

## **SOC 360 | SOCIOLOGY OF DISSENT** **Fall 2026**

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### **Course Description**

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.

To do so, the following topics will be explored throughout the course of the semester:

- The culture of protesting: civil unrest, public order/disorder and police violence
- The convergence between sports and politics: football (soccer) fan clubs, collective belonging and ritualised violence
- On the Left: anarchism and the emergence of identity activism (feminism, veganism, anti-fascist and anti-racist groups)
- On the Right: the rise of new fascism as an anti-establishment movement (white supremacy, ultra-nationalism, anti-immigration discourses)
- Alternative rationalities: contesting scientific expertise, alternative therapies and spiritualities, the rise of conspiracy theories
- Street art forms: hip-hop culture, street poetry, graffiti and landscapes of dissent in the urban culture and the new media
- Tradition as resistance: religion as a powerful institution and as a force of dissent

### **Course Approach**

To investigate these questions, we will read and interpret texts, analyze audiovisual material (films and videos), work in groups to present arguments and debate issues across a range of positions, develop research and writing skills as well as evidence/data collections skills via relevant field trips.

More specifically with regards to each of these modes of learning:

Reading: we will read a wide variety of texts, which are specified below in the weekly class schedule.

Analyzing and interpreting: along with key texts, we will analyze audiovisual material – films and videos – related to the topics examined by the course. The use of audiovisual material will allow students to use the analytical tools acquired through the course to dissect and interpret the phenomena in question.

Group work: teamwork will enhance the culture of collaboration and exchanging of views. Team work also allows for experiencing the difficulties of allocating tasks but also the joys of working together towards a common goal.

Writing: this course involves a substantial amount of writing of different kinds: you will be required to produce creatively apply theoretical concepts to relevant cases/examples and to keep fieldwork notes for use in class; most significantly, the course requires the submission of a 2500-word research essay on one of the key topics addressed throughout the semester.

Oral presentation: class debates and oral presentations are designed to allow you to present your ideas with confidence, to engage in arguments in a structured way, and to convey information in a concise and clear manner.

## Learning Objectives

By the end of the course, students should be able to:

1. Discuss fundamental concepts, theories and debates shaping the understanding of dissent, resistance and violence in social sciences.
2. Identify and critically assess a wide array of forms of dissent and their relationship to contemporary political, economic and social developments.
3. Compare, contrast and evaluate forms of resistance, dissent and violence in a variety of cultural, historical, social and national contexts.
4. Apply the theoretical toolbox developed through the course to analyze instances of dissent, resistance and violence.
5. Acquire the conceptual background and analytic capacity to recognize manifestations of dissent and engage in their own examination of contemporary forms of dissent.

## Course Requirements

- Class attendance and participation: active participation the questions provided on the weekly class schedule
- Preparation for and participation in class debates (group assignment)
- Creation of an Infographic (group assignment)
- Midterm reflection essay (individual assignment)
- Research paper or project of 2500 words on one of the themes addressed by the course (specific topics to be discussed at the beginning of the semester with the course instructor – individual or group assignment after discussion with the tutor)
- Presentation of the research paper or project (individual or group work)

## Class Attendance and Participation

Class attendance is compulsory and your active participation in all class activities and class discussion is key for the successful completion of the course. Participation is evaluated on the basis of raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, appropriately challenging assumptions and perspectives. A question for discussion is provided for each class session (see below).

## Class Debates

Debates in the class around controversies aim to enhance the students' ability to construct arguments and position themselves vis-à-vis controversies in a structured and measured manner as well as promote the values of dialogue and consensus.

## Infographic

The creation of this group exercise is to enhance the ability for collective work, to identify accurate data, to present information in an intelligible and accessible manner, and to creatively combine textual and visual data.

## Fieldwork Notes and Photos

These trips will allow for the exploration of key topics discussed in class on the ground as well as for the development of observation and evidence/data collecting skills (e.g. field notes, photos).

## Midterm reflection essay

Part of your midterm grade is the submission of a reflection essay of 800-1000 words which will be comparing the two films which are part of the course material along with the ideologies represented in each of these films.

## Research Paper or Project

You must produce and submit one research paper or project of 2500 words on one of the core issues linked to the course. The precise topic will be discussed with the course instructor at the beginning of the semester. You should make an argument and support your position based on the bibliography provided by the course but also on research conducted by you. This can be a theoretical piece, a piece based on bibliography or secondary sources or an empirical project based on primary data or sources that you will collect. It can be an individual or a group assignment (with word limit adjusted accordingly).

## Presentation of the Research Paper or Project

On the last week of the semester you must present your research paper or project in front of the class. A power point must be used and submitted to the course instructor after the presentation. Your presentation should last no more than ten minutes and will be followed by a five-minute Q&A and feedback session.

## Evaluation and Grading

Your grade for this course will be based on the following distribution:

- Class attendance and participation: 20%

Class participation includes participation in class discussions, informed contributions with evidence of awareness of the required readings, applications of theory as requested (instructions will be given in class)

- Class debate: 15%
- Creation of an Infographic: 10%
- Midterm reflection essay: 15%
- Research paper or project: 30%
- Presentation of the research paper or project: 10%

## Evaluation Criteria - Course Assignments

### Class Attendance and Participation

Class attendance is compulsory and your active participation in all class activities and class discussion is key for the successful completion of the course. Participation is evaluated on the basis of raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings, expanding the class's perspective, appropriately challenging assumptions and perspectives. Class participation also includes applications of theory, namely exercises designed to hone your sociological skills and allow you to apply theoretical concepts to sociological realities.

### Class Debate (group work)

Debates in the class around controversies aim to enhance the students' ability to construct arguments and position themselves vis-à-vis controversies in a structured and measured manner as well as promote the values of dialogue and consensus.

### Infographic (group work)

The creation of this group exercise is to enhance the ability for collective work, to identify accurate data, to present information in an intelligible and accessible manner, and to creatively combine textual and visual data.

### Midterm reflection essay

Part of your midterm grade is the submission of a reflection essay of 800-1000 words which will compare the two films which are part of the course material along with the ideologies represented in each of these films.

### Research Paper or Project

You must produce and submit one research paper or project of 2.500 words on one of the core issues linked to the course. The precise topic will be discussed with the course instructor at the beginning of the semester. You should make an argument and support your position based on the bibliography provided by the course but also on research conducted by you. This can be a theoretical piece, a piece based on bibliography or secondary sources, or an empirical project based on primary data or sources that you will collect. It can be an individual or a group assignment (with word limit adjusted accordingly).

