

MDGK 4450/HIST 4998: Greece and the Modern World: From Revolution to Refugee Crisis
Loyola Marymount University, Spring 2018

Instructor: David Idol

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Office Hours: T/TH, 4:15pm–5:15pm

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Meetings: T/TH, 2:40pm–4:10pm in SRH 246

Core Area: Interdisciplinary Connections

Flags: Writing

Course Description: This course is an introduction to the history, culture, and society of Modern Greece in the context of European and world history. Often understood as the “cradle of Western civilization,” Greece was an important symbol during modern-era projects to construct nation-states, democratic governments, and a European community. At the same time, Greece’s strategic location between East and West has given it an outsized significance in modern geopolitics. Combining several disciplines and approaches (including history, anthropology, political science, film, and literature), students will examine the crises and challenges that have shaped modern Greek society, the transformations that have taken place, and the ways Greece is deeply connected to processes that transcend its national borders. In the final weeks of this course, we will focus on current events in Greece.

Student Learning Outcomes: Students will complete this course with:

- a foundational mastery of the narrative of Greek history from the late eighteenth century to the present, an awareness of its significance for European and world history, and a better understanding of current events of global significance;
- an understanding of modern cultural/political identities and the ways they can overlap, intersect, and change over time;
- an understanding of the roots of ethnic and political violence and its long-lasting effects;
- an understanding of the ways modern Greece has been studied in different disciplines and the ways research in different disciplines can work together (Interdisciplinary Connections flag);
- refined critical reading, research, and writing skills (Writing Flag)

Required Reading and Course Materials: There are no books required for purchase for this course. Articles, book excerpts, primary sources, and other materials will be made available on Brightspace. Depending on the group’s interests, this syllabus and its contents may be subject to revision; students are responsible for any changes or modifications distributed in class and/or posted on Brightspace.

Grade Breakdown:

- Participation: 30%
 - In-class Participation: 15%
 - Discussion Reports: 15% (5 @ 3% each)
- Reading Response Papers: 25% (5 @ 5% each)
- Research Project: 35%
 - Proposal: 5%
 - Annotated Bibliography: 5%
 - Workshop Draft: 5%
 - Final Draft: 20%
- Research Presentation: 10%

Coursework and Expectations:

- Class Format: This is not a lecture course. I will often lecture to provide additional context and help frame discussion, but the primary methods of instruction will be **class discussion** and team-based learning activities. You are asked to participate actively in your own learning process and that of your peers. Class time will be used to deepen our understanding of the texts in their historical and cultural context and to reflect on what they can teach us about modernity, identity, power, politics, and other topics relevant to this course.
- Attendance: As mentioned above, this class is not a lecture. Therefore, both your prompt attendance and participation are essential for its success. You are expected to attend every class meeting for the full class period having done the required work. If you need to miss class, please contact me. You are allowed up to two excused absences for any reason. Remember to save these absences for a good reason, e.g. illness. Arriving late or leaving early will negatively impact your participation grade, as will any absence beyond the allowed two. Six or more absences will result in an automatic F for the course. If there are extreme circumstances, contact me as early as possible. You are responsible for any material missed in class, whatever the reason for your absence. Check the syllabus, check Brightspace, and ask a classmate if you are unsure what you missed.
- Class Participation: Participation will be assessed through your thoughtful, prepared engagement during class time, especially in class discussions. Keep in mind that good class participation does not necessarily mean that you have all the right answers. It rather means that you are willing to pose questions, work with and challenge others' opinions in an academic and civil way, and generally contribute to class.
- Workload: The reading and writing pace of the class is **rigorous**. At LMU, 1 credit hour is defined as a minimum of 3 hours of work per week for a 15-week semester. That means that a 4-unit class must average a minimum of 12 hours of work per week (including class time). Typically, this will mean one hour of classroom instruction and two hours of out of class student work each week per each unit of a course. This course meets twice a week for an hour and a half and expects a **minimum of 12 hours of work per week for ALL class-related activities**. Although effort has been taken to make the reading balanced (and actually lighter on weeks that papers are due), the reading load is **not** always the same. Depending on your personal reading pace, consider reading ahead on days /weeks that the reading is lighter. You should come to class prepared, i.e., you should have finished the required reading BEFORE you come to class. ALWAYS bring the reading for the day with you. Make sure you annotate your texts while you are doing the reading and/or write comments on them during class discussion.

