

## ECO 343 | PSCI 343 Plague, Politics, & Populism | Classical Athens as Parable for Modern Greece and Europe (Athens, Delphi, Delos, Mykonos)

Summer I | June 21 – July 17, 2021

**Course Instructor:**

NAME	Eve Geroulis
EMAIL	<a href="mailto:egeroul@gmail.com">egeroul@gmail.com</a>
HOURS AVAILABLE	Weekday Afternoons
PHONE	US Mobile   +1.224.216.7586

**Class Meetings:**

DAY	M – F   9:30-12:30 when in Athens Fieldwork will require longer days
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**“People in good health were all of a sudden attacked by violent heats, redness and inflammation in the eyes, the inward parts, such as the throat or tongue, becoming bloody and emitting an unnatural and fetid breath.”**

**Thucydides**  
*Histories of The Peloponnesian War (431–404 BC)*

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**Course Description**

Most civilizations have suffered deadly pandemics; some have been destroyed by them. Two of the first plagues recorded in western literature occurred in ancient Greece. In Book One of Homer’s *Iliad*, a plague decimates the Greek contingent at Troy, sprung and spread in anger by the god Apollo among the Greeks. The second, in the *Iliad*, the plague again comes directly from the god Apollo upon the Greeks as divine punishment. The Plague of Athens was a highly contagious epidemic originating in Ethiopia, which spread throughout the Mediterranean. It spared no segment of the population, including the statesman Pericles. The epidemic broke in early May 430 BC, with another wave in the summer of 428 BC and in the winter of 427-426 BC, and lasted 4.5 to 5 years.

Drawing from ancient texts and modern scholarship, visits to archeological and cultural sites in Athens, Delphi and Delos, as well as private meetings with leading academics, business experts, NGOs, and government bodies, this course will explore how ancient and modern epidemics – specifically the Great Plague of Athens and COVID-19 Pandemic – expose the “fissures and fractures” that intensify and foment the economic and political consequences of their respective eras. In the case of fifth-century Athens, the plague ultimately cost the city-state a victory against Sparta, questioned the leadership of Pericles, and killed a third of the population amidst a climate rife with conspiracy theories, rising populism, and xenophobia. Events that seeded the decline of Athenian hegemony, and democracy. The comparison to similar patterns emerging today is inescapable, as is the expectation that COVID-19 will reshape history for decades to come. With profound economic and political uncertainty escalating, students will address contemporary challenges facing Greece and Europe, thrashed against the prism of Athenian antecedents.

During the first two weeks, students will consider the Great Plague’s impact on the political economy of Athens, from the accounts of Thucydides, Plato, Greek political thinkers and playwrights, as well as the scholarship of Bresson, Kelaidis, and Ober among others. During the second two weeks, these insights and arguments will be applied to analyzing how Greece continues battling COVID-19 against the backdrop of decades-long economic, political, and social crises. This will include examining (in non-technical terms) both the microeconomic impact on households, commerce, and governments, and macroeconomic impact on GDP, growth initiatives, and public policy. This framework will challenge students to synthesize all course resources, and advance their understanding of Greece and Europe’s role in the future of globalization.

Designed as a hybrid course synthesizing classical studies and political economy, students will be challenged to translate the lessons of antiquity into contemporary relevance through critical debate and analysis. Students will consider the political power of economic ideas, the relationship between power and wealth, how the demands of ancient city-states organized trade and financial marketization which, in turn, seeded the spread of disease, and how consumption, resource sustainability, and social institutions converged to create the factors leading to classical Athenian decline. These theories will then be examined against 21st century global market challenges through the ongoing COVID-19 pandemic and concomitant crises facing Greece. More than merely a historical chronology, this study abroad course presents an opportunity to analyze scholarship, question assumptions, and pragmatically apply course tenets to myriad challenges facing next generation leaders in a manner traditional classroom pedagogy cannot deliver. 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 visiting Parliament, engaging in a refugee service project, and visit to

various corporations around Attica. Additional cultural excursions and theatrical performances may be independently organized by instructor based on student interest (Odeon Herodes Atticus and Theatre of Epidaurus).

## Course Objectives and Learning Outcomes

### Course Resources and Activities

To investigate these questions, we will read; analyze and interpret texts, evidence, and experience; work and think with others; develop meta-thinking exercises, develop comprehensive white papers and debate the various schools of thought explored both in classroom formats in Athens and across ancient soil and sea through our travels. Below is a description of our explicit goals for your engagement.

### Learning Objectives:

1. Consider Thucydides first-hand account of Periclean Athens, its importance to Western history and culture, and apply to the contemporary realities which arise from studying the Plague of Athens in the context of the COVID-19 pandemic.
2. Consider how neoliberalism's causal erosion on the values and institutions of historic political economy has reached a tipping point in "systems thinking" for academics, governments, business and individuals hastened by the époque defining challenges COVID-19 has introduced, and how the ancients struggled with and considered very similar theoretical realities.
3. Consider the impact COVID-19 will have on the future of capitalism, public-private partnerships, gain deeper understanding of the frameworks and techniques to conduct opportunity assessments, identify the influence of public, and advocate for changes within future governmental, NGO, and mercantile policies/strategies while critically applying the lessons gleaned from this class to your academic journeys.