### Presentation of the Research Paper or project

On the last week of the semester, you must present your research paper or project in front of the class. A power point must be used and submitted to the course instructor after the presentation. Your presentation should last no more than ten minutes and will be followed by a five-minute Q&A and feedback session.

## CYA Attendance and absences policy: [see Appendix I for important details](#)

### Make-up work and grading:

More than 3 unexcused absences automatically lower the final grade, unless make-up work is submitted. Every missed unexcused class beyond three unexcused absences lowers the final grade by 2%.

Make up work – both for excused and unexcused absences – consists of a written summary of 600-800 words of the topic addressed in class, based on the powerpoint slides and the required reading. This should not be a simple reproduction of main points, but a reflective piece based on the information provided by the powerpoint slides and the required reading.

### Punctuality:

Punctuality is expected of all students. Arrivals more than fifteen minutes late will be recorded as an absence, unless prior arrangements have been made with the instructor.

## Policy on Original Work

Unless otherwise specified, all submitted work must be your own original work. Any ideas taken from the work of others must be clearly identified as quotations, paraphrases, summaries, figures etc., and accurate internal citations and/or captions (for visuals) as well as an accompanying bibliography must be provided.

## Use of Laptops

In-class or onsite use of laptops and other devices is permitted if this facilitates course-related activities such as note-taking, looking up references, etc. **Laptop or other device privileges will be suspended if devices are not used for class-related work.**

## Use of Laptops Accommodation 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 inform the Director of Academic Affairs and make sure that your school forwards the necessary documentation.

## Etiquette

Food consumption is forbidden in class.

## CYA guidelines on AI use: see Appendix II for important details

- All AI use for the course's assignments must be disclosed.
- Students should use the format given by a specific professor, or the following format: **"AI Usage Disclosure: [specific AI tool] was used in the creation of this work in the following ways: [list uses and outcomes]. The content can be viewed here [add link] and has been reviewed and edited by [student's full name]."**
- You are permitted to use AI tools for research and advice) organization of an assignment (you must disclose this use)
- You are permitted to use AI to summarize long documents for research (but not work related to the required readings)
- You are permitted to use A for language editing purposes.
- You are not permitted to use AI to write the assignment content for you.

Class Day	Day/ Date	Topic / Readings / Assignments Due
1	Week 1	<p><b>SETTING THE SCENE: The spectrum of dissent in the 21st century: the agents, the reasons, the manifestations, the transformations</b></p> <p><b>Description</b> This introductory session will present the social and economic context within which dis-sent has become a main vehicle of political expression in the Western world and will canvass its contemporary employments for ultra-progressive and ultra-conservative causes alike.</p> <p><b>Required reading</b> Young, R. (2017), "Introduction: Dissent in America" pp. 1-16 and "Conclusion: The Arc of Dissent" pp. 520-522, in <i>Dissent. The History of an American Idea</i>, New York: NYU Press.</p> <p><b>Optional bibliography</b> Hay C. (2014) "A Crisis of Politics in the Politics of Crisis" pp. 60-78 in: Richards D., Smith M. and Hay C. (eds) <i>Institutional Crisis in 21st-Century Britain</i>, Understanding Governance Series London: Palgrave Macmillan. Young, R. (2017), chapter 23 "A New Age of Dissent" pp. 501-520 in <i>Dissent. The History of an American Idea</i>, New York: NYU Press.</p> <p><b>Question for discussion</b> Do you think that manifestations of social discontent are increasing in recent years? If yes, what are the main reasons, in your view?</p>
2	Week 1	<p><b>SETTING THE SCENE: Violence, resistance, dissent: definitions and theoretical background</b></p> <p><b>Description</b> This session will address the key concepts, structuring the debate that is dissent, resistance and violence. It will also cover the main theoretical approaches addressing social unrest and manifestations of discontent, as well as the significance of dissent for positive and negative social change.</p> <p><b>Required reading</b> Hollander, J. A. and Einwohner, R. L. "Conceptualizing Resistance", <i>Sociological Forum</i></p>

19(4): 533-554.

**Optional bibliography**

Goodwin, J. and Jasper J. M. (2015) Part II "Why Do Social Movements Occur?" pp. 9-52 in *The Social Movements Reader. Causes and Concepts*, Malden MA and Oxford: Wiley Blackwell.

**Question for discussion**

What is the analytical difference between the key concepts of dissent, resistance and violence? Use examples to illustrate your definitions.

3 Week 2

**PUBLIC ORDER AND DISORDER: Protests, demonstrations, riots: social unrest and civil disobedience**

**Description**

This session will look at the wide-spread practice of protests and demonstrations as expressions of social unrest. Using as an entry point the recent economic crisis in Europe, it will examine facets of public protests – from strikes to riots and performative tactics – and will dissect the politics of social movements today.

**Required reading**

Katz, M.B. (2008) "Why don't American cities burn very often?", *Journal of Urban History*, 34, 2, 185-208.

**Optional bibliography**

Della Porta, D. and Diani, M. (2010), chapter 5 "Individuals, Networks and Participation" pp. 114-134 in *Social Movements. An Introduction*, MA and Oxford: Wiley-Blackwell.

Della Porta, D. and Diani, M. (2010), chapter 7 "Action Forms, Repertoires, and Cycles of Protest" pp. 163-191 in *Social Movements. An Introduction*, MA and Oxford: Wiley-Blackwell.

Newburn, T., Cooper, K., Deacon, R. and Diski, R. (2015) "Shopping for Free? Looting, Consumerism and the 2011 Riots", *British Journal of Criminology*, 55 (5): 987-1004.

**Question for discussion**

How have causes and drivers of protests and riots changed in recent years? What are the reasons for such change?

4 Week 2

**PUBLIC ORDER AND DISORDER: Police violence and the political ramifications of enforcing public order**

**Description**

This session will examine the role of police in enforcing order and will critically examine aspects of police violence as well as instances of violence against the police. Using Greece as an example, the session will look at the construction of police officers as violent subjects as well as the key symbolic function of the police in histories and mythologies of dissent.

**Required reading**

Vasilaki, R. (2016) "Policing the Crisis in Greece: The Others' Side of the Story", *GreeSe: Hellenic Observatory Papers on Greece and South East Europe*, Paper no. 98, April 2016: 1-36.

