



## Mediterranean Crossroads

GST-T380-200, Fall Break 2018, 3 credits



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### Meets:

- Orientation/Welcome dinner on September 5
- Classes Daily, September 6 through September 12
- Breakfast at 8am, dinner at 7pm
- Trips start at 9am (--except for Days 3 & 5 which start at 8am) and end in the early afternoon (--except for Day 5 which will end later on in the day)
- Day 3 Dance Workshop and Day 6 Cooking Workshop at 6pm

### Professor:

Dr. Maria Hnaraki (also spelled "Chnaraki"). Greek mobile phone: +6932-050-446. E-mail: [mh439@drexel.edu](mailto:mh439@drexel.edu) (When calling from the USA, please dial 011 and then 30 for the country code.)

### Office Hours:

E-learning platform (--such as Drexel's Blackboard Learn), electronic mail communication and by appointment while in Greece. Students are encouraged to use office hours and informal discussion while on the island of Crete.

### Class Materials:

#### Required Books:

- Hnaraki, Maria. 2013. *Sing In Me, Muse, and Through Me Tell the Story: Greek Culture Performed*. Ithaca, NY: Zorba Press.

Extra readings may be assigned throughout the class period. Do not hesitate to contact me if you need additional bibliographical information on a specific topic you are interested in or if you wish to learn more about a particular subject.

## **Course Description and Objectives:**

Greece is awash by the Mediterranean and serves as a crossroad among three continents. Crete is an island which lies between the so-called East and West. As one of the largest island societies in the Mediterranean, Crete has served exceptionally in that networking area while it also holds a significant tourist, economic and social role for its surrounding countries. This course offers students the opportunity to literally dive into the Greek experience through an empirical study of its rich multifaceted culture as it is expressed today on the island of Crete. Field trips have been incorporated into the course requirements, exposing students to interdisciplinary ways of eastern Mediterranean history, culture, traditions and society. Students are guided through the techniques of fieldwork and participant observation, and attend family, household, village and city customs and practices as these all are valuable mechanisms for learning the social, economic, cultural, political and religious ways that underlie and make Greek culture distinctive. Selected locations, such as archaeological, historic and cultural sites, farms, markets, local businesses, social networks and households, are part of those fieldtrips. Traveling functions as a course requirement while students reflect on their Greek experiences through a looking-glass process.

## **Why Crete?**

- The birthplace of the Minoan civilization and the Mediterranean Diet
- An eco-friendly, sustainable lifescape with UNESCO-NATURA sights
- One of the 21 World Smart Communities with ICT infrastructure
- The only EU location with locally-grown bananas and the top quality EVOO
- A region of 3 high ranking Universities, 4 Airports, 6 military bases and a USN base
- One of the most popular European destinations for ERASMUS students
- An economic region with the highest density of cooperatives per capita
- A hub of oil and gas reserves in the Greek EEZ as well as a station of the EuroAsia interconnector cable connecting Israel with Cyprus
- A focal point of the Blue growth EU policy Constitution of Sea as well as of energy challenges and security
- A subtropical area in EU, a... paradise with more than 300 dpy of sunlight
- The home of "Thalassokosmos", the only research aquarium in the Mediterranean
- A popular international coop destination for Drexel University

## **Underlying Research Themes:**

Archaeology & Mythology, History & Folklore, Literature & Performance, Arts & Crafts, Local Economy, Politics & Governance, Rural & Urban Living, Fauna & Flora, Natural Environment & Climate, Organic Farming & Produce, Education & Research, Architecture, Mediterranean Diet, Tourism, Innovation, Identity & Culture Islandness, Syncretism.

