

***TENTATIVE SYLLABUS***  
**PSYC/GENL 197 The Greek Connection: Culture, Mind & Body**  
*Augustana University*  
*January 2018*

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**Required readings:** Gage, N. (2006). *Hellas, A Portrait of Greece*. Efstathiais Group: Athens, Greece (ISBN 9602262877, purchase prior to departure)  
Articles and chapters provided on Moodle (see list below)

### **Course Description**

Traditional psychology often seeks, or even assumes, universals of human nature, but the emerging field of cultural psychology challenges us to consider how much of human thought and behavior is truly universal, and how much is constrained by our cultural contexts. Culture can be a nearly invisible force in our daily lives, especially if we live in a homogenous society, but it plays a crucial role in our understanding of mind/body wholeness and therefore our ability to provide appropriate care in both mental and physical health. We risk misunderstanding the influence of culture if we examine it only from a distance, so students will gain a balanced perspective through their immersion into the Greek culture. We will learn from local experts (both practitioners and academics) in health care, cultural anthropology, and social issues. In this cross-cultural experience, we will reflect on our common heritage (given Greece's influence on human thought and behavior throughout history) and how it now plays out in a different culture.

### **Student Learning Outcomes**

*By the end of this course, you will be able to:*

- Use Leininger's theory of cross-cultural care to describe the basic features of Greek culture and the Cultural and Social Structures of ancient and modern Greece in contrast with the US.
- Identify differences in cultural definitions of mental and physical health and well-being, as well as similarities and differences in approaches to health care.
- Express greater awareness of how your own culture has shaped (and continues to shape) your thoughts, behavior, and approach to wellbeing.
- Increase your cultural sensitivity and gain an understanding and respect for other cultural backgrounds and diversity of values.
- Build communication skills, developing your ability to interact with people from another culture, especially in the context of delivering mental or physical health care.

## Course-at-a-Glance

M	Tu	W	Th	F	S	Su
			4 <i>Travel to Amsterdam</i>	5 Arrive Athens Walking tour Group dinner Orientation	6 Epiphany & Introductory classes	7 Acropolis & Acropolis Museum
8 Agora & National Archeological Museum	9 University of Athens & Athens MedicalCenter	10 Eleusis, Corinth, Nauplion	11 Epidaurus	12 Mycenae & Argos	13 Travel to Olympia	14 Olympia Museum & Archeological site
15 Patras & Delphi	16 Archaeological sites & Museum of Delphi	17 Kalambaka	18 Hanging Monasteries & Travel to Athens	19 <b>Free day in Athens</b>	20 Heraklion Museum & Archeological site (Crete)	21 Gortyn, Festos, & Matala Beach
22 University of Crete & Community Health Center	23 Chiana	24 Sounion, Monastery of St. Paul & Marathon	25 <i>Travel back to Minneapolis</i>			

### Tentative Daily Schedule

Academic courses, even under the best of circumstances, often require changes in course schedules. Courses planned at a distance, which involve numerous guest lecturers, site visits, and group logistics, will undoubtedly experience delays, rescheduling, and/or missed stops and speakers. Be flexible. We will do our best to stay on schedule, but when things don't go as planned, remember *it is all part of the experience*.

**Note on "Free time":** Some days have scheduled blocks of free time. You can use it for any of the following:

- **Explore** the city on your own (always travel in groups!)
- **Read** the articles and chapters assigned
- **Write** your journal entries and work on paper/article discussion preparation
- **Rest:** Travel is tiring! Take a nap in your room... or on the beach.
- **Other:** do laundry, write postcards, shop, etc.

We will also often take advantage of travel time (e.g., on long bus rides) for discussions of the readings assigned. Many of these article discussions will be student-led (see description in Assignments).