**Optional bibliography**

Della Porta, D. and Reiter H. (1998), chapter 2 "Policing Protest in the United States, 1960-1995" pp. 49-69 in *Policing Protest. The Control of Mass Demonstration in Western Democracies*, Minneapolis and London: University of Minnesota Press.

Della Porta, D. and Reiter H. (1998), chapter 1 "Policing, Protest and Disorder in Britain" pp. 35-48, in *Policing Protest. The Control of Mass Demonstration in Western Democracies*, Minneapolis and London: University of Minnesota Press.

Della Porta, D. and Reiter H. (1998), chapter 10 "Police Knowledge and Protest Policing: Some Reflections on the Italian Case" pp. 228-270 in *Policing Protest. The Control of Mass Demonstration in Western Democracies*, Minneapolis and London: University of Minnesota Press.

**Question for discussion**

What are the causes and consequences of police violence in contemporary states?

5 Week 3

**FOOTBALL AND POLITICS: Football fun clubs and violent incidents: the politics of the pitch**

**Description**

This week will look at football as a vehicle for politics – local and national – in Europe. We will look at the phenomenon of football hooliganism and its causes, football clubs and belonging as a form of kinship in the urban environment, the relationship between football and nationalism, but also at the significance of football for the formation of social and gender identities.

Videos <https://www.youtube.com/watch?v=QeScVCMNeas> <https://www.youtube.com/watch?v=pKsRzqj4Ui8> [https://www.youtube.com/watch?v=0hn1I70vDdI&has\\_verified=1](https://www.youtube.com/watch?v=0hn1I70vDdI&has_verified=1)

**Required reading**

Zaimakis, Y. (2018) 'Football Fan Culture and Politics in Modern Greece: the Process of Fandom Radicalization during the Austerity Era', *Soccer & Society*, 19(2): 252-270.

**Optional bibliography**

Alabarces, Pablo, "Post-Modern Times: Identities and Violence in Argentine Football" in Armstrong, G. and Giulianotti, R. (1999) *Football Cultures and Identities*, Houndmills, Basingstoke: Palgrave Macmillan: 77-85.

Cleland, J. (2015) chapter 1 "Football in Context: Industrialism, Urbanism and Global Diffusion in Football" pp.

10-23 and chapter 2 "Violence and Aggression: Has Football Always Been Violent?" pp. 24-38 in *A Sociology of Football in a Global Context*, New York and London: Routledge.

Merkel, Udo "Football Identity and Youth Culture in Germany" in Armstrong, G. and Giulianotti, R. (1999) *Football Cultures and Identities*, Houndmills, Basingstoke: Palgrave Macmillan: 52-63.

Russell, David "Associating with Football: Social Identity in England 1863–1998" in Armstrong, G. and Giulianotti, R. (1999) *Football Cultures and Identities*, Houndmills, Basingstoke: Palgrave Macmillan: 15-28.

**Question for discussion**

How are social identities constructed and performed through membership in football fan clubs?

6	Week 3	<p><b>FOOTBALL AND POLITICS: Field trip (details tbc)</b>            Assignment: Fieldwork notes (individual work)            Observe the football fans of both teams: how are the fans organized in the stadium? How are celebrations choreographed? How is discontent/disappointment expressed? What kinds of rituals are taking place? Draw similarities and differences with fandom experience in your own country.</p>
7	Week 4	<p><b>ON THE LEFT (PART 1): Far-left activism and traditional anarchism in the 20th century in Europe</b>  <b>Description</b>            This week will look at the far-Left as the conceptual and political space which has been mostly identified with ideas and practices related to dissent and resistance. Using examples from Greece, and Europe more generally, we will look at the ideological constitution of far-left activism in the 20th century.  <b>Required reading</b>            March, L. and Keith, D. (2016), chapter 2 "Radical left 'success' before and after the Great Recession: still waiting for the Great Leap Forward?" pp. 27-50 in <i>Europe's Radical Left: From Marginality to the Mainstream?</i>, London: Rowman and Littlefield International Ltd.  <b>Optional bibliography</b>            March, L. and Keith, D. (2016), chapter 3 "Capitalist crisis or crisis of capitalism? How the radical left conceptualises the crisis" pp. 51-70, chapter 4 "Uplifting the masses? Radical left parties and social movements during the crisis" pp. 71-88 and chapter 5 "The Radical left and immigration: resilient or acquiescent in the face of the radical right?" pp. 89-112 in <i>Europe's Radical Left: From Marginality to the Mainstream?</i>, London: Rowman and Littlefield International Ltd.  <b>Question for discussion</b>            What are the main characteristics of far-left ideology? Who are the agents of change and what are the traits of the utopias these ideologies are striving for?</p>
8	Week 4	<p><b>ON THE LEFT (PART 1): Identity and lifestyle anarchism in the 21st century</b>  <b>Description</b>            This session will look at the transformation of anarchism and far-left activism at the dawn of the 21st century. As identity politics have taken over traditional forms of left-wing expression, such as class-based analysis, identity and issue-led politics have also transformed the political topography of the far-left (rise of feminist, anti-racist, vegan etc. movements).  <b>Required reading</b>            Kitis, E. D. "The Anti-Authoritarian Chóros: A Space for Youth Socialization and Radicalization in Greece (1974–2010)", <i>Journal for the Study of Radicalism</i> 9(1): 1-36.  <b>Optional bibliography</b>            Bookchin, M. (1995) <i>Social Anarchism or Lifestyle Anarchism: An Unbridgeable Chasm</i>, Edinburgh and San Francisco: AK Press, pp. 4-66.            Trocchi, A. (2011) "For the insurrection to succeed, we must first destroy ourselves" in A. Vradis, &amp; D. Dalakoglou (eds.), <i>Revolt and crisis in Greece: between a present yet to pass and a future still to come</i>, Oakland, CA: AK Press &amp; Occupied London: 299-327.  <b>Question for discussion</b>            What are the main characteristics of identity and issue-led politics? How do they differ from previous forms of far-left political activism?</p>
9	Week 5	<p><b>ON THE LEFT (PART 2): New perspectives of left-wing dissent and the backlash against them</b>  <b>Description</b>            This week we will focus on contemporary shifts in left-wing dissent and we will discuss the emergence of gender, LGBTQI and environmental movements. We will look at the breakthroughs of identity-based movements, the challenges of coalitions, the drawbacks for collective action, and the backlash against these new perspectives.  <b>Required reading:</b>            Alter, K. J., &amp; Zürn, M. (2020). Conceptualising backlash politics: Introduction to a special issue on backlash politics in comparison. <i>The British Journal of Politics and International Relations</i>, 22(4), 563-584.  <b>Optional reading:</b>            Alter, K. J., &amp; Zürn, M. (2020). Theorising backlash politics: Conclusion to a special issue on backlash politics in comparison. <i>The British Journal of Politics and International Relations</i>, 22(4), 739-752.</p>

Kriesi, H. (2020). Backlash politics against European integration. *The British Journal of Politics and International Relations*, 22(4), 692-701.