Assignments:

- Discussion Response: For five class meetings, you will come prepared with a brief (1-pg. **max**, single-spaced) written response to a day's reading assignments. Submit on Brightspace, and also print and bring a hard copy of this report to use as a "cheat sheet" during class discussion and submit at the end of class. For full credit, spread these responses out over the length of the semester (vs. all 5 responses the last 5 class meetings; half credit). Each discussion response will include two elements: first, you will write a paragraph responding to *one* of the discussion questions posted on Brightspace corresponding to the day's reading. Second, you will write two to three discussion questions (about 3–5 sentences each) about the reading. These must be questions that you do not already know the answer to. Be specific, indicate how

you came to the questions, and show that you have attempted to answer them. Your questions do not need to be *about* the reading per se, but they must be firmly grounded in the reading, demonstrating that you have read closely and thought about the assigned text(s) and/or media. The purpose of this assignment is to help you keep up with the reading by guiding your focus, to encourage you to think critically about the reading before coming to class, to equip you with prepared remarks as a way to help you participate in class discussion, and to ensure that you are getting credit for doing the reading even if you are not always able to join the conversation as much as you would like.

- Reading Response Papers: For an additional five class meetings, you will write a slightly longer (2–3 pgs. double-spaced), informal, journal-style response to a day’s reading assignments. Submit on Brightspace *before* the class meeting that we are scheduled to discuss the readings you are responding to. The readings discussed in your reading response papers cannot overlap with your discussion responses. It is not possible to discuss all of the readings in their entirety (nor is this the purpose!), so you will choose a few points (min. 3) from the reading that were most interesting to you and that you would like to respond to. You can take a position on those points—agreeing, disagreeing, or qualifying—or just explain what you think about them. Include in-text citations (Idol 23) when referencing the reading—I will be looking to see that your RRP has *at least* 3 in-text citations. As with the discussion responses, your reading response papers must demonstrate that you have read closely and thought about the assigned text(s) and/or media. These will be graded based on (1) impact (power of the argument, originality, taking a position, not summarizing too much, relevance, importance, creativity), (2) clarity (all ideas introduced and explained, logic is easy to follow, simple sentence structure), and (3) mechanics (grammar, proofreading, etc.).
- Research Project: You will also conduct your own research on an approved topic related to this course. You will submit a research proposal (1–2 pgs., double-spaced), an annotated bibliography (approx. 3–5 pgs., single-spaced), a workshop draft (3–5 pgs., double-spaced), and a final research paper (8–10-pgs, double-spaced). You will receive an assignment prompt with more details on these assignments.
- Research Presentation: Toward the end of the semester, you will be asked to give a 10-minute presentation on your research project. You are encouraged to discuss your presentation with me in advance during office hours. You will be graded for preparation, clarity, coherence, and delivery.

Instructor Policies:

- My office hours are listed at the top of this syllabus, and I am also available by appointment. Regular office hours do not require an appointment. Feel free to come to office hours for any reason.
- I check my e-mail once per day, only on weekdays. Feel free to e-mail me for any reason. Please keep in mind that it may take me 24 hours or more to respond to your e-mail, and if it requires a lengthy response, I will probably say that we should meet during office hours instead. Students are also expected to check their e-mail regularly, as I will often use e-mail to communicate with the class.
- Technology should be used to enhance learning, not distract from class. Laptops and tablets are allowed in class *only* if being used to take notes and review notes and reading. Phones must be placed on silent and put away. No texting, gchat, etc.; no Google, Wikipedia, etc. Remain engaged! Violation of the technology policy will negatively affect your participation grade. Often during class discussion, I will ask you to put away all devices. Bring a pen and paper to take notes when devices are not permitted. If I notice that technology is becoming a distraction, I may ban all technology from the classroom.
- Assignments submitted after the deadline will automatically be lowered 1/3 of a letter grade, and they

will be lowered an additional 1/3 of a letter grade for each additional 24 hours they are late. In fairness to other students who work hard to turn their work in on time, papers late for more than one week will not be accepted (unless otherwise agreed on).

- Emergency Student Absence. If extreme circumstances (i.e. serious illness, hospitalization, or a death in the family) prevent you from coming to class and/or submitting an assignment on time, (1) e-mail me before the deadline to let me know you are unable to submit the assignment on time and/or will need to miss class, (2) contact the Student Affairs Dean's Office (SADO), and (3) meet with me as soon as possible to determine an appropriate extension and/or way to make up missed class. Under such extreme circumstances no more than ONE extension will be given.

