

Southwestern University

COURSE CATALOG 2023-2025

ADDENDUM

Texas' First University, Chartered by the Republic of Texas February 4, 1840
1001 East University Avenue, Georgetown, Texas 78626
Telephone: 512-863-6511 • Facsimile: 512-863-5788
www.southwestern.edu • admission@southwestern.edu

CONTENTS

Academic Calendar	2
Credit by Examination – Placement	4
Caribbean Advanced Proficiency Examinations.....	4
College Board Advanced Placement Examinations.....	4
International Baccalaureate Examinations.....	4
Organization of Courses	4
Course Numbers.....	4
Course Descriptions	4
Chemistry.....	4
Music.....	4
Air Force Reserve Officer Training Course.....	5
College Year in Athens.....	6
Admission and Financial Information	45
Admission Procedures.....	45
Requirements for Admission.....	45
Early Admission.....	45
Early Decision.....	46
Early Action.....	46
Regular Decision.....	46
Transfer Admission.....	46
Non-Degree Seeking/Visiting Students.....	47
Readmission.....	47
Nondiscrimination Statement.....	47
Financial Aid.....	47
Merit Scholarships.....	48
Grants.....	48
Work Opportunities.....	48
Loans and Financing Options.....	48
Cost of Education.....	48
Institutional Tuition Charges.....	48
Full-Time Requirement.....	48
Withdrawals.....	48
Satisfactory Academic Progress (SAP) Policy.....	49
Expenses.....	51
Tuition.....	51
Room Charges.....	52
Board Charges.....	52
Deposits.....	53
Schedules of Special Fees and Deposits.....	53
Billing and Payment of Accounts.....	54
Late Payment Fee Policy.....	54
Refund Schedule.....	55
Students Called to Active Military Service.....	56
Withdrawals and Financial Aid.....	56
Part-Time Status and Financial Aid.....	56
The University Directory	56
Board of Trustees.....	56
Chief Administrative Officers.....	57

ACADEMIC CALENDAR 2024-2025 (APPROVED)

FALL 2024

August	17	Saturday	New students arrive on campus
	19	Monday	First-Year and Advanced-Entry Seminar classes begin.
	26	Monday	Classes Begin
September	2	Monday	SU closed – no classes
	3	Tuesday	Last day to register late
	5	Thursday	Last day to add courses
October	2	Wednesday	Last day to drop courses without record entry or change to/from P/D/F, audit
	4	Friday	Application for Diploma due: Fall candidates
	11	Friday	Fall break begins at 10 p.m. (October 14 - 15)
	16	Wednesday	Classes resume at 8 a.m.
November	29	Tuesday	SUnity Day – no classes
	4	Monday	Last day to drop courses
	27-29	Wed – Fri	SU closed – no classes
December	2	Monday	Classes resume at 8 a.m.
	6	Friday	Last day of classes
	7-8	Sat – Sun	Study days – no classes
	9-13	Mon – Fri	Final examinations
January	16	Monday	Grades due at 5 p.m.
	6	Monday	Last day for removing “Incomplete” grades

SPRING 2025

January	13	Monday	Classes begin
	20	Monday	SU closed – no classes
	21	Tuesday	Last day to register late
	23	Thursday	Last day to add courses
February	7	Friday	Application for Diploma due: Spring and Summer candidates
	17	Monday	Last day to drop courses without record entry or change to/from P/D/F, audit
March	14	Friday	Spring Break begins at 10 p.m. (March 17 - 21)
	24	Monday	Classes resume at 8 a.m.
April	1	Tuesday	Last day to drop courses
	15	Tuesday	Spring Research and Creative Works Symposium (No Classes)
	18	Friday	SU closed – no classes
	30	Wednesday	Last day of classes
May	1-4	Thurs – Sun	Study days – no classes
	5	Monday	Seniors’ (prospective May graduates) grades due in Office of the Registrar by noon
	5-9	Mon – Fri	Final examinations
	10	Saturday	Commencement
	14	Wednesday	Remainder of grades due by 5:00 p.m.
	30	Friday	Last day for removing “Incomplete” grades

SUMMER 2025

Summer I Term	May 14 – June 23 (SU closed May 26, June 19 – no classes)
Summer III/Non-Residential Term	May 14 – August 14 (Please check the calendars of individual programs, including the Southwestern Summer Study Abroad Program)
Summer III grades due	August 22

ACADEMIC CALENDAR 2025-2026 (TENTATIVE)

FALL 2025

August	16	Saturday	New students arrive on campus
	18	Monday	First-Year and Advanced-Entry Seminar classes begin.
	25	Monday	Classes Begin
September	1	Monday	SU closed – no classes
	2	Tuesday	Last day to register late
	4	Thursday	Last day to add courses
October	1	Wednesday	Last day to drop courses without record entry or change to/from P/D/F, audit
	3	Friday	Application for Diploma due: Fall candidates
	10	Friday	Fall break begins at 10 p.m. (October 13 - 14)
	15	Wednesday	Classes resume at 8 a.m.
	28	Tuesday	SUnity Day – no classes
November	3	Monday	Last day to drop courses
	26-28	Wed – Fri	SU closed – no classes
December	1	Monday	Classes resume at 8 a.m.
	5	Friday	Last day of classes
	6-7	Sat – Sun	Study days – no classes
	8-12	Mon – Fri	Final examinations
	15	Monday	Grades due at 5 p.m.
January	5	Monday	Last day for removing “Incomplete” grades

SPRING 2026

January	19	Monday	SU closed – no classes
	20	Tuesday	Classes begin
	27	Tuesday	Last day to register late
	29	Thursday	Last day to add courses
February	13	Friday	Application for Diploma due: Spring and Summer candidates
	23	Monday	Last day to drop courses without record entry or change to/from P/D/F, audit
March	13	Friday	Spring Break begins at 10 p.m. (March 16 - 20)
	23	Monday	Classes resume at 8 a.m.
April	3	Friday	SU Closed – no classes
	7	Tuesday	Last day to drop courses
	14	Tuesday	Spring Research and Creative Works Symposium (No Classes)
May	6	Wednesday	Last day of classes
	7-10	Thu – Sun	Study days – no classes
	11	Monday	Seniors’ (prospective May graduates) grades due in Office of the Registrar by noon
	11-15	Mon – Fri	Final examinations
	16	Saturday	Commencement
	20	Wednesday	Remainder of grades due by 5:00 p.m.
June	8	Monday	Last day for removing “Incomplete” grades

SUMMER 2026

Summer I Term	May 20 – June 25 (SU closed May 25, June 19 – no classes)
Summer III/Non-Residential Term	May 20 – August 20 (Please check the calendars of individual programs, including the Southwestern Summer Study Abroad Program)
Summer III grades due	August 28

CREDIT BY EXAMINATION—PLACEMENT

If an entering first-year student has earned no previous college credit in the area being tested either at Southwestern or elsewhere, they may receive college-level credits or exemptions prior to enrollment through the College Board Advanced Placement examination, Caribbean Advanced Proficiency examination, and/or through the International Baccalaureate Program.

Students who present both IB, AP and/or CAPE work in the same subject area will not be awarded double credit. Please contact the Office of the Registrar for additional information.

Caribbean Advanced Proficiency Examinations

Southwestern University recognizes the Caribbean Advanced Proficiency Examinations (CAPE) and awards college credit upon receipt of the official CAPE transcript for scores of 1 or 2 on Unit 1 and Unit 2 Subject examinations. Credit is not awarded on Technical subjects. The Office of the Registrar maintains a list of accepted CAPE subject examinations, scores, and equivalent credit on the Registrar's web page.

College Board Advanced Placement Examinations

College Board Advanced Placement (AP) examination credit scores of 4 or 5 are awarded credit. The Office of the Registrar maintains a list of accepted AP examinations, scores and equivalent credit on the Registrar's web page. AP credits may count for requirements in general education and for major or minor credit. No credit is given for scores on College Board Aptitude or Achievement Tests or ACT examinations. However, students who do well on these tests are encouraged to take the appropriate College Board Advanced Placement examinations through their high school to be awarded credit as stated above.

International Baccalaureate Program

Southwestern University recognizes the International Baccalaureate Program (IB) and awards college credit upon receipt of a score of at least 5 on the higher-level exam. The Office of the Registrar maintains a list of accepted IB examinations, scores, and equivalent credit on the Registrar's web page.

THE ORGANIZATION OF COURSES

Course Numbers

Most courses are designated by five digits. The first two digits denote the department in which the course is offered; third and fourth digits are the department's numbers for the course; the fifth indicates the number of credits granted for the course. A 0 in the fifth digit indicates the course is a zero credit-hour course. In the department's numbers, courses from 0 to 19 are generally used for introductory courses, and from 20 to 89 are upper-level courses. Courses numbered 90 and above are special offerings for advanced students. Consult each academic department section for specific information.

COURSE DESCRIPTIONS

CHEMISTRY (CHE)

- 51-322 ORGANIC CHEMISTRY LAB (0-4). This integrated organic chemistry laboratory course introduces students to the synthesis of molecules and the determination of reaction mechanisms. An emphasis is put on spectroscopic characterization of reaction products and modern techniques in organic chemistry. Techniques include chromatography, distillation, extraction, melting point, and polarimetry. The curriculum is designed to make connections with culturally relevant and socially responsible topics. CHE51-201/203 are prerequisites, and CHE51-313 is a co- or prerequisite for the course. (NS) (WA) (Fall and Spring)
- 51-332 ORGANIC CHEMISTRY LAB INTERMEDIATE (0-4). The Organic Chemistry lab intermediate course focuses on advanced synthetic techniques and the characterization of organic compounds. Students engage in multistep synthetic reactions, exploring synthetically useful transformations. The course emphasizes practical laboratory skills such as the separation of complex reaction mixtures and provides hands-on experience with modern methods of structural elucidation, particularly focusing on NMR (Nuclear Magnetic Resonance) and IR (Infrared) spectroscopy. The course also emphasizes scientific communication, problem-solving in organic research, and the effective use of scientific literature. (NS) Prerequisite: CHE51-322.

MUSIC DEPARTMENT

APPLIED MUSIC (APM) COURSE FEES

Applied Music Fees: Music majors and non-music majors with a Performance Award do not pay an additional fee. Others pay a fee for instruction in Applied Music as follows: either \$212.50 for one credit (-001), or \$425 for two or four credits (-002, -004).

AIR FORCE RESERVE OFFICER TRAINING COURSE

The Air Force Reserve Officer Training Corps (AFROTC), activated at the University of Texas in September, 1947, is taught on the 40 Acres of UT-Austin's main campus. The program, housed in Patton Hall (RLP), is designed to commission career-oriented officers who meet specific Air Force and Space Force requirements. The AFROTC objective is to place on active duty lieutenants who demonstrate dedication to their assignments, willing acceptance of responsibility, critical and creative thinking, and the ability to speak and write effectively.

AFROTC scholarships are available to selected cadets. Scholarships are awarded on the basis of overall merit, with particular attention paid to academic achievement. Recipients must maintain academic standards in order to retain the scholarships. Additional information is available from the Recruiting Officer, 512-232-2372 or 512-232-2370.

Extracurricular activities available through AFROTC include; intramural athletics, parades, ceremonies, formal military functions, field trips to Air Force installations, and membership in national military societies.

Air Force science courses are designed to prepare selected students for a commission in the United States Air Force and Space Force through the AFROTC program. Students who do not hold AFROTC scholarships may take lower-division courses with no military obligation. Scholarship students and selected students who elect to take upper-division courses are on contract. Upon graduation and commissioning they will enter active duty in the United States Air Force or Space Force.

All courses are taught by officers on the University of Texas at Austin campus. Qualified students from Southwestern University may enroll and, upon graduation from Southwestern, be commissioned as second lieutenants. Students should contact the Air Force ROTC at 512-471-1776 at the University of Texas for further information.

Air Force Science Classes (AFS)

Chair: Matthew L. Hood, Lt Col, USAF, (512) 471-1776 • Contact: Administrative Associate, 512-471-1776

Lower-Division Courses (General Military Courses)

- 99-101 LEADERSHIP LABORATORY. (Underclassmen) Various leadership techniques, including drill and ceremonies, customs and courtesies, and uniform standards. Two laboratory hours a week for one semester. Offered on the pass/fail basis only.
- 99-111 HERITAGE AND VALUES I. This is a survey course designed to introduce students to the Department of the Air Force (DAF) and provides an overview of the basic characteristics, missions, communications and organization of the Air Force and Space Force. One lecture hour a week for one semester.
- 99-121 HERITAGE AND VALUES II. Continuation of 99-111. One lecture hour a week for one semester.
- 99-131 TEAM AND LEADERSHIP FUNDAMENTALS I. This course provides a fundamental understanding of both leadership and team building. The lessons and course flow are designed to prepare students for field training and leadership positions in the detachment. One lecture hour a week for one semester.
- 99-141 TEAM AND LEADERSHIP FUNDAMENTALS II. Continuation of 99-131. One lecture hour a week for one semester.

Upper-Division Courses (Professional Officer Courses)

- 99-201 LEADERSHIP LABORATORY. (Upperclassmen) Leadership laboratory course for upper-division students. Further development of leadership skills through leadership positions within the cadet corps. Includes training of freshman and sophomore students as well as a practicum in Air and Space Force unit operation. Two laboratory hours a week for one semester. Offered on the pass/fail basis only.
- 99-203 LEADING PEOPLE AND EFFECTIVE COMMUNICATION I. This course utilizes student's field training experience to take a more in-depth look at leadership. Special emphasis is placed on enhancing communication skills, and why that is important as a leader. Students have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. Three lecture hours a week for one semester.
- 99-213 LEADING PEOPLE AND EFFECTIVE COMMUNICATION II. Continuation of 99-203. Three lecture hours a week for one semester.
- 99-223 NATIONAL SECURITY AND PREPARATION FOR ACTIVE DUTY I. This course is designed for college seniors and provides them the foundation to understand their role as military officers and how they are directly tied to our National Security. It is an overview of the complex social and

political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. Three lecture hours a week for one semester.

99-233

NATIONAL SECURITY AND PREPARATION FOR ACTIVE DUTY II. Continuation of 99-223. Three lecture hours a week for one semester.

COLLEGE YEAR IN ATHENS STUDY ABROAD

The following courses are for CYA (College Year in Athens) study abroad students only. For more information, please visit CYA's website at www.cyathens.org or contact them at info@cyathens.org or (617) 868-8200.

Anthropology - ANTH (CYA)

05-364, 05-464

ANTHROPOLOGY OF THE CITY: EXPLORING MODERN ATHENS. This course has a three-pronged approach to exploring Athens. The first is general: we will study the "city" as both a concept and a material reality, and the theories and issues anthropologists bring to the study of the city. The second takes us to the specific: how can we apply those ideas to the city we will be located in, to Athens? The third brings us the tools necessary to collect the data for that exploration: the qualitative methodologies used in the social sciences to study the spaces, people, practices, sounds, tastes, ideas, fields of power, and more that make up everyday life in this incredible city you'll be making your temporary home. We will be systematically studying Athens in its material reality, in the experiences it shapes, and in the experiences, people shape it with. We will be engaging with how the city intersects with gender and sexuality, inequality, migration, sustainability, consumption, capitalism, politics, activism, state power, housing and homelessness, art, pleasure, and more. This course will require you to be brave and open-minded, in interacting with strangers and new places. You will try new things you end up loving and other new things you end up greatly disliking. By learning to live in and understand another culture, you will also learn more about yourself and your own prejudices and predispositions. Winter Intersession. (ANTH 315, ANTH 415)

05-344, 05-444

THE ANTHROPOLOGY OF FOOD IN GREECE. The "Mediterranean Diet" has received a great deal of attention as a dietary pattern with significant health benefits. To think of diet in this way, however, is to think of food as simply nutrition. The rich symbolic life of food, its place in social relationships, its importance to ritual, its connection to identity, its deliciousness: all of these are lost if we focus on diet as diet alone. In this course, we will look at the development of the Mediterranean diet in Greece, as well as other contemporary food practices. We will address issues of globalization, food tourism, food security, "local", "traditional," and "slow" foods, and much more. When not in the classroom, we will visit farms, vineyards, groves, restaurants, markets, museums, kitchens, sweet shops, cooperatives, NGOs, and festivals in our quest to experientially study food in Greece. This is a hands-on course in terms of tasting and experiencing food! Summer Session. (ANTH 325, ANTH 425)

05-354, 05-454

TASTING CULTURE: NORDIC AND MEDITERRANEAN FOOD, TRADITION, AND NUTRITION. We eat to live. But food is not just about survival, it is about so much more: health, pleasure, identity, symbolism, class, memory, sensation, and on and on. We express who we are through our food. But how we eat is also shaped by other forces: doctors' advice, economic ability, government regulations, climate, history, and many other factors often invisible to us in our everyday lives. Over four weeks we will explore two distinct cultural contexts in Europe—Denmark and Greece—allowing us to understand both the commonalities and the differences that such forces bring to food and cuisine, as well as people's imagination and inventiveness in creating something to eat. The course begins in Copenhagen, Denmark, the emergent capital of New Nordic Cuisine, where tradition is being reinvented at levels both every day and haute cuisine. To balance our understanding of urban food ways, we will also spend a couple of days on the rural island community of Samsø, known for quality produce and sustainable living. The course continues in Athens, Greece, a country associated with the Mediterranean diet and a strong cultural history of knowledge and attention to food, with a few days on the island of Naxos as well, to explore the locality of food traditions and production. These four locations will enable us to do comparative research and both explore and deconstruct the categories of new/old, urban/rural, north/south, global/local, tradition/modernity, and change/continuity. Along the way, the medicalization of diets, changes in agriculture, food tourism, food security, nationalism, locality, sustainability, and more will be addressed. When not in the classroom, we will visit farms, vineyards, groves, restaurants, markets, museums, kitchens, sweet shops, cooperatives, NGOs, and festivals in our quest to experientially study food, and taste everything that comes our way. By taking this class, students will develop a sound understanding of how food is studied as an expression of society and culture, and hands-on training in the methodologies used to examine food and food practices. Summer Session. (ANTH 326, ANTH 426)

- 05-313, 05-413 THE CULTURE OF MODERN GREECE: THE ETHNOGRAPHY OF A SOCIETY IN TRANSITION. Students studying abroad are already like anthropologists, trying to make sense of the rules of the society around them so that they can adapt to the rhythms and practices of their new, temporary home. This class gives students the tools needed to fully engage with and understand life in Greece, offering the history and social context needed to give their experiences greater depth and meaning. We will learn the methods anthropologists use to study societies, and employ them to investigate Greece in ways students might not otherwise find on their own. Our explorations are broad, covering religion, food, immigration, Europeanization, family, youth culture, economy and politics, race and ethnicity, gender and sexuality, and more; we will treat these topics as overlapping realms that shape everyday experience. The aim is for students to gain an understanding of contemporary society in Greece, and a developing awareness of their own cultural conditionings and ethnocentrism. Fall Semester. (*ANTH 333, ANTH 433*)
- 05-323, 05-423 GENDER AND SEXUALITY IN MODERN GREEK CULTURE . How do social scientists approach the subjects of gender and sexuality? What can students learn about life in modern Greece when we apply this lens? This course combines readings from across the social sciences and first-hand participant-observation research to answer these questions. We'll be discussing gender and sexuality in their intersections in Greece with kinship, religion, economy, national and international politics, technology, medicine, modernity, ethnicity, race, and more, giving us a particular insight into important aspects of change (and continuity) in this region. Students will be also be introduced to the methodologies of anthropological research, providing you with the tools to enrich your experience in Greece through a focused, curious, and analytical engagement with the cultures you're immersed in here (and with your own position here as a student/tourist/traveler/foreigner/gendered person), and to explore aspects of the society first-hand that you might not find on your own. Spring Semester. (*ANTH 356, ANTH 456*)
- 05-333, 05-433 SOLIDARITY, SOCIAL MOVEMENTS, AND THE FIGHT FOR JUSTICE AND CHANGE IN GREECE: A SERVICE LEARNING APPROACH. Greece has seen the development of a number of social movements and "solidarity" movements in recent years, in the face of the difficult social conditions after the 2009 sovereign debt crisis and the austerity measures which followed. Some of these efforts are new and creative responses, while others have long histories in Greek society and politics. This course examines the roles that solidarity and social movements, social justice goals, and civil society development play in contemporary Greek society. What are the social problems currently being struggled with in Greece? In what ways have people responded? Students each volunteer for such organizations, on topics ranging from the environment, refugee housing, food security, human rights and equality, and more, and their volunteer experiences are integrated into the course, providing an experiential dimension to the questions we will be exploring together. Spring Semester. (*ANTH 357, ANTH 457*)
- 05-946 INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer Session. (*ANTH 398*)
- 05-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*ANTH 399*)

Archaeological Excavations - ARCX (CYA)

- 18-314, 18-414 EXCAVATIONS AT AIXONIDAI HALAI - VOULA FIELD SCHOOL. The Winter Intersession evolves around the physical excavation of a site near the modern Athenian suburb of Voula, which, in antiquity, was associated with Aixonides Halai, one of the ten demes (municipalities) of ancient Attica. The course consists of two main teaching components. The first is an on-site excavation, and lab-work focusing on experiential learning, aimed primarily at introducing students to aspects of archaeological fieldwork and all related elements of current research methodology and theory, under the supervision of trained professionals. The second consists of class lectures, which enhance the "hands on" experience by placing it within the proper wider historical and otherwise setting/context. For the on-site excavation portion of the course, students work under the supervision of archaeologists from the Greek Ministry of Culture and the Greek Archaeological Service. Classes meet at CYA each afternoon following the morning excavation sessions. In addition to the above, the course also includes visits to nearby archaeological excavation sites as well as to other relevant sites and museums of historical importance in Athens and Piraeus. Winter Intersession. (*ARCX 320, ARCX 420*)

- 18-324, 18-424 EXCAVATING IN THE AEGEAN - DESPOTIKO FIELD SCHOOL. The course introduces students to archaeological fieldwork methods and theory through active participation in the systematic excavation of the sanctuary of Apollo situated on the uninhabited islet of Despotiko, the most important Cycladic sanctuary after Delos. The last week's class takes place at the Archeological Museum of Paros where students will be trained in processing finds. The first three weeks are on-site learning basic methods of excavating, measuring and recording. Students gain comprehension of the purposes of an excavation and learn how to place the sanctuary and its material culture in a theoretical context. Summer Session. (ARCX 321, ARCX 421)
- 18-334 EXCAVATING FORGOTTEN ATTICA: CASE OF AIXONIDAI HALAI (VOULA FIELD SCHOOL). This summer course will evolve around the physical excavation of a site near the modern Athenian suburb of Voula which, in antiquity, was associated with Aixonidai Halai, one of the main coastal demes (municipalities) of ancient Attica. According to all indications, it is quite probable that the excavation site corresponds to the Agora (i.e. the Market) of the ancient municipality. The course will consist of three main teaching components. The first is the on-site excavation, focusing on experiential learning, aimed primarily at introducing students to archaeological fieldwork and all related aspects of current research methodology and theory, under the supervision of trained professionals. The second consists of class lectures, which will subsequently enhance the "hands on" experience by placing it within the proper wider methodological and historical context. Last, but not least, the third component will be centered around lab-work and post-excavation data analysis, dealing primarily with the study and interpretation of the material culture and will include artifact processing and cataloging, as well as artifact restoration and preservation. Summer Session. (ARCX 325)
- 18-344 EXCAVATING PREHISTORY ON AN AEGEAN ISLAND: THE GOURIMADI ARCHAEOLOGICAL PROJECT. This course will take place as part of the Gourimadi Archaeological Project (GAP), an international prehistoric research excavation on the southern tip of the Aegean island of Euboea (modern Evia). The course is designed to provide an advanced archaeological field experience to undergraduate students, as well as a theoretical and methodological background regarding excavation techniques and Aegean Archaeology. The course will introduce the students to modern excavation, recording, and documentation methods, and the knowledge gained will translate well in other areas of the world and time periods. Summer Session. (ARCX 326)
- 18-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (ARCX 399)
- Archaeology - ARCH (CYA)**
- 01-383, 01-403 INTRODUCTION TO DIGITAL ARCHAEOLOGY AND VIRTUAL REALITY. Methods of documentation and analysis in archaeology have changed drastically in the last decade. The course provides students with theoretical knowledge on the state of the art in digital archaeology, including GIS, remote-sensing technologies, tablet-based field recording, data management, and, last but not least, theoretical debates on the usefulness of digital methods. Students also acquire real-world skills: they create 3D models of artifacts and trenches; they create aerial maps using drone photos; they learn how to set-up and use a Total Station on the field; and they digitally illustrate 2D architectural features using geo-rectified photos. Fall Semester. (ARCH 310, ARCH 410)
- 01-343, 01-443 ARCHAEOLOGY BEYOND STONES: KEY CONCEPTS IN MODERN ARCHAEOLOGY FROM DECOLONIZATION TO FOOD. In the last quarter-century, the discipline of archaeology has undergone a dramatic transformation. While traditional practices such as excavating ancient sites and documenting and analyzing ancient art and architecture remain integral to the field, modern archaeology has drastically expanded its scope. Today archaeology encompasses a wide range of topics, from decenterization of academic discourse to food, from computer games to refugee studies. In this spirit, this course explores key themes and concepts in modern archaeology, moving beyond the traditional focus on ancient artifacts and monuments to examine how the discipline informs our understanding of critical issues in human societies, both past and present. Through global case studies and class discussions, students will investigate how archaeological approaches illuminate diverse questions, including gender, social inequality, culinary customs, slavery, migration, climate change, and societal collapse. The course will also encourage students to critically engage with archaeology's complex relationships with colonialism, nationalism, and the concept of "Western Civilization." Students will delve into current debates surrounding the decolonization of the discipline, pseudoarchaeology, looted artifacts in Western museums, and archaeological ethics. Fall Semester (ARCH 330, ARCH 430)
- 01-313, 01-413 AEGEAN & ANCIENT GREEK ART & ARCHAEOLOGY. A survey course, with extensive on-site teaching, covering the art and archaeology of Greece from prehistoric times to the end of the Classical

period. Its purpose is to introduce the student, using whenever possible the primary sources (monuments, art and artifacts) of the ancient civilizations of the Aegean and Greece: Minoan, Mycenaean, and Classical Greek. Classroom lectures and the readings provide the historical context for the monuments and artifacts students are instructed on. Cannot be taken with 01-323 (ARCH 361). Fall and Spring Semesters. (ARCH 331, ARCH 431)