Thomas, S. (2008). "Backlash" and its utility to political scientists. *Politics & Gender*, 4(4), 615-623.

10      Week 5      **ON THE LEFT (PART 2): Discussion of the film "The Baader-Meinhof Complex" and the ethical and political dilemmas of radicalism**

**Description**

For this session, you need to come to class prepared: you will be provided with a link to watch the film "The Baader-Meinhof Complex" and you will need to prepare notes based on the questions given below. Theory application is one of the ways you are assessed, so your participation in the discussion is crucial.

This session will also examine the complex reasons people become radicalized, the political and ethical dilemmas of radicalism and the ways dissent develops into violent extremism.

**Assignment:** application of theory (individual work)

What are the main reasons the film characters get involved in the group? What is their social background? What is the political context of the time? What kind of ideological principles motivate them? What kind of ideological motifs we discussed in class so far can be identified in the film?

Required homework: watch the film "The Baader-Meinhof" film

**Optional reading**

Alcoff, L. (1991-1992) "The Problem of Speaking for Others", *Cultural Critique* 20, pp: 5-32.

Kassimeris, G. (2007) "Urban Guerrilla or Revolutionary Fantasist? Dimitris Koufodinas and the Revolutionary Organization 17 November", *Studies in Conflict and Terrorism* 28(1): 21-31.

Maskaliūnaitė, A. (2015) "Exploring the Theories of Radicalization", *International Studies. Interdisciplinary Political and Cultural Journal* 17(1): 9-26.

**Question for discussion**

Why do people become radicalized? Are causes of violent radicalization/violent extremism the same across the political spectrum?

11      Week 6      **ON THE RIGHT (PART 1): Far-right movements, totalitarianism and nationalism in the 20th century**

**Description**

This week will examine the phenomenon of far-right extremism. We will look at the identification of far-right politics with nationalism and forms of totalitarianism in the 20th century in Europe as well as the causes and the ways that far-right ideologies achieved dominance in times of crisis in the recent past.

**Required reading**

Camus, J-Y. and Lebourg, N. (2017), "Introduction: How the Far-Right Came into Being", pp. 1-52, in *Far-Right Politics in Europe*, New Haven: Belknap Press: An Imprint of Harvard University Press.

**Optional bibliography**

Ban-On, T. (2018) "The Radical Right and Nationalism" in *Oxford Handbooks Online*, pp. 1-28, <http://www.oxfordhandbooks.com/view/10.1093/ox-fordhb/9780190274559.001.0001/oxfordhb-9780190274559-e-2>

**Question for discussion**

What are the main characteristics of far-right ideology? Who are the actors abiding by these ideas and what are the traits of societies imagined by such ideologies and movements?

12      Week 6      **ON THE RIGHT (PART 1): Anti-immigration and the rise of cultural rac-ism: the new far-right in the 21st century**

**Description**

This session will look at the transformation of far-right ideologies from a fringe and marginal position to which they were confined in the post-war era, to the movements of dissent and protest in the years of the recent economic crisis. It will also address their ideological shift towards cultural racism and the anti-immigration rhetoric, which has been gaining increasing prominence throughout the Western world.

**Required reading**

Petrou, M. & Kandylis, G. 'Violence and Extreme-right Activism: The Neo-Nazi Golden Dawn in a Greek Rural Community', *Journal of Intercultural Studies*, 37(6): 589-604.

**Optional bibliography**

Camus, J-Y. and Lebourg, N. (2017), "White Power" pp. 98-119 and "The New Right in All Its Diversity" pp. 120-151 in *Far-Right Politics in Europe*, New Haven: Belknap Press: An Imprint of Harvard University Press.

Kallis, A. (2018) "The Radical Right and Islamophobia" in *Oxford Handbooks Online*, pp. 1-23, <http://www.oxfordhandbooks.com/view/10.1093/ox-fordhb/9780190274559.001.0001/oxfordhb-9780190274559-e-3>

**Question for discussion**

How is the new far-right different from older expressions of far-right discourses? How does nationalism and xenophobia tap into feelings of cultural anxiety and how does the far-right capitalize on recent political developments (e.g. refugee crisis)?