**Expected learning goals:**

- To read and actively participate in the discussion of all readings and classroom materials
- To view discussion as an opportunity of exploring and expanding upon ideas and experiences as well as of complementing and clarifying lecture materials in preparation for projects
- To attend because, besides the readings, there is lots of directed listening, viewing and mini exercises or assignments
- To enrich experiences via exposure to cultural insights of the Mediterranean world
- To familiarize ourselves with another culture and compare it to our own as well
- To assist you in associating your findings and combining varicoloured knowledge earned
- To absorb different information selected from a variety of sources (written and oral) and various field experiences

**By the end of the course, students will learn:**

- How insularity favours conservation and how it triggers innovation
- How island communities deal with isolation and self-sufficiency
- How locals use histories in order to mould their identity
- How travelling influences lives
- How all cultures or ways of living around the world are valid
- How each culture is a complex system of behaviours, an expressive and interpretive system
- How through culture humans express their experience(s) of the world
- How we can all be anthropologists in the sense that a) we can apply anthropological methods and findings beyond the academic realm and b) enrich the understanding of ourselves

**Course assignments:**

Below is a list of 9 assignments along with their guidelines, descriptions and deadlines. Further information will be provided throughout the course. Assignments 1 & 2 are conducted prior to the trip (by September 11), 3, 4, 5 & 6 while on the island of Crete (September 14-20), and 7, 8 & 9 after the completion of the trip (7 & 8 by September 28 and 9 by October 5). All assignments must be typed, double-spaced, in 12-point Times New Roman or comparable form. To avoid surprises and allow for coherent planning, turn in written assignments on time. Late assignments and papers will be lowered for each day late. Papers that do not follow a consistent academic method for citation (CMS, MLA, etc.) will not be graded and thus considered late until submitted in the proper format. Please, make sure to always check your assignment box and communicate any technical issues.

## **Pre-Trip Assignments:**

Students are required to participate in one pre-travel meeting that will take place on campus and another one that will take place on-line. Prior to landing on Greece, the professor will also give them guidelines so as to get familiar with the Greek alphabet.

### 1. Before Greece (5%)

What do you know about Greece, prior to entering into the Greek culture, and what do you expect to find? On this 2-pages essay, which you e-mail me and/or post at the E-learning platform (--such as Drexel's Blackboard Learn) by September 3, your response to the aforementioned questions is requested. Please, make sure to include thoughts from the pre-trip assigned readings as well.

*Deadline: September 3*

### 2. Research Topic Selection Proposal (4%)

Each student writes a research paper on a class-related topic. The preparation and research for this project takes place before and while on the island of Crete whereas the majority of its writing gets accomplished afterwards. The professor will need to know your choice of topic in a single page proposal by September 3.

*Deadline: September 3*

## **"On Crete" Assignments:**

### 3. Class preparation/participation (7 x 2 = 14%)

While in Crete, your full participation is necessary. There are no make-ups for missing classes, except in case of serious illness.

*Deadline: September 6 through September 12*

### 4. Travel Log (7 x 4 = 28 points)

This is more or less a kind of a personal account. Every time after class you should write down at least 1 page with your impressions from that day. You could deliver it either as a hardcopy or in electronic form, for example as a blog. You are required to include field notes for each place we visit and photos and/or different forms of media (for example, videos) along with text (--those materials do not count within the 1-page). Your entries should summarize the readings, include knowledge earned in this class and you judge important, the way your experiences in relation to the "world" change, other thoughts and ideas related always to this class, even the ways you are thinking of using the knowledge earned "there". Think of this travel log as a record of your educational experience.

*Deadline: September 6 through September 12*

5. Mini-language projects (7 x 2 = 14%)

Every day student is responsible for compiling a list of 4 Greek words (a total of 28 words) and/or 2 phrases (a total of 14 phrases) learned from the texts, the classes, the trips, the media, and so on.

*Deadline: September 6 through September 12*

6. Research Paper Presentation & Outline (5%)

On September 12, you will have approximately 10 minutes (5 minutes for presentation/discussion and 5 for questions/comments) to present your research topic, summarize your research, show it represents something important you learned in this class about Greece, and answer your classmates' questions. The written outline (--specific format indicated by the Professor) of your research paper is also due on that day.

*Deadline: September 12*

**Post-Trip Assignments:**

7. After Greece (5%)

For this project students need to revisit their "Before Greece" essay reflecting on their Greece-Crete trip. What do you now know about Greece, having entered into the Greek culture? Did you find what you expected? On this 2-pages essay, which you e-mail me and/or post at the E-learning platform (--such as Drexel's Blackboard Learn) by September 20, your response to the afore-mentioned questions is requested.