University Policies:

- Expectations for Classroom Behavior: As an LMU Lion, by the Lion's Code, you are pledged to join the discourse of the academy with honesty of voice and integrity of scholarship and to show respect for staff, professors, and other students. Behavior appropriate for the success of the class is expected at all times. Please be in class on time. Do not disturb / disrupt other students' learning experience by coming to class late or leaving early, walking in and out, not having your textbook with you, using unpermitted electronic devices, etc. Be courteous during discussions. Please use common sense as to what behavior is appropriate and expected. If in doubt, ask me or refer to the LMU Community Standards handbook.
- Academic Honesty / Plagiarism: Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit for assignments to expulsion. It is never permissible to turn in any work that has been copied from another student or copied from a source (including Internet sources) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standards set forth in the LMU Academic Honesty Policy (<http://academics.lmu.edu/honesty/>). If you have any doubts about correctly quoting your sources, you can consult any Writer's Manual (also available online) or talk to me.
- Special Accommodations: Students with special needs who require reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services (DSS) Office. Any student who currently has a documented disability (ADHD, Autism Spectrum Disorder, Learning, Physical, or Psychiatric) needing academic accommodations should contact the DSS Office (Daum Hall 2nd floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit www.lmu.edu/dss for additional information.
- Emergency Preparedness: To report an emergency or suspicious activity, contact the LMU Department of Public Safety by phone (x222 or 310-338-2893) or at the nearest emergency call box. In the event of an evacuation, follow the evacuation signage throughout the building to the designated safe refuge area where you will receive further instruction from Public Safety or a Building Captain. For more safety information and preparedness tips, visit <http://www.lmu.edu/emergency>.
- Reporting Requirements of Sexual or Interpersonal Misconduct: As "responsible employees," faculty are required to report any case of suspected sexual or interpersonal misconduct and cannot protect student confidentiality. For information about confidential counseling on campus and for general information about consensual relationships, sexual harassment, and sexual assault, please see the LMU Cares website: <http://studentaffairs.lmu.edu/lmucares/>
- Academic Excellence at LMU / Overall Assessment: In keeping with the larger context of LMU's mission of academic excellence, the encouragement of lifelong learning, the education of the whole

person, and the promotion of faith and justice, critical thinking, academic and moral reflection as well as articulate expression are at the core of this class. Students are expected to be careful and critical readers, engaged learners; to write and speak with precision and clarity about important issues such as ethics and social justice. They are expected to assimilate class presentations on complex topics such as academic, literary, and cultural discourse, control primary texts (i.e., read carefully and understand the content), and raise their own questions that reflect critical engagement with the class overall.

Grading Standards: The following grading scale will be used to assess and report the quality of your work in this course. Note that a grade of A may be modified by a minus (-) suffix, and grades B and C may be modified by a plus (+) or minus (-) suffix.

A: Superior. Student has exceeded expectations and achieved mastery of the subject.

- Participation: The student consistently makes important and creative contributions to the learning environment of the seminar. Questions and comments demonstrate that the student has thoroughly prepared the assigned material and is familiar with the issues involved. Questions help move the discussion forward. The student offers insightful comments that engage the rest of the class as well.
- Writing: The student has achieved mastery of the topic of the assignment. In the case where s/he chooses their own topic, it shows deep reflection and originality of thought. The writing is well organized, it shows clear grasp of the concepts involved, and it shows a superior ability to articulate ideas. Research is thorough and well documented. Writing itself shows mastery of style. Language is varied in pattern, sophisticated in vocabulary and complex in structure and thought. There are no spelling or punctuation errors and it is thoroughly edited and proofread.

B: Good. Student has met all expectations and accomplished above-average work.

- Participation: The student actively contributes to the learning environment of the class. Comments demonstrate that s/he is familiar with the assigned material. Questions seek information or clarification alone.
- Writing: The student demonstrates a clear understanding of the topic/subject matter. Work is generally organized in an effective way and the writing is competent. Research is good and documented. There are no spelling or punctuation errors and it is edited and proofread.

C: Satisfactory. Student has met most expectations and demonstrated a general comprehension of the subject.

- Participation: The student volunteers occasional comments in class discussions but is primarily a passive listener. The student contributes to small groups discussions. Comments do not show reflection on the texts and ideas discussed.
- Writing: The student demonstrates only a general understanding of the topic/subject matter. Work shows some evidence of initial research. Errors in grammar, spelling, and punctuation are present. Writing needs to be improved by better organization of ideas, more nuanced thought and expression, more thorough uses of research sources, wider word choice, more complex sentence structure, overall editing and proofreading.

D: Poor. Student has met few expectations and has not shown an understanding of the subject.

- Participation: The student shows only minimal evidence of having studied the required material. The student makes no active contributions to discussions.
- Writing: Student work shows poor organization of ideas. Work illustrates only minimal evidence of having read and studied the required material. There are significant errors in grammar, punctuation, and spelling. No editing or proofreading.

F: Failure. Student has not met expectations and has shown little effort to understand and engage with the material.

*****SCHEDULE*****

(Subject to change with notice)

Week 1

08/28: Introduction

08/30: Greece and the West: The Crisis

Read: Hanink, *The Classical Debt*, 1–30

*** Discussion Report 1 Due** beginning of class

Week 2

09/04: What is Greece? Who are Greeks?