#### BEFORE DEPARTURE

*Reading: Hellas book*

*Assignments: Reflection paper, Site report*

#### DAY 1—Thurs Jan. 4 — SIOUX FALLS to AMSTERDAM

*Reading: Bochner (2003) Culture shock*

**Site report due (+ 2 print copies)**

**Hellas paper (+ 1 print copy)**

#### DAY 2—Fri Jan. 5 —AMSTERDAM to ATHENS

*Reading: Heine (2011) ch. 1: What is cultural psychology?*

Morning: Travel from Amsterdam > Athens

Afternoon: Arrive at Athens El Venizelos International Airport; check in at Herodion Hotel; walking tour

Evening: Group dinner, course orientation

#### DAY 3—Sat Jan. 6 (Epiphany) —ATHENS

*Readings: Leininger (1997) Overview of the theory of culture care*

*McFarland (2014) ch. 1: The theory of culture care, diversity and universality*

*McFarland (2014) ch. 16: The Greek connection—Discovering cultural & social dimensions*

Morning: Epiphany celebrations (optional)

Afternoon: Class on Leininger's theory (hotel conference room)

Evening: Class on intro to cultural psychology

#### DAY 4—Sun Jan. 7—ATHENS

*Reading: Heine (2011) ch. 14: Mental health*

Morning: Acropolis & Acropolis Museum (Site reports #1-4)

Afternoon: Free time

Evening: Free time

#### DAY 5—Mon Jan. 8—ATHENS

*Reading: Christodoulou (2012) Psychiatric reform & the economic crisis*

Morning: Agora (Site reports #5-8)

Afternoon: National Archaeological Museum

Evening: Free time

**DAY 6—Tues Jan. 9—ATHENS**

Morning: University of Athens—tour & presentations by U. Athens faculty

Afternoon: Athens Medical Center—tour & presentations by hospital administrators and providers

Evening: Free time

**DAY 7—Wed Jan. 10 — ATHENS to NAUPLION**

*Reading: Heine (2011) ch. 13: Physical health*

Morning: Depart Athens 8 am: visit Eleusis (Site report #9), lunch on your own at the Corinth Canal.

Afternoon: Travel on to Corinth (#10), Acrocorinth (#11) & Nauplion; check in at Marianna Pensionne

Evening: Sunset tour of the city

**DAY 8—Thurs Jan. 11—NAUPLION (day trip to EPIDAUROS)**

*Reading: Boruchovitch & Mednick (2002) The meaning of health & illness*

Morning: Depart by private coach with guide to Palamidi Citadel (Site report #12); travel on to Epidaurus.

Afternoon: Visits at the Healing Temple of Asklepios (Prof. Larson reports) & Theater of Epidaurus (#13)

Evening: Return to Nauplion; group dinner in traditional tavern

**DAY 9—Fri Jan. 12— NAUPLION (day trip to MYCENAE & ARGOS)**

*Reading: Oishi & Shimmack (2010) The well-being of nations*

Morning: Depart by private coach with guide to Mycenae (Site report #14) and Beehive Tombs (#15)

Afternoon: Travel on to Argos; visit Roman baths (Site report #16); return to Nauplion

Evening: Free time

**DAY 10—Sat Jan. 13— NAUPLION to OLYMPIA**

*Readings: Lewinsohn (1998) Theory of medicine since ancient Greece*

*Kostopoulos (2013) History of neuroscience in Greece*

Morning: Depart 8 am by private coach with guide to Olympia

Afternoon: Arrive at Olympia, check in at Europa Hotel

Evening: Group dinner at the Europa with folk dancing performance

**DAY 11—Sun Jan. 14—OLYMPIA**

*Reading: McFarland (2014) ch. 3: Leininger's Enablers for Use with the Ethnonursing Research Method*

Morning: Olympia archaeological site (Site reports #17-19)

Afternoon: Olympia Museum, class at the hotel

Evening: Free time

**DAY 12—Mon Jan. 15—OLYMPIA to PATRAS to DELPHI**

*Reading: Cameron, et al (2000) Perceptions of alcohol problems across Europe*

Morning: Depart for Patras, visit Achaia Claus winery and Church of St. Andrews

Afternoon: Travel on to Delphi, check in at Hotel Leto

Evening: Group dinner at Bacchus Restaurant

**DAY 13—Tues Jan. 16—DELPHI**

Morning: Upper & Lower Archaeological sites (Site reports #20-21)

Afternoon: Museum of Delphi

Evening: Travel by coach to town of Arachova for dinner (on your own)

**DAY 14—Wed Jan. 17—DELPHI to KALAMBAKA**

*Readings: Skapinakis, et al (2013) Incidence of mental illnesses in Greece  
Kessler, et al (2009) World Health Organization mental health survey*

Morning: Depart 8 am for Kalambaka  
Afternoon: Arrive in Kalambaka  
Evening: Check into Hotel Divani, group dinner at hotel