- 01-394 TOPOGRAPHY & MONUMENTS OF ANCIENT ATHENS AND ROME. Summer Session. (ARCH 338)
- 01-214 THE STRANGENESS OF ANCIENT GREECE: DIVERSITY, DIFFERENCE AND REGIONALITY AMONG THE GREEK STATES. The weight of Classical texts about Athens or by Athenians has led to a concentration on this one ancient polis, an Athenocentricity that needs to be balanced by the archaeological record across the rest of the ancient Greece world. Was Athens the typical polis, the norm, the exemplar, or quite unique? Did other Greek states behave like the Athenians in their cultural, religious, or political lives? Did all Greeks have the same norms and taboos concerning gender, sex and sexuality? These questions and many others will be explored during this intensive 4-week tour of Greece, which will cover many regions of the country in order to bring out the local differences in material culture, literary and epigraphic traditions, and archaeological remains. We will visit archaeological sites and museums and use the evidence presented to discuss issues of race, ethnicity, social structures, language and communication, war, politics, slavery, and religion. Summer Session. (ARCH 346).
- 01-334, 01-434 WHEN EGYPT MEETS THE AEGEAN: INTERCONNECTIONS IN THE BRONZE AGE EASTERN MEDITERRANEAN. The course explores the relationship of Egyptian and Greek cultures in the Bronze Age within the wider Eastern Mediterranean context. Focal points of the course are the Egyptian Collection in the National Archaeological Museum in Athens, Akrotiri in Santorini (the Pompeii of the Prehistoric Aegean), Crete, and Mycenae. Students have the very rare opportunity to experience hands-on activities and behind the scenes visits which allows them to comprehend more deeply the culture through actual contact with artifacts. In addition, distinguished scholars and specialists of Greek archaeology share their academic interests and excitement. Summer Session. (ARCH 347, ARCH 447)
- 01-323, 01-423 THE TOPOGRAPHY AND MONUMENTS OF ATHENS. *Please note: This course is a detailed archaeology course intended for students with some background in archaeology and/or ancient history.* This exclusively site-based course gives a comprehensive overview of the topography, archaeology and history of Athens, focusing particularly on the great monuments of the Classical and Roman city. It explores every major site - and many minor ones- paying attention to their physical setting, architectural and archaeological characteristics, and position in the political, religious and social lives of the Athenians. Thucydides put into the mouth of Pericles the words, 'Future ages will wonder at us, as the present age wonders at us now.' Future ages did indeed wonder at the buildings of the ancient city, and this course traces the rediscovery of Athens' antiquities from the earliest modern travelers to Greece in the 15th century, through to the development of scientific archaeology in the 19th, and indeed looks into the role of archaeology in Athens from the foundation of the Modern Greek state up to the present day. Students gain a wide range of key skills during the course: topographic interpretation from maps and site plans with an understanding of how landscape affects site development; research skills from assessing publications from excavation reports to antiquarian rare books and archival or photographic collections; oral presentation skills through preparing individual reports presented on site to the group; as well as gaining an ability to use the evidence of archaeology, architecture, inscriptions, and coins in the construction of historical arguments. Prerequisite: Background in archaeology and/or ancient history. Cannot be taken with 01-313 (ARCH 331). Fall and Spring Semesters. (ARCH 361, ARCH 461)
- 01-363, 01-463 AEGEAN PREHISTORY: THE RISE & FALL OF THE BRONZE AGE CULTURES. This course provides an exploration of the Aegean prehistory from the Neolithic times up to the beginning of the Iron Age, focusing primarily on the Bronze Age cultures that flourished in the region. The archaeology of the islands and the mainland will be placed within the greater Eastern Mediterranean cultural sphere in order to achieve an in-depth survey of the various aspects of political, artistic, technological, religious, administrative and social dynamics of the Bronze Age people. Students are introduced to theoretical and interpretive methodologies, current debates as well as old and modern approaches of studying the available corpus of archaeological data. At the same time, the results of new and on-going research projects and excavations are discussed offering a fresh look on the large number of sites in the areas of interest. Finally, students are able to experience site and museum visits as well as hands-on activities and study closely the construction, function, circulation and consumption of the abundant material culture of the Aegean Bronze Age. Prerequisite: Background in

archaeology and/or ancient history. Cannot be taken with 01-313 (*ARCH 331*). Fall Semester. (*ARCH 367, ARCH 467*)

01-373, 01-473

ANCIENT MATERIALS & TECHNOLOGIES IN THE GREEK WORLD. The course investigates a range of processes through which raw materials –e.g. clay, wood and marble - were shaped into objects such as the Dipylon Vases, Kouroi sculptures, temple friezes, jewelry. Students examine a range of objects of Greek origin, from Neolithic to Hellenistic and Roman times and beyond, focusing on techniques and materials that were employed to produce both objects that featured in people’s daily life as well as luxury commodities. Much of the course is taught outside the classroom, taking advantage of the museums and archaeological sites. Students are able to discover how skilled Greek societies were in transforming raw materials into functioning objects, and gain an understanding of the value of the material remains within their original Greek context. Although this is not a laboratory-based course, it touches upon analytical techniques employed to investigate some of the most commonly used materials. Spring Semester. (*ARCH 372, ARCH 472*)

01-353, 01-453

UNVEILING THE PAST: NUCLEAR & PARTICLE PHYSICS IN ARCHAEOLOGY. Social science is a group of academic disciplines that examine human behavior. It incorporates all branches of academic study that deal with human behavior, both present and past. The study of such aspects in the past includes topics such as archaeology, geoarchaeology, cultural heritage, and conservation of art objects. Archaeometry is a compound word (from the ancient Greek words *archaeos-* meaning ancient, and, *-metron*, denoting unit or measurement) that etymologically defines the interdisciplinary application of scientific techniques to the study of all aforementioned aspects of human behavior in the past. Such techniques are primarily based on fundamental principles and phenomena of physics. Nevertheless, the early 20th century is of particular significance, as it is associated with the development of nuclear and solid-state physics. The course describes the numerous applications of elementary particles, accelerators, and radiation physics in general to the study of heritage objects and historic/prehistoric events, such as age assessment, characterization, environmental reconstruction, and palaeo-archaeo-thermometry. As Greece bridges not only three continents, but also a variety of cultures and civilizations, it holds significant importance in reconstructions of early European prehistory. The proximity of the region to Africa and West Asia, whether by sea or land, makes it a Palaeolithic “land of promise.” Therefore, special emphasis will be placed on applications within the Eastern part of the Mediterranean Sea. Fall Semester. (*ARCH 377, ARCH 477*)

01-484

ARCHAEOLOGICAL DRAWING. For students planning to pursue a career in archaeology, this course develops basic techniques in drawing pottery and other archaeological finds, such as bone, metal, stone and figurines. The course is important, as students first learn the fundamentals of observing objects before they learn how to draw them. They can then apply and expand on these fundamentals when working with newer recording technologies such as digital recording, and 3-D scanning and imaging. Indeed, to make the imagery work students need to know how to see an object, which they learn from drawing. The skills acquired have enabled students to work at many excavations, e.g. in Egypt, at Troy, and in the Athenian Agora. Enrollment is limited to eight students. Spring Semester. (*ARCH 416*)

01-523

FROM EXCAVATION TO PUBLICATION. This advanced seminar consists of twelve sessions focusing on the different stages of archaeological fieldwork from the site to the final publication. Participants need no prerequisites apart from an interest in archaeology and/or sciences. Fall and Spring Semesters. (*ARCH 419*)

01-946

INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, the health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter, and Summer. (*ARTH 398*)

01-301, 302, 303, 304

SELECTED TOPICS. May be repeated with a change in topic. (*ARCH 399*)

Architecture - ARCT (CYA)

19-313, 19-413

BYZANTINE ART AND ARCHITECTURE. The course aims to explore the Byzantine artistic production from its origins in the catacomb frescoes of second-century Rome and the Syro-Palestine region, to the art produced during the last centuries of the empire. It aims to provide an introduction to the varied physical remains left behind by the Byzantines: architecture (urban as well as rural), painting (mural decoration, icon painting and manuscript illumination), luxury objects of the so-called

minor arts as well as objects destined for every day, mainly secular, use. The study of the material is not confined to the examination of the evolving 'styles' and 'iconographies' –the pictorial languages of these artifacts- but hopes to survey the role of the image in Byzantium as a complex product of specific historical, theological and broader political influences considering its use both in religious and secular contexts, matters of gender and patronage as well as the cross-cultural exchanges in the Mediterranean basin during the Byzantine era. Part of the course examines the various ways through which the Byzantine culture influenced the new humanism of early-Renaissance Europe as well as modern perceptions of Byzantium. Class sessions combine lectures, in-depth discussions on primary texts and focus on visual and literary material in order to provide a holistic introduction to Eastern Mediterranean culture during the Byzantine period. Besides the lectures, guided visits to Byzantine monuments are part of the course. The monastery of Hosios Loukas, a functioning establishment to date with lavish mosaic decoration dating back to the 11th c., and the castle-state of Mistras in the Peloponnese with its numerous frescoed churches and chapels, have been included in the Peloponnese field trip itinerary. To gain a broader first-hand understanding of the agenda of the image in Byzantium, visits to Hagios Dimitrios, the Acheiropoietos and Hagia Sophia in Thessaloniki are part of the northern Greece field trip. Finally, the course aims to explore, in three visits, the Byzantine collections, the museums and the surviving Byzantine churches of Athens. Spring Semester. (*ARCT 364, ARCT 464*)

19-323, 19-423

ANCIENT GREEK ARCHITECTURE FROM THE ARCHAIC TO THE ROMAN TIMES AS REFLECTED IN THE MONUMENTS OF ATHENS. A study of the major architectural currents in the ancient Greek world from the 6th century B.C. to the 2nd century A.D. as these manifest themselves in the surviving architectural monuments of Athens. In order students may profit as greatly as possible from first-hand, visual contact with the monuments that are the object of their study, almost all sessions of the course are held on the Acropolis, the Agora, and other major Athenian sites. Cannot be taken with 01-323 (*ARCH 361*). Spring Semester. (*ARCT 366, ARCT 466*)

19-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*ARCT 399*)

Art History - ARTH (CYA)

20-313, 20-413

PERFORMING (IN) ATHENS: EXPLORING THE CITY THROUGH THEATRE AND PERFORMANCE. Athens is considered one of the most vibrant theatre scenes in Europe. We will focus on current practices in theatre and performance mainly in Greece, but also in Europe and the United States. We will undertake a critical, historical and creative overview of theatre and performance making in periods of crisis, in Europe and the United States, and examine how contemporary Greek artists address issues such as: theatre and society, the human body/the body politic, and the stage and the city. We will also perform a slight backtrack into the ancient past and the beginnings of theatre in its birthplace. The course will include visits to different theatres and other performance spaces: a theatre in a train, a 19th century proscenium theatre, underground performance spaces, together with backstage tours and talks with artists. This course is for students in the Arts and Humanities and anyone interested in theatre and performance. Fall Semester. (*ARTH 320, ARTH 420*)

20-323, 20-423

PHOTOGRAPHY AND ARCHAEOLOGY: THE ART OF DOCUMENTATION. The study of the relationship between photography and archaeology requires a multi-disciplinary approach. We must be practitioners and theorists, researchers and analysts, approaching archaeological photography from a variety of angles. Through lectures and viewing the work of major figures in the field, you will become familiar with the development of the medium alongside the discipline of archaeology. Through site visits and hands-on experience with specialized equipment, you will gain insight into the mechanics of photography and how it shapes vision. Through examining case-studies and conducting your own research you will discover how photography has often held up a mirror to the greater cultural contexts of archaeology. Spring Semester. (*ARTH 323, ARTH 423*)

20-203, 20-503

PHOTOGRAPHY AND THE CITY: PICTURING THE POLIS. In this course we will be taking a multi-disciplinary approach to examine the ways photography has been used to represent the city. In doing so, we will use the city of Athens as a case study because thanks to its ancient past, Athens began to be photographed soon after the invention of photography. We will therefore be following in the footsteps of some of the first photographers of the city all the way up to the street photographers of the present to understand what they are showing us and how it may - or may not - relate to our own lived experience of Athens. We will also be analyzing photographs from photographic archives considering what information they are communicating to us and what further information we can establish from them. Fall and Spring Semester. (*ARTH 327, ARTH 427*)

20-223, 20-523

ADORNED: A HISTORY OF ORNAMENTAL DRESS AND JEWELRY IN GREECE.

Ornamentation, the innate need for expressing oneself by adorning the self, historically emerged alongside the human condition. Humans emphasize their physical form through adornment with clothes, jewels, tattoos, and hairdos, imbued with symbolic meaning and signification, in life and death. The course explores ornamentation from a diachronic perspective, focusing however on case studies from Greek geography. Learning is facilitated through a wide range of readings, from Greek and Latin authors, to archaeological reports, exhibition catalogs, anthropology treatises and fashion-related texts; moreover, an integral part of the course are visits to museums, collections, exhibitions, design studios, and jewelry workshops; last but not least, discussion in class is encouraged by a rich and diverse visual material (stills and videos); we will delve into the world of ornament and explore its fascinating aspects, with the aim of acquiring a solid knowledge of why and how we adorn ourselves. Spring Semester. (*ARTH 328, ARTH 428*)

20-394

ISLOMANIA: CONTEMPORARY ART IN GREEK ISLANDS. Greek islands, especially in the summer, have been inscribed in the collective consciousness as utopias of leisure, fun, the beach, and a laid-back lifestyle. On the other hand, contemporary art is identified with cutting-edge interpretations of the human condition, offering ample opportunities for aesthetic appreciation, but also contemplation and personal transformations. Interestingly, in the past few years, a beautiful paradox has been observed, leading to an increasing trend: Greek islands as a destination for contemporary art world-class shows, ranging from group shows of emerging artists to a glorious recent solo Jeff Koons show on the island of Hydra. Prestigious foundations, internationally acclaimed artists, sensational venues, and imaginative exhibitions, all can be found in a plethora of island settings. The 'experiment' is paying off, with the popularity, visibility, and visitability of the aforementioned shows on the rise. The course will follow this trajectory via a contemporary art island hopping process, while also exploring the main(stream) scene for contemporary art in Greece in Athens and Thessaloniki . A brief history of contemporary art and its curatorial practices will establish the context of the course, before we travel around, immersing ourselves in art. The range of venues we will visit spans from the National Museum of Contemporary Art, archaeological museums and monuments engaging in contemporary art to commercial galleries, private foundations, state institutions, popup summer-only events, gardens, derelict buildings and the street-as-art gallery. Summer Session. (*ARTH 340*)

20-383, 20-483

HISTORY OF CONTEMPORARY ART IN GREECE. Contemporary art is defined as the art movements that emerged in the post-WWII world. From expressionism to performance art, installations, and video art, to NFTs; from the Venice Biennale to its plethora of offshoots around the globe; from the legitimization of street art as a gallery-worthy form of art; Contemporary art in Greece was foremost produced by Greek expats who came into contact with the international avant-garde of their time, especially in France, Italy, and the USA. The picture changed radically in the 1980s, when the domestic contemporary art production caught up, an audience was established and galleries started emerging, which culminated institutionally in the 1990s with the establishment of the Syndemos Aithouson. Students acquire first-hand knowledge of the contemporary art scene in Greece, in a course combining class lectures that explore the history and theory of contemporary art, with regular scheduled site visits. The latter range from the iconic EMST, National Museum of Contemporary Art, and the National Gallery, to Foundations, such as the Takis Foundation, private commercial galleries, including but not limited to legends, such as Citronne and The Breeder, temporary exhibitions, in expected, but also in surprising unconventional venues; field walks to discuss the public presence of contemporary art in Athens; and contemporary art archives. In addition, visits to artists' studios facilitate an interaction with the producers of contemporary art today, and help the students familiarize themselves with the artistic process, contextualizing the artistic production spatially. Last but not least, the work of the Professor as an independent contemporary art curator is discussed critically and students have the opportunity to watch a show coming to life, depending on the Professor's curating commitments each semester. Contemporary art is in a state of flow: this is its basic tenet and the key to understanding and interpreting its many faces. The emerging Greek artists of today will be the established stars in the histories of contemporary art of tomorrow. Spring Semester. (*ARTH 345, ARTH 445*)

20-213, 20-513

THE STRANGENESS OF ANCIENT GREECE: DIVERSITY, DIFFERENCE AND REGIONALITY AMONG THE GREEK STATES. Was there life in Greece after the Classics? What happened to the Greek lands after the Classical period and until Early Modern times? Who were the Byzantines and why did they call themselves Romans? And if Byzantines identified themselves as Romans, then who were the Latins from Italy, France, and the rest of Western Europe who conquered much of Greece in the 13th century? Did you know that an Islamic Emirate ruled much of the Aegean for two centuries? And that many place names even in the south most of Greece originate from the

Slavic language spoken by the migrating population in these areas in the early Middle Ages? Or that the Ottoman sultan in 15th c. Istanbul was regarded by many Greek-speaking as the continuation of the Byzantine emperor? Fall Semester. (*ARTH 347, ARTH 447*)

20-334, 20-434

THE PRESENT PAST: RE-IMAGINING GREECE THROUGH HERITAGE. The course focuses on a journey – literally and metaphorically – into aspects of Greek (and also world, as defined by UNESCO) heritage. We will delve into the past, as a complex and ever-present entity and unravel the constituent elements of cultural heritage in contemporary Greece. Among others, we will trace the presence and influence of the following: the classical Greeks and the Romans; the Knights; the Ottomans; the Italians in the S Aegean islands; the vernacular and its roots; the natural and the cultural; current receptions of the past; tourism management and the quest for authenticity in Greek sites and monuments; Greek heritage as it relates to world heritage. The aim of this course is to help you form a solid and educated opinion with regard to what constitutes Greek heritage in the 21st century as well as how we can all contribute, as educated travelers, to the preservation and dissemination of this cultural knowledge. Summer Session. (*ARTH 356, ARTH 456*)

20-343, 20-443

ANCIENT GREEK SCULPTURE. A course designed to give students first-hand knowledge of sculpture of the Archaic, Classical, and Hellenistic periods. More than half of the class sessions take place in the National Archaeological, Acropolis, Kerameikos, Agora, and Piraeus museums. Students are also able to take advantage of field trips to Delphi, and Olympia. Fall and Spring Semesters. (*ARTH 362, ARTH 462*)

20-353, 20-453

BYZANTINE ART AND ARCHITECTURE. The course aims to explore the Byzantine artistic production from its origins in the catacomb frescoes of second-century Rome and the Syro-Palestine region, to the art produced during the last centuries of the empire. It aims to provide an introduction to the varied physical remains left behind by the Byzantines: architecture (urban as well as rural), painting (mural decoration, icon painting and manuscript illumination), luxury objects of the so-called minor arts as well as objects destined for every day, mainly secular, use. The study of the material is not confined to the examination of the evolving ‘styles’ and ‘iconographies’ – the pictorial languages of these artifacts - but hopes to survey the role of the image in Byzantium as a complex product of specific historical, theological and broader political influences considering its use both in religious and secular contexts, matters of gender and patronage as well as the cross-cultural exchanges in the Mediterranean basin during the Byzantine era. Part of the course examines the various ways through which the Byzantine culture influenced the new humanism of early-Renaissance Europe as well as modern perceptions of Byzantium. Class sessions combine lectures, in-depth discussion on primary texts and focus on visual and literary material in order to provide a holistic introduction to Eastern Mediterranean culture during the Byzantine period. Besides the lectures, guided visits to Byzantine monuments are part of the course. The monastery of Hosios Loukas, a functioning establishment to date with lavish mosaic decoration dating back to the 11th c., and the castle-state of Mistras in the Peloponnese with its numerous frescoed churches and chapels, have been included in the Peloponnese field trip itinerary. To gain a broader first-hand understanding of the agenda of the image in Byzantium, visits to Hagios Dimitrios, the Acheiropoietos and Hagia Sophia in Thessaloniki are part of the northern Greece field trip. Finally, the course aims to explore, in three visits, the Byzantine collections, the museums and the surviving Byzantine churches of Athens. Spring Semester. (*ARTH 364, ARTH 464*)

20-363, 20-463

ANCIENT GREEK ARCHITECTURE FROM THE ARCHAIC TO THE ROMAN TIMES AS REFLECTED IN THE MONUMENTS OF ATHENS. A study of the major architectural currents in the ancient Greek world from the 6th century B.C. to the 2nd century A.D. as these manifest themselves in the surviving architectural monuments of Athens. In order students may profit as greatly as possible from first-hand, visual contact with the monuments that are the object of their study, almost all sessions of the course are held on the Acropolis, the Agora, and other major Athenian sites. Cannot be taken with 01-323 (*ARCH 361*). Spring Semester. (*ARTH 366, ARTH 466*)

20-373, 20-473

THE ART AND CRAFT OF CURATING: MAKING SENSE OF ART IN THE 21ST CENTURY. The course suggests an inquiry into the world of curating art in the 21st century. The course combines theory and history of curating with hands-on experience in curating a project with the instructor’s guidance. The term curating is derived from Latin verb *curare*, which translates as to heal/ to take care of/ to attend to. The course unravels the mechanisms through which curators make exhibitions happen whether they re-imagine contexts for existing works of art and/ or commission new artworks specifically produced/ installed for a show. Emphasis is placed on contemporary art and its curators, institutions, premises and principles, starting with the concept of the curatorial. Themes explored are, among others, history of museums and art institutions; theories of curating; the relationship between curator and artist; the premise of the white cube vs. the re-activation of historical spaces; curator-as-

artist/ artist-as-curator; curator-artist-spectator. With visits to art spaces, from national museums, to privately owned galleries, the students will learn first-hand how to curate an exhibition, covering all aspects, from coming up with a curatorial concept, to more practical issues, such as fundraising, promotion, liaising with artists and galleries, insurance, budget, installing art and all constituent elements of a successful show. Fall Semester. (*ARTH 386, ARTH 486*)

20-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*ARTH 399*)

Biology- BIOL (CYA)

28-313, 28-413

GENETICS IN PRACTICE; DECODING THE LANGUAGE OF LIFE. The current course focuses on Genetics and its applications in human life. Given that genetic material in the form of DNA or chromosomes constitutes the language of life, the course is adapted to be understandable to all the students regardless of the field of their studies. Genetic tests have become increasingly important in recent years in the diagnosis of certain hereditary diseases or other multifactorial diseases contributing to prevention, early diagnosis and/or treatment selection of patients (e.g. personalized medical treatment, gene therapies). In the frame of this course, laboratory practice of students will take place at NCSR ‘Demokritos’. The aim of the course is for students to be familiar with Genetics and its applications to current medical practice and research. Spring Semester. (*BIOL 351, BIOL 451*)

28-324

CONSERVATION ISSUES CONFRONTING THE MEDITERRANEAN SEA AND SUSTAINABLE SOLUTIONS: AN INTERDISCIPLINARY, PROJECT-BASED APPROACH. The Mediterranean Sea is a region of significant biodiversity, but it has also been experiencing biodiversity loss at an alarming rate due to overfishing, habitat destruction and fragmentation, pollution, climate change, and invasive species. The cumulative effect of these anthropogenic pressures has led to not only a decline in the Mediterranean’s biodiversity but the deterioration of its ecosystems. Conservation efforts and sustainable management practices are crucial then to mitigate further biodiversity loss and preserve the unique marine life of the Mediterranean Sea.

Students in this class will study, and connect with, the biodiversity of select ecosystems in the Mediterranean Sea of Greece. Using a multidisciplinary approach, they will simultaneously work to unravel the science concepts, conservation realities, and local, national, and global sustainability issues that surround the decline of species in the Mediterranean’s fragile waters. Additionally, they will be given the opportunity to explore and develop a deeper and more enriched understanding of the intensifying anthropogenic pressure of plastic pollution.

To accomplish the above course objectives, participants will venture into classrooms and laboratories, and field-based environments to learn from local, national, and international experts, researchers, and faculty about sustainability, conservation, environmental biology, marine biology, and even, international policy and law using various teaching modalities. They will also work side-by-side scientists and conservationists from two non-governmental organizations, Archipelagos Institute for Marine Conservation on the Greek island of Samos, and Archelon Sea Turtle Protection Society at the rescue centers in Glyfada, Athens, and nesting sites in Kyparissia Bay. Importantly, throughout this four-week course, students will be engaged in a group-based Problem-based Learning (PBL) project through faculty mentorship and creative inquiry. Summer Session. (*BIOL 354*)

28-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*BIOL 399*)

Business - BUS (CYA)

16-343, 16-443

INVENTING TOMORROW: FROM IDEA TO MARKET. Do you have a great idea for new technology and want to learn the correct steps to transform it into an innovative product for the market? Are you a technologist who wants to know how to turn your invention into a successful product? Do you want to learn how best to protect a new invention so it retains its value all the way to market? Or maybe you simply want to learn how to invent things? Then, this course is for you!

