

## Term Information

Effective Term Autumn 2026  
*Previous Value* *Autumn 2022*

## Course Change Information

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

Changing to GE Theme: Traditions, cultures, transformations

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

This course was grandfathered in as a GE Foundation: Literary, Visual, and Performing Arts, but is a better fit as a GE Theme

**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	Modern Greek
Fiscal Unit/Academic Org	Classics - D0509
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3710
Course Title	Modern Greek Literature in Translation
Transcript Abbreviation	Mod Greek Lit-Trns
Course Description	Review of the Modern Greek literary tradition of the last two centuries through representative works and from a theoretical perspective.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 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	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

**COURSE CHANGE REQUEST**  
3710 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/11/2026

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Prerequisites/Corequisites	Prereq: Jr or Sr standing.
Exclusions	
<a href="#">Previous Value</a>	Not open to students with credit for 371
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

General Education course:

Literature; Global Studies (International Issues successors); Traditions, Cultures, and Transformations

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

[Previous Value](#)

*General Education course:*

*Literature; Global Studies (International Issues successors); Literary, Visual and Performing Arts*

*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	<ul style="list-style-type: none"><li>• Foster in students an appreciation of Greek literature (in the original and translation) and culture</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Greek literature in translation from the nineteenth and twentieth centuries</li><li>• The appearance of different literary genres</li><li>• Literature as national institution</li><li>• Nicholas Kostis (ed.), Beyond the Broken Statues</li><li>• M. Keeley P. Sherrard, Voices of Modern Greece</li><li>• Nikos Kazantzakis, Zorba the Greek</li><li>• Stratis Myrivilis Life in the Tomb</li></ul>
Sought Concurrence	No
<a href="#">Previous Value</a>	

## Attachments

- Cover Letter 1.28.26.pdf: Cover Letter  
*(Cover Letter. Owner: Bauer, Leah)*
- Modern Greek 3710 Syllabus 1.28.26.docx: Updated Syllabus  
*(Syllabus. Owner: Bauer, Leah)*
- G Jusdanis MG 3710 Updated GE Form.pdf: GE Form  
*(Other Supporting Documentation. Owner: Bauer, Leah)*

**COURSE CHANGE REQUEST**  
3710 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
02/11/2026

**Comments**

- Please see subcommittee feedback email sent 12/23/25. (by Neff,Jennifer on 12/23/2025 12:10 PM)

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Bauer,Leah	11/12/2025 02:17 PM	Submitted for Approval
Approved	Fullerton,Mark David	11/13/2025 10:19 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	12/04/2025 01:36 PM	College Approval
Revision Requested	Neff,Jennifer	12/23/2025 12:10 PM	ASCCAO Approval
Submitted	Bauer,Leah	01/28/2026 01:37 PM	Submitted for Approval
Approved	Fullerton,Mark David	01/30/2026 11:59 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/11/2026 09:21 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea	02/11/2026 09:21 AM	ASCCAO Approval

January 28<sup>th</sup>, 2026

To whom it may concern,

We are writing to submit the revised proposal for Modern Greek 3710. We appreciate the committee's detailed guidance, which we have addressed as follows:

- Expanded course description, describing how the assigned readings connect with the TCT Theme
- Added multiple readings from secondary scholarship (Beaton, Mackridge, Jusdanis, and Katsan) to supplement other assignments and in-class discussion and lecture
- Added further writing assignments, including short response essays (with prompts identified in the syllabus) which require students to articulate what they have learned
- Added further assignment details and examples to the ELO's to clarify connections with the TCT Theme

Most sincerely

Gregory Jusdanis

**Modern Greek 3710**  
**Greek Literature in Translation**  
**Lecture T/Thu 2:20-3:40**  
**Lazenby 001**

Welcome to Modern Greek Literature in Translation.

This course is approved in the GEN Theme: Traditions, Cultures, and Transformations category.

**Instructor:** Prof. Gregory Jusdanis

**Office:** 272 University Hall; [jusdanis.1@osu.edu](mailto:jusdanis.1@osu.edu)

**Department:** Classics, 414 University Hall; Tel. 292-2744

**Office Hours:** Mondays 1-3 or by appointment/zoom.

**Description:** What is literature and why should we read it? What insights can we gain by reading poems, novels, and short stories?