**DAY 15—Thurs Jan. 18—KALAMBAKA to ATHENS**

*Readings: Simou & Koutsogeorgou (2014) Meta-analysis: Greek economic crisis on health & healthcare  
Hessel, et al (2014) Comparing health effects of crisis: Ireland vs Greece*

Morning: Depart 8 am; stop at Hanging Monasteries of Meteora (Site report #22)  
Afternoon: Travel on to Athens  
Evening: Check in at Hotel Herodion; free time

**DAY 16—Fri Jan. 19—ATHENS to CRETE**

Free day in Athens  
Evening: 9 pm Board the overnight ferry to Crete

**DAY 17—Sat Jan. 20 —HERAKLION (CRETE)**

Morning: Arrive in Heraklion; visit Knossos Archeological Site (Site report #23)  
Afternoon: Tour of Heraklion; visit Archaeological Museum; check in at Hotel Lato  
Evening: Free time

**DAY 18—Sun Jan. 21— HERAKLION (CRETE, Day trip to GORTYN & FESTOS)**

*Reading: Prokofieva, et al (2016) Greek nursing approaches to depression*

Morning: Travel to Gortyn archaeological site (Site report #24); visit Minoan Palace (Site report #25)  
Afternoon: Free time on Matala Beach; Travel back to Heraklion  
Evening: Group dinner at Heraklion taverna

**DAY 19—Mon Jan. 22—HERAKLION (CRETE, Day trip to HERAKAS)**

Morning: Visit University of Crete (U.C. faculty present their research on health care in Crete)  
Afternoon: Depart to Harakas; visit Community Health Center (one of the outreach sites for U.C.)  
Evening: Return to Heraklion; free time

**DAY 20—Tues Jan. 23— HERAKLION to CHIANA to ATHENS**

*Reading: Kapi, et al (2007) Comparing teens' mental health: Finland vs. Greece*

Morning: Travel to Chiana  
Afternoon: Arrive in Chiana; visit historical port & old market  
Evening: 9 pm Board ferry for Athens (from Piraeus Port)

**DAY 21—Wed Jan. 24—ATHENS (Day trip to SOUNION & MARATHON)**

*Reading: Leontopoulou (2013) Resilience & mental health in Greece vs. Cyprus*

Morning: Arrive in Athens; travel to Sounion, visit site & Temple of Poseidon (Site report #26)  
Afternoon: Travel to Monastery of St. Paul; travel to tomb at Marathon  
Evening: Return to Athens; free time

**DAY 22—Thurs Jan. 25—ATHENS (Day trip to AEGINA)**

Morning: Depart ferry to Aegina  
Afternoon: Free time on the island  
Evening: Return to Athens, Group farewell dinner