13	Week 7	<p><b>ON THE RIGHT (PART 2): Discussion of the film "American History X" and the gender politics of the Far Right</b></p>
		<p><b>Description</b>          For this session, you need to come to class prepared: you will be provided with a link to watch the film "American History" and you will need to prepare notes based on the questions given below. Theory application is one of the ways you are assessed, so your participation in the discussion is crucial. Using the film as an entry point, we will discuss the gender politics of the Far right and the Alt Right and contemporary perceptions of masculinity and femininity and the back-lash against the emergence of fluid and complex gender identities.</p> <p><b>Required homework:</b> Watch the film "American History X"          Assignment: application of theory (individual work)          What are the main reasons the film characters get involved with the group? What is their social background? What is the political context of the time? What kind of ideological principles motivate them?</p> <p><b>Optional reading:</b>          Claus, Robert (et al.) "The Far Right's Ideological Constructions of 'Deviant' Male Sexualities" in Köttig, Michaela, Bitzan, Renate, Petö, Andrea (eds.) (2017) <i>Gender and Far Right Politics in Europe</i>, Cham, Switzerland: Palgrave Macmillan: 305-319.          Farris, S. (2017), "Introduction: In the Name of Women's Rights", in <i>In the Name of Women's Rights. The Rise of Femonationalism</i>, Durham and London: Duke University Press, pp. 1-21.          Coonz, C. (1987) chapter 1 "Introduction: Love and Order in the Third Reich" in <i>Mothers in the Fatherland</i>, New York: Routledge, pp. 1-18.          Scrinzi, Francesca, "A 'New' National Front? Gender, Religion, Secularism and the French Populist Radical Right" in Köttig, Michaela, Bitzan, Renate, Petö, Andrea (eds.) (2017) <i>Gender and Far Right Politics in Europe</i>, Cham, Switzerland: Palgrave Macmillan: 127-140.</p>
14	Week 7	<p><b>ON THE RIGHT (PART 2): Gender and the Far Right</b></p>
		<p><b>Midterm exam</b>          Presentation of infographics (group work):          In groups identify a far-right/alt-right group, political party, organization or personality and provide information with regards to the social characteristics of its supporters, its electoral success in different countries, number of violent attacks, or any other information you deem significant.</p>
15	Week 8	<p><b>ALTERNATIVE RATIONALITIES: The counter-culture movement and the rise of the New Age culture, part I</b></p>
		<p><b>Description</b>          This session will look at the rise of the counter-culture movement of the sixties as the ideological matrix which popularized ideas and forms of alternative rationalities. In this perspective, it will also look at the rise of New Age movements, as a form of dissent to the disenchantment of modernity and the power of "experts". In particular, this session will address the emergence of the idea of the self in modernity.</p> <p><b>Required reading</b>          Giddens, A. (1991) <i>Modernity and Self-Identity. Self and Society in the Late Modern Age</i>, Stanford: Stanford University Press, ch. 3 "The Trajectory of the Self", pp. 70-108.</p> <p><b>Optional bibliography</b>          Sutcliff, S.J. and Gilhus, I.S. (2014), chapter 1 "New Age, World Religions and Elementary Forms" pp. 17-34, chapter 11 "Beyond the Spiritual Supermarket: The Social and Public Significance of New Age spirituality" pp. 174-196 in <i>New Age Spirituality. Rethinking Religion</i>, London and New York: Routledge.</p> <p><b>Question for discussion</b>          Why does the idea of the "self" emerge in modernity? What are the characteristics of the modern self?</p>
16	Week 8	<p><b>ALTERNATIVE RATIONALITIES: The counter-culture movement and the rise of the New Age culture, part II</b></p>
		<p><b>Description</b>          This session will look at the rise of the counter-culture movement of the sixties as the ideological matrix which popularized ideas and forms of alternative rationalities. In this perspective, it will also look at the rise of New Age movements, as a form of dissent to the disenchantment of modernity and the power of "experts". In particular, this session will look at the concepts of culture of narcissism and the concept of therapy culture.</p> <p><b>Required reading</b>          Lasch C. (1979) chapter 1 "The Awareness Movement and the Social Invention of the Self" pp. 3-30 in <i>The Culture of Narcissism. American Life in an Era of Diminished Ex-pectations</i>, New York and London: W.W. Norton and Company.</p> <p><b>Optional bibliography</b>          Lasch, C. (1984) chapter 1 "Introduction: Consumption, Narcissism and Mass Culture" pp. 1-57 in <i>The Minimal Self. Psychic Survival in Troubled Times</i>, New York and London: W.W. Norton and Company.</p> <p><b>Question for discussion</b></p>

Why has the perception of the self as "special" and/or "vulnerable" has acquired prominence in postmodern societies?

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- 17      Week 9      **THE ECLIPSE OF REASON: Anti-establishment ideologies in the crisis era: specters of "the system" and its opponents**  
**Description**  
 This session will address the seeming retreat of rationalism in politics and the rise of political discourses adopting an "anti-establishment" rhetoric and agenda. Using examples from Europe and the USA we will examine the various conceptualizations of "the system" and its instrumentalization in different political and national contexts.  
**Required reading**  
 Sturm, T. & Albrecht, T. (2020) "Constituent Covid-19 apocalypses: contagious conspiracism, 5G, and viral vaccinations", *Anthropology & Medicine* 28(1): 122-139.  
**Optional bibliography**  
 Horkheimer, M. (2013[1947]) chapter 4 "Rise and Decline of the Individual" pp. 128-161 in *Eclipse of Reason*, Martino Fine Books.  
 Kemmers, R., van der Waal, J. and Aupers, S. (2015) "Becoming politically discontented: Anti-establishment careers of Dutch nonvoters and PVV voters", *Current Sociology* 64(5): 757-774.  
**Question for discussion**  
 What is perceived as "the system" in different ideologies? Why do people dissent against "experts"?
- 
- 18      Week 9      **THE ECLIPSE OF REASON: Conspiracy theories and fake news**  
**Description**  
 This session will look at the rise of conspiracy theories and the impressive spread of fake news as responses and as concrete manifestations of dissent against "the system" and some kind of "hidden truth".  
**Required reading**  
 The Routledge Handbook of Conspiracy Theories (2020), edited by Michael Butter and Peter Knight, Section Three: Society and Politics: a. Introduction; 3.1. Who Are the Conspiracy Theorists; 3.2. Conspiracy Theory Entrepreneurs, Movements and Individuals, pp. 259-291.  
**Optional bibliography**  
 Asadi, M. (2010) "The Sociology of Conspiracy: A Cultural Commentary on Structural Adjustment", *Societies Without Borders* 5(1): 74-80.  
 Horkheimer, M. (2013[1947]) chapter 1 "Means and Ends" pp. 3-57 in *Eclipse of Reason*, Martino Fine Books.  
 Harambam, J. and Aupers, S. (2017) "I Am Not a Conspiracy Theorist': Relational Identifications in the Dutch Conspiracy Milieu", *Cultural Sociology* 11(1): 113 – 129.  
**Assignment:** application of theory (individual assignment)  
 Choose a conspiracy theory: in what ways does it fit the typology developed in the power point slides? In what ways does it differ?
- 
- 19      Week 10      **DISSENT AND URBAN CULTURE: Aestheticized forms of dissent: graffiti, street poetry, hip hop music, part I**  
**Description**  
 This session will explore art forms typically related with dissent, such as graffiti and hip hop. We will look at the ethics and aesthetics of such topographies and the way they alter perceptions about the use of the urban space. We will also look at the evolution of rap and hip-hop music as forms of dissent. We will look at the meaning of youth subcultures as vehicles of alternative lifestyles and modes of resistance to social conformism and we will examine the possibility of subversive art in a commodified world.  
**Required reading**  
 Zaimakis, Y. (2016) 'Youth Precariat Worlds and Protest Graffiti in The Dystopia of the Greek Economic Crisis: A Cross-Disciplinary Perspective', *Punctum*, 2(2): 66-84.  
 Androutsopoulos, Y. and Scholz, A. (2003) "Spaghetti Funk: Appropriations of Hip-Hop Culture and Rap Music in Europe", *Popular Music and Society* 6(4): 463-479.  
**Optional bibliography**  
 Brown, D., Evangelinidis, E. and Martinovic. M. (2017) "Visual Dimensions of Protests: Three Examples from the Balkans", *Knowledge Cultures* 5(5): 69-95.  
 Zaimakis, Y. (2009) "Bawdy Songs and Virtuous Politics": Ambivalence and Controversy in the Discourse of the Greek Left on rebetiko, *History and Anthropology*, 20:1, 15-36.  
**Question for discussion**  
 What is the relationship between arts and politics in your view? Should art be political?
- 
- 20      Week 10      **DISSENT AND URBAN CULTURE: Aestheticized forms of dissent: graffiti, street poetry, hip hop music, part II**  
**Description**  
 Walking seminar in the center of Athens to observe and discuss the growing presence and significance of

graffiti and street art.