### Course Requirements

FINAL White Paper		50%
Delos v Delphi Debate	10%	
Engagement   Participation		20%
Weekly Meta-Thinking Journal	20%	

- 120-150 pages of textbook reading per week or 40 pages of close, analytic reading of academic journal or monograph
- At least 10 pages of final research work. If spacing is 1,5 and font size 12 Times New Roman, 4,000 words are 12,5 pages.

### Final Paper:

A term paper on one of the core issues linked to the course. Each student will submit an abstract for approval/consideration and will be responsible for crafting an original thesis. Each student will be expected to develop an original argument regarding the issue and explore it using the theories, readings and your individual motivation for enrolling in this study abroad course, coupled with your academic concentration.

Grades are intended to give you a sense of the quality of a particular piece of work: roughly speaking, a B means that you have done a good job with the writing, the ideas, and the organization of the work; a C conveys that the work lacks some important qualities and has some problems, while an A means that the work is exemplary in some key ways: the writing is particularly clear, the ideas thoroughly treated and original, the organization of the presentation well considered and effective.

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### Class Participation

The benefit of a theory orientated pedagogy depends upon the extent to which you engage and share your own viewpoints and conclusions to the critical judgment of the class. You should view class participation both as an opportunity to ask questions to enhance your understanding AND demonstrate your understanding of the material. Comments and questions should be relevant to the material being discussed. It is imperative that you read all the material assigned for each class and come to class with a series of comments that you think will contribute to the tone and tenor of daily discussion. Lectures will be devoted to class debate and discussion raised in the readings. **Please be advised that "being in class" does not equal "being in class." Your participation grade is calculated based on your active, engaged contribution to class discussion.** Lectures will be posted on the MOODLE site devoted to our course, and since team debates and project field work is an integral class component, your class colleagues are counting on your insight. Everyone learns from your comments.

**Attendance:** Students are expected to report for classes promptly. CYA regards attendance in class and on-site as essential. Absences are recorded and have consequences. Illness or other such compelling reasons which result in absences should be reported immediately in the Student Affairs Office.

**Policy on Original Work:** All members shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehoods. Academic integrity is critically important to this – and all classes. Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of “F” for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the Director of Academic Affairs.

Unless otherwise specified, all submitted work must be your own, original work. Any excerpts from the work of others must be clearly identified as a quotation, and a proper citation provided. (Check Student handbook, pg. 7)

**Accommodations for Students with Disabilities:** If you are a registered (with your home institution) student with a disability and you are entitled to learning accommodation, please make sure that you forward the necessary documentation.

## Books, Course Materials, Moodle Packet Will Be Uploaded Prior to Class

### The Making of the Ancient Greek Economy

Alain Bresson  
Princeton University Press, Princeton and Oxford, 2016  
ISBN 978-0-691-14470-2

### The Rise and Fall of Classical Greece

Josiah Ober  
Princeton University Press, Princeton and Oxford, 2015  
ISBN 978-0691140919

### Modern Greece: What Everyone Needs to Know

Stathis N. Kalyvas  
Oxford University Press, New York 2015  
ISBN 978-0-19-994877-2

### How Democracies Die

Steven Levitsky, Daniel Ziblatt  
Crown Publishing, 2018  
ISBN 978-1524762933

## Class Schedule

Class	Day/Date	Topic / Readings / Assignments Due
1	Mon June 21	<b>Orientation at CYA Academic Center   Welcome Dinner</b>
2	Tues June 22	<b>Why Study the Greeks</b> Introduction & Expectations
3	Wed June 23	<b>The Politics of Plague   Visit to Hellenic Republic Parliament</b> READING   Bresson, <i>The Making of the Ancient Greek Economy</i> , pp. 1-30 READING   Littman, <i>The Plague of Athens: Epidemiology &amp; Paleopathology</i> READING   Thucydides Book Two, Chapters VI – VII 431 BCE
4	Thu June 24	<b>Periclean Athens   Visit to Acropolis &amp; Acropolis Museum</b> READING   <i>Political Consequences of the Plague of Athens</i> 2017 READING   Kagan, <i>Pericles of Athens &amp; Was Athens Democratic</i>
5	Fri June 25	<b>The Agora   Markets, Drama &amp; Disease in a Walled City</b> <b>Visit Athens Agora &amp; Keramikos Cemetery</b> READING   Mittelstaedt, <i>Macromarketing as Agorology: Theory &amp; Study of the Agora</i> 2006 READING   Robin Mitchell-Boyask, <i>Plague and Theatre in Ancient Greece</i> 2009 READING   Sophocles, <i>Oedipus Rex</i>
6	Sat June 26	<b>Free Day in Athens – NO CLASS</b>
7	Sun June 27	<b>Travel Day to Mykonos</b> 6:00AM Bus to Pireaus Ferry FREE DAY MYKONOS READING   Bresson, pp 31-70, 96-117