This practical course has been developed from extensive hands-on experience in advising and mentoring inventors and companies on how best to commercialize their ideas. As a senior “technology exploitation” advisor for the European Commission, the instructor has met and advised hundreds of scientists, technologists, and businessmen on how to maximize the potential of their innovations. The most important lesson to learn is that the route to successful commercialization is much like the scientific method: prove the concept, plan ahead, observe results, correct, and repeat until ready for the market. This approach works for all technologies with potential value, whether to an industry or directly to a consumer. Fall Semester. (*BUS 335, BUS 435*)

- 16-333, 16-433 **SUSTAINABLE FUTURES: CULTURAL HERITAGE AND TOURISM MANAGEMENT.** This course aims at presenting a strong case for the benefits of a rapprochement between cultural heritage and tourism studies. Common denominator in both disciplines in the 21st century is the critical issue of sustainability. The humankind is already on the verge of a new era, according to some, the Anthropocene, where the anthropogenic impact is a sweeping force for ecosystems, and when climate change is no more a threat but a reality with wide-ranging consequences and a global impact. Furthermore, increasing numbers of visitors threaten the authenticity and visibility of cultural heritage sites. The course draws from a wide variety of perspectives, critical approaches, theoretical stances and case studies to indicate how a constructive dialogue between heritage and tourism experts can facilitate a paradigm shift for realistic albeit groundbreaking policies toward a sustainable future. Spring Semester. (*BUS 345, BUS 445*)
- 16-353, 16-453 **DIGITAL STORYTELLING: CONTENT CREATION FOR JOURNALISM AND BUSINESS.** This course introduces students to the basic principles of digital storytelling, with the aim of cultivating students' skills in this realm across a range of digital written and audiovisual mediums and according to different formats tailored to common journalistic, social media and business conventions. Fall Semester. (*BUS 349, BUS 449*)
- 16-313, 16-413 **BUSINESS, ETHICS AND POLITICS.** This course examines some of the standard issues in business ethics, and what deeper, philosophical problems (both ethical and political) lie at the source of these issues. The main form of business we will be concerned with is the corporate form of business in capitalism. The course will formulate and examine the following philosophical problems: 1) The philosophical problem of personhood and corporate responsibility, 2) The philosophical problem of corporate corruption and crisis, and last 3) The philosophical problem of corporate management and happiness. 4) The problem of Corporate Citizenship, 5) The problem of Democracy, 6) The problem of Justice, 7) The problem of freedom, 8) The problem of Labor, and 9) The problem of the Environment. Finally, this course examines answers to these problems by alternative, radical, activist forms of production and exchange of goods. Fall and Spring Semester. (*BUS 350, BUS 450*)
- 16-364 **BRANDING GREECE: AN ANCIENT IDEAL IN THE MODERN WORLD.** Globally, citizens are reexamining what ancient Greece means in the modern world. Greece is experiencing a profound cultural and economic renewal claiming its place in the world as an active participant in Classical and Hellenistic legacy. Tourists have journeyed to ancient Greek sites for millennia, gaining insights into their world through encounters with foreign people and places. This class explores, at a macro level, the intersection of a post-pandemic global economic recovery intensified by a world at war, a planet on fire, democracy under siege, and the rise of artificial intelligence. Global shocks, shifts, and fragilities are changing the business of business. In our increasingly globalized world, the importance of managing country reputations, international image, and "country of origin brand" has risen exponentially for world leaders, national tourism authorities, and business leadership alike. Against this backdrop, Greece has risen dramatically from decades-long economic crises, while enduring significant Covid-19 tourism declines. It is an ideal learning laboratory for global strategic business management case work rooted in robust review of geopolitical forces impacting an increasingly important economic and cultural engine of growth – tourism. Considered within the greater context of political science, and business strategy, this class affords students embarking on a career in international business, public policy, entrepreneurship, marketing, consulting, or financial investment with global perspectives to better anticipate, predict, and manage how countries present their brand to the world with respect to practical realities on the ground. Summer Session. (*BUS 353*)
- 16-323, 16-423 **COMMUNICATING ACROSS CULTURES. THE INTERNATIONAL BUSINESS CONNECTION.** This course is about the human element of an increasingly integrated global economy. As entrepreneurship continues to boost its international character, people become travelers across different sociocultural and economic environments. The goal of business strategies and executives alike is to make things work in diverse cultural contexts, having to deal with local rules and particularities, habits and processes. Approaching the field is a multi-disciplinary task. Therefore, this course borrows elements from various fields: communications, culture, management and business. It adopts a multi-dimensional approach to the subject matter, introducing topics such as cross-cultural communication, cultural intelligence, negotiations across cultures, workplace social communication, culture in virtual teaming etc. Management and communication systems and techniques can provide solutions and point the way forward. However, the starting point lies within people themselves. Fall Semester. (*BUS 360, BUS 460*)
- 16-946 **INTERNSHIP (Academic or Experiential).** CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the

environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*BUS 398*)

16-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*BUS 399*)

Classical Languages - *CLAG & CLAL* (CYA)

- 02-114 BEGINNING ANCIENT GREEK I. The course consists of an intensive study of the forms, syntax, and vocabulary of ancient Greek. Through a systematic and in-depth presentation of vocabulary and language forms students develop their skills in reading, comprehension and translation of phrases and, eventually, small passages in classical Greek. Apart from the exercises in the textbook, students have the opportunity to develop their language skills through additional stimuli such as short inscriptions carved in a variety of media (e.g. stone, ostraca, vases) and simple texts written on coins and papyri. Fall Semester. (*CLAG 101*)
- 02-124 BEGINNING ANCIENT GREEK II. Students who have successfully completed 02-113 (*CLAG 101*) or its equivalent undertake the reading of an original text. Spring Semester. (*CLAG 102*)
- 02-213 INTERMEDIATE ANCIENT GREEK I: ATTIC PROSE. Students are introduced to the work of writers of the 5th and 4th c. BC. Consists of the reading of one or more Socratic dialogues in Plato or of the most representative speeches of the greatest Attic orators of the period, such as Lysias, Isocrates, Antiphon and Demosthenes. In this course students improve their reading skills by translating as much Greek as possible. At the same time, we focus on expanding their knowledge of the grammar and syntax of the language. Exams in writing, exercises on the board and sight-reading are important components. We also examine the author's language and style in comparison to that of contemporary authors. Aspects pertaining to the place of the text in its historical context are also discussed: how does the work relate to the events of the period during which it was written, what was its purpose, does it reflect the values of the society and its people, what values are those, what are the author's political views, and so on. It is the overall purpose of the course not only to improve the reading skills of the students but also to make clear the role of the text in the history of Greece and the literature produced. Prerequisite: 1 year of Ancient Greek. Fall Semester. (*CLAG 201*)
- 02-223 INTERMEDIATE ANCIENT GREEK II: HOMER. The course consists of the reading of selected books from *The Iliad* or *The Odyssey*; sight-reading and exercises in writing Greek prose complete the course. Prerequisite: 1 year of Ancient Greek. Spring Semester. (*CLAG 202*)
- 02-313 ADVANCED ANCIENT GREEK I: THUCYDIDES. The course includes the reading of one or more of the books of *The History*, and sight-readings of Greek prose and poetry. Prerequisite: 3 semesters of Ancient Greek. Fall or Spring Semesters. (*CLAG 305*)
- 02-323 ADVANCED ANCIENT GREEK II: ATTIC POETRY. The course is intended to introduce students to the work of the great tragedians of the 5th c. BC (Aeschylus, Euripides, Sophocles) or the comedies of the most important poet of the Old Attic Comedy, Aristophanes. The course consists of the reading of one tragedy or comedy. At the same time, the aim is to expand students' knowledge of the grammar and syntax of the language. Exams in writing, exercises on the board, sight-reading and meter exercises are important components of the course. We also examine the author's language and style in comparison to that of contemporary authors. Aspects pertaining to the place of the text in its historical context are also taken under consideration: how does the work relate to the events of the period during which it was written, what was its purpose, does it reflect the values of the society and its people, what values are those, what are the author's views with regard to contemporary politics, and so on. At the end of the semester each student is assigned a role, and the play taught in class is presented in front of the entire CYA community. In this way, the students are presented with the opportunity not only to improve their language skills but also to "feel" the spirit of the play, the ethics of its characters, and its role in the history of Greece and poetry. Prerequisite: 3 semesters of Greek. Spring Semester. (*CLAG 306*)
- 02-353 THE GREEK STONES SPEAK: AN INTRODUCTION TO GREEK EPIGRAPHY. This introduction to Greek epigraphy offers a practical guide to one of the ancient world's most interesting types of evidence - inscriptions. Texts inscribed on stone and other materials give us insights into antiquity that the literary sources cannot, bringing us closer to the ordinary individuals who composed, carved and read them. Inscriptions illuminate almost every aspect of the ancient world, from the monumental public laws, decrees and royal pronouncements that effected state policies to the everyday shopping lists and graffiti scratched on potsherds. The course investigates the origins of written Greek, examines a variety of types of texts (decrees, dedications, funerary epitaphs, curses),

and explores the historical topics which inscriptions inform (democracy, law, empire, literacy and bilingualism). Much of the course will be spent on sites and in museums looking at and working with inscriptions, especially at the Epigraphic Museum (the world's largest collection of Greek inscriptions), and will include a strong practical element, guiding the student through the skills needed to read and interpret both the stones themselves as well as demystifying their publications, opening up a wealth of historical, linguistic, and archaeological material. . Prerequisite: Background in ancient languages (1-2 semesters of Ancient Greek). Spring Semester. (CLAG 350)

- 02-363 ATTIC PROSE IN TRANSLATION: THUCYDIDES THE ATHENIAN. The course will involve a close reading of the entire work of Thucydides in translation, but key passages will be read and analyzed in the original Greek. The focus will be on the author: an Athenian general who had participated personally in some of the events that he writes about and held strong opinions about his characters. In this way, Thucydides will be understood, not only as a historian, but as a man deeply involved in the politics of Athenian Democracy. Prerequisite: Background in ancient languages (1-2 semesters of Ancient Greek). Fall Semester. (CLAG 351)
- 02-383 THE ILIAD OF HOMER. The course involves a close reading of the Iliad (in translation) and constitutes an in-depth exploration of several aspects of the poem, historical, psychological, and religious. To begin with the historical setting, the daunting ruins of Troy are viewed as a monument that inspired the poet in the seventh century BCE - not earlier. This was a time when the Assyrian empire was expanding and Greek soldiers were employed as mercenaries in the Near East and Egypt. The possibility that Homer saw these ruins in person is investigated. Emphasis will be placed on the analysis of the psychology of the characters: the plight of soldiers fighting far away from their country, the guilt of a woman who betrayed her husband, the dark side of pride and egocentrism that may lead to madness. Homer includes animals in his enormous literary canvass: the fear of a timid hare seeing a predator approaching matches the fear of a soldier walking resolutely to his death. The course finally explores the religious dimension of the poem: do the gods in the Iliad really exist or are they figments of human imagination? The poet allows his readers to make up their own minds, but makes sure that the epiphany of a god is never witnessed by more than one person. His unique grasp of the predicament of man as a helpless but heroic creature in a lawful but loveless universe makes the Iliad one of the best poems ever to have been written. All texts are in translation. Spring Semester. (CLAG 354)
- 02-233 INTERMEDIATE LATIN I. This course introduces students to the most representative work of the Roman comic playwright, T. Maccius Plautus (d.184 BCE). Although his Latin is somewhat archaic, it is quite simple and easy to translate. The course aims to improve students' reading skills and at the same time expand their knowledge of Latin grammar and syntax. Students also examine the author's language and style, and discuss his texts in their historical context. Prerequisite: 1 year of Latin. Fall Semester. (CLAL 211)
- 02-243 INTERMEDIATE LATIN II. Reading of selected authors as indicated by the requirements and previous level of attainment of the class, exercises in prose composition. Prerequisite: 1 year of Latin. Spring Semester. (CLAL 212)
- 02-333 ADVANCED LATIN I. Reading of selected authors as indicated by the requirements and previous level of attainment of the class, exercises in prose composition. Prerequisite: 3 semesters of Latin. Fall Semester. (CLAL 311)
- 02-343 ADVANCED LATIN II. Reading of selected authors as indicated by the requirements and previous level of attainment of the class exercises in prose composition. Prerequisite: 3 semesters of Latin. Spring Semester. (CLAL 312)
- 02-373 FROM MANUSCRIPT TO THE CLASSROOM: THE PALEOGRAPHICAL TRADITION OF THE LATIN LANGUAGE. This course aims at introducing students to the amazing world of Latin Palaeography. We will focus on the history and development of Latin scripts in Europe from Late Antiquity to the 15th c. AD. As the Latin language evolved in this time frame, so the Latin script underwent profound changes in the areas in which it was used.
- This course will highlight these changes focusing on the most important scripts; the mechanisms of manuscript production in Europe; and the role of monastic (and non) scriptoria in the cultural advance of Europe. Each script will be discussed in its historical and cultural context, laying emphasis on its evolution and peculiar characteristics. This will be followed by the close reading of selected texts which will illustrate the variety of handwritings used in Europe.
- The course also aims at highlighting the role of the scriptoria in the preservation and transmission of the works of classical authors. Furthermore, it will introduce students to the critical study of

manuscripts, allowing them to comprehend the importance of a direct approach to the primary sources and the contribution of palaeography to classical philology. Through the close reading of original texts and the use of modern scholarship, the students will be able to grasp the main principles of the field and use it for their own research. Exams in writing and project assignments (under instructor supervision and guidance) will demonstrate the students' understanding of the material and progress in class.

Finally, visits to libraries or archives will give students the opportunity for a direct approach to written sources. Spring Semester. (*CLAL 360*)

02-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*CLAG 399, CLAL 399*)

Communications – COMM (CYA)

15-333, 15-433

SCIENCE COMMUNICATION. This course is going to provide both a practical and a theoretical approach to science communication. Communicating scientific results effectively is an essential skill nowadays since it can lead to fruitful collaborations and result in obtaining an important amount of funding (as public engagement is a key factor in every researcher's application for a grant) that can help develop further any scientific project. More importantly, it can positively impact society by increasing the Science Capital, promoting scientific literacy, and hence fighting pseudoscience and the lack of trust of the public towards scientists. The main purpose of the course is to highlight the importance of effective science communication and present the various ways through which it can have a positive long-lasting influence on a wide range of audiences (such as creating collaborations on an academic level, building trust with the general public and inspiring young school students to follow STEM related subjects at school and later at the University). In more detail, the students will learn how to share key findings and results from different research groups at NCSR "Demokritos" and measure the impact this communication can have on society and the research center. This means the students will first familiarize themselves with the scientific method and the different types of scientific research on different topics (such as lab work in nanoscience or theoretical work in nuclear physics), they will then learn how to share this information with different audiences. Lastly, in order for their work to be meaningful, they will evaluate their projects and measure the impact it has. Spring Semester. (*COMM 320, COMM 420*)

15-313, 15-413

MEDIATING THE MESSAGE: SOCIAL MEDIA AND PEOPLE (IN GREECE). Social Media (or Social Networks) constitute the spear of the Writable Web that is causing massive changes in traditional mediating models. Human and institutional communication is going through tremendous change, with individual wisdom directly competing with mass media operations. Peer online activity and shared material create multiple instances of media experiences for users who are engaged in a constant selection process, either browsing on a homepage of an online newspaper or through Facebook posts. Traditional media, despite their heavy online investments, are challenged in terms of their role as leading intermediaries between institutional sources and society. Studies have suggested that peer-shared material via deep links to websites constitute a significant point of entry for an increasing population of social network users, who tend to ignore pre-arranged syntheses of news stories on mainstream homepages. **THE GREEK CASE:** During the crisis years in Greece, online public dialogue has experienced a substantial growth, not only amongst people, but also between audiences and established media that, increasingly see news content being put under scrutiny by producers-users (or *producers*), who are active online. Traditional political forces have similar experiences, trying to keep up with developments. During the crisis years in Greece, social media users/voters have boosted political discourse via social networks, contributing, sharing or commenting on on-going developments. At the same time, crisis at a political level has caused the disintegration of old political formations accompanied by the demise of, until then, dominant political rhetoric and messaging systems. Social media functions of mainstream politics remained in the margins of creativity, playing a minimal role amongst potential voters. Spring Semester. (*COMM 346, COMM 446*)

15-343, 15-443

DIGITAL STORYTELLING: CONTENT CREATION FOR JOURNALISM AND BUSINESS. This course introduces students to the basic principles of digital storytelling, with the aim of cultivating students' skills in this realm across a range of digital written and audiovisual mediums and according to different formats tailored to common journalistic, social media and business conventions. Fall Semester. (*COMM 349, COMM 449*)

15-323, 15-423

COMMUNICATING ACROSS CULTURES. THE INTERNATIONAL BUSINESS CONNECTION. This course is about the human element of an increasingly integrated global economy. As entrepreneurship continues to boost its international character, people become travelers across different sociocultural and economic environments. The goal of business strategies and executives

alike is to make things work in diverse cultural contexts, having to deal with local rules and particularities, habits and processes. Approaching the field is a multi-disciplinary task. Therefore, this course borrows elements from various fields: communications, culture, management and business. It adopts a multi-dimensional approach to the subject matter, introducing topics such as cross-cultural communication, cultural intelligence, negotiations across cultures, workplace social communication, culture in virtual teaming etc. Management and communication systems and techniques can provide solutions and point the way forward. However, the starting point lies within people themselves. Fall Semester. (*COMM 360, COMM 460*)

15-946 INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*COMM 398*)

15-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*COMM 399*)

Computer Information Systems - CIS (CYA)

29-313, 29-413 AI INNOVATIONS: BRIDGING THEORY AND PRACTICE IN APPLIED SCIENCES. Artificial intelligence (AI) in Applied Sciences is designed to equip third-year undergraduate students in applied sciences with a deep understanding of AI's fundamental concepts, its methodologies, and the transformative role it plays in various fields. The course unfolds over eight modules, each focusing on a distinct aspect of AI, starting from its historical evolution and moving through its sub-domains, practical applications, and ethical considerations.

The first module, "Demystifying AI," lays the groundwork by exploring the history and evolution of AI, and addressing common misconceptions to ensure that students possess a clear foundational knowledge. Subsequent modules delve into specific AI sub-domains, including machine learning algorithms, neural networks, and natural language processing, providing students with a broad understanding of the technical aspects of AI. The course also emphasizes the significance of data management, highlighting techniques for collecting quality data and data annotation, critical for training AI models.

A unique feature of this course is its focus on AI's role in enhancing the research project life cycle and its practical applications in research and development. Through a series of case studies, students will explore how AI technologies are applied across various stages of research, from ideation to dissemination of findings.

The course adopts a hands-on approach, combining theoretical instruction with practical exercises, discussions, and project work. Students will engage with real-world case studies, participate in group discussions, and undertake projects that apply AI concepts to practical problems. Fall Semester. (*CIS 376, CIS 476*)

29-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*CIS 399*)

Cultural Heritage - CHTE (CYA)

21-313, 21-413 PHOTOGRAPHY AND ARCHAEOLOGY: THE ART OF DOCUMENTATION. The study of the relationship between photography and archaeology requires a multi-disciplinary approach. We must be practitioners and theorists, researchers and analysts, approaching archaeological photography from a variety of angles. Through lectures and viewing the work of major figures in the field, you will become familiar with the development of the medium alongside the discipline of archaeology. Through site visits and hands-on experience with specialized equipment, you will gain insight into the mechanics of photography and how it shapes vision. Through examining case studies and conducting your own research, you will discover how photography has often held up a mirror to the greater cultural contexts of archaeology. Spring Semester. (*CHTE 323, CHTE 423*)

21-343, 21-443 SUSTAINABLE FUTURES: CULTURAL HERITAGE AND TOURISM MANAGEMENT. This course aims at presenting a strong case for the benefits of a rapprochement between cultural heritage and tourism studies. Common denominator in both disciplines in the 21st century is the critical issue of sustainability. The humankind is already on the verge of a new era, according to some, the Anthropocene, where the anthropogenic impact is a sweeping force for ecosystems, and when climate change is no more a threat but a reality with wide-ranging consequences and a global impact. Furthermore, increasing numbers of visitors threaten the authenticity and visibility of cultural heritage

sites. The course draws from a wide variety of perspectives, critical approaches, theoretical stances and case studies to indicate how a constructive dialogue between heritage and tourism experts can facilitate a paradigm shift for realistic albeit groundbreaking policies toward a sustainable future. Spring Semester. (CHTE 345, CHTE 445)

- 21-354 PLUNDERING GREEK ANTIQUITY: COLLECTORS, MUSEUMS, AND ARCHAEOLOGICAL ETHICS. Who owns the Greek past? Where do the Parthenon Marbles belong and why? Where do Cycladic figurines come from, and why do we know so little about most of them? Is the Getty Kouros an authentic Greek statue? Can we use science to answer this question? If the Euphronios Krater was made in Greece, why is it in Italy (after more than thirty years in the US)? Is looting still happening in Greece? We will contemplate these and other questions in our discussion of the broad range of ethical dilemmas connected to Greek antiquities in the 21st century. We will focus on issues concerning the looting of ancient sites; ethical, political, and legal aspects of the international trade in art objects and antiquities; authenticity and forgery of ancient art and the scientific technologies applied in the analysis of ancient objects; the management of museums and repatriation of cultural property; conservation and preservation of cultural heritage; and the protection of cultural property in armed conflict. No previous knowledge of Greek art and archaeology is required. Summer Session. (CHTE 355)
- 21-324, 21-424 THE PRESENT PAST: RE-IMAGINING GREECE THROUGH HERITAGE. The course focuses on a journey – literally and metaphorically – into aspects of Greek (and also world, as defined by UNESCO) heritage. We will delve into the past, as a complex and ever-present entity and unravel the constituent elements of cultural heritage in contemporary Greece. Among others, we will trace the presence and influence of the following: the classical Greeks and the Romans; the Knights; the Ottomans; the Italians in the S Aegean islands; the vernacular and its roots; the natural and the cultural; current receptions of the past; tourism management and the quest for authenticity in Greek sites and monuments; Greek heritage as it relates to world heritage. The aim of this course is to help you form a solid and educated opinion with regard to what constitutes Greek heritage in the 21st century as well as how we can all contribute, as educated travelers, to the preservation and dissemination of this cultural knowledge. Summer Session. (CHTE 356, CHTE 456)
- 21-333, 21-433 THE ART AND CRAFT OF CURATING: MAKING SENSE OF ART IN THE 21ST CENTURY. The course suggests an inquiry into the world of curating art in the 21st century. The course combines theory and history of curating with hands-on experience in curating a project with the instructor's guidance. The term curating is derived from Latin verb curare, which translates as to heal/ to take care of/ to attend to. The course unravels the mechanisms through which curators make exhibitions happen whether they re-imagine contexts for existing works of art and/ or commission new artworks specifically produced/ installed for a show. Emphasis is placed on contemporary art and its curators, institutions, premises and principles, starting with the concept of the curatorial. Themes explored are, among others, history of museums and art institutions; theories of curating; the relationship between curator and artist; the premise of the white cube vs. the re-activation of historical spaces; curator-as-artist/ artist-as-curator; curator-artist-spectator. With visits to art spaces, from national museums, to privately owned galleries, the students will learn first-hand how to curate an exhibition, covering all aspects, from coming up with a curatorial concept, to more practical issues, such as fundraising, promotion, liaising with artists and galleries, insurance, budget, installing art and all constituent elements of a successful show. Fall Semester. (CHTE 386, CHTE 486)
- 21-946 INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (CHTE 398)
- 21-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (CHTE 399).

Economics - ECON (CYA)

- 03-333, 03-433 EUROPE TODAY: WINTER IS COMING. The first part of the course will be devoted to analyzing the accomplishments and distinctiveness of the European Union as an institution, focusing on achievements such as the single market (that allows citizens to live, study, work and retire in any state of the Union), the development of a “social Europe” (with universal healthcare, public higher education and strong welfare states), and the commitment to the promotion of democracy, human rights and gender equality. The focus will be on appreciating how the European Union has been the

driver of an unprecedented “peace project” that has made allies out of former enemies and has helped avert war on the continent for 70 years, after centuries of wars and bloodshed. When the contributions of the European Union are evaluated, the Peace dividend is often taken for granted.

The second part will focus on new and ongoing challenges facing Europe, including the deep repercussions of the departure of the United Kingdom from the Union, the impact of the refugee/migration crisis, the growth of Euroscepticism and authoritarianism, the rise of radical Islam and the perceived “clash of civilizations”. The ongoing Covid-19 crisis, which has had a profoundly detrimental impact on the economic, political, and social systems of all EU countries and has tested European solidarity, will also be examined.

The third part will address the European Union’s changing place in the world by examining new and evolving geopolitical linkages, traditional alliances and rivalries, and evolving bilateral relationships with the United States, Russia, China et al. Special attention will be given to the growing challenges in the immediate neighborhood, i.e. the Middle East, the Mediterranean basin, Turkey, and the Western Balkans. The analysis will be framed within the context of the debate on the future of the EU and its role in global and regional affairs.

Finally, at the end of the semester the students will participate in a simulation game where they will apply the knowledge they have gained about the policies and international relations of the European Union. The students will be assigned roles representing EU institutions, EU Member States, third-party stakeholders or press corps and will negotiate a collective European response to an international crisis affecting the European Union. Fall and Spring Semesters. (*ECON 327, ECON 427*)

03-314

REIMAGINING PROFITABILITY IN THE AGE OF POPULIST POLITICS | LESSONS FROM ANCIENT & MODERN ATHENS. The past decade has been transformational. A global pandemic, world at war, planet on fire, and Ai Agora have infused international relations with the discord of populism, accelerated by stalled economic growth and externalities of deepening wealth inequality. Converging political, economic, social, and environmental forces complicate the already difficult task of bridging triple bottom line development goals protecting people, profits, and the planet, with enlightened policies designed to make business a better partner with government and civil society. A world troubled by a multipolar global order characterized by the “Thucydides Trap” demands rethinking the formal institutions and existing practices of the international order, and the conceptual frameworks of the power transition theory. This course asks students to critically consider Ancient Athenian foreign policy and trade successes and failures – what Plutarch believed were the foundations of international commerce that brought cooperation and friendship – thrashed against contemporary Greek and European policy efforts. Students will travel and explore the sites, museums, monuments, and history of Athens, Delos, Delphi, Corinth, Crete, and Mykonos, as well as meet with nonprofit and corporate leadership. The combination asks students to consider blueprints from ancient history that illustrate models of purpose-driven leadership and more equitable political and economic development efforts while avoiding the failures of past empires. As importantly, this class affords students embarking on a career in international relations, business, public policy, nonprofit, consulting, or financial investment with global perspectives to better anticipate, predict, and manage how countries develop strategic and policy measures ensuring they contribute to building a more peaceful and prosperous world both at home and abroad. Summer Session. (*ECON 349*)

03-946

INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*ECON 398*)

03-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*ECON 399*)

Engineering - ENGR (CYA)

27-313, 27-413

INVENTING TOMORROW: FROM IDEA TO MARKET. Do you have a great idea for new technology and want to learn the correct steps to transform it into an innovative product for the market? Are you a technologist who wants to know how to turn your invention into a successful product? Do you want to learn how best to protect a new invention so it retains its value all the way to market? Or maybe you simply want to learn how to invent things? Then, this course is for you!