We will consider these questions by looking at modern Greek literature. Our overall objective will be to examine what literary works say about love, human relationships, isolation, happiness, identity, war, violence, friendship, old age, and time. At the end of the course, we will be able to appreciate the value of literature. Although it is not a practical activity like cooking, law, or medicine, it brings attention to the beauty in life. It asks us to stop what we are going and pay attention to the small but magnificent things around us.

In the process of our reading and discussion students will come to understand more meaningfully the following topics: a) how literature became a national institution in Greece over the last two centuries; b) the relationship between literature, an aesthetic category, and material forces like the economy, war, class struggle, and migration c) how literature represents social, cultural, and political transformations; d) the impact of cultural formations, like literature, on social life.

The course addresses the theme of Traditions, Cultures, and Transformations in two ways. It examines Greek literature as a national institution and considers how this literary tradition changed in the last two hundred years. The primary materials for the course are novels, short stories, poetry while the secondary material are scholarly chapters and articles that deal theoretically with questions of nationalism. The primary material (Kostis, Keeley and Sherrard, Kazantzakis, Myrivilis, Ioannou, and Fakinou) will touch on the key GE themes such as how a national literary tradition is formed, how literature represents a national culture, how literature intervenes in discussions of identities, social conflict, cultural change, and political transformations. The secondary sources (Beaton, Mackridge, Jusdanis, and Katsan) will address the topics of the emergence of national language, the struggle to form a national canon, the link between resistance literature and

economic crisis. Both sets of readings will highlight the interaction between literary representation and social change, a core tension in our GE theme.

### **GE Theme: Traditions, Cultures, and Transformations**

#### *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.

#### *Expected Learning Outcomes:*

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
  - Students will be encouraged to ask questions about these issues, consider alternative points of view, and challenge their assumptions through the analysis of primary sources and with the help of guided discussion questions provided by the instructor. For instance, in Weel 7 we read the novel "The Seventh Garment" and discuss how the novel connects two traumatic events, the 1821 War of Independence and the 1922 exchange of populations between Greece and Turkey by the attempt of one woman to form a family that has been touched by the violence of war and the violence of sexual assault.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
  - Students will participate in weekly discussions around the major ethical, political, social, cultural, and theoretical issues of the literary texts we read in class. They will learn that literature, although itself marginalized as an institution, allows writers and readers to engage in conversations over major social issues such as national history, the relationship between past and present, the place of violence in society, and how the economy determines social and cultural attitudes. In the week when we deal with the novella "I will Swallow your dreams," we will consider how literature intervened and was an important vehicle to think about the economic crisis in the early part of this century. We will analyze stories that allowed people to understand the issues of economic exile, immigration, and crisis tourism.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.

- Students will engage in advanced discussions of the key topics posed by the literary texts. They will learn about different genres, narrative techniques, and how people understand both the literary tradition of Greece and the relationship between human beings and their own historical traditions. For instance, in the week we read the great WWI novel, "Life in the Tomb," we consider how the author used the letters to write an epistolary novel. And we will also see how the main character comes to understand that social and political transformations that led to his participation in the war. In short, we will deal with how the novel interacts with social change rather than being a passive recipient of change.

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.

- Students will reflect on the topics of the course and will demonstrate their sense of active learner by: submitting two one-page of each term paper; they will submit two term papers on subjects related to the course; they will be invited to resubmit one of their papers on the basis of the instructor's comments; they will write two mid-terms. Topics that students consider in their papers: Greek literature develops under unusual historical pressures. Which pressure (independence, antiquity, Europe, or language) seems most to you? Use one example. Greek culture is shaped by a sense of "belatedness." How does "Zorba the Greek" express the tension between tradition and modernity?

3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.

- Students will learn through their readings of literary texts and class discussions how literature as a national institution mediates constructions of modern identities and enables people to understand themselves as members of a national society. For instance, we will read four stories of migration from different epoch: the flight of Christian refugees from the Ottoman Empire to Greece; the departure of Muslim refugees from Greece to the Ottoman Empire; the arrival of refugees from Syria, Afghanistan, and Yemen in Greece in the last decade and the internal movement of Greece displayed by the recent economic crisis. We will examine how literature portrays these four different types of migration and how attitudes towards migration have changed over the last century.

3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.

- Students will come to learn how national literature was has been constructed and the impact it has on the self-understanding of modern individuals. Students will also learn that, although literature is considered a secondary institution, subservient to the economy, it still has social impacts.

3.3. Examine the interactions among dominant and sub-cultures.

- Through the study of poetry, short stories, novels, and essays, students will learn women, ethnic minorities, and geographical regions are represented in national literature and how they can resist the representational strategies of dominant groups.