		READING   Ober, Chapter 1-4
8	Mon June 28	<b>Mykonos   Morning Breakfast Lecture (8am-9am)</b> <b>Morning Boat and Tour of Delos Island (10am-3pm)</b> FREE AFTERNOON MYKONOS READING   <i>The Political Position of Independent Delos</i>
9	Tue June 29	<b>Morning Breakfast Lecture (9am-10am)</b> FREE DAY MYKONOS Ferry to Athens   Return to CYA READING   Bresson, pp. 339-380, 415-438
10	Wed June 30	<b>Democracy's Birthplace   Morning Trip to Pynx Hill</b> DEBATE PREP READING   Levitsky & Ziblatt, <i>How Democracies Die</i> READING   Kalyvas, <i>Modern Greece: What Everyone Needs to Know</i> <b>DUE   Delos Meta-Thinking Journal Discussion &amp; Submission</b>
11	Thu July 1	<b>Aristotle Discovers the Economy &amp; Modern Greek Economy</b> READING   Paparrigopoulos, <i>History of Hellenic Nation</i> READING   Holowchak, <i>The 'Reluctant' Politician: Thomas Jefferson's Debt to Epicurus</i>
12	Fri July 2	<b>Independent Field Work   (Location TBD)</b> <b>DUE   Delos Meta-Thinking Journal Submission</b>
13	Sat July 3	<b>Free Day in Athens – NO CLASS</b>
14	Sun July 4	<b>Free Day in Athens – NO CLASS</b>
15	Mon July 5	<b>8:00AM Bus Departs for Delphi</b> <b>Archeological Site &amp; Museum</b> CYA Picnic Lunch & 15:00 Hotel Check In READING   <i>Lessons from Delphi: Religious Markets &amp; Spiritual Capitals</i> <i>Delphic Priestesses as World's First Political Risk Consultants, Aeon Magazine, May 2018</i> SCREEN   Dr. Michael Scott Delphi: <a href="#">The Bellybutton of the Ancient World</a>
16	Tue July 6	<b>Ditsomo Museum Visit   Post WWII Greece in a Divided Europe</b> READING   Kalyvas, <i>Modern Greece (20<sup>th</sup> Century Great Powers)</i> Return to Athens
17	Wed July 7	<b>The Tragedy   Understanding 2008</b> <b>Hippocrates Garden   Visit APIVITA</b> READING   Geroulis, <i>The Coming Agequake: A Case for Apivita Greece</i> RECOMMENDED   Mavridis, <i>Greece's Economic &amp; Social Transformation 2008-2017</i> <b>DUE   Delphi Meta-Thinking Journal Discussion &amp; Submission</b>
18	Thu July 8	<b>The Home Project Orientation &amp; Day of Volunteering</b> READING   <i>From the Twilight Zone to the Limelight: Shifting Terrains of Asylum and Rights in Greece</i> , Heath Cabot, 2018, <i>Living Under Austerity, Greek Society in Crisis</i> .
19	Fri July 9	<b>The Comedy   Troika Response   MONDELEZ Corporate Visit</b> READING   Excerpt Dendrinou & Varvitsioti, <i>The Last Bluff</i> READING   Blyth <i>The Austerity Delusion</i> READING   <i>Disrupted and Disrupting Consumption: Transformations in Buying and Borrowing in Greece</i> , Aimee Placas, <i>Living Under Austerity Greek Society in Crisis</i> , 2018 <b>DUE   Ancient Modern Athens Meta-Thinking Journal Discussion &amp; Submission</b>
20	Sat July 10	FREE DAY in Athens – NO CLASS
21	Sun July 11	FREE DAY in Athens – NO CLASS
22	Mon July 12	<b>DUE   DEBATE DAY   DELOS v DELPHI</b> Independent Study Day   ASCSA Library Visit or Benaki or Cyclades Museums or Epigraphic Museum <b>DUE   Delphi Meta-Thinking Journal Discussion &amp; Submission</b>
23	Tue July 13	<b>Scents of Recovery   2019 Election Victory Mitsotakis   CocoMat Corporate Visit</b> READING   Michael Lewis, <i>Beware of Greeks Bearing Bonds</i> , Vanity Fair, 2010 READING   Harari Davos 2020 Speech & Mitsotakis Davos Man Address

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		<b>Market Agoge   Thriving?</b> <b>Visit to LOWE MULLEN Agency</b> READING   Piketty & Saez, <i>Income Inequality</i> & Columbia Earth Institute <i>World Happiness Report</i>
24	Wed July 14	<b>The Odysseus Gene   The Journey Continues   21<sup>st</sup> Century Age of the Migrant</b> <b>Socrates Shelter Service Day (Unaccompanied Minors)</b>
25	Thu July 15	<b>DUE   Final Paper Submission &amp; Presentations</b>
26	Fri July 16	<b>Farewell Class &amp; Luncheon</b>

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**Note:** *This class may deviate from the course outline above. The instructor reserves the right to make changes as needed to the course syllabus in order to benefit student learning and accommodate the latest research.*