Read: excerpts by Rigas Velestinlis; excerpts by Adamantios Korais; “The Great Oath of the *Philiki Etaireia*”

09/06: The Greek Revolution, part 1

Read: Alexander Ypsilantis, revolutionary proclamation; Patriarch Gregorios V, encyclical; Robert Walsh, excerpt from *A Residence at Constantinople*; excerpts from Clogg, *A Concise History of Greece* (27–33) and Gallant, *Edinburgh History of the Greeks* (pgs 83–84).

***Reading Response Paper 1 Due** beginning of class

Week 3

09/11: The Greek Revolution, part 2

Read: Primary source readings by Kapodistrias and Kolokotronis; Clogg 35–45.

09/13: Greece and the West: Romanticism and Philhellenism

Read: Excerpts from St. Clair, *That Greece Might Still be Free*; Byron, “On This Day I Complete My Thirty-Sixth Year”

*** Research Proposal Due** beginning of class

Week 4

09/18: CONFERENCES, no class meeting

09/20: Laying Down the Law: Women, Property, and the Modern State

Read: Doxiadis, “Standing in their Place”

Week 5

09/25: The Greek Nation: Who are the People?

Read: excerpts from Fleming, *Greece: A Jewish History* and Gallant, *Modern Greece*

09/27: The “Great Idea”

Read: excerpt from Gallant, *Modern Greece*

Week 6

10/02: Greece and the West: Travelers and Bandits

Read: Excerpts from travelers’ accounts; Gallant, *Modern Greece*, 94–98

10/04: Laying Down the Law: Men, Violence, and the Modern State

Read: Gallant, “Honor, Masculinity, and Ritual Knife-Fighting in Nineteenth-Century Greece”

Week 7

10/09: The Conquest of Nature: Modernization and the Environment

Read: excerpt from Gallant, *Modern Greece* primary sources posted on Brightspace

10/11: The Greek Diaspora

Read: excerpt from Gallant, *Modern Greece*, 157–161;

Watch: *Ludlow, Greek Americans in the Colorado Coal War* (<https://vimeo.com/164340894>)

Week 8

10/16: National Malaise, and the Rise of Venizelos

Read: poems by Cavafy; excerpt from Gallant, *Modern Greece*; Mazower, “The Messiah and the Bourgeoisie”

10/18: The Balkan Wars, World War I, and the National Schism

Read: excerpt from Gallant, *Modern Greece*

Watch: *Silent Balkans* (<https://www.youtube.com/watch?v=GVMpt7Ct3Jc>)

Week 9

10/23: The Smyrna Protectorate, the Greco-Turkish War, and the Asia Minor Catastrophe

Read: Hemmingway, “On the Quai at Smyrna”; excerpt from Thea Halo, *Not Even My Name*; excerpt from Giles Milton, *Paradise Lost*

10/25: Culture and Politics in Interwar Greece

Read: Poems by Seferis; Rembetika reading; excerpt from Gallant, *Modern Greece*; Giorgios Theotokas, “Free Spirit” (1929) (<https://books.openedition.org/ceup/1054?lang=en>)

Week 10

10/30: Greece in the 1940s, part 1

Read: Fleming, *Greece: A Jewish History*, 110–144

Watch: documentary clip on Operation Harling

11/01: Postwar and the Cold War

Read: Voglis, “Political Prisoners in Greece, 1945–1950”

Week 11

11/06: Postwar Greek Film

Watch: *Zorba the Greek*

***Annotated Bibliography Due** beginning of class

11/08: Culture, Politics, and the Regime of the Colonels

Read: Korovessis, *The Method*

Week 12

11/13: CONFERENCES, no class meeting

***Recommended:** bring specific questions and a draft outline of your paper (can be basic or detailed)

11/15: The Third Hellenic Republic

Read: excerpts from Gallant's *Modern Greece*; Huntington's "Democracy's Third Wave", and Radcliff, *Modern Spain*

Week 13

11/20: Workshop

*** Workshop Draft of Research Paper Due** beginning of class. Bring hard copy to class!

11/22: **Thanksgiving, no class**

Week 14

11/27: Politics and Society During the Crisis / Presentations

Read: Kalyvas, "Greece's Failed Populist Experiment"; Takis Pappas on populism

Watch: "Golden Dawn: A Personal Affair" (available to watch for free online)

11/29: Greece and the Global Migrant Crisis / Presentations

Read: Heath Cabot, "The European Refugee Crisis and the Crisis of Citizenship in Greece"; news reports on Migrant Crisis

Listen: This American Life ep. 592, "Are We There Yet?"

***All Discussion and Reading Response Papers must be submitted by the beginning of this class meeting**

Week 15

12/04: Presentations

12/06: Presentations

*** Final Research Paper Due December 7**