**Assignment:** photos (individual work)

Take a photo of three pieces of graffiti you liked most and discuss what makes them interesting in your view.

21	Week 11	<p><b>RELIGION AS DISSENT: The transformation of the role of religion in the 20th century: from tradition to revolution</b></p> <p><b>Description</b> This week will examine the changing role of religion in the 20th century from a force typically related to traditional power and established authorities to a force of revolution and dissent, particularly against forms of West-ern power.</p> <p><b>Required reading</b> Heelas, P., Martin, D. and Morris, P. (1998) chapter 4 "Postmodern Religion" pp. 55-78 and chapter 6 "From fundamentalism to fundamentalisms" pp. 88-101 in <i>Religion, Modernity and Postmodernity</i>, Oxford and Massachusetts: Wiley and Blackwell.</p> <p><b>Optional bibliography</b> Heelas, P., Martin, D. and Morris, P. (1998), chapter 1 "Introduction: On differentiation and de-differentiation" pp. 1-18 in <i>Religion, Modernity and Postmodernity</i>, Oxford and Massachusetts: Wiley and Blackwell. Pollack, D. (2015) "Varieties of Secularization Theories and Their Indispensable Core", <i>The Germanic Review: Literature, Culture, Theory</i> 90(1): 60-79.</p> <p><b>Question for discussion</b> Is religion making a come-back into politics? Has religion ever been marginalized in modernity?</p>
22	Week 11	<p><b>RELIGION AS DISSENT: Secular authority and religion as resistance</b></p> <p><b>Description</b> Drawing on a number of examples from recent controversies revolving in Europe around religion – such as the ban against the veil, or the tension between blasphemy versus free speech – we will look at the ways religious subjectivity is reclaimed as a dissenting force against secular authority in recent years.</p> <p><b>Required reading</b> Scott, J. W. (2004), "Introduction" pp. 1-20 and chapter 1 "The Headscarf Controversies" pp. 21-41 in <i>The Politics of the Veil</i>, Princeton: Princeton University Press.</p> <p><b>Optional bibliography</b> Butler, J. (2008) "Sexual Politics, Torture and Secular Time", <i>The British Journal of Sociology</i> 59(1): 1-23. Mahmood, S. (2005) chapter 1, "The Subject of Freedom" pp. 1-39 in <i>The Politics of Piety. The Islamic Revival and the Feminist Subject</i>, Princeton: Princeton University Press. Vasilaki, R. (2016) "The Politics of Postsecular Feminism?", <i>Theory, Culture and Society</i> 33(2): 103-123.</p> <p><b>Assignment:</b> debate (group work)</p> <p><b>Debate:</b> Teams 1 &amp; 2: Are Western states right or wrong in their attempt to control forms of religious expression (e.g. the headscarf ban)? Teams 3 &amp; 4: Is free speech an imperative for democracy or should religious faith and sensitivities enjoy protection in certain cases? (e.g. the Danish cartoons, the Charlie Hebdo case)?</p>
23	Week 12	<p><b>CONCLUSION: PRESENTATION OF PROJECTS</b></p> <p><b>Description</b> This session will be dedicated to the presentations of individual projects, which will be a short, ten-minute presentation of the research papers or projects to be submitted on the last day of classes.</p>
24	Week 12	<p><b>CONCLUSION: EVALUATION OF THE PRESENTATIONS AND EVAL-UATION OF THE COURSE</b></p> <p><b>Description</b> This session will be dedicated to the presentations of individual projects, which will be a short, ten-minute presentation of the research papers or projects to be submitted on the last day of classes.</p>

### Course Bibliography

Core reading:

- Adam, E. (2017) "Intersectional Coalitions: The Paradoxes of Rights-Based Movement Building in LGBTQ and Immigrant Communities", *Law and Society Review* 51(1): 132-167.
- Androutsopoulos, Y. and Scholz, A. (2003) "Spaghetti Funk: Appropriations of Hip-Hop Culture and Rap Music in Europe", *Popular Music and Society* 6(4): 463-479.
- Armstrong, G. and Giulianotti, R. (1999) *Football Cultures and Identities*, Houndmills, Basingstoke: Palgrave Macmillan.
- Camus, J-Y. and Lebourg, N. (2017) *Far-Right Politics in Europe*, New Haven: Belknap Press: An Imprint of Harvard University Press.
- Harambam, J. (2020) "Conspiracy Theory Entrepreneurs, Movements and Individuals" in *The Routledge Hand-book of Conspiracy Theories*, edited by Michael Butter and Peter Knight, London and New York: Routledge, pp. 278-291.
- Heelas, P., Martin, D. and Morris, P. (1998), *Religion, Modernity and Postmodernity*, Oxford and Massachusetts: Willey and Blackwell.
- Hollander, J. A. and Einwohner, R. L. "Conceptualizing Resistance", *Sociological Forum* 19(4): 533-554.