*Deadline: September 20*

8. E-lexicon (5%)

Each student is responsible for typing her/his words/phrases from all mini-languages and compile them into one "E-lexicon". The final outcome should be e-mailed and/or posted on the E-learning platform (--such as Drexel's Blackboard Learn) for the Professor to proof-read.

*Deadline: September 20*

9. Research paper (20%)

Each student writes a 10 pages research paper (double-spaced, including bibliography, notes and citations, excluding photos and diagrams) on the topic selected before and presented during the program. The writing part of this project takes place upon students' return to the United States. The project needs to be e-mailed to the Professor and/or placed on E-learning platform (--such as Drexel's Blackboard Learn) by September 27.

*Deadline: September 27*

## Grading:

The final grade (100 points=A+) will be based on a combination of assignments (86 points) and class preparation and participation (14 points):

1. Before Greece	5%
2. Research Topic Selection Proposal	4%
3. Class preparation/participation	14%
4. Travel Log	28%
5. Mini-language projects	14%
6. Research Paper Presentation & Outline	5%
7. After Greece	5%
8. E-Lexicon	5%
9. Research paper	20%

**TOTAL:** 100%

Grading scale:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
97-100	93-96	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	60-66	59 and below

## Key Course Policies

### Special Needs/Disability Policy

Student with special needs/disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter ("AVL") to the instructor before accommodations can be made (in the first two weeks of classes, in Philadelphia). AVL's are issued by the Office of Disability Services ("ODS"). Please advise me if you have a disability need that has been registered with the Office of Disability Services at [Office of Disability Services](http://www.drexel.edu/ODS/index.html) (at <http://www.drexel.edu/ODS/index.html>) Please advise me if you have a disability need that has been registered with the Office of Disability Services at [Office of Disability Services](http://www.drexel.edu/ODS/index.html), 3201 Arch St., Street, Suite 210, Philadelphia, PA 19104, 215.895.1401 (V), or 215.895.2299 (TTY). Other resources for students with special needs are available from the following Drexel services:

- English Language Center: <http://www.drexel.edu/elc/>
- Office of Academic Advising, Retention and Diversity: <http://drexel.edu/provost/aard/>
- Writing Center: <http://drexel.edu/engphil/about/DrexelWritingCenter/>

Students with (documented) special writing needs should consult the instructor to discuss their AVL certificates.

## **Academic Honesty and Plagiarism**

It is expected that you follow Drexel's Policy on Academic Honesty, which can be found online at [http://www.drexel.edu/provost/policies/academic\\_dishonesty.asp](http://www.drexel.edu/provost/policies/academic_dishonesty.asp). It is assumed that the work you submit for this course, written or spoken, is your own. Any attempt to represent someone else's work as your own is plagiarism. Plagiarism includes copying another student's work on papers or tests, copying without attribution the ideas or words from published sources, submitting papers written in previous semesters, and referring to notes during tests/exams. For more clarification on plagiarism, see [Drexel's Student Handbook](#). Such academic misconduct will result in a failing grade for the assignment, a probable failing grade for the course, and a report to the respective academic authorities for possible disciplinary action. Consequences of violations of the academic honesty policy can be found at the Drexel Office of Student Conduct and Community Standards and on line at [http://www.drexel.edu/studentlife/community\\_standards/studentHandbook/general\\_information/code\\_of\\_conduct/](http://www.drexel.edu/studentlife/community_standards/studentHandbook/general_information/code_of_conduct/). Plagiarism is a serious academic offence that can result in a failing grade for the assignment, a failing grade for the course, and a report to the Office of Student Conduct and Community Standards ([http://www.drexel.edu/studentlife/community\\_standards/overview/](http://www.drexel.edu/studentlife/community_standards/overview/)).

### **Important note on Plagiarism**

Any material that you have taken from another source should be attributed to the source in your paper, by means of consistent citation techniques such as quotation marks, in-text references and a bibliography. Specialized services facilitate the detection of plagiarism.