This practical course has been developed from extensive hands-on experience in advising and mentoring inventors and companies on how best to commercialize their ideas. As a senior

“technology exploitation” advisor for the European Commission, the instructor has met and advised hundreds of scientists, technologists, and businessmen on how to maximize the potential of their innovations. The most important lesson to learn is that the route to successful commercialization is much like the scientific method: prove the concept, plan ahead, observe results, correct, and repeat until ready for the market. This approach works for all technologies with potential value, whether to an industry or directly to a consumer. Fall Semester. (*ENGR 335, ENGR 435*)

27-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*ENGR 399*)

Environmental Studies – ENVR (CYA)

04-313, 04-413

THE NATURAL ENVIRONMENT OF GREECE: FROM LANDSCAPE ECOLOGY TO CONSERVATION. A unique review of the natural world and wildlife of Greece through an exploration of its lands and seas with reference to humankind’s effects on the environment through the ages. The course uses a multidisciplinary approach to study physical and human geography, biodiversity, and historical ecology. Through a succession of guided excursions in and around Athens, students are able to interpret landscape features and processes and develop skills in identifying the region’s rich flora and fauna. Interpreting natural history promotes a better awareness of the environment and current conservation problems in modern Greece. Spring Semester. (*ENVR 350, ENVR 450*)

04-333, 04-433

CULTURAL LANDSCAPES. Landscape studies bring together nature and culture to form a holistic interpretation of local natural history. This course presents the landscape approach through interdisciplinary research and field work. It provides an introduction to landscape-based study and its applications, the main goal being to build an appreciation for landscape literacy. The course objectives are: a) the understanding and use of basic notions and terms in landscape studies and the values of their use; b) Familiarization with the basic methods of landscape analysis, assessment and evaluation techniques; c) Getting to know the cultural landscapes of Greece with special emphasis on the history of their development; and d) having students develop a landscape analysis application. Spring Semester. (*ENVR 353, ENVR 453*)

04-344

CONSERVATION ISSUES CONFRONTING THE MEDITERRANEAN SEA AND SUSTAINABLE SOLUTIONS: AN INTERDISCIPLINARY, PROJECT-BASED APPROACH. The Mediterranean Sea is a region of significant biodiversity, but it has also been experiencing biodiversity loss at an alarming rate due to overfishing, habitat destruction and fragmentation, pollution, climate change, and invasive species. The cumulative effect of these anthropogenic pressures has led to not only a decline in the Mediterranean’s biodiversity but the deterioration of its ecosystems. Conservation efforts and sustainable management practices are crucial then to mitigate further biodiversity loss and preserve the unique marine life of the Mediterranean Sea.

Students in this class will study, and connect with, the biodiversity of select ecosystems in the Mediterranean Sea of Greece. Using a multidisciplinary approach, they will simultaneously work to unravel the science concepts, conservation realities, and local, national, and global sustainability issues that surround the decline of species in the Mediterranean’s fragile waters. Additionally, they will be given the opportunity to explore and develop a deeper and more enriched understanding of the intensifying anthropogenic pressure of plastic pollution.

To accomplish the above course objectives, participants will venture into classrooms and laboratories, and field-based environments to learn from local, national, and international experts, researchers, and faculty about sustainability, conservation, environmental biology, marine biology, and even, international policy and law using various teaching modalities. They will also work side-by-side with scientists and conservationists from two non-governmental organizations, Archipelagos Institute for Marine Conservation on the Greek island of Samos, and Archelon Sea Turtle Protection Society at the rescue centers in Glyfada, Athens, and nesting sites in Kyparissia Bay. Importantly, throughout this four-week course, students will be engaged in a group-based Problem-based Learning (PBL) project through faculty mentorship and creative inquiry. Summer Session. (*ENVR 354*)

04-323, 04-423

URBAN SUSTAINABILITY: THEORY AND CASE STUDIES IN GREECE. Drawing on recent interdisciplinary work in urban studies this course examines the, often-conflicting social, economic and environmental dimensions of sustainable urban development theory and practice. In order to problematize the relevant discussion and connect it with the production of urban space we will analyze case studies in Athens and attempt to unpack the contradictions that are connected with urban development and the use of natural resources in the last decades and during the current crisis. Fall semester. (*ENVR 370, ENVR 470*)

- 04-353, 04-453 PLANETARY ECOLOGY: CLIMATE SCIENCE, CLIMATE SOLUTIONS. Using the framework of “planetary boundaries” and tipping points of potentially irreversible damage presented in the first documentary film entitled *Breaking Boundaries: The Science of our Planet*, this course presents climate science as well as climate solutions both from a global environmental or planetary perspective as well as from an individual and societal public and environmental health perspective. We will learn the fundamental causes and consequences of global warming that is continuing to disrupt and destabilize the Earth’s climate. We will investigate the rapid transition ending the Holocene geologic epoch that was characterized by a stable climate and the beginning of the Anthropocene marked by increasing global average temperatures and increasingly frequent and severe weather events.
- We will explore climate science and climate solutions using three primary texts and many recommended texts, several documentary films, individual literature review of peer-reviewed scientific publications as well as climate journalism. In our twice weekly seminars, students will discuss the assigned readings and documentary films, lectures, and their own reviews of current and recent climate journalism on specific topics. Students will also have an opportunity to present their individual and/or small group research projects. We will take at least two field trips in or around Athens, and all of these seminar activities will contribute to our achievement of the course learning goals. Fall Semester. (*ENVR 374, ENVR 474*)
- 04-364 RENEW & RISE: CLIMATE ACTION AND FAIR ENERGY POLICIES. The "Climate & Fair Energy Transition Summer School" is a comprehensive four-week program designed to equip participants with the knowledge and skills necessary to navigate the complexities of modern energy transitions. Coordinated by the Institute of Energy Development & Transition to Post-Lignite Era and the Laboratory of Energy Transition & Development Transformation (ENTRA Lab), this course emphasizes a multifaceted approach to addressing climate change and ensuring equitable energy policies.
- The course focuses on the paradigm shift from fossil fuels to renewable energy sources, exploring the broader implications of this transition. It integrates perspectives from climate justice, policy frameworks, and community engagement to provide a holistic understanding of energy transitions. The curriculum covers historical injustices, the need for equitable policy measures, and the importance of inclusive approaches that recognize the voices of marginalized communities.
- The primary aim of the summer school is to empower participants to become leaders and advocates for a just energy transition. The course seeks to ensure that the move towards renewable energy sources not only addresses the urgent need to mitigate climate change but also promotes social justice and equity. Participants will be equipped with the skills to develop and implement inclusive and participatory energy policies that integrate climate justice principles. Summer Session. (*ENVR 375*)
- 04-946 INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*ENVR 398*)
- 04-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*ENVR 399*)
- History - HIST (CYA)**
06-313, 06-413 DEVELOPMENT OF ATHENIAN DEMOCRACY. This course examines the emergence and unfolding of the political institutions of Athenian democracy to the end of the 5th c. BC. Its focus is primarily on the Age of Pericles, when Athenian democracy reached the point of its highest development, a period generally acknowledged as being one of the greatest moments in world history. The political institutions of the period are examined against their historical background and on the basis of the study of primary sources (i.e. the reading and interpretation of literary sources, visits to archaeological sites and museums, the study and interpretation of inscriptions and other archaeological evidence). Fall or Spring Semesters. (*HIST 311, HIST 411*)
- 06-284 THE CONCEPT OF DEMOCRACY: A DIACHRONIC PERSPECTIVE. The course will take the NHS students to key locations in Attika and Athens, such as the Agora of Athens, the Pnyx, the Stavros Niarchos Cultural Foundation, and the Hellenic Parliament, where, through personal autopsy, they will experience these sites as places of public gathering and exchange of ideas. Students will connect, compare and contrast ancient and contemporary perceptions of Democracy in Europe and the United States. Democracy is one of the most widely celebrated concepts of the modern world, despite

drawing its origin from Antiquity. Modern states have endorsed almost unanimously the ideal of democracy and have modelled their respective polities accordingly. While representative democracy is the most common form of government in the contemporary world, it is direct democracy which was the first form to emerge in history. Located at the birthplace of democracy, in central Athens, this course aims to explore the genesis, transformations and challenges posed to democracy from antiquity to present times. Having as a starting point the Pnyx Hill, the place where the Athenians used to gather to talk on political issues and to make decisions on the future of their town, the course will take students on a conceptual journey across sites, which are significant for understanding the values, principles, challenges, and historical evolution of democracy both as an idea and as an institution. Democratic deficit has been identified by the European Commission as one of the main problems that the EU has been facing in recent years. The term describes what many European citizens perceive as a lack of democratic accessibility, representation, and accountability in the EU. This is reflected in the reduced participation in European and national parliamentary elections, as well as a general feeling of disengagement experienced by E.U. citizens, as regards policy and politics at E.U. level. How can we address citizen engagement at a time of political transformation? What is the role of citizen fora, technology and participatory democracy? Summer Session. (*HIST 312*)

06-373, 06-473

LIFE & DEATH IN ANCIENT GREECE & EVERYTHING IN BETWEEN: AN INTRO TO ATHENIAN SOCIETY. This course takes a sociological and anthropological approach to ancient Athenian society, focusing on the individual and examining the human journey through the rites and rituals surrounding birth, transitional phases, marriage, family and kinship, illness and death. We will examine the role of religion in all aspects of the ancient city; explore the political relationships that bound Athenians together; watch them at the gymnasium and in sports and athletic contexts within different age classes; see how they join the workforce in the household, factories or shops, and how the economy of the city was organized as well as delve into their private lives at home. A holistic approach to all aspects of society will bring to the fore the many groups who have traditionally been marginalized in scholarship: children, women, servants, enslaved peoples, foreigners and refugees in the city. To gather evidence for this analysis of ancient life, we will visit a number of archaeological sites and museums around Athens. Fall Semester. (*HIST 334, HIST 434*)

06-323, 06-423

CONTEMPORARY GREEK POLITICS & SOCIETY: HISTORICAL PERSPECTIVES ON CHANGE AND CONTINUITY. Cast in a comparative framework designed to render Greek society and political system more readily intelligible to the average American undergraduate, the course explores the history of the modern Greek state in search of insights and interpretative keys that might shed light on the country's current crisis. A salient feature of the course is an examination of the central role that the "foreign factor" has played in Greek politics from the early 19th century until today. Equally important is the historical investigation of Greek national identity--its different sources and strands--in an attempt to explain the sudden growth of anti-immigrant, xenophobic and ultra-nationalist sentiments. Class sessions are supplemented by a visit to the Greek Parliament where students have the opportunity to talk with leading politicians, a walking tour of Athens, and the screening of select Greek movies. Fall Semester. (*HIST 339, HIST 439*)

06-204

HEALTH & HEALING IN THE ANCIENT GREEK WORLD. The course focuses on the ancient Greek experience of health and healing from the Archaic through the Hellenistic era, as presented in a number of key texts and in the material or archaeological record. A central project will be discovering and understanding the contemporaneous emergence and continued success of both Hippocratic medicine and Asclepian religion/cult, two distinct but related ways of thinking about health and healing. Ten days on the island of Kos, the birthplace of Hippocrates and the site of one of most beautiful sanctuaries of Asclepius, will bring us directly into engagement with the two approaches to health and disease, while days spent in Athens will give us the chance to visit the site of Athenian sanctuary of Asclepius on the south slope of the Acropolis and also view the many artifacts from that sanctuary now in the National Archaeological and New Acropolis museums. Summer Session. (*HIST 335*)

06-264

TOPOGRAPHY & MONUMENTS OF ANCIENT ATHENS AND ROME. Summer Session. (*HIST 338*)

06-293, 06-593

DOES THE MEDITERRANEAN EXIST? What is the Mediterranean? Is it a geographical area? Maybe a cultural area? Or is it just a by-product of the colonial gaze; a creature of orientalist, or even self-orientalizing, imagination? Drawing on the historiographical and anthropological debates that have punctuated the field of Mediterranean Studies, in this course we will ask key analytical and epistemic questions, such as: Does the Mediterranean exist as a coherent historical unit? What are the borders and boundaries, as well the distinct qualities, if any, of the Mediterranean world? Is there any heuristic value in the Mediterranean as an analytical notion? Or is the Mediterranean a cultural and

aesthetic construct of colonial and post-colonial taxonomical discourses? In this case, how have imperialism and its institutions contributed to inscribe the Mediterranean into a global hierarchy of civilizations? Is there a Mediterranean modernity? And, finally, how can we write histories of the Mediterranean? These questions will set the contours of our discussions. With these in mind, we will delve into a cluster of themes regarding the Mediterranean, its people and its landscape. We will reflect on the recent shift in the conceptualization of the pre-modern Mediterranean from a frontier between East and West to a par excellence contact zone, a space of connectivity and exchange between Jews, Christians and Muslims. We will critically approach the 19th century designation of the Mediterranean as a locus of cosmopolitanism. And, we will conclude by considering the contemporary transformations of the Mediterranean: a locus of grassroot resistance and 'urban spontaneity'; a European political project; an object of tourist consumption; a hazardous passage of migration routes. Spring Semester. (*HIST 340, HIST 440*)

06-223, 16-523

GRAECO-ROMAN CULTURAL INTERACTIONS & IDENTITY FORMATIONS. We know quite well how the ancient Greek and Roman sources perceived the “Others” who lived on the edges of their political and cultural empires. What can we learn if we shift our position and stand outside, across the border looking in? This course tries to answer this question, using an emphasis on both ancient sources and material culture combined, to provide an in-depth examination of the various types of cultural interactions that occurred along the borders of the Graeco-Roman world. It provides a critical examination of the Greek and Roman ideologies of multiculturalism, and how these were received and/or resisted by the indigenous populations who were subjected to them. In doing so we will try to reconstruct the experiences of living on the frontiers of two of the most powerful empires in history: the benefits, the violences, the ambivalences, and more. Fall and Spring Semesters. (*HIST 341, HIST 441*)

06-234

MAKING LOVE AND WAR IN THE MEDIEVAL MEDITERRANEAN: CROSS-CULTURAL ENCOUNTERS IN THE MIDDLE AND LATE BYZANTINE PERIODS. This course will take a comparative approach to cross-cultural encounters in the Mediterranean from the tenth to the fifteenth centuries, combining readings in a variety of genres (historiography, romance, novel, saint’s lives, crusader narratives, and others) alongside readings drawn from recent scholarship and complemented by site visits to help students understand the many ways in which rising and falling empires interacted with one another through war, travel, trade, and diplomacy. As narratives of cross-cultural encounters across space and social strata, readings in these genres allow for an exploration of a variety of central issues in considering the late Byzantine period, including political issues such as imperial conquest, social issues such as the rights of women, and more intimate issues, such as cross-cultural romance. Summer Session. (*HIST 342*)

06-244

THE STRANGENESS OF ANCIENT GREECE: DIVERSITY, DIFFERENCE AND REGIONALITY AMONG THE GREEK STATES. The weight of Classical texts about Athens or by Athenians has led to a concentration on this one ancient polis, an Athenocentricity that needs to be balanced by the archaeological record across the rest of the ancient Greece world. Was Athens the typical polis, the norm, the exemplar, or quite unique? Did other Greek states behave like the Athenians in their cultural, religious, or political lives? Did all Greeks have the same norms and taboos concerning gender, sex and sexuality? These questions and many others will be explored during this intensive 4-week tour of Greece, which will cover many regions of the country in order to bring out the local differences in material culture, literary and epigraphic traditions, and archaeological remains. We will visit archaeological sites and museums and use the evidence presented to discuss issues of race, ethnicity, social structures, language and communication, war, politics, slavery, and religion. Summer Session. (*HIST 346*)

06-273, 06-573

THE WORLDS OF MEDIEVAL GREECE: TRACING BYZANTINE, ISLAMICATE, SLAVIC, JEWISH, & FRANKISH HERITAGES IN THE AEGEAN. Was there life in Greece after the Classical period and until Early Modern times? Who were the Byzantines and why did they call themselves Romans? And if Byzantines identified themselves as Romans, then who were the Latins from Italy, France, and the rest of Western Europe who conquered much of Greece in the 13th century? Did you know that an Islamic Emirate ruled much of the Aegean for two centuries? And that many place names even in the south most of Greece originate from the Slavic language spoken by migrating population in these areas in the early Middle Ages? Or that the Ottoman sultan in 15th c. Istanbul was regarded by many Greek-speaking as the continuation of the Byzantine emperor? Fall Semester. (*HIST 347, HIST 447*)

06-213, 16-513

ALTERNATIVE HISTORIES: JEWISH GREEKS AND THE MODERN NATION. The course focuses on the experiences of Jews living in the Greek nation-state during the 19th and 20th centuries. It is structured around a core issue: The encounter of pre-national Jewish identities with the

exigencies of a new, 'modern' at the time idea, namely that of a common Greek national identity. This encounter was part of the wider transition from the era of empires to that of nation-states. And it was not an easy encounter. Since the formation of the Greek state in the 19th century, Greek-Orthodox religion has been conceived as one of the main components of Greek national and cultural identity, binding together the expanding new-born nation-state. Nevertheless, being the heir of the multi-religious Ottoman Empire where Greek-Orthodox Christians lived alongside Muslims, Jews, and Christians of different denominations, the Greek state that emerged out of the Ottoman Empire had to take up the challenge of dealing with this non-Orthodox population that came included in its territories. The course will thus follow this encounter focusing primarily but not exclusively on two aspects: a) on the policies that the Greek state adopted in order to «manage» the Jewish populations that were being gradually added in its territory; and b) on the reactions that the Jews living in the various communities had in front of the new exigencies of the Greek state; reactions that covered the whole spectrum from assimilation to migration. The study of the Jews in Greece will be also framed by case-studies of other non-Orthodox Greeks, tracing the responses that they devised in order to articulate their plural identities combining non-Orthodox religious and cultural elements with the idea of a common, unique Greek national identity. The course will close by briefly examining the redefinition of "Greekness" after new immigrant populations reached Greece in the post-WWII era. Understanding how Jews and more generally people of different creeds and origin devised alternative versions of "Greekness", which undermined the intimate connection between religious and national identity, is more than relevant today that nation states and their supposed homogeneity is seriously challenged by the waves of global migration, forcing us to reflect anew on forms and definitions of belonging. Spring Semester. (*HIST 349, HIST 449*)

06-253

AMERICANS & THE GREEK REVOLUTION: FROM PHILHELLENES TO ABOLITIONISTS. The outbreak of the Greek revolution of 1821 against Ottoman rule made a deep impression on Americans. This course examines the wide-ranging forms of support Americans offered the Greeks, including calls on the government to recognize Greece, creating a broad-based philhellenic movement that raised funds for the rebels; and for a few, crossing the Atlantic to fight as volunteers on the side of the Greeks. We will explore the causes of this early American philhellenism: an education based on the Classics; the liberal content of the Greek uprising that echoed 1776; the religious impulse of supporting fellow Christians fighting for freedom; and a humanitarian empathy toward a people who faced death or being sold into slavery. We will also examine how the philhellenic movement legitimized the involvement in public affairs of ordinary Americans, especially women, and how it contributed to the growth of the abolitionist movement in Antebellum America. Fall Semester. (*HIST 352*)

06-613, 06-813

UNDER WESTERN EYES: A DECOLONIAL HISTORY OF MODERN GREECE. Modern national identities evoke the past to construct a sense of continuity, uniqueness and purpose to their contemporary citizens. Greece is perhaps one of the most telling instances where representations and perceptions of the past have overdetermined the way modern Greece sees itself and is seen by others. These perceptions of the "glorious ancient past" have not been shaped by Greeks only, but also by the appropriation of "ancient Greece" by the West, in its effort to delineate a distinctive and cohesive Western identity. To what extent the legacy of "ancient Greece" is a precious heritage only and when does it become a yardstick to model and measure national history, the urban landscape and collective identity? Being "Western" has been perceived as a marker of progress and modernity and as an advanced stage in the developmental course of history, while the "Orient", or the "East", has been associated with exoticism but also perceptions about tradition, under-development, or even backwardness. Situated at geographical cross-roads Greece is perhaps an ideal example of the multiple ways this dilemma - between the East and the West, between tradition and modernity, between Europe and the Orient – has shaped modern Greek national identity, local mentalities, the perception of the Greek self and the gaze of the West on Greece. This course will examine such issues by canvassing modern and contemporary Greek history from the eve of the national revolution to the recent financial and refugee crises, which have brought Greece to the centre-stage of global political developments. Spring Semester. (*HIST 354, HIST 454*)

06-333, 06-433

SPORTS, GAMES & SPECTACLES IN THE GRAECO-ROMAN WORLD. The main aim of this course is to explore the emergence and development of both athletic competitions and sports-based games and spectacles from the Bronze Age through to the period of late antiquity. Within this wider spatial and temporal context, it focuses on two separate thematic entities: Ancient Greek Athletics, with particular attention to the development and evolution of the main Ancient Greek athletic events over the ages, and an in-depth investigation of Roman public spectacles and gladiatorial games. Drawing on a variety of disciplines and available (primary) sources, from history and archaeology to modern sports studies and social psychology, the course primarily seeks to examine the main purpose

and function of these games and spectacles within the wider social, political, religious, cultural and intellectual context of the times, as well as their overall significance in the daily lives of the ancients.

A secondary aim of this course is to explore how archaeologists and historians analyze primary sources to determine their veracity and reliability. To this end, we'll be looking at re-creations and experiments that have been conducted, as well as conducting many of our own, to create a hands-on and thus better understanding of these athletic activities. We will also look at how ancient sports and spectacles have been represented in contemporary popular culture, to test our gained knowledge against the images produced by Hollywood and elsewhere. In addition to in-class lectures and discussions, the course also includes a substantial on-site teaching component, with field trips to archaeological sites and museums of athletic significance (such as Olympia, Isthmia, Nemea, Delphi and Messene) where sessions center on the examination and interpretation of the physical evidence. Fall and Spring Semesters. (*HIST 355, HIST 455*)

06-343, 06-443

ANCIENT MACEDON TO THE DEATH OF ALEXANDER THE GREAT. An examination of the actions and events of the 4th c. through the study of primary evidence - literary, epigraphic and archaeological. Special attention is paid to the career of Philip II and to that of his son Alexander the Great. The course is partly taught on the field trip to Northern Greece which takes students to Thessaloniki and its museums, the ancient capital city of Pella, the royal Macedonian tombs, the palace at Vergina and other sites with a view to familiarize the students with the archaeological evidence on Macedonian history. A visit to the Epigraphic Museum in Athens acquaints students with important 4th c. documents that survive inscribed on stones and which constitute valuable sources of ancient history. Special emphasis is given to topics that are central to modern political and intellectual debate. Spring Semester. (*HIST 356, HIST 456*)

06-623, 06-823

REDISCOVERING ROMAN GREECE. The phrase "Greco-Roman civilization" implies that these two empires make up one whole. Did the Romans indeed just copy the Greeks, giving new names to old gods? Did they conquer and assimilate? Did the emperors convince the Greeks they were gods themselves? Using archaeological sites in Athens (such as the Roman Agora, the Acropolis, Hadrian's Library, the Temple of Olympian Zeus and the Panathenaic Stadium) as well as ancient sources and other material culture, this course will explore the long history and interaction between these two empires, from their initial contacts to the spread of the Roman territory across the Greek-speaking Eastern Mediterranean. We will take a holistic approach, investigating the primary social, religious, economic and cultural institutions of both worlds. The "Roman era of occupation" is one of the most overlooked periods in Greek history, but as this course seeks to demonstrate, it eventually had a profound impact on the subsequent course of social and political development in the wider Mediterranean region and Europe. Fall Semester. (*HIST 357, HIST 457*)

06-633, 06-833

GREEK LITERATURE UNDER ROMAN RULE. Roman rule came as a shock to Greece, but Greek culture was resilient, and Greek literature continued to thrive. Greek authors diagnosed how Rome won, while they continued to claim intellectual leadership, and eventually and increasingly came to view themselves as co-regents of empire. Although neglected in comparison with classical literature, the Greek literature of the imperial period not only survives in surprising abundance, it also offers fascinating perspectives on what it meant to be Greek and/or a Roman Greek in that period. Our primary aim in this course will be to trace the development of Greek literature (in English translation) under Roman domination from 146 BCE to the establishment of Constantinople as the empire's capital in CE 330 and the death of the last pagan emperor Julian in CE 363. We will proceed roughly chronologically with emphasis especially on the genres of historiography (Dionysius of Halicarnassus, Aelian), biography (rhetoric (especially such second Sophistic authors as Philostratus and Aristides)), philosophy science (Galen), the ancient novel (Xenophon of Ephesus), and poetry (Epigrams of the Greek Anthology). We will interpret these categories broadly, however, in order to include contemporary Christian writing, such as, for example, the Gospels (under biography) as well as John Chrysostom and Gregory Nazianzus (together with such later rhetoricians as Libanius and the emperor Julian himself). Fall Semester. (*HIST 358, HIST 458*)

06-353, 06-453

BIOGRAPHY OF AN EMPIRE: THE SURPRISING LIFE OF 'BYZANTIUM' (324-1453). The course is an introduction to the history of the Byzantine Empire (284/324-1453). The first unit explores the transformation of the Ancient World and the emergence of the Byzantine Empire as a major political, economic, and cultural power in Europe and the Near East, from Diocletian's re-foundation of the Roman Empire (284-305) and Constantine's re-foundation of the city of Byzantium/New Rome (324) until the end of the 12th century. Among the topics covered in this unit are the development of imperial ideology and the institutions of the state; warfare and diplomacy; social and economic life, and literary, artistic, and architectural achievements. The second unit examines the period between the Latin and the Ottoman Conquests of Constantinople (1203/1204 and

1453) and the shaping of the historical memory of Byzantium from the Late Middle Ages to today, and ends with an introduction to the Medieval history and monuments of the Peloponnese and the school field trip to the region. A major theme of this second unit is Byzantium as perceived in Western arts (literature, theatre, cinema, opera, music, photography, painting and sculpture), in order to better understand the mechanisms of (re)construction of historical memory through the analysis of different interpretations of particular historical events. The course pays particular attention to Athens and the Peloponnese in its use of examples and case histories covering many aspects of medieval history (the Crusades and the rise of Islam), art and architecture and along with a focus on the religious aspects. The course should be very useful for students majoring in these subjects as well as those in modern history & religious studies. Fall Semester. (*HIST 359, HIST 459*)

06-383, 06-483

WHO IS A GREEK? POLITICS OF NATIONAL IDENTITY IN MODERN GREECE. This course aims to explore the historical trajectory of this question illustrating how political and social priorities shaped diverse responses over time. The main goal is to understand that being a Greek, and the criteria that confirmed this over time, is not a strict legal category, but rather a flexible ideological concept. Fall and Spring Semester. (*HIST 365, HIST 465*)

06-393, 06-493

THE GREEK JEWS: HISTORY, IDENTITY & MEMORY. This course explores the history of the Greek Jews from 1821 to the present, focusing on: their rich cultural and religious traditions; communal life; incorporation into Greek society and the events that shaped their lives - including the Holocaust and its remembrance. The Greek Jews include primarily two communities, the Romaniotes and the Sephardim. The Romaniotes have been present in the Greek lands for centuries and are considered the oldest Jewish community in Europe. The Sephardic Jews settled in the Greek lands after their expulsion from Spain in 1492. Their large concentration in Salonica -present-day Thessaloniki- made the city known as “Mother of Israel.” The course studies the evolution of this extraordinary blend of Jewish history and culture, its place in Greek society, the devastation endured in the Holocaust, and its survival and memorialization in present-day Greece and Israel. Spring Semester. (*HIST 366, HIST 466*)

06-363, 06-463

TO THE STRONGEST: THE ANCIENT NEAR EAST FROM THE DEATH OF ALEXANDER TO THE COMING OF ROME. The conquests of Alexander the Great, which brought under Macedonian rule the regions of Egypt, Mesopotamia and Persia, up to the borders with India, had a profound impact on the future course of the history of the Near East. Through the study of primary sources, both literary and archaeological, this course explores the long history of interaction between the Greco-Roman world and that of its Near Eastern counterpart and the significant influence this interaction had on the formation and development of a common cultural, religious, and political identity, which modern scholars have labeled “Hellenistic”. Within this perspective, our main focus is on the investigation of particular aspects of Near Eastern civilization: the emergence of new cultural and social institutions, new forms of economic life, and the creation, fusion, and amalgamation of religious institutions (to which this course gives a special emphasis). The main purpose of the course is to provide significant insight into an often neglected and yet very important and formative era in world history, the Hellenistic period. Fall Semester. (*HIST 368, HIST 468*)

06-643

THE AEGEAN ISLANDS 1912 TO THE PRESENT. This course explores the history of Greece’s Aegean islands and the ways their geographical location made them a crossroads where the world of Greece encountered that of the East and the West from Antiquity to the present. If the same thing can be said of the Greek mainland, the Aegean Islands epitomize the way Greek culture was in conversation with neighboring as well as far away cultures. Moreover, this intermingling of cultures continued in the modern era when the Aegean was surrounded and was part of a system of national states. That is why rather than examine the Aegean islands as part of Greece, we will treat them as “islands” that is to say a geographically exposed entity that is especially open to outside influences. These cultural interactions unfolded across a wide range of spheres that we will examine as they emerged over time – architecture, economics, film, music, photography, politics, religion.