**DAY 23—Fri Jan. 26—ATHENS to AMSTERDAM to MINNEAPOLIS**

*Final paper due*

## Readings

**(You will read & discuss all readings; you will also be assigned to lead the discussion for one reading)**

- Bochner, S. (2003). Culture shock due to contact with unfamiliar cultures. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture (Unit 8)*. Retrieved from <http://scholarworks.gvsu.edu/orpc/vol8/iss1/7>
- Boruchovitch, E. & Mednick, B. R. (2002). The meaning of health and illness: Some considerations for health psychology. *Psico-USF*, 7(2), 175-183.
- Cameron, D., Thomas, M., Madden, S., Thornton, C., Bergmark, A., Garretsen, H., & Terzidou, M. (2000). Intoxicated across Europe: In search of meaning. *Addiction Research*, 8(3), 233-242.
- Christodoulou, G. N., Ploumpidis, D. N., Christodoulou, N. G., & Anagnostopoulos, D. C. (2012). The state of psychiatry in Greece. *International Review of Psychiatry*, 24(4), 301–306.
- Heine, S. J. (2011). *Cultural psychology* (2<sup>nd</sup> ed.). New York, NY: W.W. Norton. (Chapters 1,13,14)
- Hessel, P., Vandoros, S., & Avendano, M. (2014). The differential impact of the financial crisis on health in Ireland and Greece: A quasi-experimental approach. *Public Health*, 128, 911-919.
- Kapi, A., Veltsista, A., Sovio, U., Järvelin M. R., Bakoula, C. (2007). Comparison of self-reported emotional and behavioural problems in adolescents from Greece and Finland. *Acta Paediatrica*, 96, 1174–1179.
- Kessler, R. C., Aguilar-Gaxiola, S., Alonso, J., Chatterji, S., Lee, S., Ormel, J., T Üstün, T. B., & Wang, P.S. (2009). The global burden of mental disorders: An update from the WHO World Mental Health (WMH) Surveys. *Epidemiologia e Psichiatria Sociale*, 18(1), 23–33.
- Kostopoulos, G. K. (2016). History of neuroscience in Greece: From Alkmaion to austerity. *European Journal of Neuroscience*, 44, 2742–2745.
- Leininger, M. (1997) Overview of the Theory of Culture Care with the Ethnonursing Research Method. *Journal of Transcultural Nursing*, 8 (2), 32-52.
- Leontopoulou, S. (2013). A comparative study of resilience in Greece and Cyprus: The effects of negative life events, self-efficacy, and social support on mental health. In A. Efklides & D. Moraitou (eds.), *A Positive Psychology Perspective on Quality of Life. Social Indicators Research Series 51*. Springer: Dordrecht, Netherlands.
- Lewinsohn, R. (1998). Medical theories, science, and the practice of medicine. *Social Science & Medicine*, 46(10),1261-1270.
- McFarland, M.M. (2014) *Leininger's Theory of Culture Care, Diversity and Universality*. Jones & Bartlett: Burlington, MA. (Chapters 1,3,16)
- Oishi, S. & Schimmack, U. (2010). Culture and well-being: A new inquiry into the psychological wealth of nations. *Perspectives on Psychological Science*, 5(4), 463–471.
- Prokofieva, M., Koukia, E., & Dikeos, D. (2016). Mental health nursing in Greece: Nursing diagnoses and interventions in major depression. *Issues in Mental Health Nursing*, 37(8), 556-562.
- Simou, E. & Koutsogeorgou, E. (2014). Effects of the economic crisis on health and healthcare in Greece in the literature from 2009 to 2013: A systematic review. *Health Policy*, 115, 111–119.
- Skapinakis, P., Bellos, S., Koupidis, S., Grammatikopoulos, I., Theodorakis, P. N., & Mavreas, V. (2013). Prevalence and sociodemographic associations of common mental disorders in a nationally representative sample of the general population of Greece. *BioMedCentral Psychiatry*, 13, 1-14.

**Student Presentation Sites  
(Choose one to prepare)**

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| <ol style="list-style-type: none"> <li>1. Acropolis</li> <li>2. Propylaea</li> <li>3. Parthenon</li> <li>4. Erechtheion</li> <li>5. Theater of Dionysus</li> <li>6. The ancient Agora</li> <li>7. Olympian Zeus (Athens)</li> <li>8. Hadrian's Arch</li> <li>9. Eleusis (the mystery religions)</li> <li>10. Temple of Apollo (Ancient Corinth)</li> <li>11. Acrocorinth</li> <li>12. Palamidi Citadel (Nauplion)</li> <li>13. Epidaurus Theater</li> <li>14. Mycenae Palace</li> <li>15. Mycenae Beehive tombs</li> <li>16. Roman baths at Argos</li> </ol> | <ol style="list-style-type: none"> <li>17. Temple to Zeus (Olympia)</li> <li>18. Temple to Hera (Olympia)</li> <li>19. The Olympics (Olympia)</li> <li>20. Upper archaeological site (Delphi), inc.<br/>Temple to Deus &amp; Oracle</li> <li>21. Lower archaeological site (Delphi), inc.<br/>Temple to Athena</li> <li>22. Hanging Monasteries of Meteora<br/>(Kalambaka)</li> <li>23. Minoan Palace (Knossos)</li> <li>24. Gortyn/Church of St. Titus</li> <li>25. Minoan Palace at Festos</li> <li>26. Temple to Poseidon (Sounion)</li> </ol> |
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**Course Requirements and Grading**

We are looking forward to traveling to Greece with you and believe that you will have an enriching cultural and historical experience. The course is reasonable in rigor and our expectations manageable within the framework of the course. Following is a list of general expectations:

- You must have the assignments that are required before we leave for Greece completed. This includes the reading assignments, your site report (with copies), and the reflection paper from Hellas.
- You must have any assignments in Greece done on time – deadline dates are not optional. This includes your daily journals, group discussion activities and the final paper/presentation.
- You must take part in all group discussions during class sessions. Our hosts in Greece appreciate your attention and questions.
- Be alert in all sessions with our guest speakers in Greece. It is rude to not be engaged as they present their research and work.
- **You must satisfactorily complete all assignments (including all journal entries) to pass the course.** If any assignment is not submitted, or earns an F, you will receive a course grade of F.