Here are some examples of plagiarism:

- Copying the words of some else without using quotation marks or without including a citation for the source, even if you change a few words
- Paraphrasing the words of someone else without citation
- Copying something written by another person and putting your name on it
- Taking someone else's paper and putting your name on it

Please read these policies and if you have any questions do not hesitate to ask, especially as you work on the assignments for this class and you have any concerns about appropriate use of outside sources. It is assumed that you understand the conventions for correct usage of information written by others. If you have any questions on what constitutes plagiarism, please let us know.

In case of any modification in the syllabus you will be notified by e-communication (--and in class). Also, you are encouraged to follow e-communication for reminders and updates. Dates for incidental events (--such as special, guest lectures and/or other educational meetings) will be timely announced.

***Wishing you all a great break!***

## Daily Class Foci, Itineraries, Assigned Readings & Deadlines at a Glance!

### A. PRE-TRIP (September 3)

#### Anthropology & the Mediterranean East & West

*Readings:* Chapter 1: Greek Folklore  
Chapter 2: At the Crossroads of East and West  
*Assignments:* Before Greece  
Research Topic Selection Proposal

### B. "ON CRETE"

#### **Day 1 (September 6)**

#### Mythology & History

*Itinerary:* Heraklion: Minoan Palace of Knossos  
Archaeological Museum  
Nikos Kazantzakis Tomb  
*Readings:* Chapter 2: Zeus Performed  
Cretan-Turkish Musicians  
Chapter 3: From Homeric Poetry to Cretan Balladry  
Chapter 4: Resistance through Dancing  
*Assignments:* Travel Log #1/Mini-language #1

#### **Day 2 (September 7)**

#### Civilization: Language & Music

*Itinerary:* Heraklion: Traditional Village of the 10 saints  
Gortyna Archaeological Site  
Matala Bay Neolithic Caves  
*Readings:* Chapter 2: Stratis Kalogeridis  
Nikos Xylouris  
Dimitri Mitropoulos  
Ross Daly  
Chapter 3: Musings  
Songs of the Foothills  
Songs of the Plains  
*Assignments:* Travel Log #2/Mini-language #2

#### **Day 3 (September 8)**

#### Speaking without Words

*Itinerary:* Heraklion: Heraklion Farmers' Market  
Anopolis (Pottery Workshop)  
Episkopi (Ostrich Farm)  
Mediterranean Aquarium  
\* Dance Workshop \*  
*Readings:* Chapter 4: Wedding Dance as Expression, Dialogue and Communication



*Revisiting Zorba's Dance*

*Raising Ecological Awareness through Dance*

*Assignments: Travel Log #3/Mini-language #3*

**Day 4 (September 9)**

The Mediterranean Diet

*Itinerary: Rethymno: Arkadi Holocaust Monastery  
Kournas Lake  
Rethymno Old Town*

*Readings: Chapter 6: Tasty Greece (ALL)*

*Assignments: Travel Log #4/Mini-language #4*

**Day 5 (September 10)**

On Literature & Society

*Itinerary: Chania: Terra Creta Olive Oil Company  
"Manna" Cretan Rusks Bakery  
Chania Old Port*

*Readings: Chapter 3: Singing the Tree*

*Chapter 5: Greek Literature and the Other Arts (ALL)*

*Assignments: Travel Log #5/Mini-language #5*

**Day 6 (September 11)**

The Cretan Ecosystem

*Itinerary: Lassithi: Cave of Zeus  
Agios Nikolaos Town  
\* Cooking Workshop (Cretan Miracle)\**

*Readings: Chapter 7: The Amphitheater "Greece"*

*Assignments: Travel Log #6/Mini-language #6*

**Day 7 (September 12)**

Conclusions; Class Presentations

*Itinerary: Heraklion: Labyrinth Park  
Kazantzakis Museum  
Boutaris Winery*

*Assignments: Travel Log #7/Mini-language #7*

*Research Paper Presentation & Outline*

**C. POST-TRIP (September 20 & September 27)**

*Assignments: After Greece (September 20)*

*E-Lexicon (September 20)*

*Research paper (September 27)*