Our focus is a period from the early twentieth century to the present and our investigation of these successive cultural encounters will proceed chronologically. Our course is divided into 9 parts: the first is the pre-history of the era that concerns us and covers the Classical, Venetian and Ottoman Aegean; the second focuses on the transition of the Aegean from Ottoman rule to Greek nationhood; the third examines Italian rule and Italian architecture in the Dodecanese between the two world wars; the fourth deals with WWII and especially the Battle of Crete; the fifth section is concerned with the post-WWII era growth of tourism; the sixth explores the role of religion and traditional forms of worship; the seventh addresses the Greco-Turkish conflict over the Aegean from the 1970s to the present; the eighth is on the refugee flows from the Middle East in the 2010s and the ninth looks at daily life on the islands.

By the same token, this course illustrates the ways historians study the past through privileging an investigation of causes and effects over a simple recitation of dates and facts; inquiring about the meaning of significance of events for a particular era or period; analyzing texts by placing them in their proper historical context; evaluating sources; and using a broad range of data including primary sources (evidence produced contemporaneously to the event we are studying), secondary sources (ex-post facto assessments either by lay-persons or academic historians), films, music and photographs. Spring Semester. (*HIST 369*)

06-563

ANCIENT HISTORY: SOURCES AND METHODS. This course offers an overview of the literary and archaeological evidence for ancient history, particularly for the writing of Greece's past, and the methodologies of how to treat and analyze primary and secondary sources. We will focus on the writings and methods of a number of leading Greek historians in order to understand how they crafted their works and dealt with historical enquiry and will also examine the wider field of ancient historiography by investigating the writings of historians preserved only in fragments and looking at historical documents in papyri and inscriptions. We will then investigate how these ancient works have been used by historians from the Renaissance to the present in creating a picture of the ancient world, exploring their own methodologies and ideologies from Marxism to the Neocons. Fall Semester. (*HIST 418*)

06-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*HIST 399*)

Independent Study (CYA)

12-413, 12-423

INDEPENDENT STUDY. Both Semesters. (*T401, T402*)

International Relations - IREL (CYA)

22-333, 22-433

EUROPE TODAY: WINTER IS COMING. The course is structured into three thematic units. The first part of the course will be devoted to analysing the accomplishments and distinctiveness of the European Union as an institution, focusing on achievements such as the single market (that allows citizens to live, study, work and retire in any state of the Union), the development of a "social Europe" (with universal healthcare, public higher education and strong welfare states), and the commitment to the promotion of democracy, human rights and gender equality. The focus will be on appreciating how the European Union has been the driver of an unprecedented "peace project" that has made allies out of former enemies and has helped avert war on the continent for 70 years, after centuries of wars and bloodshed. When the contributions of the European Union are evaluated, the Peace dividend is often taken for granted.

The second part will focus on new and ongoing challenges facing Europe, including the deep repercussions of the departure of the United Kingdom from the Union, the impact of the refugee/migration crisis, the growth of Euroscepticism and authoritarianism, the rise of radical Islam and the perceived "clash of civilisations". The ongoing Covid 19 crisis, which has had a profoundly detrimental impact on the economic, political, and social systems of all EU countries and has tested European solidarity, will also be examined.

The third part will address the European Union's changing place in the world by examining new and evolving geopolitical linkages, traditional alliances and rivalries, and evolving bilateral relationships with the United States, Russia, China et al. Special attention will be given to the growing challenges in the immediate neighborhood, i.e. the Middle East, the Mediterranean basin, Turkey, and the Western Balkans. The analysis will be framed within the context of the debate on the future of the EU and its role in global and regional affairs.

Finally, at the end of the semester the students will participate in a simulation game where they will apply the knowledge they have gained about the policies and international relations of the European Union. The students will be assigned roles representing EU institutions, EU Member States, third-party stakeholders or press corps and will negotiate a collective European response to an international crisis affecting the European Union. Fall and Spring Semester. (*IREL 327, IREL 427*)

22-343, 22-443

HUMANITARIAN CRISES TODAY: DRIVERS, RESPONSE, PROSPECTS. In the face of continuing wars and conflicts, the effects of climate change/climate crisis and health emergencies, humanitarian needs across the globe have increased dramatically. What we call "humanitarian crises" have become today more complex and challenging to tackle. New needs have emerged added on traditional humanitarian needs such as food and shelter. At the same time, financial resources to respond to these needs have shrunk.

This course will examine the architecture of the international humanitarian system today, its characteristics, its shortcomings as well as methods of response to humanitarian needs and crises.

Using first-hand experience, empirical evidence and specific case studies we will address two sets of questions: (1) what are the old and new drivers of humanitarian needs and crises? (2) What are effective methods of response to these crises? Finally, at the end of the course, we will assess the lessons learned and look into the prospects for the future. Fall and Spring Semester. (*IREL 341, IREL 441*)

- 22-313, 22-413 A CHANGING WORLD: GLOBAL AND REGIONAL TRENDS IN THE 21ST CENTURY. The course will discuss the main trends and drivers that will shape the global security environment in general and the Mediterranean region in particular in the next 10 years. Such trends and drivers will include the role of emerging powers and of non-state actors, globalization, population/demographic dynamics, economy, natural resources and technology, climate change, and the rise of political Islam, and their potential influence on regional developments will be examined in detail. Fall Semester. (*IREL 361, IREL 461*)
- 22-323, 22-423 AN ARC OF CRISIS IN EUROPE'S SOUTH: THE REGIONAL SECURITY ENVIRONMENT IN THE EASTERN MEDITERRANEAN. From Ukraine and the current state of relations between the West and Russia, to Syria and the explosive situation in several countries of the Middle East after the failure of the Arab revolts, Israel-Palestine, Cyprus and Greek-Turkish relations, the Western Balkans, migration/refugee flows from Europe's southern neighborhood, the challenge of Jihadist terrorism, hydrocarbons geopolitics, this course examines the causes of conflicts and possible conflict resolution options. Prerequisite: background in political science and/or international relations. Spring Semester. (*IREL 373, IREL 473*)
- 22-946 INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*IREL 398*)
- 22-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*IREL 399*)

Literature - LIT (CYA)

- 07-353, 07-453 GREEK THEATER: ANCIENT AND MODERN. This course will study and interpret ancient Greek drama both in its original context and as it is adapted and performed around the world today. The course will examine the origins and cultural context of Greek drama, as well as the performative aspects of the plays: theatrical space, stagecraft, music, and dance. It will also focus on key issues that the plays are concerned with, especially gender conflict, personal and communal identity, human violence, human and divine justice, self-sacrifice, political ambition, and the roles of women, slaves, and foreigners. In addition to studying the ancient texts, students will explore the relevance of these plays in later times, from the renaissance to today and will examine contemporary adaptations and projects based on these plays, especially ones that focus on identity, women, immigrants, veterans of war, and violence. Fall Semesters. (*LIT 325, LIT 425*)
- 07-364 ANCIENT TALES REBORN: FROM ATHENS TO CRETE. This course will capitalize on the growing popularity of retellings of ancient myths from diverse perspectives. In particular, the course will explore how the stories about Theseus, Ariadne, and the Minotaur have been reimagined from antiquity to today, as we explore several sites significant to their myths. The first half of the course will begin with a study of ancient works depicting myths of Theseus. During these two weeks, our focus would be especially on Theseus's early life and how the myths of Theseus were used for political purposes in ancient Athens; in addition to visiting archaeological sites and museums around Athens, students will also travel in the footsteps of Theseus, visiting Troezen, Epidaurus, and Eleusis. (The Theater of Epidaurus would also serve as a wonderful location to perform a scene from Euripides' *Hippolytus*.) The second half of the course will focus on the Cretan episodes of the myths and receptions of them. Students will study Roman works focusing on Ariadne (including Catullus 64 and Ovid's *Heroides* 10) before we turn to a few examples of modern receptions that show the diverse appeal of ancient myth (such as Jorge Luis Borges's "House of Asterion," Derek Walcott's "Goats and Monkeys," and selections of Jennifer Saint's recent novel *Ariadne*). This second half of the course will feature travel to Crete and to Naxos. In addition to surveying different versions of these rich myths, the course invites students to ponder how poets, artists, politicians, and authors from ancient Athens to Europe, South America, and the Caribbean have imagined that the distant past resonates with their present worlds. Summer Session. (*LIT 327*)

- 07-333, 07-433 MYTH AND RECEPTION. Offers an in-depth exploration of a selection of important Greek mythological stories and figures as represented in Greek and Roman literature, and a focused examination of the reception of these myths in the visual and performing arts. During the course students will become proficient in a variety of methods of analysis and interpretation of these myths; critically engage with select scholarship; and study the role of myth in helping individuals and communities organize their understanding of the world. Through research, writing, and oral presentations, as well as daily in-class analysis, students will engage with key issues treated by the myths: these include gender conflict, personal and communal identity, the consequences of war, human and divine justice, self-sacrifice, political ambition, and the societal roles of women, slaves, and foreigners. The course treats not only the ancient material, but also the way in which these myths have been received in modern times, and rendered into artwork, theatrical performances, opera, and dance pieces. Students will thus gain a deeper understanding of the relevance of these myths for society today. Fall and Spring Semesters. (*LIT 328, LIT 428*)
- 07-344 MAKING LOVE AND WAR IN THE MEDIEVAL MEDITERRANEAN: CROSS-CULTURAL ENCOUNTERS IN THE MIDDLE AND LATE BYZANTINE PERIODS. This course will take a comparative approach to cross-cultural encounters in the Mediterranean from the tenth to the fifteenth centuries, combining readings in a variety of genres (historiography, romance, novel, saint's lives, crusader narratives, and others) alongside readings drawn from recent scholarship and complemented by site visits to help students understand the many ways in which rising and falling empires interacted with one another through war, travel, trade, and diplomacy. As narratives of cross-cultural encounters across space and social strata, readings in these genres allow for an exploration of a variety of central issues in considering the late Byzantine period, including political issues such as imperial conquest, social issues such as the rights of women, and more intimate issues, such as cross-cultural romance. Summer Session. (*LIT 342*)
- 07-324, 07-424 BECOMING A TRAVELER: WRITING IN GREECE. Through creative nonfiction the course uses Greece as a lens to examine the ways writers draw on Greece's rich myths, history, and literary traditions. It explores questions that arise when writing about place and travel. In what ways do our expectations and our actual perceptions merge into a narrative? And how do outsiders' perspectives contribute to the literary composition and creation of place? Students work on crafting and analyzing nonfiction prose that is reflective, lyrical and/or investigative, and that borrows rhetorical elements from fiction and poetry. Summer Session. (*LIT 348, LIT 448*)
- 07-373, 07-473 WOMEN IN MYTH: FROM ANTIQUITY TO THE MODERN IMAGINATION. What can mythical stories tell us about the way the ancient Greeks and Romans viewed women? How have these stories affected our understanding of women and gender roles today? And how are they relevant and useful to us today?
- Women in Myth will investigate and analyze the most important Greek mythological female heroes as represented in Greek literature and art, and will examine the symbolism and reception of these heroes in modern times, including their representation in the visual and performing arts. Students will study the creation of the first human woman, Pandora, select Homeric women such as Penelope, Nausikaa, Calypso and Circe, the Greek tragic heroines Medea, Clytemnestra, Electra, Iphigeneia, Helen, and Phaedra, female figures like the Amazons, the Sirens, the Harpies, and the Furies, and the female monsters Medusa, Scylla, the Chimera, and the Sphinx.
- During the course students will be introduced to select methods of studying and interpreting myth and will explore how myth helped the Greeks approach issues and problems that affected the lives of individuals and communities. Students will examine the portrayal of these mythical female figures in the various literary and artistic sources and will try to understand the significance of their stories for the ancient communities that created them. Students will then study the way in which these figures have been received in modern times and rendered into literary works, artwork, theatrical performances, opera, and dance pieces. Students will discuss the relevance of these myths today and the value of engaging with them in a variety of media.
- Most class time will consist of a combination of lecture and discussion. Students will be required to prepare questions related to the material studied and will be asked to actively engage in conversation in class. Depending on availability, the course will include field trips to performances and/or exhibitions related to these mythical female figures. Spring Semester. (*LIT 349, LIT 449*)
- 07-313, 07-413 ATTIC TRAGEDY (IN TRANSLATION). This course is intended to introduce students to the work of the great tragedians of the 5th c. BC (Aeschylus, Euripides, Sophocles). From the end of the Persian Wars to the battle of Aegospotami, the Athenian state flourished in an unprecedented way that marked the history of the western world. It is in this time frame that tragedy emerged as the

culmination of the literary tradition of the 8th-6th c BC and the product of the prosperity of the “golden era” of Athens. Thus, the plays of Aeschylus, Euripides, and Sophocles are both a fascinating way into the wider political, social and religious culture of 5th c. Athens and a rich part of an important tool for the study of theater in antiquity and nowadays. The plays are analyzed with respect to the author’s language and style and in comparison to contemporary authors. At the same time, they are being considered in their literary, cultural, intellectual, and historical contexts, and the following questions are addressed: what was Attic tragedy; how and why did it emerge; what were the mechanisms of theatrical production in ancient Greece; how did the plays relate to the events of the fifth century; did they reflect social values, and what values were those; what is the impact of ancient tragedy on modern culture; what is its relevance and value in the theater today, and so on. To answer these questions, the course examines closely a number of plays and students discuss them with the aid of modern scholarship. No previous knowledge is required, and all texts will be studied in translation. Spring Semester. (*LIT 351, LIT 451*)

07-383, 07-483

GREEK LITERATURE UNDER ROMAN RULE. Roman rule came as a shock to Greece, but Greek culture was resilient, and Greek literature continued to thrive. Greek authors diagnosed how Rome won, while they continued to claim intellectual leadership, and eventually and increasingly came to view themselves as co-regents of the empire. Although neglected in comparison with classical literature, the Greek literature of the imperial period not only survives in surprising abundance, it also offers fascinating perspectives on what it meant to be Greek and/or a Roman Greek in that period. Our primary aim in this course will be to trace the development of Greek literature (in English translation) under Roman domination from 146 BCE to the establishment of Constantinople as the empire’s capital in CE 330 and the death of the last pagan emperor Julian in CE 363. We will proceed roughly chronologically with emphasis especially on the genres of historiography (Dionysius of Halicarnassus, Aelian), biography (rhetoric (especially such second Sophistic authors as Philostratus and Aristides)), philosophy science (Galen), the ancient novel (Xenophon of Ephesus), and poetry (Epigrams of the Greek Anthology). We will interpret these categories broadly, however, in order to include contemporary Christian writing, such as, for example, the Gospels (under biography) as well as John Chrysostom and Gregory Nazianzus (together with such later rhetoricians as Libanius and the emperor Julian himself). Fall Semester. (*LIT 358, LIT 458*)

07-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*LIT 399*)

Modern Greek Language - MGKL (CYA)

08-114

BEGINNING MODERN GREEK I. Elementary Modern Greek for beginners or for those with very little knowledge of the language. By the end of the course, students are able to handle daily life situations (shopping, ordering food, making reservations, buying tickets, requesting and understanding directions, etc.); they acquire daily vocabulary and basic grammatical structures; and they are able to write simple letters and brief texts. Fall and Spring Semesters. (*MGKL 101*)

08-124

ACCELERATED BEGINNING MODERN GREEK I. An accelerated section of the elementary Modern Greek course for beginners with a background in Ancient Greek. By the end of the course, students are able to handle daily life situations, acquire daily vocabulary and basic grammatical structures; and they are able to write simple letters and brief texts. Fall and Spring Semesters. (*MGKL 101A*)

08-134

BEGINNING MODERN GREEK LANGUAGE AND CULTURE. This course aims to combine the classic beginning Modern Greek language instruction with Modern Greek culture. While keeping with the conventional language skills (listening, speaking, reading, and writing), this course integrates the “fifth skill” of language, culture, in a way that allows a full understanding of Modern Greece. Fall and Spring Semesters. (*MGKL 101C*)

08-144

BEGINNING MODERN GREEK II. Elementary Modern Greek for those with some knowledge of the language or completion of 60 hours of instruction. Students learn to handle a wide range of daily life situations; further develop vocabulary and grammatical structures (all tenses and moods, irregular conjugations and declensions); and learn to write letters and brief texts. Fall and Spring Semesters. (*MGKL 102*)

08-214

INTERMEDIATE MODERN GREEK I. Modern Greek for those with a solid knowledge of the language or completion of 120 hours of instruction. By the end of the course, students are able to handle a wide range of situations with complications; describe events in past, present and future; read authentic texts; make in-class presentations on a variety of topics; and write letters and simple reports. Fall and Spring Semesters. (*MGKL 201*)

- 08-224 INTERMEDIATE MODERN GREEK II. Modern Greek for those with a solid knowledge of the language or completion of 120 hours of instruction. By the end of the course, students are able to handle a wide range of situations with complications; describe events in past, present and future; read authentic texts; make in-class presentations on a variety of topics; and write letters and simple reports. Fall and Spring Semesters. (*MGKL 202*)
- 08-314 ADVANCED MODERN GREEK I. For those who wish to take Modern Greek beyond the introductory and intermediate levels and whose needs are not met by the courses offered, CYA may provide additional classes if there is sufficient demand. Please contact the Vice President of Academic Affairs for further information. Fall and Spring Semesters. (*MGKL 301*)
- 08-324 ADVANCED MODERN GREEK II. For those who wish to take Modern Greek beyond the introductory and intermediate levels and whose needs are not met by the courses offered, CYA may provide additional classes if there is sufficient demand. Please contact the Director of Academic Affairs for further information. Fall and Spring Semesters. (*MGKL 302*)
- 08-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*MGKL 399*)

*CYA strongly encourages students to study Modern Greek while they are in Athens. CYA believes that the study of Modern Greek provides valuable access to the life and culture of contemporary Greece and aids in the acculturation of students.

Neuroscience - NSCI (CYA)

- 25-313, 25-413 CONSCIOUSNESS. Consciousness has been considered one of great mysteries in human existence. Historically, psychologists and neuroscientists have largely ignored the problem of conscious awareness because it was considered subjective, falling outside the realm of scientific inquiry. However, over the past several decades scientists have begun to try to tackle the problem using modern scientific tools. In fact, several years ago, a new journal was established entitled Neuroscience of Consciousness. In this course, we will begin by trying to define the term and consider the so-called “hard” and “easy” problems of consciousness. A brief history of ancient civilizations’ views on mental experience will be discussed with particular attention to Greek thinkers from the classical period. We will then go over basic neuroscientific concepts and methods that are being used to study the neural correlates of consciousness. We will explore different states of consciousness and disruptions of consciousness in human patients. We will touch on the related problems of intentionality and free will. Finally, we will discuss prevailing scientific theories of consciousness. Fall Semester. (*NSCI 342, NSCI 442*)
- 25-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*NSCI 399*)

Philosophy - PHIL (CYA)

- 09-323, 09-423 HOW TO BECOME WHAT YOU ARE: THE ART OF LIVING IN THE NETWORK SOCIETY. In this course we will define the characteristics of new media; social and political uses of new media and new communications; new media technologies, politics and globalisation; everyday life and new media; theories of interactivity; simulation; the new media economy; cybernetics and cyberculture; the history of automata and artificial life in order to offer students conceptual frameworks for thinking through a range of key issues which have arisen over two decades of speculation on the cultural implications of new media. The aim is to describe an art of living in the network society, which encompasses a questioning of institutions in the public sphere and the expression of the creative subject’s ability to shape its life. Fall and Spring Semesters. (*PHIL 344, PHIL 444*)
- 09-313, 09-413 BUSINESS, ETHICS AND POLITICS. This course examines some of the standard issues in business ethics, and deeper, philosophical problems (both ethical and political) THAT lie at the source of these issues. The main form of business we will be concerned with is the corporate form of business in capitalism. The course will formulate and examine the following philosophical problems: 1) The philosophical problem of personhood and corporate responsibility, 2) The philosophical problem of corporate corruption and crisis, and last 3) The philosophical problem of corporate management and happiness.4) The problem of Corporate Citizenship, 5) The problem of Democracy, 6) The problem of Justice, 7) The problem of freedom, 8) The problem of Labor, and 9) The problem of Environment. Finally, this course examines answers to these problems by alternative, radical, activist forms of production and exchange of goods. Spring Semester. (*PHIL 350, PHIL 450*)
- 09-373, 09-473 WHO WANTS TO LIVE FOREVER? INTRODUCTION TO TRANSHUMANISM. Transhumanism developed as a philosophy that became a cultural movement and is now regarded as a growing field of study. It is a complex mix of philosophical anthropology and philosophy of technology that brings together diverse problems from various fields such as philosophy, social sciences, cultural studies,

neuroscience, information science, biomedical science, molecular biology and artificial intelligence. Transhumanism aims at modifying and upgrading human beings through technology claiming that biological evolution is incomplete and without direction. Although it adopts elements of humanism such as rationality, self-knowledge, self-care, autonomy and self-creation it does so with reference to the ideal of the creation of a new human species. The aim of the seminar is to provide an overview of transhumanism by examining a) its historical roots, core values, goals and principles and b) its moral, political and aesthetic aspects. Fall and Spring Semesters. (*PHIL 351, PHIL 451*)

09-333, 09-433

THE CONCEPT OF LIFE IN ANCIENT GREEK PHILOSOPHY & ITS RELEVANCE TODAY. In the first part, the course explores the first systematic account of the concept of life which is Aristotle's. To do this students examine Aristotle's understanding of nature as having its own ends, his distinction between genus and as species, his account of the logic of life and his distinction between forms of life [vegetative(plants), sensitive(animals), rational(humans)]. In the second part students see that the concept of life plays a crucial role in the formation of the ancient Greek philosophy of ethics, politics and culture, and that this philosophy of life is both an influence and an alternative to modern and contemporary philosophies of ethics, politics and culture. Fall and Spring semesters. (*PHIL 356, PHIL 456*).

09-484

REASON & REVELATION: PAGANISM AND CHRISTIANITY. This course introduces students to the foundations of Western philosophy, from antiquity to the renaissance, as they develop within the Platonic tradition by examining the interaction between Pagan and Christian Platonisms, and it explores key themes, arguments, and ideas related to notions such as God, freedom, and the soul. Students will reflect upon paradigmatic texts from major thinkers, such as Plato, Aristotle, Plutarch, Plotinus, Proclus, and Ficino, and they will engage with questions that are of continuing concern and interest to the modern mind, such as 'What does it mean for one to be free and to determine oneself?', 'What does it mean for the soul to be the source of the self?', and 'What bearing does the existence of God have on epistemology?'. Throughout the course, students will be encouraged to consider the way in which the Hellenic tradition has been received and transformed in the hands of various thinkers, and how this tradition informs contemporary philosophical discussions. Entitled 'Reason and Revelation: Paganism and Christianity', this course also probes the relationship between religious revelation and philosophy. This relationship will be approached from two angles: on the one hand, students will assess the way in which Christians used the thought of ancient philosophical schools to articulate their religious vision; on the other hand, they will evaluate the importance of revelation and religious practice to the Pagan tradition itself. This allows for an investigation of definitive philosophical issues, such as life after death and retributive theories of posthumous justice. Summer Session. (*PHIL 485*)

09-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*PHL 399*)

Physics - *PHYS* (CYA)

30-313, 30-413

PARTICLE PHYSICS. Have you ever wondered what matter is made of? What is antimatter? Why is our Universe made from matter? Which forces govern the Universe? How particle physics experiments work and how can humans accelerate particles?

This course will address these and many others questions. We will learn about the elementary particles of nature and the fundamental principles that govern their interactions. We will cover a variety of particle physics experiments and understand the instrumentation and physics goals of each one. During this course you will also learn how to read scientific papers and successfully present your physics experiment via talks and posters. We will learn how to program in Python and how to use modern analysis techniques for data exploration and analysis. At the end of this course you will have a solid background on particle physics theory and experiments. Spring Semester. (*PHYS 350, PHYS 450*)

30-323, 30-423

AI INNOVATIONS: BRIDGING THEORY AND PRACTICE IN APPLIED SCIENCES. Artificial intelligence (AI) in Applied Sciences is designed to equip third-year undergraduate students in applied sciences with a deep understanding of AI's fundamental concepts, its methodologies, and the transformative role it plays in various fields. The course unfolds over eight modules, each focusing on a distinct aspect of AI, starting from its historical evolution and moving through its sub-domains, practical applications, and ethical considerations.

The first module, "Demystifying AI," lays the groundwork by exploring the history and evolution of AI, and addressing common misconceptions to ensure that students possess a clear foundational knowledge. Subsequent modules delve into specific AI sub-domains, including machine learning algorithms, neural networks, and natural language processing, providing students with a broad

understanding of the technical aspects of AI. The course also emphasizes the significance of data management, highlighting techniques for collecting quality data and data annotation, critical for training AI models.