- Katz, M.B. (2008) "Why don't American cities burn very often?", *Journal of Urban History*, 34, 2, 185-208. Kitis, E. D. "The Anti-Authoritarian Chóros: A Space for Youth Socialization and Radicalization in Greece (1974–2010)", *Journal for the Study of Radicalism*, 9(1): 1-36.
- Lasch C. (1979) *The Culture of Narcissism. American Life in an Era of Diminished Expectations*, New York and London: W.W. Norton and Company.
- March, L. and Keith, D. (2016) *Europe's Radical Left: From Marginality to the Mainstream?*, London: Rowman and Littlefield International Ltd.
- Petrou, M. & Kandyli, (2016) G. 'Violence and Extreme-right Activism: The Neo-Nazi Golden Dawn in a Greek Rural Community', *Journal of Intercultural Studies*, 37(6): 589-604.
- Scott, J. W. (2004), *The Politics of the Veil*, Princeton: Princeton University Press.
- Smallpage, S. M., Drochon, H. & Uscinski, J. E. (2020) "Who Are the Conspiracy Theorists? Demographics and Conspiracy Theories" in *The Routledge Handbook of Conspiracy Theories*, edited by Michael Butter and Peter Knight, London and New York: Routledge, pp. 263-277.
- Sturm, T. & Albrecht, T. (2020) "Constituent Covid-19 apocalypses: contagious con-spiracism, 5G, and viral vaccinations", *Anthropology & Medicine* 28(1): 122-139.
- Vasilaki, R. (2016) "Policing the Crisis in Greece: The Others' Side of the Story", *GreeSe: Hellenic Observatory Papers on Greece and South East Europe*, Paper no. 98, April 2016: 1-36.
- Young, R. (2017) *Dissent. The History of an American Idea*, New York: NYU Press.
- Zaimakis, Y. (2016) 'Youth Precariat Worlds and Protest Graffiti in The Dystopia of the Greek Economic Crisis: A Cross-Disciplinary Perspective', *Punctum*, 2(2): 66-84.
- Zaimakis, Y. (2018) 'Football Fan Culture and Politics in Modern Greece: the Process of Fandom Radicalization during the Austerity Era', *Soccer & Society*, 19(2): 252–270.

Further reading:

- Asadi, M. (2010) "The Sociology of Conspiracy: A Cultural Commentary on Structural Adjustment", *Societies Without Borders* 5(1): 74-80.
- Ban-On, T. (2018) "The Radical Right and Nationalism" in Oxford Handbooks Online, pp. 1-28.
- Bergmann, Z. & Ossewaarde, P. (2020) "Youth climate activists meet environmental governance: ageist depictions of the FFF movement and Greta Thunberg in German newspaper coverage", *Journal of Multicultural Discourses* 15:3, 267-290.
- Butler, J. (2008) "Sexual Politics, Torture and Secular Time", *The British Journal of Sociology* 59(1): 1-23.
- Cleland, J. (2015) chapter 1 "Football in Context: Industrialism, Urbanism and Global Diffusion in Football" pp. 10-23 and chapter 2 "Violence and Aggression: Has Football Always Been Violent?" pp. 24-38 in *A Sociology of Football in a Global Context*, New York and London: Routledge.
- Coon, C. (1987) chapter 1 "Introduction: Love and Order in the Third Reich" pp. 1-18 in *Mothers in the Fatherland*, New York: Routledge.
- Della Porta, D. and Diani, M. (2010) *Social Movements. An Introduction*, MA and Oxford: Wiley-Blackwell. Della Porta, D. and Reiter H. (1998), *Policing Protest. The Control of Mass Demonstration in Western Democracies*, Minneapolis and London: University of Minnesota Press.
- Farris, S. (2017), "Introduction: In the Name of Women's Rights", in *In the Name of Women's Rights. The Rise of Femonationalism*, Durham and London: Duke University Press, pp. 1-21.
- Goodwin, J. and Jasper J. M. (2015) Part II "Why Do Social Movements Occur?" pp. 9-52 in *The Social Movements Reader. Causes and Concepts*, Malden MA and Oxford: Wiley Blackwell.
- Hay C. (2014) "A Crisis of Politics in the Politics of Crisis" pp. 60-78 in: Richards D., Smith M. and Hay C. (eds) *Institutional Crisis in 21st-Century Britain*, Understanding Governance Series London: Palgrave Macmillan.
- Horkheimer, M. (2013[1947]) *Eclipse of Reason*, Martino Fine Books.
- Kallis, A. (2018) "The Radical Right and Islamophobia" in Oxford Handbooks Online, pp. 1-23.
- Kassimeris, G. (2007) "Urban Guerrilla or Revolutionary Fantasist? Dimitris Koufodinas and the Revolutionary Organization 17 November", *Studies in Conflict and Terrorism* 28(1): 21-31.
- Lasch, C. (1984) *The Minimal Self. Psychic Survival in Troubled Times*, New York and London: W.W. Norton and Company.
- Mahmood, S. (2005) chapter 1, "The Subject of Freedom" pp. 1-39 in *The Politics of Piety. The Islamic Revival and the Feminist Subject*, Princeton: Princeton University Press.
- Murib, Z. (2018) "Trumpism, Citizenship, and the Future of the LGBTQ Movement", *Politics and Gender*, 14: 649-672.
- Newburn, T., Cooper, K., Deacon, R. and Diski, R. (2015) "Shopping for Free? Looting, Consumerism and the 2011 Riots", *British Journal of Criminology*, 55 (5): 987-1004.
- Pollack, D. (2015) "Varieties of Secularization Theories and Their Indispensable Core", *The Germanic Review: Literature, Culture, Theory* 90(1): 60-79.
- Seyfang, G. "Eco-warriors in the supermarket? Evaluating the UK sustainable consumption strategy as a tool for ecological citizenship" (2004), CSERGE Working Paper EDM, No. 04-07: 1-17.
- Sutcliffe, S.J. and Gilhus, I.S. (2014) *New Age Spirituality. Rethinking Religion*, London and New York: Routledge. Trocchi, A. (2011) "For the insurrection to succeed, we must first destroy ourselves" in A. Vradis, & D. Dalakoglou (eds.), *Revolt and crisis in Greece: between a present yet to pass and a future still to come*, Oakland, CA: AKPress & Occupied London: 299-327.
- Vasilaki, R. (2016) "The Politics of Postsecular feminism?", *Theory, Culture and Society* 33(2): 103-123.
- Zaimakis, Y. (2009) "Bawdy Songs and Virtuous Politics": Ambivalence and Controversy in the Discourse of the Greek Left on rebetiko, *History and Anthropology*, 20:1, 15-36.

## APPENDIX I

### **CYA Attendances and Absences policy**

Coursework at CYA involves a great deal of experiential learning: classroom discussion, site visits, and the like, which cannot be replicated if the student is absent. Grades reflect a student's performance on assessments, but also acknowledge the degree to which a student has mastered the material through such active learning activities. As a result attendance and punctuality are essential to learning in CYA courses, which rely on in-class and on-site interaction. Faculty is required to record absences and either the Academic Advisor (on academic issues) or Student Affairs (on wellness issues) will check-in with students who have re-peated absences.

This policy applies to all scheduled class meetings and off-site activities (Athens sessions and school-wide Field Studies).

#### **1. Punctuality**

Students are expected to arrive on time; instructors have a corresponding obligation to begin on time.

