, and the current emergence of far-right political groups. Not only will students have the opportunity to learn more about these concepts but also, they will have the opportunity to learn more about the current diversity issues in Greece including social inclusion, gender equality, and minority rights. Their presence in the parliament chambers also provides them with the unique experiential feeling of debating these issues during a Parliament session.
5. exposure to Greek and Russian Orthodox "religious tourists" making their pilgrimages to St. Spyridon. Corfu is a spiritual destination venue for many Orthodox believers. Students encounter these groups at the hotel and elsewhere on the island. This and other aspects of Orthodox Christianity will be discussed by Professor Tsougarakis and Nikolaidis
6. a Q & A session for students to gain insight into Professor Katsios' lecture on the EU and diversity and equity issues surrounding the immigration situation in Greece.
7. two predeparture orientations stressing the importance of expanding one's world view by emphasizing the goal of acquiring intercultural competence and honing empathetic skills. These orientations emphasize the importance of HS 2797.2 in acquiring knowledge and experience of the political, cultural and religious systems of Greece and Europe. In better understanding the meaning and significance of the Western tradition which undergirds all the lectures and activities of the course, students will have the opportunity to begin to develop a sensibility of the world's "global others" that is both empathetic and informed, a sensibility that significantly widens the intellectual scope and breath of their understanding of our modern complex world.

Relevant Course Goals:

Goals 1, 2, 3, 4 / ELOs 2.1, 2.2, 3.3, 4.1, 4.2

Specific Assignments:

Readings for 13, 14, 15 May

Activities:

1. Group PowerPoint presentation
2. social "mixers"
3. all nine scheduled experiential guided lecture tours

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness. Please link this expectation to the course goals, topics and

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activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Group Safety:

To ensure the safety of the group, RDs and the group will use a GroupMe app to communicate as well as a GroupTrack app to be able to locate students at any time of the day. These communicative and security apps are discussed in detail at the two predeparture orientations. Upon arrival in Corfu, the course liaison apprises students of local Corfiot customs, comportment caveats, and cultural differences. These orientation sessions are very detailed and raise awareness in students of the different cultural situations they can expect. Students will also sign a code of behavior that makes them aware that they are OSU students and as such representatives of the university and subject to the university code of behavior while abroad.

Another safety aspect discussed at the in-country orientation is the emergency protocol which advises students what they need to do and where they need to go as a group in Corfu in case of a medical emergency, dangerous weather, or an adverse social or political situation. Additionally, OIA makes sure that students have signed up for worldwide health insurance. Finally, OIA staff are available 24/7 to provide advice and further instructions to RDs in case of any emergency including emergency transportation back to the United States.

Formal and informal efforts to promote inclusivity include the following:

1. Students and RDs stay at the same hotel and have breakfast together. Oftentimes there are informal get-togethers in the evening, especially in the case of bad weather during which students and RDs meet on a social basis playing games or cards, watching a movie, or even ordering a pizza.
2. RDs will hold four Monday night group meetings at the hotel during which students can discuss any problems or difficulties they may be having with the course or with their accommodations. Oftentimes students seek advice about weekend activities or ask questions about the lectures during these sessions. RDs will also apprise students of what the coming week holds for them and will remind them what they need to do to prepare for lectures and excursions.
3. We will schedule five group lunches and dinners in Corfu, Ioannina, Dodona and Athens that bring students, RDs and Ionian University faculty and staff members together socially, promoting inclusivity and sociability.
4. Group transportation to the university in the morning as well as excursion transportation via tour bus and ferry to the mainland also promotes a sense of camaraderie and inclusivity.
5. Informal evening meals at local restaurants in Corfu with students or on weekend hikes also promote a sense of group inclusivity.

Culturally responsible pedagogy / structured development of cultural self-awareness:

Since Ionian University faculty will be delivering the lecture material, their lectures will reflect an informed cultural sensibility that is responsible and pedagogically apt. All lecturers, as in the past iteration of this course, are fully aware of American university pedagogical models and expectations. Moreover, they will be conversant in the proposed high impact GE course of its goals and ELOs, and will integrate these into their lectures. While the phrase “structured development of cultural self-awareness” seems somewhat abstract, I take it to mean that throughout the course there will be an effort by Ionian University faculty and OSU RDs to promote awareness of and appreciation for the unique cultural situation of Corfu throughout history. Focus on this important aspect of the course—the transformative mindfulness of the “otherness” of cultures different than our own in the context of the development and significance of the Western tradition, will be a constant for the course. Again, Ionian colleagues will modify their lectures to keep this focus clearly in sight.

Relevant Course Goals:

Goals 1, 2, 3, 4

Specific Assignments:

NA

Activities:

See 1-5 above

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Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations of students. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

I originally created this program to promote regional campus student participation in education abroad programs. I did this primarily since I felt that the regional campus student population has been consistently underserved in this area. I received a \$2800 Gateway Study Abroad Seed Grant OIA grant to pursue this goal in 2011. The program ran successfully from 2013 for 8 summer cycles with several sessions cancelled due to COVID. When the Associate Dean here at OSU-Mansfield asked faculty to develop Theme courses in “Traditions, Culture and Transformations” that would provide more new GE courses to accommodate our current student population, I proposed transforming the Legacy GE HS 2797.02 into a four-credit high impact theme GE. However, the focus and original aim of getting more regional campus and diversity students involved in education abroad still remains the primary goal of this initiative.

In addition to the two course orientations in Columbus, I have typically also given two orientation sessions here on the Mansfield campus of OSU. One sobering development however is the financial insecurity facing many students, especially regional campus students. To help mitigate this difficulty, the proposed theme GE features a reduced regional campus tuition fee for the course and offers several Mansfield campus specific grants and scholarships to help offset the cost of the program. There are also other travel grants and scholarships for which regional campus students can apply through OIA. However, at a time when many students, especially regional campus and diversity students, are facing financial insecurities, food insecurities and housing insecurities, it is difficult for students to think about an education abroad program such as the Corfu program.

The steps I will take at OSU-Mansfield to improve this situation include:

1. speaking with our new Dean Jason Opal and requesting additional funding to promote participation in education abroad for our underserved and diverse population of regional campus students.
2. working with our new Communications specialist to advertise early and often this education abroad opportunity. This includes running articles in campus affiliated Richland Source as well as placing information on Facebook, Twitter, and Instagram social media throughout the year.
3. posting flyers throughout the campus and posting information flyers on the digital signage TV monitors on campus
4. consulting with academic advisors and student services staff to identify likely candidates for the Corfu education abroad program with the aim of increasing diversity participation.
5. scheduling two open information sessions at OSU-Manfield and following up by working specifically with students expressing an interest in the program by meeting with fiscal officers and discussing financial aid possibility beyond that which currently exists.
6. approaching the OSU Columbus campus Office of Civil Rights Compliance as well as the Center for Belonging and Social Change to ascertain if there would be funds available to help diversity candidates for the program to finance student participation in the program.

Relevant Course Goals:

NA

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Specific Assignments:

NA

Activities:

See 1-6 above