A unique feature of this course is its focus on AI's role in enhancing the research project life cycle and its practical applications in research and development. Through a series of case studies, students will explore how AI technologies are applied across various stages of research, from ideation to dissemination of findings.

The course adopts a hands-on approach, combining theoretical instruction with practical exercises, discussions, and project work. Students will engage with real-world case studies, participate in group discussions, and undertake projects that apply AI concepts to practical problems. Fall Semester. (*PHYS 376, PHYS 476*)

30-333, 30-433

UNVEILING THE PAST: NUCLEAR & PARTICLE PHYSICS IN ARCHAEOLOGY

Social science is a group of academic disciplines that examine human behavior. It incorporates all branches of academic study that deal with human behavior, both present and past. The study of such aspects in the past includes topics such as archaeology, geoarchaeology, cultural heritage, and conservation of art objects. Archaeometry is a compound word (from the ancient Greek words *archaios*- meaning ancient, and, *-metron*, denoting unit or measurement) that etymologically defines the interdisciplinary application of scientific techniques to the study of all aforementioned aspects of human behavior in the past. Such techniques are primarily based on fundamental principles and phenomena of physics. Nevertheless, the early 20th century is of particular significance, as it is associated with the development of nuclear and solid-state physics. The course describes the numerous applications of elementary particles, accelerators, and radiation physics in general to the study of heritage objects and historic/prehistoric events, such as age assessment, characterization, environmental reconstruction, and palaeo-archaeo-thermometry. As Greece bridges not only three continents, but also a variety of cultures and civilizations, it holds significant importance in reconstructions of early European prehistory. The proximity of the region to Africa and West Asia, whether by sea or land, makes it a Palaeolithic "land of promise." Therefore, special emphasis will be placed on applications within the Eastern part of the Mediterranean Sea. Fall Semester. (*PHYS 377, PHYS 477*)

30-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*PHYS 399*)

Political Science - PSCI (CYA)

10-313, 10-413

THE EVOLUTION OF HUMAN RIGHTS: FROM CYRUS TO THE GLOBAL WAR ON TERROR. This course is an introduction to the systematic and analytical study of human rights. Students will learn the historical origins of human rights and how they are formed in law; understand what their universal human rights are and address problems related to its implementation. Students will gain a strong grasp of the Universal Declaration of Human Rights and its thirty articles which underpin international human rights law and provide a common global standard for human rights. Each session on each article will be accompanied with a case study exemplifying the article. Today, most societal problems are expressed as a human rights issue, while war crimes and accountability for them remain a road riddled with difficulties. Finally, in the context of a rapidly changing global landscape pertaining to technological advances, social media, and transnational crime, the need for updating old mechanisms in human rights laws, as well as the creation of new ones is an imperative. Fall and Spring Semester. (*PSCI 317, PSCI 417*)

10-333, 10-433

CONTEMPORARY GREEK POLITICS & SOCIETY: HISTORICAL PERSPECTIVES ON CHANGE AND CONTINUITY. Cast in a comparative framework designed to render Greek society and political system more readily intelligible to the average American undergraduate, the course explores the history of the modern Greek state in search of insights and interpretative keys that might shed light on the country's current crisis. A salient feature of the course is an examination of the central role that the "foreign factor" has played in Greek politics from the early 19th century until today. Equally important is the historical investigation of Greek national identity--its different sources and strands--in an attempt to explain the sudden growth of anti-immigrant, xenophobic and ultra-nationalist sentiments. Class sessions are supplemented by a visit to the Greek Parliament where students have the opportunity to talk with leading politicians, a walking tour of Athens, and the screening of select Greek movies. Spring Semester. (*PSCI 339, PSCI 439*)

10-364, 10-464

POLITICAL ECONOMY IN HISTORICAL CONTEXT: FROM ANCIENT GREECE TO MODERN GREEK CRISES. This course considers the current issues and debates of international political economy through a critical examination of the ancient Greek world through experiential

learning left uncovered by traditional on-campus curriculum. Designed as a hybrid course synthesizing classical studies and political economy, the course is divided into two parts. Students will first have direct contact with a part of the ancient Greek world that expresses the ancient Greek economy as an economy and not merely a component of social, political or economic history. Through field trips, archaeological site visits and guest lectures, students will then be challenged to translate the lessons of antiquity into contemporary relevance through critical debate and analysis. Students will consider the relationship between power and wealth, how ancient city-states organized trade and financial marketization, consumption, resource sustainability and social institutions, as well as the factors leading to their decline. These theories will then be thrashed against 21st century global market challenges, with particular focus on the ongoing crises facing Greece. The two most important centers of the ancient Greek world - Delos (the Delian League) and Delphi - will be visited on two separate excursions. Classes will also be held at various archaeological sites in Athens in addition to a visit to Parliament and various corporations in and around Attica. Summer Session. (*PSCI 340, PSCI 440*)

10-323, 10-423

HUMANITARIAN CRISES TODAY: DRIVERS, RESPONSE, PROSPECTS. In the face of continuing wars and conflicts, the effects of climate change/climate crisis and health emergencies, humanitarian needs across the globe have increased dramatically. What we call “humanitarian crises” have become today more complex and challenging to tackle. New needs have emerged added on traditional humanitarian needs such as food and shelter. At the same time, financial resources to respond to these needs have shrunk.

This course will examine the architecture of the international humanitarian system today, its characteristics, its shortcomings as well as methods of response to humanitarian needs and crises. Using first-hand experience, empirical evidence and specific case studies we will address two sets of questions: (1) what are the old and new drivers of humanitarian needs and crises? (2) What are effective methods of response to these crises? Finally, at the end of the course, we will assess the lessons learned and look into the prospects for the future. Fall and Spring Semester. (*PSCI 341, PSCI 441*)

10-384

REIMAGINING PROFITABILITY IN THE AGE OF POPULIST POLITICS | LESSONS FROM ANCIENT & MODERN ATHENS. The past decade has been transformational. A global pandemic, world at war, planet on fire, and Ai Agora have infused international relations with the discord of populism, accelerated by stalled economic growth and externalities of deepening wealth inequality. Converging political, economic, social, and environmental forces complicate the already difficult task of bridging triple bottom line development goals protecting people, profits, and the planet, with enlightened policies designed to make business a better partner with government and civil society. A world troubled by a multipolar global order characterized by the “Thucydides Trap” demands rethinking the formal institutions and existing practices of the international order, and the conceptual frameworks of the power transition theory. This course asks students to critically consider Ancient Athenian foreign policy and trade successes and failures – what Plutarch believed were the foundations of international commerce that brought cooperation and friendship – thrashed against contemporary Greek and European policy efforts. Students will travel and explore the sites, museums, monuments, and history of Athens, Delos, Delphi, Corinth, Crete, and Mykonos, as well as meet with nonprofit and corporate leadership. The combination asks students to consider blueprints from ancient history that illustrate models of purpose-driven leadership and more equitable political and economic development efforts while avoiding the failures of past empires. As importantly, this class affords students embarking on a career in international relations, business, public policy, nonprofit, consulting, or financial investment with global perspectives to better anticipate, predict, and manage how countries develop strategic and policy measures ensuring they contribute to building a more peaceful and prosperous world both at home and abroad. Summer Session. (*PSCI 349*)

10-343, 10-443

IMMIGRANTS, CITIZENSHIP AND NATIONALISM IN EUROPE. The course explores the challenges of integrating a growing and increasingly diverse immigrant population into relatively homogeneous European polities and societies. While taking a broad comparative approach (focusing mostly on France, Germany, and the UK), the course pays special attention to Greece, a country where national identity is still strongly rooted in the notion of the ancient community of faith, culture, and blood and where migrants have not yet gained widespread access to citizenship and political participation. Students are exposed to the most recent and influential theories of nationalism, ethnicity, citizenship and social integration, but also have a chance to learn “hands-on” by interacting with local immigrant communities as well as with representatives of mainstream Greek society holding quite differing views on this increasingly controversial social phenomenon. Fall Semester. (*PSCI 348, PSCI 448*)

- 10-204 **BRANDING GREECE: AN ANCIENT IDEAL IN THE MODERN WORLD.** Globally, citizens are reexamining what ancient Greece means in the modern world. Greece is experiencing a profound cultural and economic renewal claiming its place in the world as an active participant in Classical and Hellenistic legacy. Tourists have journeyed to ancient Greek sites for millennia, gaining insights into their world through encounters with foreign people and places.
- This class explores, at a macro level, the intersection of a post-pandemic global economic recovery intensified by a world at war, a planet on fire, democracy under siege, and the rise of artificial intelligence. Global shocks, shifts, and fragilities are changing the business of business. In our increasingly globalized world, the importance of managing country reputations, international image, and “country of origin brand” has risen exponentially for world leaders, national tourism authorities, and business leadership alike. Against this backdrop, Greece has risen dramatically from decades-long economic crises, while enduring significant Covid-19 tourism declines. It is an ideal learning laboratory for global strategic business management case work rooted in robust review of geopolitical forces impacting an increasingly important economic and cultural engine of growth – tourism. Considered within the greater context of political science, and business strategy, this class affords students embarking on a career in international business, public policy, entrepreneurship, marketing, consulting, or financial investment with global perspectives to better anticipate, predict, and manage how countries present their brand to the world with respect to practical realities on the ground. Summer Session. (*PSCI 353*)
- 10-353, 10-453 **SOLIDARITY, SOCIAL MOVEMENTS, AND THE FIGHT FOR JUSTICE AND CHANGE IN GREECE: A SERVICE LEARNING APPROACH.** In recent years, Greece has seen the emergence of what has been called “civil society,” voluntary and social organizations that are an integral part of political life, but are not commercial in nature or part of the state. This course examines this emergence, along with the changing relationships between citizen and state that have been happening concurrently, and the major social issues in contemporary Greece with which these organizations and movements concern themselves. Students join such organizations as volunteers, devoting a minimum of 45 hours to their internships over the course of the semester. These volunteer experiences are integrated into the course, providing an experiential dimension to the questions we will be exploring together. There are three main reasons why students want to do a service-learning course when they study abroad: they have a personal commitment to service or justice, they want to contribute to the community where they will be living, and they want to feel involved and immersed in this community and learn about it by being so. This course enriches those goals by providing another layer to this experience, as students learn about the history and development of the kinds of organizations that welcome volunteers, about why the concept of volunteerism has come to be so closely linked to the idea of a functioning democracy, and about why the development of this type of activity has occurred in a very specific way in Greece. All efforts are made to match students with volunteer positions that align with their interests. Spring Semester. (*PSCI 357, PSCI 457*)
- 10-223, 10-523 **BORDERS, BOUNDARIES AND HUMAN MOBILITY.** Borders exist all around us. We move between and within borders in our daily lives whether these borders are real and refer to the external borders of a country or social borders, in the form of limits but also opportunities. Membership, belonging, segregation, illegality and protection take place in a world where borders are not only prevalent but continuously reimagined and reconstructed. Being able to move and cross boundaries, but also being able to afford (in the sense of having a choice) to live in particular places have become increasingly critical dimensions in determining one’s life. Mobility and immobility are linked with the ability and option to cross imagined and real boundaries. At best they can result in living a ‘good life’. But they can also result in exploitation and marginalisation.
- The course utilises the notion of borders to discuss both the construction and reimagining of borders in the physical but also socioeconomic sense. Borders in urban spaces operating through logistics and infrastructures, gentrification processes, integration discourses and practices; geopolitical and historical borders, but also bordering through development and humanitarian work as well as borders in and by technological configurations such as algorithms, biometrics, surveillance, big data, drones, social media, etc. Fall and Spring Semesters. (*PSCI 362, PSCI 462*)
- 10-373, 10-473 **THE EUROPEAN UNION: CHALLENGES AND STRATEGIC CHOICES.** With 28 member states and nearly half a billion residents, the European Union has grown into a major political and economic actor on the world stage. It has promoted peace in Europe for over five decades, changed the way Europeans live, as well as the way the rest of the world perceives Europe. The EU has been considered a paradigm of a successful “peace project” that promoted stability, prosperity and successful cooperation between erstwhile feuding nations. The fact that the Union has grown from its original 6 members to the current 28 serves as undeniable proof of the appeal and attractiveness of the

EU for most countries on the European continent. The ongoing economic crisis in the Eurozone has changed this idyllic picture of the EU: in this context, the European Union is being called upon to respond to the challenge of the economic crisis and safeguard the common currency, while promoting direct policies for confronting the recession and employment by stimulating growth. Moreover, the EU must address crucial social issues such as growing disillusionment with the European project, the rise of extremism in Europe, and growing polarization between North and South. At the same time, the EU faces important international challenges, such as the situation in the Middle East and Ukraine, relations with Russia and the United States, and the crucial issue of energy supplies to the Union in light of the volatile international situation. Through a combination of lectures, critical analysis in-class discussions and students' written work/independent research, this course focuses on the study of the history, institutions, policy processes and current challenges of the European Union. Special emphasis is being placed on the ongoing economic crisis in the Eurozone area and its political/social repercussions, the strategic choices for emerging from the crisis, and the challenges of the increasingly unpredictable international environment. Spring Semester. (*PSCI 363, PSCI 463*)

10-213, 10-513

EUROPEAN UNION'S INTERNAL COHESION AND FOREIGN POLICY CHALLENGES. Drawing from international relations, the course introduces students to the European Union's quest to maintain internal cohesion while acquiring robust foreign policy. The analysis is conducted in two main parts. The first part of the course examines the key concepts and how they link with the development of the EU as well as the challenges it currently faces. Nationalism, colonial pasts, rise of far-right, migration, interests vs norms all play into the development of the EU's foreign policy towards partner countries and regions. It moves from the theoretical discussion to practical implementation in the second part (17-24) which turns to the field of foreign policy, including migration and climate as foreign policy, and addresses specific cases predominantly towards Africa-North Africa and the Sahel region. Fall Semester. (*PSCI 374, PSCI 474*)

10-393, 10-493

THE EUROPEAN GOVERNANCE OF MIGRATION: REFLECTIONS ON EMERGING RESPONSES. The objective of the course is to provide students with an overview of the 'global' governance of irregular migration, looking at the theoretical framework and the policies currently implemented in the EU. It looks at the emerging responses to irregular migration and particularly maritime irregular migration to the EU from a critical and comparative perspective. It also looks at the challenge irregular migration poses for liberal democracies and specifically looks at the border management systems in place, border security, and the enforcement measures (and their implications) in the EU first and the US. Australia, a country that the EU is currently looking to as a model of future practices will also be addressed. Throughout the course, the students have the opportunity to meet with representatives of NGOs and understand the reality on the ground as well as visit one refugee reception site to comprehend the challenges in place for both host and guest. Prerequisite: background in political science and/or international relations. Fall Semester. (*PSCI 384, PSCI 484*)

10-964

INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*PSCI 398*)

10-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*PSCI 399*)

Psychology - PSY (CYA)

26-344, 26-444

YOUNG ADULTS UNDER THE INFLUENCE IN EUROPE. According to Eurobarometer binge drinking (five drinks or more on any one occasion) affects all ages but young people aged 15-24 years are the most likely to binge drink every week. Though alcohol is considered socially acceptable in Europe, the pattern of binge drinking (BD) or heavy episodic drinking is increasing and expanding worldwide. Young Individuals who practice Binge Drinking (BD) are exposed to numerous adverse psychological and health-related outcomes. Accidents caused by driving while intoxicated, unwanted sexual behavior, and violence or other disruptive behaviours with possible legal implications are some of these adverse outcomes. In this course, you will study the alcohol's effects on the brain and body, personality traits related to BD and pathways that can potentially lead to the development or exacerbation of mental health conditions. Summer Session. (*PSY 320, PSY 420*)

26-313, 26-413

CONSCIOUSNESS. Consciousness has been considered one of great mysteries in human existence. Historically, psychologists and neuroscientists have largely ignored the problem of conscious awareness because it was considered subjective, falling outside the realm of scientific inquiry.

However, over the past several decades scientists have begun to try to tackle the problem using modern scientific tools. In fact, several years ago, a new journal was established entitled Neuroscience of Consciousness. In this course, we will begin by trying to define the term and consider the so-called “hard” and “easy” problems of consciousness. A brief history of ancient civilizations’ views on mental experience will be discussed with particular attention to Greek thinkers from the classical period. We will then go over basic neuroscientific concepts and methods that are being used to study the neural correlates of consciousness. We will explore different states of consciousness and disruptions of consciousness in human patients. We will touch on the related problems of intentionality and free will. Finally, we will discuss prevailing scientific theories of consciousness. Fall Semester. (PSY 342, PSY 442)

26-334 CULTURAL CONSIDERATIONS IN UNDERSTANDING FAMILY DYNAMICS This course is designed to assist in students’ cultural understanding of family relationships. The goal of this summer course is to improve understanding of the development and maintenance of close relationships, with a particular focus on increasing self-awareness and sensitivity to multicultural issues. By the end of this course, students should be able to: Compare and contrast key theories related to the study of the family; Explain research methods associated with the study of family dynamics; Identify characteristics that are associated with family well-being and resilience; Reflect on concepts related to the family life cycle and intergenerational patterns; Recognize clinical concerns present in problematic family interaction patterns. Summer Session. (PSY 345)

26-353, 26-453 PSYCHOLOGY IN THE POST-PANDEMIC ERA. This course is an exploration of the current mental health trends in the post-pandemic era. We take an in-depth look at the most significant areas of psychological science that apply to real life. Examples of topics include inequality, climate change anxiety, and boundaries with social media. We also address the stigma surrounding mental health. Students have an opportunity to explore all the above through readings in the popular press but ultimately a scholarly, critical evaluation of the scientific literature serves as the foundation of our learning throughout the course. We learn about new modes of treatment, from mental health apps and telehealth to taking a holistic approach when treating mental health. The major goals of this course are 1) to critically examine psychological theories and processes, and 2) to apply them to your life and to real-world events. Fall and Spring Semester. (PSY 352, PSY 452)

26-364 EMPOWERED: MENTAL HEALTH AND INCLUSION FOR MODERN LEARNERS. In today's diverse educational landscape, ensuring the mental health, well-being, accessibility, and inclusion of all learners is essential. This comprehensive course examines the critical concepts and practices necessary to create educational environments that support the holistic development of individuals from varied backgrounds and abilities. Participants will explore the theoretical underpinnings and practical applications of mental health, well-being, accessibility, and inclusion within both formal (e.g., schools, and universities) and nonformal (e.g., community programs, online education) settings.

The course addresses the psychological, social, and cultural dimensions of mental health and wellbeing, as well as the legal and ethical considerations surrounding accessibility. Participants will also learn about the implementation of inclusive practices that foster a sense of belonging and equity among all learners. Emphasis will be placed on understanding the intersectionality of identities and experiences, ensuring that participants are equipped to address the needs of marginalized and underrepresented groups.

By integrating case studies, real-world examples, and hands-on activities, this course provides a rich learning experience that combines theory with practice. Participants will develop the skills to design, implement, and evaluate initiatives that enhance the educational experience for all individuals, particularly those with mental health challenges, disabilities, and those from diverse cultural and socio-economic backgrounds.

This course is designed for anyone involved in educational administration, community program coordination, policy development, or any other role within the educational ecosystem. It will empower participants to contribute meaningfully to creating more inclusive and supportive learning environments. By the end of the course, participants will be adept at advocating for and implementing strategies that promote mental health, well-being, accessibility, and inclusion, thereby contributing to a more equitable and just society. Summer Session. (PSY 359)

26-323, 26-423 TRAUMA AND THE REMAKING OF THE SELF. This module provides an overview of current psychological theories and research in the understanding of human responses to psychological trauma and life adversities. Topics include acute stress reactions, and post-traumatic stress disorders resulting from interpersonal and family violence, sexual victimization, traumatic loss and death, disaster, and other critical life events. Resilience and post-traumatic growth in the face of life challenges will be

discussed in the second part of the module. There will be a special focus on cultural and gender issues in relation to human traumatic stress reactions and resilient functioning. Spring Semester. (*PSY 362, PSY 462*)

26-946 INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*PSY 398*)

26-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*PSY 399*)

Public Health - PUBL (CYA)

31-314 EMPOWERED: MENTAL HEALTH AND INCLUSION FOR MODERN LEARNERS. In today's diverse educational landscape, ensuring the mental health, well-being, accessibility, and inclusion of all learners is essential. This comprehensive course examines the critical concepts and practices necessary to create educational environments that support the holistic development of individuals from varied backgrounds and abilities. Participants will explore the theoretical underpinnings and practical applications of mental health, well-being, accessibility, and inclusion within both formal (e.g., schools, and universities) and nonformal (e.g., community programs, online education) settings.

The course addresses the psychological, social, and cultural dimensions of mental health and wellbeing, as well as the legal and ethical considerations surrounding accessibility. Participants will also learn about the implementation of inclusive practices that foster a sense of belonging and equity among all learners. Emphasis will be placed on understanding the intersectionality of identities and experiences, ensuring that participants are equipped to address the needs of marginalized and underrepresented groups.

By integrating case studies, real-world examples, and hands-on activities, this course provides a rich learning experience that combines theory with practice. Participants will develop the skills to design, implement, and evaluate initiatives that enhance the educational experience for all individuals, particularly those with mental health challenges, disabilities, and those from diverse cultural and socio-economic backgrounds.

This course is designed for anyone involved in educational administration, community program coordination, policy development, or any other role within the educational ecosystem. It will empower participants to contribute meaningfully to creating more inclusive and supportive learning environments. By the end of the course, participants will be adept at advocating for and implementing strategies that promote mental health, well-being, accessibility, and inclusion, thereby contributing to a more equitable and just society. Summer Session. (*PUBL 359*)

31-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*PUBL 399*)

Religion - REL (CYA)

11-313, 11-413 ANCIENT GREEK MYTHOLOGY AND RELIGION. The purpose of the course is to provide a knowledge and a method of 'reading' Greek myths of the Archaic and Classical periods in their cultural and historical context. The course, among other things, examines the nature of Greek myth and its representation in Greek art. It also explores how the artistic representation of myth reflected social and religious institutions and practices; and finally, it investigates how myth is related to religion. Fall and Spring Semesters. (*REL 332, REL 432*)

11-363, 11-463 SACRED FLESH: BODY, SALVATION, AND SAINTHOOD IN ANTIQUITY: A COMPARATIVE APPROACH. How was the physical body traditionally viewed and used in ancient Greek and Roman religion? How did the advent of Christianity change prevailing notions of the body? How can the body lead to salvation, a wonderful afterlife and possibly even sainthood? Under which circumstances is the body a hindrance to salvation? What if one aimed at perfection? How were ordinary early Christians advised to use the material body they carried? And the bodies and bodily remains of their holy figures? And their deceased loved ones?

Embodied religion has recently attracted the attention of both social history and theology along with the realisation that religious contents are dependent upon the material existence of human bodies. The body is recognized all the more as socially and culturally constructed. This course is for those

interested in investigating how religion relates to bodies and sexualities and how bodies are ascribed religious meanings.