#### 3.4. Explore changes and continuities over time within a culture or society.

- Through their two term papers students will be encouraged to think about how moral, cultural, national values change over time, how people at various stages struggle over these values and over the power of representation.

#### 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

- Students will learn to recognize how literary texts represent struggles for justice, freedom, and the creation of national identity. They will recognize that not all groups have the same power and that some are pushed to the margins. But they have access to aesthetic means of resistance. Sample questions for short response papers: "Iconomou's novella, 'I'll Swallow Your Dreams' depicts migrants internally displaced by the economic crisis. How do these migrants try to resist their marginalization? How do they use language in order to foster a space of dignity for themselves?"

#### 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

- In their term papers and midterms students will demonstrate knowledge of how women and ethnic minorities have been marginalized in Greece. They will also show these groups can use literary representation differently as a way of both asserting identity and asserting their place in society. Sample questions for midterms: "The Seventh Garment looks at history from the perspective of sexual assault. How does this text challenge or rewrite national history? What techniques does it use to undermine authority or certainty?" 'Kazantzakis' 'Zorba the Greek' presents a version of heroic masculinity. How do the two female protagonists in the novel challenge this myth?"

This course fits into the theme in two ways. It examines Greek literature as a national institution and also considers how this literary tradition changed in the last two hundred years. The primary materials for the course are novels, short stories, poetry, and essays. Through readings of these texts and discussions the course will touch on the key GE themes such as how a national literary tradition is formed, how literature represents a national culture, how literature intervenes in discussions of identities, social conflict, cultural change, and political transformations. In short, the course highlights the interaction between literary representation and social change.

#### **Textbooks** (required--all available from OSU Bookstore)

Nicholas Kostis (ed.), *Beyond the Broken Statues*; M. Keeley P. Sherrard, *Voices of Modern Greece*; Alexandros Papadiamantis *The Murderess*; Nikos Kazantzakis, *Zorba*

*the Greek*; Stratis Myrivilis *Life in the Tomb*; Eugenia Fakinou *The Seventh Garment* (pdf); Iconomou's "I will swallow your Dreams" (pdf)

**Assignments:** This course aims to cultivate students' skills in expository writing and oral presentation. You will write two term papers of no fewer than 7 typed, double-spaced, 250 words per page on topics assigned by me. The grade will be marked down by 1/3 mark for each day (not class) that passes after their due day. An A will become an A- and so on with each day. All papers are uploaded on our Carmen page. You will also submit two short one-page response papers (250 words) on topics relevant to the course.

You will upload on our carmen-page a typed, one-page outline of each paper with a thesis statement. You will have an opportunity to resubmit a revised draft of one of the papers. It is expected that revisions will be substantial. I will compare the two drafts. The grade for this paper will represent the average between the original and new grade.

**Attendance:** You will be required to arrive on time and participate regularly in class discussions. It will be your responsibility to sign up the attendance sheet. If you are absent for more than two classes without a written excuse from a doctor or an explanation of a family emergency, you will lose **one point from your participation grade** for each missed class. Please arrive on time. I will treat persistently late arrivals as absences.

**Participation:** You are expected to come to class having completed the reading assignments and to participate regularly. Students who ask questions and volunteer comments without being asked will get an "A" for the participation grade. Those who come to class every day but do not participate will get a "C." If you have any difficulties in participating in class, please let me know.

I expect you to participate in our discussions. If for some reason you can't, please let me know.

Teaching and learning are collaborative experiences between students and teacher. For our class to work, it has to be a collective effort. As a citizen in this class, you have your own role to play in its success. Texting and surfing the web are not allowed in class.

**Grades:** Papers 60%, Participation 10%, Two Midterms 30%.

#### **Grading Scale**

A 93-100	B+ 88-89	B- 80-82	C 73-77	D+ 68-69	E 64-0
A- 90-92	B 83-87	C+ 78-79	C- 70-72	D 65-67	

#### **Communication:**

I will always send announcements via Carmen. So please check this section on our page. The best way to communicate with me is via email. Please open your message with a salutation: "Dear Prof.," "Hi Professor Jusdanis," "Hello Prof. Jusdanis." I will respond within 24 hours, if not earlier in most cases.

**Enrollment Requirements, Statements, and Special Requests.**

All students must be officially enrolled in this course by the end of the FIRST full week of the semester. No requests to add this course will be approved by the department chair after this time. Each student is solely responsible for his/her enrollment.