#### **2. Recording & Outreach**

Instructors must record absences at every class/on-site session.

In the case of repeated absences, the Academic Advisor (for academic issues) or Student Affairs (for wellness issues) will check in with the student.

#### **3. What Counts as an Excused Absence**

##### **3.1. Illness**

The student must report the illness via the form available in the Student Portal.

If illness requires missing more than one session per class, the student must submit a signed and stamped doctor's note to Student Affairs and remain in communication with them.

Remote [online] appointments and retroactive doctor's notes will not be accepted.

##### **3.2. Other Exceptional Circumstances**

Excused absences for non-illness exceptional circumstances require prior approval from the Academic Director (not the course instructor).

##### **3.3. Accommodations**

If the student has an academic accommodation that relates to their attendance and has been filed with CYA, they should follow the procedure outlined on the accommodation form that they agreed upon with their professor.

##### **3.4. Timing**

The student must seek approval as soon as the problem arises, not retroactively, in order for the absence to be excused.

##### **3.5. Academic priority**

Class attendance takes precedence over other student appointments, travel, volunteering, or visiting friends/family, and missing class for these reasons is not excused. Students are responsible for avoiding such conflicts; the semester calendar is available at the student portal.

#### **4. How to Request an Excused Absence**

Before the class submit the relevant form or request (for illness the Student Affairs form; for exceptional circumstances the Academic Director).

Notify your instructor that a request has been submitted, and learn what material will need to be made up and how you will do so.

Provide documentation if required to administration, not the professor (e.g., doctor's note for multi-session illness).

Await the decision from the appropriate office. Professors do not grant excused absence status.

#### **5. Unexcused Absences & Consequences**

Three (3) unexcused absences in any class automatically lowers the final course grade.

More than three (3) unexcused absences in a class may lead to: a) the placement of a student on academic probation, and potentially b) the student receiving a failing grade for the course **depending on course requirements.**

## 6. Make-Up Work & Grading

Students **must** make up missed work for any absence (excused or unexcused) and communicate with instructors about requirements. Failure to complete missed work will result in the reduction of minimum one letter grade.

Quizzes, exams, and in-class assessments missed due to an unexcused absence may receive a zero (0) grade, per course requirements as outlined in the syllabus.

Because participation is integral to learning at CYA, a high number of excused absences may still affect the course grade, per the course's participation policy.

Course syllabi specify how attendance and participation affect the final grade.

## APPENDIX II

### CYA generative AI policy - Developing a culture of appropriate AI use

Our educational mission at CYA is to provide an academically rigorous program that enables students to return home both inspired and intellectually engaged. AI is a means, not an end. When students use AI to bypass the challenges that are essential to the learning process, it undermines the purpose of their courses and the curriculum as a whole.

At the same time, AI can serve as a valuable tool to enhance learning when used responsibly. At CYA, appropriate AI use will vary across courses, depending on each subject's nature and learning objectives. While some students may view such shortcuts as harmless or time-saving, presenting work generated by AI as your own is fundamentally dishonest. It undermines the learning process, violates academic integrity policies, and can carry serious consequences.

#### 1. Allowed/disallowed AI uses:

- Students must disclose their AI usage on assignments, following either their professor's guidelines or the guidelines below (see "AI disclosure"). Failure to disclose how AI has been used, or submission of AI work as one's own, is a violation of academic integrity [see relevant section on student handbook]. Using AI in any way that is not explicitly permitted by the syllabus, assignment instructions, or the professor is considered a violation of academic integrity. If a professor suspects that AI was improperly used to complete an assignment, they may ask the student to explain or discuss their work orally to confirm that the student has the knowledge their submitted work represents.
- Mistakes made by AI are the responsibility of the student, even when they have disclosed their AI usage. Using AI does not excuse errors, misrepresentations, plagiarism, or violations of course policies. All allowed AI output should be double-checked and used with caution (see "AI problems" below).
- Because mistakes made by AI are the responsibility of the student, when faculty allows for specific AI uses, faculty also has a responsibility to provide students with the critical tools necessary to evaluate AI output for those uses.

#### 2. AI disclosure

- To disclose the use of AI on submitted work, students should either use the format given by a specific professor, or the following format: "AI Usage Disclosure: [specific AI tool] was used in the creation of this work in the following ways: [list uses and out-comes]. The content can be viewed here [add link] and has been reviewed and edited by [student's full name]."
- Failure to disclose, or incomplete disclosure, is a violation of academic integrity. You are fully responsible for the accuracy, originality, and integrity of any work you submit, regardless of whether AI tools were used. Keep records of your process (prompts, drafts, and sources) in case

your professor requests documentation.

### 3. **Things to consider when using AI:**

There are a number of problems with generative AI that students should be aware of.

- Users should keep in mind that AI does not have access to the world, only to its training data and new data brought to it. Its output is not based on the evaluation of the meaning of that data and its content, only on the way words tend to line up and follow each other. It has no concept of truth, of intent, or of accuracy.
- Data is not private. Content entered into most AI tools may be stored and accessed by third parties, or used to improve the system. No one should input personal, sensitive, or proprietary information, or essentially anything they would not like to be seen by others.
- Lack of sources or citations. AI systems often generate text without providing verifiable references, and when citations are supplied they may be incomplete or misattributed. AI is not a primary or secondary source and should not be cited as a source; it is a tool that predicts plausible language. Students must locate, read, and cite credible sources appropriate to their assignments.
- Bias. Because AI models learn from existing data, they can reproduce and amplify historical and social biases found in that data. Outputs may marginalize certain groups, rely on stereotypes, or present dominant perspectives as neutral facts. Students must critically evaluate AI-generated content for fairness and inclusivity, and corroborate claims with diverse, reputable sources. Students must examine all outputs with such bias concerns in mind.
- Hallucinations (fabricated content). AI may produce confident but incorrect statements, fabricated statistics, misquoted passages, or nonexistent sources. These “hallucinations” can be difficult to spot because the writing style appears fluent and authoritative. Students are responsible for verifying the validity of anything they submit.

### 4. **Using AI for information about living in Greece**

For information about everyday life in Greece, particularly anything that is not related to tourism and extensively covered on tourism websites in English, using AI can provide inaccurate and very partial information. For help and support about things like healthcare, postal delivery, local travel, gyms, dietary concerns, and other aspects of everyday living, it is always better to ask a live person at CYA, who knows both the local situation and also the experiences of thousands of students who have gone before.