This course will mainly focus on ancient paganism and the early Christian Church (from the 7th cent BC until the 4th cent CE). Special emphasis will be given on eastern Christian monasticism. A comparison with other monotheistic religions, i.e. Judaism and Islam, will be ventured towards the end of the semester. Fall Semester. (*REL 343, REL 443*)

- 11-333, 11-433 THE RELIGIONS OF THE MIDDLE EAST: A COMPARATIVE APPROACH. A comparative approach to Judaism, Christianity and Islam. This course examines Judaism, Christianity and Islam's main teachings and simultaneously to explore how these teachings manage to affect the everyday lives of their followers. How is a devout follower envisaged and how do people shape their lives to fit the image of a devout follower? Additionally, we will describe the ways in which Judaism, Christianity and Islam have constructed their distinctive meanings, compare them and note the similarities and the debts to each other, keeping in mind that various communities with a completely different outlook exist and claim sole orthodoxy. Fall semester. (*REL 350, REL 450*)
- 11-344, 11-444 THE GEOGRAPHY OF FAITH: PAUL AND THE EMERGENCE OF CHRISTIANITY IN GREECE. The purpose of this class is to introduce students to the religious, social and political life of the Greek city from classical times through the Roman period. Having gained understanding of the Greek city we will then study the work and thinking of St. Paul and the impact the emergence of Christianity had on the Greco-Roman world. The purpose of this class is to introduce students to the work and thinking of St. Paul as well as the social impact the emergence of Christianity had on the Greco-Roman world. This will be accomplished through a combination of reading, lectures and discussion as well as site visits around Greece. Students will be introduced to the life and teaching of Paul of Tarsus as well as to his letters and the social world implied therein. Summer Session. (*REL 351, REL 451*)
- 11-323, 11-423 THE ORTHODOX CHURCH. This course introduces students to the Orthodox Church, the largest of the Eastern Christian Churches. It explores its history, faith, liturgy and spirituality of the Orthodox Church by means of lectures, readings, audio-visual presentations, discussion, and personal experience. The goals and objectives of this course are to familiarize students with the rich history, heritage and tradition of the Orthodox Church in particular and with the Christian East in general; to explore the Orthodox Church in its natural setting; to discover the common spiritual foundation and background of Christianity in East and West; and to compare/contrast the spiritual tradition of the Orthodox Church with one's own faith tradition. Spring Semester. (*REL 365, REL 465*)
- 11-454 REASON & REVELATION: PAGANISM AND CHRISTIANITY. This course introduces students to the foundations of Western philosophy, from antiquity to the renaissance, as they develop within the Platonic tradition by examining the interaction between Pagan and Christian Platonisms, and it explores key themes, arguments, and ideas related to notions such as God, freedom, and the soul. Students will reflect upon paradigmatic texts from major thinkers, such as Plato, Aristotle, Plutarch, Plotinus, Proclus, and Ficino, and they will engage with questions that are of continuing concern and interest to the modern mind, such as 'What does it mean for one to be free and to determine oneself?', 'What does it mean for the soul to be the source of the self?', and 'What bearing does the existence of God have on epistemology?'. Throughout the course, students will be encouraged to consider the way in which the Hellenic tradition has been received and transformed in the hands of various thinkers, and how this tradition informs contemporary philosophical discussions. Entitled 'Reason and Revelation: Paganism and Christianity', this course also probes the relationship between religious revelation and philosophy. This relationship will be approached from two angles: on the one hand, students will assess the way in which Christians used the thought of ancient philosophical schools to articulate their religious vision; on the other hand, they will evaluate the importance of revelation and religious practice to the Pagan tradition itself. This allows for an investigation of definitive philosophical issues, such as life after death and retributive theories of posthumous justice. An advanced philosophy of religion seminar in collaboration with the Cambridge Institute for Platonic Studies. Summer Session. (*REL 485*)
- 11-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*REL 399*)

Sociology - SOC (CYA)
23-334, 23-434

ANTHROPOLOGY OF THE CITY: EXPLORING MODERN ATHENS. This course has a three-pronged approach to exploring Athens. The first is general: we will study the "city" as both a concept and a material reality, and the theories and issues anthropologists bring to the study of the city. The second takes us to the specific: how can we apply those ideas to the city we will be located in, to

Athens? The third brings us the tools necessary to collect the data for that exploration: the qualitative methodologies used in the social sciences to study the spaces, people, practices, sounds, tastes, ideas, fields of power, and more that make up everyday life in this incredible city you'll be making your temporary home. We will be systematically studying Athens in its material reality, in the experiences it shapes, and in the experiences, people shape it with. We will be engaging with how the city intersects with gender and sexuality, inequality, migration, sustainability, consumption, capitalism, politics, activism, state power, housing and homelessness, art, pleasure, and more. This course will require you to be brave and open-minded, in interacting with strangers and new places. You will try new things you end up loving and other new things you end up greatly disliking. By learning to live in and understand another culture, you will also learn more about yourself and your own prejudices and predispositions. Winter Intersession. (SOC 315, SOC 415)

23-344, 23-444

TASTING CULTURE: NORDIC AND MEDITERRANEAN FOOD, TRADITION, AND NUTRITION. We eat to live. But food is not just about survival, it is about so much more: health, pleasure, identity, symbolism, class, memory, sensation, and on and on. We express who we are through our food. But how we eat is also shaped by other forces: doctors' advice, economic ability, government regulations, climate, history, and many other factors often invisible to us in our everyday lives. Over four weeks we will explore two distinct cultural contexts in Europe—Denmark and Greece—allowing us to understand both the commonalities and the differences that such forces bring to food and cuisine, as well as people's imagination and inventiveness in creating something to eat. The course begins in Copenhagen, Denmark, the emergent capital of New Nordic Cuisine, where tradition is being reinvented at levels both every day and haute cuisine. To balance our understanding of urban food ways, we will also spend a couple of days on the rural island community of Samsø, known for quality produce and sustainable living. The course continues in Athens, Greece, a country associated with the Mediterranean diet and a strong cultural history of knowledge and attention to food, with a few days on the island of Naxos as well, to explore the locality of food traditions and production. These four locations will enable us to do comparative research and both explore and deconstruct the categories of new/old, urban/rural, north/south, global/local, tradition/modernity, and change/continuity. Along the way, the medicalization of diets, changes in agriculture, food tourism, food security, nationalism, locality, sustainability, and more will be addressed. When not in the classroom, we will visit farms, vineyards, groves, restaurants, markets, museums, kitchens, sweet shops, cooperatives, NGOs, and festivals in our quest to experientially study food, and taste everything that comes our way. By taking this class, students will develop a sound understanding of how food is studied as an expression of society and culture, and hands-on training in the methodologies used to examine food and food practices. Summer Session. (SOC 326, SOC 426)

23-323, 23-423

UNDERDOGS, DELINQUENTS, REBELS: A SOCIOLOGY OF TRANSGRESSION. Norms and laws constitute the ethical contours of our societies, yet deviance from norms is as old as societies themselves. Transgression - a concept defined as conduct that breaks rules, exceeds boundaries or social limits, or even breaks the law - is situated at the limits of acceptable behavior. At various moments in history moral transgression has been deemed as criminal and/or pathological and as such transgressors were harshly punished, either via the legal route or via social exclusion. Transgression is central in processes such as labeling, stigmatization and criminalization and historically it has played a key role in consolidating and enforcing norms. In all types of societies, some groups are systematically situated outside the normative order, for instance, minority groups have played this role in modernity. "Good" and "bad", "moral" and "immoral", "normal" and "abnormal", "conformity" and "subversion" are binaries produced through this process, which attributes the desirable characteristics to the dominant group and the undesirable to those who are perceived as deviants across different historical and social contexts. Fall and Spring Semester. (SOC 358, SOC 458)

23-313, 23-413

SOCIOLOGY OF DISSENT. Dissent occupies a particular place in contemporary societies. On the one hand, state mechanisms adopt pre-emptive policies and strategies in an attempt to prevent dissent from evolving into civil unrest and disorder, whilst on the other hand, dissent remains the most powerful tool in the hands of those social groups who feel and/or are marginalized, excluded or silenced. Arising in a number of contexts - the political domain, everyday life, popular culture, sports, institutions - dissent has been routinely associated with progressive causes and positive social transformation. However, similarly to the germane concept of resistance, dissent can also take regressive forms. In recent years, the multiple manifestations of crisis in the West have given rise to ideologies and practices with a strong anti-establishment profile coupled with an agenda of social exclusion, calling, thus, for a revision of our sociological horizon and analytical tools with regards to dissent. Using contemporary Greece as an entry point to these debates and combining key readings with interactive learning methods, this course presents a sociological perspective on dissent that calls

into attention the meanings and conceptual histories of dissent. Fall and Spring Semester. (SOC 360, SOC 460)

23-946 INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (SOC 398)

23-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (SOC 399)

Theatre - THE (CYA)

24-313, 24-413

PERFORMING (IN) ATHENS: EXPLORING THE CITY THROUGH THEATRE AND PERFORMANCE. Athens is considered one of the most vibrant theatre scenes in Europe. We will focus on current practices in theatre and performance mainly in Greece, but also in Europe and the United States. We will undertake a critical, historical and creative overview of theatre and performance making in periods of crisis, in Europe and the United States, and examine how contemporary Greek artists address issues such as: theatre and society, the human body/the body politic, and the stage and the city. We will also perform a slight backtrack into the ancient past and the beginnings of theatre in its birthplace. The course will include visits to different theatres and other performance spaces: a theatre in a train, a 19th century proscenium theatre, underground performance spaces, together with backstage tours and talks with artists. This course is for students in the Arts and Humanities and anyone interested in theatre and performance. Fall Semester. (THE 320, THE 420)

24-323, 24-423

GREEK THEATER: ANCIENT AND MODERN This course will study and interpret ancient Greek drama both in its original context and as it is adapted and performed around the world today. The course will examine the origins and cultural context of Greek drama, as well as the performative aspects of the plays: theatrical space, stagecraft, music, and dance. It will also focus on key issues that the plays are concerned with, especially gender conflict, personal and communal identity, human violence, human and divine justice, self-sacrifice, political ambition, and the roles of women, slaves, and foreigners. In addition to studying the ancient texts, students will explore the relevance of these plays in later times, from the renaissance to today and will examine contemporary adaptations and projects based on these plays, especially ones that focus on identity, women, immigrants, veterans of war, and violence. Fall Semester. (THE 325, THE 425)

24-301, 203, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (THE 399)

Urbanism and Sustainability - URBS (CYA)

13-384

GREEK ISLAND ARCHITECTURE, CULTURE, AND IDENTITY. (ATHENS, AMORGOS, SANTORINI, TINOS) This four-week course is a voyage into the life and architecture of four Cycladic islands aiming to offer students an opportunity to consider questions of dwelling, belonging, and identity through an investigation of their practices of making sustainable living. The overarching aim of this course is to explore the meaning of unique island spaces: the private, the public, and the communal. We aim to understand what "dwelling" really means when it is fully engaged with the environment, histories and local practices. The course will take place on four different islands, each revealing a unique history and tradition. We will spend five days on each island sketching, observing, writing, interviewing, studying, and exploring what everyday life is like in these communities. The final thirteen days will be spent on Tinos where students will be invited to work collectively and suggest solutions to the various challenges they observed. The course will conclude with a forum on these matters, joined by artists, researchers and architects. Summer Session. (URBS 334).

13-393, 13-493

FEMINIST URBANISM AND RADICAL GEOGRAPHY: INTERNATIONAL EXPERIENCE AND THE CASE OF GREECE. In the world of global economy, the sense of place has changed dramatically over the past decades affecting mostly the physiognomy of metropolitan areas. Socio-spatial inequalities are more than obvious and social exclusion refers to a wide range of population groups. In this context, radical geography and feminist urbanism offers a different perspective on the potential for urban development, moving away from the traditional patriarchic patterns. Combined with environmental concerns eco-feminist approaches dare to differ from the norm, introducing a relatively new scientific field that attracts scholars from different disciplines. In the light of all these, this course focuses on radical theories expressing the feminist view on the development of urban surroundings. Exploring experimental examples as well as applied policies, students will familiarize with the basic theories on the field, elaborating critical thinking on the existing patterns of urban

planning. They will comprehend the international experience on the field as well as the case of Greece. The course is suitable for students from different scientific fields such as anthropologists, urban and regional planners, sociologists, ethnographers and architects. It includes in classroom lessons and extended field work so as to study in depth the Greek case study. Field work involves onsite lessons in selected neighborhoods characterized by matrilocal societal patterns and also participant observation in open public spaces. The ultimate purpose of the course is to widen students' perspective on urban planning issues, offering new tools and strategies for further application and research. Spring Semester. (*URBS 336, URBS 436*)

13-373, 13-473

SUSTAINABLE SOCIAL HOUSING: INTERNATIONAL EXPERIENCE AND THE CASE OF GREECE: This course explores the socio-economic and the environmental impact of social housing in USA and EU, focusing on Greece. One major issue is the low level of preservation and the large number of abandoned buildings. This situation contributes to urban blight and socio-spatial inequalities. The aim of the course is to help student's elaborate critical thinking on social housing policies. The course is interdisciplinary based on empirical research, suitable for architects, urban planners and designers, environmentalists, sociologists and social anthropologists. Students are going to work together as an interdisciplinary team in order to evaluate the socio-spatial footprint of social housing in Greece, making the appropriate connections with international literature. This course provides also the opportunity to familiarize with the basic principles of thematic cartography. Fall semester. (*URBS 362, URBS 462*)

13-343, 13-443

GLOBAL CITIES & AREAS OF STRATEGIC INTEREST. This course explores the contemporary tendencies and challenges of urban landscape in global cities. It will analyze the variety of forces that shape the built environment in a globalized context, focusing on transnational interrelations. Comparative studies of Piraeus, London and New York will be conducted. Spring Semester. (*URBS 369, URBS 469*)

13-313, 13-413

URBAN SUSTAINABILITY: THEORY AND CASE STUDIES IN GREECE. Drawing on recent interdisciplinary work in urban studies this course examines the, often-conflicting social, economic and environmental dimensions of sustainable urban development theory and practice. In order to problematize the relevant discussion and connect it with the production of urban space we will analyze case studies in Athens and attempt to unpack the contradictions that are connected with urban development and the use of natural resources in the last decades and during the current crisis. Fall semester. (*URBS 370, URBS 470*)

13-323, 13-423

URBAN ARCHITECTURE: CONTEMPORARY STORIES IN AN ANCIENT CITY. The city, basin and peripheries of Athens have been in constant transformation since its modern foundation. The Athenian landscape, environment, society and urban fabric comprise a frantic, diverse and complex laboratory of change – designed, informal, democratic, entropic, catastrophic, top-down and bottom-up. Here the immense pressures, challenges and opportunities for the contemporary Mediterranean Metropolis and other global cities may be elucidated and projected upon in medias res, against the ancient walkscapes, vibrant commons, human scale, deep palimpsest, horizontal density, living typologies, enclave nature, waste landscapes, water networks, migration patterns, crisis conditions, civitas and public space of the contemporary city. This analysis and representation seminar examines the role and potential of Urban Planning and Design and the challenges of endemic and upcoming (climate) Change in ten specific zones, areas or urban enclaves of Athens – all exemplary locations of resistance, flux or genesis of urban transformation. How do contemporary theories of urbanism measure up against these places? What can design do to affect a city's future? What new spaces, architectures, structures and environments emerge at the edge of the crisis and the wake of even greater challenges? The course is structured in lectures, student presentations and a number of walks. Students document their research in papers, maps & media. Fall and Spring Semesters. (*URBS 371, URBS 471*)

11-334, 11-434

RENEW & RISE: CLIMATE ACTION AND FAIR ENERGY POLICIES. The "Climate & Fair Energy Transition Summer School" is a comprehensive four-week program designed to equip participants with the knowledge and skills necessary to navigate the complexities of modern energy transitions. Coordinated by the Institute of Energy Development & Transition to Post-Lignite Era and the Laboratory of Energy Transition & Development Transformation (ENTRA Lab), this course emphasizes a multifaceted approach to addressing climate change and ensuring equitable energy policies.

The course focuses on the paradigm shift from fossil fuels to renewable energy sources, exploring the broader implications of this transition. It integrates perspectives from climate justice, policy frameworks, and community engagement to provide a holistic understanding of energy transitions.

The curriculum covers historical injustices, the need for equitable policy measures, and the importance of inclusive approaches that recognize the voices of marginalized communities.

The primary aim of the summer school is to empower participants to become leaders and advocates for a just energy transition. The course seeks to ensure that the move towards renewable energy sources not only addresses the urgent need to mitigate climate change but also promotes social justice and equity. Participants will be equipped with the skills to develop and implement inclusive and participatory energy policies that integrate climate justice principles. Summer Session. (*URBS 375, URBS 475*)

- 13-946 INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*URBS 398*)
- 13-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*URBS 399*)

ADMISSION AND FINANCIAL INFORMATION

ADMISSION PROCEDURES

Those interested in studying at Southwestern University must apply to the University through the Office of Admission. The University admits those students most able to successfully complete a degree program, make positive contributions to the overall life of the Southwestern community and become productive citizens following graduation. Admission is selective and involves a thorough review of each candidate's academic and personal qualifications.

Requirements for Admission

Students who graduate from accredited high schools may be admitted if their academic records, recommendations and other application elements indicate promise of success at Southwestern. Southwestern University strongly recommends that all students present a minimum of 18 academic units from their secondary school work. In addition to graduation from an accredited high school, it is strongly recommended that students present four years of English, four years of mathematics, four years of social science and/or history, three years of science, two years of a foreign language, and one year of an academic elective from the above-mentioned areas. Southwestern's academic merit scholarship requirements normally require the same 18 academic unit foundation for consideration.

Applicants may submit the SAT or the ACT as part of their admission and merit scholarship review or may choose to apply test score optional and participate in the required interview for test optional students. Testing is optional for all populations and for all scholarships; an interview will be required in its place.

Applicants are invited to submit, with their application, any evidence that they think would help the Admission Committee reach its decision on eligibility for admission, including creative samples and written statements to supplement the required essay. A personal interview is required in some cases and strongly recommended for all. Candidates for admission are considered based on their total record— academic as well as extracurricular - although a strong academic record is always necessary.

Applicants are responsible for ensuring the arrival of all materials necessary to complete their application, including transcripts and recommendation from a teacher, counselor, or school official. Applicants are responsible for checking their personal admission portal or contacting the Office of Admission to determine whether or not their file is complete prior to deadline dates.

Those who plan to major in fine arts are encouraged to have an audition/interview/portfolio review prior to admission to their respective curricula. A formal audition/portfolio review is required for fine arts scholarships and may be required for entry into certain majors.

Any questions in regard to admission decisions can be directed to the Assistant Vice President of Admission.

FIRST YEAR APPLICATION OPTIONS

Early Admission

A few students may be admitted each year following their junior year in high school. In these cases, the candidate is expected to have an outstanding academic record, acceptable test score results and the maturity to enter college without the senior year of high school. A personal interview is required.

Early Decision

Students for whom Southwestern is their clear first choice may apply under Early Decision. Southwestern must receive the application and all supporting documents by the first Tuesday of November of the student's senior year in high school. If admitted the enrollment, orientation and housing deposit will be due by the first Tuesday of January. A need based financial aid package will be presented to the student prior to the required deposit date, assuming the FAFSA has been received by December 1. If the student accepts the offer of admission, applications to all other schools must be withdrawn at that time and no other applications may be submitted to other schools.

Early Action

Southwestern provides an Early Action option for students who consider the institution to be one of their top choices, but who also wish to consider other admission offers before making a final decision. The application deadline is the first Tuesday of December of the student's senior year in high school. Admission decisions will be made by the first Tuesday in March. For those students admitted, normal financial aid and candidate reply deadlines will apply: March 1 to submit financial aid forms and the first Tuesday in May to accept or decline the offer to enroll. Some application decisions may be deferred to Regular Decision when additional items are required by the Admission Committee (e.g., interview, 7th semester grades, etc.) in order to complete the file.

Regular Decision

Regular Decision is the third admission option for students considering Southwestern University. The application deadline is the first Tuesday in February of the senior year of high school, with final admission decisions made by the first Tuesday in May. Financial aid and candidate reply deadlines are the same as mentioned above in Early Action.

First Year Application Deadlines

	<u>Application Deadline</u>	<u>Notification</u>	<u>Reply Date</u>
<u>Early Decision:</u>	First Tuesday in November	First Tuesday in December	First Tuesday in January
<u>Early Action:</u>	First Tuesday in December	First Tuesday in March	First Tuesday in May
<u>Regular Decision:</u>	First Tuesday in February	First Tuesday in April	First Tuesday in May
<u>Late Decision:</u>	After the first Tuesday in February	April 15 or upon completion of the review process	First Tuesday in May

Required for Transfer Admission

Each year, Southwestern enrolls a limited number of transfer students. An overall grade point average of 3.0 or better (on a 4.0 scale) on all college work is typically expected; however, each candidate's potential for success at Southwestern is evaluated individually. Applicants are welcome to submit other information (in addition to those items mentioned under "Requirements for Admission" above) in order to assist the Committee in its review.

The College Conduct Report is required and must be completed by a college official(s) with access to a student's disciplinary record. In addition, transfer students must furnish official transcripts of high school and all college-level work attempted. All credits are accepted on the basis of the classification given that institution by its accreditation agency or agencies. Credits earned at non-accredited institutions are subject to re-evaluation on the basis of the quality of work done at Southwestern University. No grade below C- is accepted for transfer from another institution.

Credit Information

Some colleges have entered into cooperative programs with high schools whereby high school students may enroll in first-year college-level classes and receive college and high school credit concurrently. Southwestern will transfer these credits toward a degree, provided they meet the criteria in the preceding paragraph and are submitted to Southwestern on an official college transcript. A student graduating from high school just prior to their first semester of college will be considered a first-year student, regardless of credits earned under a concurrent enrollment program.

All entering transfer students must meet Southwestern's General Education Requirements common to all degrees set forth in this catalog (see "Degree Requirements"). Most transfer students need a minimum of four semesters worth of work to obtain a degree.

Veterans who have earned credits in approved military and service schools will be granted credit as indicated when such credit is appropriate to the degree programs of the students at Southwestern.

Non-Degree Seeking/Visiting Students

A student in good standing at another college may be considered for admission as a visiting (non-degree seeking) student. A visiting student application, along with official transcripts from all colleges attended, will be required of visiting students.

Non-degree seeking individuals interested in auditing a course should complete a visiting student application. Upon receipt of the application, the Admission office will consult with the instructor and the Registrar will determine if the class is audit-appropriate and has space for enrollment. Enrollment space is determined following the completion of the registration period for the course term. Non-degree seeking individuals pay a per-credit fee for the privilege of auditing a course. Individuals over the age of 50 pay a reduced fee. (See the Schedules of Special Fees and Deposits in the Catalog.) Courses designed to develop skills and that are “hands-on” in nature such as applied music, ensembles, studio art, or Fitness and Recreational Activity may not be taken as an audit.

Non-degree seeking minors (i.e. a high school graduate who is not, or will not, be 18 at some point during their first year at Southwestern) who audit courses, must agree to abide by the policies established in the Southwestern Student Handbook and must have their legal guardian sign a waiver allowing the use of the campus network and computing resources.

Readmission

Any student who previously attended Southwestern for at least one regular semester must file an application for readmission at least one month prior to the beginning of the semester for which the student is seeking readmission. Students will be readmitted on a first-come, first-served basis. A former student who has attended another institution is regarded as a readmit student and is subject to all rules governing readmit students.

If a student is dismissed or is ineligible to return (see Dismissal and Eligibility for Continuance) and is interested in readmission, the student will be required to complete a full-time semester (minimum of twelve (12) semester credits) of transferable college work from an accredited two- or four-year institution of higher learning and earn at least a 3.0 grade point average on a 4.0 scale.

Candidates for readmission will be reviewed by the Office of Admission, with academic and student life administration involvement to be sure each student returning is ready to successfully complete a Southwestern degree. Personal interviews in the Office of Admission are encouraged and will be required in some cases.

Other Admission Requirements Information

All college work for which an applicant has registered must be reported at the time of application. Applicants must present official transcripts of their entire academic record from all institutions in which they have been or are enrolled. Failure to make an accurate report of colleges attended will subject the student to disciplinary action, including possible suspension.

No person may register for, nor attend classes, unless the admission procedure has been completed.

Statement of Nondiscrimination

Southwestern University's recruitment and admission of students, awarding of financial aid and operation of programs and facilities are without regard to sex, race, color, religion, age, disability, national or ethnic origin, sexual orientation, gender identity/transgender status, or any other impermissible factor. Southwestern University is also committed to compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally funded education programs and activities, including sexual misconduct. The Southwestern University Title IX Coordinator is Katie Rallojy who can be reached at titleixcoordinator@southwestern.edu or by phone, 512-863-1111.

FINANCIAL AID

In a real sense, every student admitted to Southwestern receives financial aid; income from endowments and gifts pays a significant portion of the cost of each student's education. Tuition and fees pay the balance. Friends of the University have made additional funds available for financial assistance, which is granted on the basis of both merit and need. Students should direct inquiries concerning financial assistance to the Financial Aid Office. The University has scholarships, grants, work opportunities and loans to assist students in meeting financial needs for their college education. The University administers a variety of programs, including the following:

Federal programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Direct Stafford Loan (subsidized and unsubsidized), Federal College Work-Study, Federal Direct PLUS Loan.

State of Texas programs: Tuition Equalization Grant, College Access Loan.

For 2023-24 the Financial Aid Office administered more than \$63 million in various kinds of financial aid for Southwestern students.

Students must reapply for all types of need-based financial assistance (scholarships, grants, work and loans) every year. To be considered for any type of need-based financial aid, current and prospective students should submit a Free Application for

Federal Student Aid (FAFSA) beginning October 1 for the following academic year. This application is available at www.studentaid.gov, and the priority deadline for submission is March 1.

Merit Scholarships

Southwestern University awards a variety of scholarships based on factors such as academic merit or talent in the fine arts. The eligibility criteria and dollar amount for each scholarship vary with each scholarship program. Information about available scholarship programs may be found on the Financial Aid Office website at www.southwestern.edu.

Grants

Grants are awarded on the basis of financial need as determined by the submission of a FAFSA. Students should apply by March 1st to be considered for any grant funding through Southwestern.

Work Opportunities

A number of students are employed by the University in part-time positions in University offices, the library, residence halls, the dining hall and other similar areas.

Loans and Financing Options

Southwestern offers a variety of loan programs and financing options to assist families in their efforts to meet educational expenses. Current information on these options is available from the Financial Aid Office or at www.southwestern.edu.

Texas Guaranteed Tuition Plan (formerly the Texas Tomorrow Fund)

Families who have participated in the Texas Guaranteed Tuition Plan/Texas Tomorrow Fund may use these funds as a credit toward payment of tuition. To take credit for this program, a family must provide both the Financial Aid Office and the Business Office with a copy of the plan ID card. Upon review of the card and the type of plan selected, the appropriate amount will be allowed as credit toward payment of each semester's bill.

Cost of Education

Students may receive a combination of sources and types of financial assistance that may not exceed the total cost of education, as determined by the Financial Aid Office. If a student receives a combination of aid funds that exceed the total cost of education, it will constitute an over-award. To remain in compliance with applicable federal, state and University regulations, the Financial Aid Office must make the appropriate adjustments to the student's aid package to eliminate the over-award. Such adjustments may include the reduction of scholarship or grant assistance previously awarded to the student.

Institutional Tuition Charges

Students may receive Southwestern scholarship and/or grant assistance up to the total amount of institutional tuition charges. If a student receives Southwestern scholarship and/or grant assistance that exceeds institutional charges, the Financial Aid Office must make the appropriate adjustments to the student's aid package to eliminate the condition. These adjustments may include the reduction of scholarship or grant assistance previously awarded to the student. In no case will a student receive any University funds in cash.

Full-Time Requirement

All scholarships and grants from the University require a student to enroll at the University on a full-time basis. If a student does not enroll on a full-time basis for a semester, then that student's University scholarship or grant will be canceled for that semester. Exceptions to this policy are made in the following circumstances:

- 1) Graduating seniors in their last semester, when that student is taking only enough courses to graduate at the end of that semester.
- 2) Students who are approved to attend on a part-time basis for medical reasons. Requests for part-time attendance of this type must be made through the Center for Academic Success.

In either of these cases, the University scholarship or grant is prorated based upon the number of credits in which the student enrolls.

Federal and state financial aid programs have their own regulations regarding full time attendance. Details regarding these regulations may be obtained in the Financial Aid Office.

Withdrawals

If a student withdraws from the University after the beginning of a semester for any reason, that student's financial aid for that semester is subject to being prorated based upon the withdrawal date. All scholarships, grants and loans are affected, including those from federal, state and university sources. Upon being notified of the student's withdrawal, the Financial Aid Office will review that student's financial aid record to determine what scholarships, grants and loans must be returned to the appropriate

programs. If it is determined that funds must be returned, the student’s account at the University will be updated to reflect the amount being returned to the program. The Financial Aid Office will send a written notice to the student’s home address, detailing any reduction of the student’s financial aid.

The amount of University funds to be returned is calculated based on the week in which the student withdrew. The refunds are determined as shown below:

	<u>Percentage Returned to SU</u>	<u>Percentage Retained by Student</u>
<u>If the Withdraw Occurs:</u>		
During the first full week of classes	80%	20%
During the second full week of classes	60%	40%
During the third full week of classes	50%	50%
During the fourth full week of classes	40%	60%
During the fifth full week of classes	30%	70%
After the end of the fifth full week of classes	0%	100%

Federal and state programs have their own regulations pertaining to the calculation of the amount of funds that must be returned. Southwestern University evaluates withdrawn students in compliance with applicable federal and state regulations. Information about these regulations may be obtained in the Financial Aid Office.

Satisfactory Academic Progress (SAP) Policy for Financial Aid Eligibility

Students at Southwestern University are required to maintain satisfactory academic progress toward their degree in order to receive any financial aid (defined as federal, state, or institutional financial aid, to include merit scholarships, need-based scholarships, need based grants, loans, and federal/state work-study.) This progress is monitored using both qualitative and quantitative components of a student’s academic work at Southwestern. To maintain good standing, a student must maintain the minimum levels defined for each component.