**Disability Statement (with Accommodations for Illness)**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; <https://slds.osu.edu/>; 098 Baker Hall, 113 W. 12th Avenue.

**Statement on Mental Health**

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](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Yountkin 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.

**Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct:**

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the

basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

[civilrights@osu.edu](mailto:civilrights@osu.edu)

### **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 [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

### **Intellectual Diversity**

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

### **Academic Misconduct**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the [Committee on Academic Misconduct](#) (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

### **Electronic Device Policy**

This classroom is device-free. All cell phones, tablets, and laptops should be switched off and put away unless otherwise directed by me. Texting, typing, and surfing the internet during class creates an atmosphere of distraction and undermines the basic purpose of education: to listen, learn, think, and discuss the topic at hand. Numerous studies have demonstrated that multitasking is detrimental to classroom learning. See, for example, Faria Sana, Tina Weston, and Nicholas Cepeda, "Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers," *Computers and Education*, 62 (2013): 24-31.  
\*\*Students with disabilities that prevent them from handwriting notes are exempt from this policy

### **Syllabus:**

WEEK ONE (Aug 26, 28)

I Introduction: What is national literature?

Beaton "Introduction" from *An Introduction to Modern Greek Literature*

II Kostis *Beyond the Broken Statues*: "My Mother's Sin,"

Topics: what are the genres of national literature

WEEK TWO (Sept 2, 4) The Greek Language

I Mackridge, "The Preconditions of the Greek Language Controversy" from *Language and National Identity in Greece*

II Writing Seminar: how we write our papers

Topics: How language is connected to the rise of a literature as national institution

WEEK: THREE (Sept 9, 11) The Greek Short Story

I Kostis "Margarita Perdikari," "In the Depths of the House"

II Jusdanis "Introduction" from *Inventing National Literature*

Topics: war and resistance; does national literature encourage controversial views?

**Outline due September 12**

WEEK FOUR (Sept 16, 18) The Greek Short Story

I Kostis Kostis "How the Village Became Greek," "Mycenae"

II Beaton "Realism" from *An Introduction to Modern Greek Literature*

Topics: migration, strife between Greeks and Turks; representation of the Other

**Short Response Paper I:** Realist Fiction contributes to national self-representation. Choose one story and explain if it idealizes Greek culture or criticizes it?

WEEK FIVE (Sept 23, 25) The Novel - Finding yourself

I Kazantzakis *Zorba the Greek* (1-95);  
II Kazantzakis *Zorba the Greek* (96-179)  
Topics: the novel as vehicle for self-representation  
Modern and ancient Odysseys

WEEK SIX: (Sept 30, Oct 2) The Novel – Finding Yourself

I Kazantzakis *Zorba the Greek* (180-270)  
II Kazantzakis *Zorba the Greek* (270-341)  
Topics: Masculinity and national culture

**Paper 1 due October 3**

WEEK SEVEN (Oct. 7, 9) The Novel: The Power of the Past

I Fakinou 8-65  
Katsan “Introduction” from *History and Ideology in Greek Postmodernist Fiction*  
II Fakinou 65-127  
Topics: the intersection between the violence of war and the violence of sexual assault,  
how national trauma

WEEK EIGHT (Oct. 14, 16)

I **First Midterm**  
II Academic Break

WEEK NINE (Oct. 21, 23) Murderer or Fighter for Women

I Papadiamantis *The Murderess*  
II Debate: Is Frankogiannou guilty of Murder?  
Topics: Infanticide, injustice against women; can a novella about infanticide be included  
into the national canon?

WEEK TEN (Oct. 28, 30) The Novel, WWI Experience

I Myrivilis 1-84  
II Myrivilis 85-169  
Topics: literature as anti-war protest, the aesthetics of conflict  
**Outline Two due October 31**

WEEK ELEVEN; (Nov 4, Nov. 6) The Novel, WWI Experience

I Myrivilis 170-255  
II Myrivilis 256-347

**Short Response Paper II:** How this anti-war novel destabilize notions of a national  
identity?

WEEK TWELVE: (Nov. 11, 13) Stories in an economic crisis

I Presentation on the Greek economic crisis  
II Iconomou “I’ll Swallow Your Dreams”  
Topics: how literature deals with economic crisis and migration; literature as voice for  
the economically displaced

## **Paper Two Due November 14**

### WEEK THIRTEEN (Nov. 18, 19) Poetry I

I Cavafy *Voices of Modern Greek Poets* (5, 6, 7-8, 10, 11, 13, 15, 18-19, 20, 21-22, 23)

II Cavafy *Voices of Modern Greek Poets* (27, 29, 30, 31, 32, 33, 38, 43-45, 48-49).