The **qualitative** component considers a student’s cumulative grade point average (GPA) earned at Southwestern. Students must maintain a minimum cumulative GPA of 2.0 in their Southwestern University coursework.

The **quantitative** component considers the number of credits that are successfully completed by a student in comparison to the number of credits attempted by that student. This is also referred to as the pace of progression. Southwestern students must pass 80% of all credits attempted.

A course that is dropped during the period without record entry will not be considered as an attempted course. A course that is dropped after the period without record entry will be considered as attempted and not completed. Therefore, that course will count against a student’s completion rate.

The Financial Aid Office will review academic progress at the end of each academic year. During each review, the student’s cumulative qualitative and quantitative components will be considered, i.e., all SU grades and course credits attempted/earned by that student up to that point.

Maximum Time Frame

In addition to the qualitative and quantitative components, students must complete their degree at Southwestern within a certain number of credits. Students are allowed a maximum of 175 credits to complete their degree. Students who exceed the maximum credits will be considered ineligible for financial aid. All transfer credits will be counted toward the maximum time frame. All semesters of enrollment will be considered, including semesters where the student did not receive financial aid.

Failure to Meet the Standards of Satisfactory Academic Progress

A student who fails to meet the SAP standards will be declared ineligible to receive financial aid. That student’s financial aid will be rescinded for the following semester. The student will remain ineligible for financial aid until (1) they attain the required SAP standards, or (2) they submit an appeal for reinstatement of financial aid eligibility and such a request is approved by the Financial Aid Appeals Committee (the “Committee”).

The Financial Aid Office will send the student a written notification of the ineligibility, with information about how the student may submit an appeal to reinstate their financial aid eligibility.

When a student’s financial aid eligibility is reinstated by the Committee, the student will be placed on a probation status for one semester. Students on probation will be placed on an academic plan determined by the Committee. During the probation semester

the student will be eligible to receive financial aid. After the conclusion of the probation semester, the student's progress will be reevaluated. At that point, the student remains eligible to receive financial aid in the following semester if:

- 1) The student is meeting the SAP requirements; OR,
- 2) The Committee has determined that the student is successfully following the academic plan previously assigned to them.

If the student meets the SAP requirements after the probation semester, then they will be considered to be in good standing and will be eligible to receive financial aid in the following semester.

If the student does not meet the SAP standards after the probation semester, but the Committee has determined that the student is successfully following the academic plan assigned to them, then that student may continue receiving financial aid for the following semester.

If neither 1) or 2) are met, then that student will be considered ineligible for financial aid. The student's financial aid will be rescinded for the following semester. The student will remain ineligible for financial aid until they attain the required SAP standards. A student who is ineligible for financial aid but who is eligible to return to Southwestern may re-enroll but is responsible for paying their own expenses during the period of ineligibility.

Appeals

A student who is declared ineligible may submit an appeal to have their eligibility reconsidered. Appeals for reinstatement must be made in writing to the Financial Aid Appeals Committee. Appeals must be made by the deadline indicated on the written notice of ineligibility sent to the student. The written appeal must include (1) the reasons why the student failed to meet the SAP requirements, and (2) what has changed that will allow the student to meet the SAP standards at the next evaluation. A student may request that their academic records and any extenuating circumstances be reviewed. Special circumstances may include, but are not limited to: illness or injury of the student, death of a close family member or similar hardship circumstances, change in major, seeking to earn more than one major, or transfer credits not counting toward a degree.

When a student finishes the spring semester without meeting the minimum requirements, summer school work may be considered to restore eligibility by the following fall semester.

The Financial Aid Appeals Committee will consist of the Dean of Financial Aid, the Assistant Vice President for Admission, the Director of the Center for Academic Success, and the Director of Advising and Retention.

Dropped Courses

A course that is dropped during the period without record entry will not be considered as an attempted course. A course that is dropped after the period without record entry will be considered as attempted and not completed. Therefore, that course will count against a student's completion rate.

Readmitted Students

In order for a readmitted student to be eligible to receive financial aid that student must meet SAP standards at the time of readmission. If a student left the university in an ineligible status then that student is still required to attain the required SAP standards before becoming eligible to receive financial aid.

Transfer Students

A transfer student who enrolls at Southwestern will be considered to be maintaining satisfactory progress for their first academic year of their enrollment. At the end of a transfer student's first academic year of enrollment, progress will be reviewed in the same manner as for all other Southwestern students.

Transfer Credits and Credit by Exam

Credits earned through courses transferred from other institutions, through examination or testing (such as Advanced Placement (AP) or International Baccalaureate (IB) exams) or through dual credit programs, will be considered when determining a student's completion rate and maximum timeframe. Only the GPA earned on credits completed at Southwestern will be considered when evaluating the cumulative GPA.

CR/NC Grades

Grades of CR and NC will not have an impact on a student's grade point average, and therefore will not affect that aspect of a student's SAP status. When determining a student's completion rate, a course with a grade of CR will be considered to be successfully completed and the associated credits will be included in the numerator and denominator of the completion rate calculation. A course with a grade of NC will not be considered successfully completed, and the associated credits will only be included in the denominator of the completion rate calculation. When determining the maximum number of credits attempted, credits associated with a CR or an NC grade will be included as attempted credits.

Withdrawals

A student who withdraws from Southwestern after a semester has begun will have their satisfactory academic progress standing re-evaluated at the end of the academic year in which the withdrawal occurred. A student who was in good standing prior to the withdrawal will remain eligible to receive financial aid until their standing is re-evaluated. If a student withdraws from Southwestern while on financial aid probation, they will be immediately declared ineligible to receive financial aid and must submit an appeal to have their standing re-evaluated.

Incomplete Courses

A course in which a student receives an “incomplete” grade will be counted against the student’s completion rate for the period being evaluated. An “incomplete” grade will not be included in calculating the cumulative GPA used for the period being evaluated. When the “incomplete” grade is replaced with a final grade in the course, that student’s SAP status will be re-evaluated to determine their final standing.

Failed Courses

A course in which the student receives a failing grade will be considered toward the cumulative GPA, semester credits attempted, and whether a student is making satisfactory academic progress.

Repeated Courses

The credits attempted/earned for a repeated course will be considered toward the cumulative semester credits attempted/earned. The grade earned in the most recent satisfactory completion of the course will be included in the cumulative GPA.

Academic Progress Standards Unique to Individual Programs

This policy indicates minimal academic progress standards for students to receive financial aid. It should be noted, however, that individual grant or scholarship programs may require different or higher standards than what are outlined in this policy. In those instances, the individual program standards will supersede the SU policy for that particular program only. The most notable exception is the Tuition Equalization Grant awarded from the State of Texas. Contact the Financial Aid Office for more details regarding standards for individual programs.

EXPENSES

Tuition

At the beginning of each calendar year, Southwestern University’s Board of Trustees set the rates for tuition and other charges for the upcoming academic year. Below are the approved rates for the 2024-2025 academic year. The rates for the 2025-2026 academic year have not yet been determined and are subject to change until approved by the Board of Trustees at the beginning of calendar year 2025.

	<u>Per Semester</u>	<u>Per Year</u>
Tuition (2024-2025):	\$26,644	\$53,288
Tuition (2025–2026):	Charges will be set in January 2025 by the Board of Trustees and will be available in the Business Office.	

To further assure a diverse community of scholars, Southwestern provides scholarships, work opportunities and loan funds to students. Awards are based upon need and merit. See “Financial Aid” for information on available financial aid opportunities.

Southwestern welcomes the opportunity to be of service to the population of Central Texas. Participation by experienced, knowledgeable individuals enhances the educational environment. Therefore, individuals may enroll in University courses on a non-credit “audit” basis at a cost of \$150 per credit, or \$75 per credit if age 50 or over. Transcripts and other formal administrative procedures will not be maintained, thus eliminating unnecessary expenses associated with the enrollment of senior members of the student body.

Audit enrollment will be encouraged in courses designed to develop critical thinking capabilities and which occur in traditional classroom settings. Courses that are designed to develop skills, such as private music lessons and activity courses in the Sarofim School of Fine Arts, fitness and recreational activity courses in the Kinesiology Department, and laboratory courses are not open for audit enrollment.

Room Charges

Room charges reflect actual cost to the University of providing the services. The University is committed to assuring a full range of housing accommodations. Charges for the higher priced accommodations reflect the assigned square footage, location of lavatory facilities and climate control features. When modifications are made to housing accommodations due to need, the housing rates are adjusted appropriately. Room charges for the 2025–2026 academic year will be set in January 2025 by the Board of Trustees.

<u>Room Charges (2024-2025)</u>	<u>Per Semester</u>	<u>Per Year</u>
Halls - Double Occupancy		
Brown-Cody Hall	\$4,138	\$8,276
Ernest Clark Hall	\$4,138	\$8,276
Herman Brown Hall	\$4,138	\$8,276
J.E. and L.E. Mabee Hall	\$4,138	\$8,276
Martin Ruter Hall	\$3,246.50-\$4,138	\$6,493-\$8,276
Moody-Shearn Hall	\$4,148	\$8,276
Fraternity Houses		
Kappa Alpha (KA)	\$4,148	\$8,276
Pi Kappa Alpha (PKA)	\$4,148	\$8,276
Apartments		
Dorothy Manning Lord Residential Center	\$6,618	\$13,236
Grogan and Betty Lord Residential Center (per person)		
- 2 bedroom	\$6,009	\$12,018
- 1 bedroom	\$9,024.50	\$18,049
Charline Hamblin McCombs Residential Center (per person)		
- 2 bedroom	\$5,310	\$10,620
- 2 bedroom double-occupancy	\$3,246.50	\$6,493

Room accommodations are assigned for the full academic year, except when a student withdraws for health or academic reasons, is in an approved study abroad program, or when a student graduates at the end of the fall semester. Continuing students who leave the residence halls mid-year to move to private accommodations will be held liable for spring semester room charges. Returning students failing to cancel a room reservation made for the fall semester by July 1 may be held liable for fall semester room charges.

Board Charges

University Food Services, through a contract with Aramark, provides a complete meal service for resident and nonresident students. Since residence halls and the McCombs Residential Center do not have adequate facilities for food preparation, all resident students living there must purchase a meal plan. Resident students may select from any of the meal plans listed below, **except** the five-meal plan. Students who live in the Grogan and Betty Lord or the Dorothy Manning Lord Residential Center, a Fraternity House, or off campus may choose from any of the meal plans or choose to not have a meal plan at all.

Additional meals may be purchased at posted prices. The menu selections are designed to afford students a range of choices that encourage a nutritionally balanced diet as well as items that may respond to a variety of individual tastes. Special diets can be provided upon the recommendation of a medical doctor. Meal rates for the 2025–2026 academic year will be set in January 2025.

<u>Meal Plan Charges (2024-2025)</u> *State sales tax is included.	<u>Per Semester</u>	<u>Per Year</u>
Unlimited Meals + \$75 Pirate Buc\$ per semester	\$3,398	\$6,796
15 Meals per week + \$75 Pirate Buc\$ per semester	\$3,044	\$6,088
12 Meals per week + \$75 Pirate Buc\$ per semester	\$2,992.50	\$5,845

9 Meals per week + \$75 Pirate Buc\$ per semester	\$2,738.50	\$5,477
5 Meals per week + \$100 Pirate Buc\$ per semester	\$1,193	\$2,386

Traditional Meal Plans (15, 12, 9, or 5 Meals per week) –

Unused meals on the Traditional Meal Plans do not transfer from week to week. Meals can only be used for the students to which the plan belongs.

The 5 meal plan is only available to students living in the Dorothy Manning Lord Residential Center, the Grogan and Betty Lord Residential Center, fraternity houses, and off campus.

Pirate Buc\$ –

Pirate Buc\$ can be used anywhere on or off campus that accepts pirate cards. Pirate Buc\$ will carry over from semester to semester and any balance will be refunded when the student graduates or leaves Southwestern.

Deposits

Admitted Student Deposit – Admitted students are required to pay a deposit of \$700 prior to pre-registration for the fall semester. This \$700 deposit is non-refundable and consists of an enrollment deposit, an orientation deposit, and a housing deposit. The enrollment deposit will be applied to the semester charges at the time of registration or confirmation of pre-registration, and serves to hold the student’s classes. The orientation deposit will be applied against the Sprog Orientation charge that will appear on the student’s account. The housing deposit of \$250 is required of all students residing in the residence halls. The housing deposit assures the assignment of a housing accommodation and provides compensation to the University in the event of damage to the facilities or cancellation of a housing reservation.

All applicable housing deposits are refundable upon completion of a University degree or at the time a student formally withdraws from the University. In the event that a student leaves the residence hall for other than academic/health reasons, to study abroad, or graduation or at the end of an academic year, the deposit will be forfeited. Additionally, students who leave the residence halls between the fall and spring semesters to move to private accommodations will be held liable for spring semester room charges. Returning students who have reserved a room during spring room sign-up for the following fall semester must cancel in writing with the Office of Residence Life by June 1 in order to receive a refund of the housing deposit. Students who are graduating, transferring, studying abroad or formally withdrawing from the University who fail to file an Intent to Vacate form by December 1st will forfeit the housing deposit. All students who live in the residence halls during the fall semester will forfeit their housing deposit if they return to Southwestern and cancel their residence hall room reservation and live elsewhere during the spring semester. In addition, students who cancel after December 1 will be held accountable for the entire spring semester room charge. In the event that any fees or charges are due to the University upon withdrawal or graduation, the deposits will be applied to the balance due.

Schedules of Special Fees and Deposits

Students registered for 12-19 credits will pay full tuition. Special fees and deposits for the 2025–2026 academic year will be set in January 2025 by the Board of Trustees.

Student Services & IT Fee (per year).....	\$325
<i>(Note: Fee is split as \$163 Fall and \$162 Spring)</i>	
Advanced standing examination	50.00
Audit charge (per credit).....	150.00
Audit charge – Individuals over 50 years old (per credit).....	75.00
Motor Vehicle registration (per semester)	120.00
Tuition charge per credit (less than 12).....	2,220.00
Summer 2024 tuition charge (per credit)	434.00
Final examination out of schedule	50.00
Enrollment deposit (prepayment of tuition – new students).....	250.00
Housing deposit	250.00
Orientation deposit (prepayment of orientation fee – new students).....	200.00
Fraternity Parlor Fees.....	200.00
Overload fee (per credit in excess of 19)	350.00
Returned Payments (per item)	30.00
Late Payment Fee (per semester)	100.00
Payment Plan Cancellation Fee for Non-Payment	100.00
Late Registration Fee (per semester).....	100.00
Dewar Optional Tuition Refund Plan, Resident (per year)	555.00
Dewar Optional Tuition Refund Plan, Non-Resident (per year)	438.00

Additional Fine Arts Fees (per semester)	
Applied music lesson – one credit course.....	212.50
Applied music lesson – two or more credit course.....	425.00
<i>(Some students may be eligible for fee waivers. Contact the Chair of the Music Department for eligibility information.)</i>	
Lab Fees (per applicable Science and Education class).....	75.00
Lab Fees (per applicable Fitness and Recreational Activity class)	50.00
Student Health Insurance (per year).....	2,468.00
Library Fee for Georgetown residents (not students).....	25.00

Special Fees

Southwestern University has established a number of off-campus academic learning experiences designed to broaden the background of student scholars. Because of special costs associated with some of the programs, special fees may be assessed on a program-by-program basis and are not refundable if the student drops the course. These fees reflect and are specifically set to cover only direct costs applicable to each individual program or adverse currency exchange rates.

Billing & Payment of Accounts

In compliance with Family Education Rights and Privacy Act (FERPA), Southwestern University cannot release a student’s educational record, including student account and financial information, to any person unless authorized by law or unless the student consents to the disclosure in writing. Students have the ability to grant proxy access to individuals (parents, guardians, or other designees) through Self-Service. Individuals approved for proxy access can be provided with the ability to access billing and financial aid information, as well as speak with student account professionals and/or financial aid counselors.

The University electronic billing schedule and payment due dates can be found on the Business Office website in the Student Accounts section located at: <https://www.southwestern.edu/business-office/student-accounts/>. Southwestern sends electronic bills (e-bills) that are posted on the student’s Transact Payment Portal which is accessed through the student’s Self Service account. In order for parents or other individuals to access e-bills, make payments, sign up for the SU payment plan, and to receive emails and text notifications, the student must “Send a Payer Invitation” to the individual and give them permission through their Transact Payment Portal. Fall semester bills are generated after registration and financial aid awards have been completed and a reminder Fall bill is generated in mid-July. Spring semester bills are generated in November. Students may receive additional bills for charges accrued during the semester such as traffic tickets, library fines, residence hall damages and/or course fees.

At the time of registration for any semester or term, every student is required to accept the Southwestern University Payment Terms Agreement. If the Agreement is declined, registration will not be allowed.

Payment Options -

1. In Person at the Business Office – Cash, checks, money orders, or cashier’s checks are accepted at the Business Office, which is located on the first floor of the Cullen Building.
2. By Mail – Checks, money orders, or cashier’s checks are accepted by regular mail at the following address:
Southwestern University, P.O. Box 770, Georgetown, TX 78627-0770
3. Online Payments via the Transact Payment Portal -
 - Credit Card or ACH Payments –
Credit card and ACH payments are accepted online through a student’s Self Service Account in the Transact Payment Portal. All credit cards are accepted with a 2.85% processing fee. There is a minimum processing fee of \$3 for credit card payments over \$20 and less than \$106. Electronic check/ACH payments are currently accepted with no fee, but this is subject to change.
 - SU Payment Plan –
SU provides an interest-free payment plan option that is integrated with the student account balance. The payment plan is term specific and has a maximum of five monthly payments for each term depending on the student’s enrollment date. There is a nonrefundable \$25 enrollment fee that is due upon enrollment. Enrollment in the SU Payment Plan is done through the Transact Payment Portal.
 - Parent or Other Authorized User Access –
Students have to send an invitation to a parent or other authorized individual to have their own access to the Transact Payment Portal in order to access e-bills, make credit card or ACH payments, or to enroll in a payment plan. Instructions are available online at www.southwestern.edu/business-office/student-accounts/payment-options/

Late Payment Fee Policy

Late Payment Fee

An initial late payment fee of \$100 will be charged to unpaid student accounts with no payment arrangements made by the

payment deadline each semester. In addition, students with past due balances may be dropped from all current and future class enrollment for non-payment. Students with past due balances will not be permitted to move into on-campus housing for the fall semester. Likewise, students already in on-campus housing during the fall semester who have past due balances for spring will be notified prior to the end of the fall semester that they will be required to move out at the end of the term and not permitted to return to housing unless immediate payment arrangements are made.

In calculating the past due balance, confirmed financial aid, established payment plan amounts, verified VA benefits, Texas Tomorrow funds, and other substantiated credits will be considered and deducted from the actual student account balance. Students and families with unique payment circumstances must contact the Business Office to confirm payment arrangements prior to the due date. Late payment fees will be assessed on accounts that have not been paid or do not have sufficient financial aid, other credits, or payment arrangements to cover the total institutional charges owed.

Pre-Registration Holds

Prior to pre-registration for the next term, if any estimated funds or other credits are still not received as payment on the student account or new charges exist that result in an unpaid balance of \$300 or more, the student account will be put on hold and pre-registration will not be allowed until the estimated funds are received or the unpaid balance is paid. While on hold, the student will also not be able to obtain a transcript.

Removal of Course Registration for Non-Payment

The payment deadline is communicated in various ways including on the Business Office website, student e-bills, and emails sent directly to the students' SU accounts. If payment arrangements have not been completed by the stated deadlines, the University will proceed with removing a student from all registered classes for the semester, either as a cancellation or withdrawal based on the timing as indicated below.

Course Cancellation for Non-Payment

A cancellation occurs when a student is removed from all classes for non-payment prior to the first day of the semester. For a cancellation, a student will receive a full refund of any tuition and fees paid toward the future semester and all financial aid will also be canceled. Upon resolving the original unpaid student account balance, the student may register again for classes before the end of the add period. Please note that registration for classes is based upon available seats so there is no guarantee the original class schedule can be reinstated.

Course Withdrawal for Non-Payment

A financial withdrawal occurs when a student is removed from classes for non-payment on or after the first day of class. If the deadline to add a class has not passed, upon resolving the original unpaid student account balance, the student may register again for classes without a guarantee of reinstatement of the originally registered courses. If the student who is financially withdrawn for the semester does not re-register, the student will still be responsible for paying the applicable percentage of tuition and board as outlined in the Tuition Refund Schedule noted below in the "Refund Schedule" section. Room charges will not be refunded due to financial withdrawal. Institutional, state, and federal financial aid are also subject to being reduced in the event of that student's withdrawal from classes and failure to re-register during a semester.

Delinquent Accounts & Collection Agencies

After the end of the semester, any remaining delinquent accounts will be referred to outside collection agencies and will be reported to the national credit bureaus. The student is responsible for payment of any and all collection agency charges, attorney fees, and court costs that accrue. Student account balances are considered to be an educational loan and therefore are not dischargeable under the United States Bankruptcy Code.

Refund Schedule

Students who are allowed to withdraw all or part of their registration will be granted a reduction of a portion of the original charges according to the schedule shown below. Questions regarding the University's refund policies should be addressed to the Business Office. A student who is permitted to change courses by dropping and adding one or more courses will be given full tuition credit for the courses dropped to be applied toward the tuition charges for the courses added, if the drop and add occur simultaneously. The date the withdrawal or change in class load is received by the Office of the Registrar determines refunds as shown:

Tuition:	
During first full week of classes	80% credit
During second full week of classes	60% credit
During third full week of classes	50% credit
During fourth full week of classes	40% credit
During fifth full week of classes	30% credit

After the end of the fifth full week of classes

None

Board:

75% of the unused portion of the base meal plan is refunded.

Pirate Buc\$ refunds must be requested in writing from the Pirate Card Office.

Room:

No refund is made on room charges, even if a student is asked to vacate an assigned residence hall room for disciplinary reasons.

Summer Refund Schedule

Tuition for Summer I & Summer III:

Day 1 of classes	80% credit
Day 2 of classes	60% credit
Day 3 of classes	50% credit
Day 4 of classes	40% credit
Day 5 of classes	30% credit
Day 6 of classes and after	None

The Tuition Refund Plan, offered by A.W.G. Dewar Insurance, provides coverage for the university charges of tuition, room and board when a student is required to withdraw from school due to a medical or mental health illness before the semester is complete based upon a doctor’s certification. This Tuition Refund Plan is a private insurance program that **supplements** Southwestern University’s standard refund policy by offering up to 75% coverage for withdrawals due to medical illness or injury and up to 75% for mental health withdrawals in accordance with the policy terms and conditions. Participation in the Tuition Refund Plan offered by A.W.G. Dewar is entirely optional and the University’s refund program is applicable whether or not a student enrolls in the plan.

Students Called to Active Military Service

If a student withdraws because the student is called to active military service, the effective date of withdrawal will be used to calculate financial aid and tuition refunds, in accordance with published institutional, state, and federal refund policies as applicable.

Withdrawals and Financial Aid

A student’s institutional and federal financial aid is subject to being reduced in the event of that student’s withdrawal from classes during a semester. Consult the “Financial Aid” section of this catalog for information regarding the impact of a withdrawal on a student's financial aid award.

Part-Time Status and Financial Aid

Most financial aid and University merit scholarship programs require a student to enroll at the University on a full-time basis. Consult the “Financial Aid” section of this catalog for information about how this policy affects students who enroll on a part-time basis.

THE UNIVERSITY DIRECTORY

BOARD OF TRUSTEES

Central Texas Conference

Dale T. Knobel, Georgetown	2027
Claire Peel '72, Georgetown.....	2026

North Texas Conference

Laura K. Hinson '83, Dallas	2027
K. Elizabeth Yeager, Wichita Falls.....	2025

Northwest Texas Conference

Rio Texas Conference

H. Brent Austin, Spicewood	2025
Rex L. Preis '81, Austin.....	2025

Texas Conference

Christopher E. Cragg '83, Houston.....	2027
Cassandra M. McZeal '92, Houston	2026
Thomas J. Pace III, Houston	2025
Lorri J. White '92, Houston	2026

Episcopal Trustee

Bishop Cynthia F. Harvey, Houston	2026
Bishop Laura A. Merrill '84, San Antonio	2026

Elected at Large

Melissa T. Anderson '92, Austin	2026
Jorge Carlos Diaz Cuervo '90, México City, México	2027
Carol Cody Herder, Houston	2026
Brian T. Jackson '95, San Francisco, CA	2027
Jean T. Janssen '84, Houston.....	2027
Glover O.L. Johnson III '89, Chicago, IL.....	2025
Edward Jones, Houston.....	2027
Sylvia J. Kerrigan '86, Houston.....	2027
Frank P. Krasovec, Austin	2025
Kevin J. Lilly, Houston.....	2026
R. Griffin Lord, Belton	2025
Amanda M. McMillian '95, Houston.....	2025
Ricky A. Raven, Houston	2027
Stephen Ressler '81	2027
H. Blake Stanford '81, Austin.....	2026
Kristin Starodub '99	2027
Veronica V. Stidvent, Austin	2026
Ajay Thomas '94	2027
Javier Uribe '95, San Antonio	2025
Miguel J. Zorrilla '92, Austin	2025

Recent Graduates Elected by the Board

Katherine Dorsey, '24, Houston	2026
Belen Micklas '23, Houston	2025

Elected by the Association of Southwestern University Alumni

Elizabeth G. Medina, '97, Pflugerville	2026
M. Kate York, '02, Dallas	2026

Life Trustees

Jack Garey (deceased), Georgetown
Red McCombs '49 (deceased), San Antonio
James V. Walzel, Houston

CHIEF ADMINISTRATIVE OFFICERS

Laura Skandera Trombley, BA, MA, PhD.....	President; Professor of English
Lenora C. Chapman, BS, CPA.....	Vice President for Finance and Administration
Thomas Delahunt, BS	Vice President for Strategic Recruitment and Enrollment
Alisa Gaunder, BA, MA, PhD	Vice President for Academic Affairs; Professor of Political Science
R. Britton Katz, BA, MEd, PhD	Vice President for Student Life and Dean of Students
Marie Muhvic, BS, MS.....	Vice President for University Relations

David A. Ortiz, BS, MEd, PhD..... Vice President for Student Success and Belonging
Dinah Ritchie, BA, MA Vice President for Integrated Communications and Chief Marketing Officer
Patricia Witt, BA Chief of Staff, Office of the President and Liaison to the Board of Trustees