Topics: the role of the classical past in the formation of national identity; queer poetics; place of marginal identities in national literature

### WEEK FOURTEEN (Nov. 25, 26) Poetry II

I Guest presentation on canon-formation in Greek fiction

II Thanksgiving No Class

### WEEK FIFTEEN: (Dec 2, 4) Poetry II

I Sikelianos, *Voices of Modern Greek* (59-60, 69-71, 73-75, 82-83)

II Seferis, Elytis *Voices of Modern Greek* (88-89, 116-19, 120-22, 149, 154)

Topics: poetry as a weapon against social injustice, the representation of ethnic minorities, how Seferis uses the myth of Helen as a statement against war.

### WEEK SIXTEEN (Dec 9) Review

I **Second Midterm**

**Revised Paper Due Dec. 10**

## **Grading of Papers:**

Correct grammar, lucid writing, organization of ideas, examination of issues (and not just themes), and reasoned argument based on ideas (rather than personal experiences) are very important in this class. It is expected that you will have a clear thesis statement in your introduction and then develop your argument persuasively, using passages from the texts to back up your views. In short, your paper will be evaluated with respect to form (writing) and content (ideas).

Here are the criteria I will be using to grade your papers:

- A. Excellent. The paper is well written and organized, is interesting and a pleasure to read. It is free of any grammatical errors. It provides a clear thesis and convincing proof of that thesis, using passages from the texts to support it. It goes beyond the arguments discussed in class and may show some originality in the thesis or its development.

- B. Good. It offers a satisfactory proof of a thesis. The writing and organization are clear. The paper may have a few problems in writing, organization, development of the argument, or some misprints. It is an A paper with some problems.
- C. Satisfactory. This paper will have more of the above errors such as lack of clear thesis, difficulty in its development, or a flaw in the organization, logic, or writing. It may, for instance, lack logical transitions between paragraphs; or paragraphs may contain ideas not really connected to one another. Typically a C paper summarizes texts or positions without analyzing them.
- D. Poor. This paper may contain many of the above flaws: no thesis, poor writing, many grammatical errors; lack of clarity, problems in organization, little evidence and so on. It is difficult to read.
- E. Unsatisfactory. This paper contains an unacceptable number of flaws.

Please keep in mind that one of the most common flaws in undergraduate papers is the absence of a clear thesis statement. It is important for you to outline in the introduction your argument (i.e. your position) and explain how you will develop it.

# GE Theme Course Submission Worksheet: Traditions, Cultures, & Transformations

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

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

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In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

*(enter text here)*

## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. 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.

**Goal 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.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking about the topic or idea of the theme.	
<b>ELO 1.2</b> Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.	

<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences as they apply to the theme.	
<b>ELO 2.2</b> 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.	

*Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):*

<b>ELO 1.1</b> Engage in critical and logical thinking.	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:</i></p> <p><i>Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;</i></p> <p><i>Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;</i></p> <p><i>Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i></p> <p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i></p> <p><i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	<p><i>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</i></p> <p><u>Lecture</u></p> <p><i>Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students’ access to people with expertise in a variety of areas.</i></p> <p><u>Reading</u></p>

	<p><i>The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</i></p> <p><u><i>Discussions</i></u>  <i>Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</i></p> <p><i>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</i></p>
<p><b>ELO 2.2</b> <i>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.</i></p>	<p><i>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</i></p> <p><i>Some examples of events and sites:</i>  <i>The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i>  <i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i>  <i>The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i>  <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>

## Goals and ELOs unique to Traditions, Cultures & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

**GOAL 4:** Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	
<b>ELO 3.2</b> Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	
<b>ELO 3.3</b> Examine the interactions among dominant and sub-cultures.	
<b>ELO 3.4</b> Explore changes and continuities over time within a culture or society.	

<b>ELO 4.1</b> Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	
<b>ELO 4.2</b> Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.	

*Example responses for proposals within "Citizenship" (Hist/Relig. Studies 3680, Music 3364; Soc 3200):*

<b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	<p><i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship. Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	<p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It</i></p>

	<p>is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens? Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</p>
<p><b>ELO 2.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</p> <p>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is "right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicity confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</p>
<p><b>ELO 2.2</b> Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>	<p>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated</p>

	<p><i>indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</i></p>
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