### Assignments

**Reflection Paper** – Do this paper prior to departure (after reading *Hellas*). You will reflect on similarities and differences between your expectations and assumptions about Greek culture versus what is portrayed in *Hellas*. Points will be based on Augustana’s grading across the curriculum rubric (below) and the extent to which you engaged in the content of the book.

**Site Reports** – Prior to departure each student will choose a particular archeological site in Greece to research. You will write a 3-4 pg. double-spaced paper about the site (APA format, inc. citations), and once in Greece give a 10-15 min presentation at your site. (It is very exciting to actually be at ‘your’ site!) Submit the paper via Moodle but also bring 2 print copies. DO NOT leave any of this to do in Greece. We do not have access to what we need there for copying etc. These points will be based on Augustana’s grading across the curriculum rubric (below) and the breadth of information provided and presented at the site.

**Attendance and Participation** – Required at all scheduled activities and class sessions; see rubric below for participation grading.

**Daily Journaling in Greece** – Students will keep a daily journal of both their experiences and their reactions to these experiences, in reference to the course objectives. You should look back to the expectations identified in your *Hellas* reflections and note how or if these expectations have been met. Journaling points are based on the evidence of your engagement with the course objectives, your incorporation of readings, and the depth of your discussion on how your expectations are met/challenged.

**Leading Article Discussions** – Students will be placed in groups of 2-3 and each group assigned one of our course articles, describing cross-cultural research and theory. On the day that article is due for the whole class to read, the group of students will lead the discussion. Points will be based on evidence of thorough preparation (thoughtful questions and references to specific details from the article), clear connections to our course objectives and experiences in Greece, and good management of the group (engaging multiple students, pushing students to connect with specific details in the article as well as in past readings, and asking follow-up questions to pursue each line of thought thoroughly).

**Final Paper** - Submitted electronically or as a blue book, this summary will compare expectations with observations and experiences in Greece, focusing on the course objectives. As such, this will be a synthesis of our experience in Greece. We will look for incorporation of material from readings, thoughts and new knowledge, reflections on expectations, and how you have assimilated the concepts of cross-cultural immersion in Greece.

### Grading

Attendance and Participation	20
Site Reports and Presentation	15
Hellas Reflection Paper	15
Daily Journaling	15
Article Discussion Leading	15
Final Paper	20

### Total – 100 Points

100 – 97	A+	89 – 87	B+	79 – 77	C+	69 – 67	D+	0-59	F
96 – 93	A	86 – 83	B	76 – 73	C	66 – 63	D		
92 – 90	A-	82 – 80	B-	72 – 70	C-	62 – 60	D-		



**Rubric for Participation and Decorum**

Your decorum and participation will be observed 24/7. Participation grades will be computed weekly using the following rubric; these scores will be averaged for your final grade.

Criteria	Excellent (A)	Good (B)	Fair (C)	Poor (D)	Unacceptable (F)
<b>Attendance &amp; Decorum</b>	Present (on time) for every activity, no decorum violations: Maintains appropriate etiquette and good manners, treating graciously all fellow students, instructors, guest lecturers, hotel staff, waiters, etc.			Misses one activity (unexcused) or has one minor decorum violation	Misses more than one activity, any major violation of decorum, or pattern of minor violations  <b>Will result in immediate dismissal</b>
<b>Engagement</b>	Consistently engaged, whether in small groups or large. Attentive: usually voluntarily participates at least once during each activity (guest lectures, student presentations, etc.)	Attentive, voluntarily participates occasionally (about once a day)	Attentive, but participates infrequently (only when called upon, or less than daily)	Occasionally inattentive, rarely participates (even when called upon)	Frequently demonstrates disengagement by texting, off-topic chatting, not staying close to the group in tours, etc.
<b>Responsiveness to discuss. partners</b>	Reliably listens attentively to others; careful not to dominate discussion. Not only waits for a turn, but also responds to other students' comments and asks questions to clarify	Usually listens attentively to others; shares discussion equally. Occasionally responds to fellow students' comment, but usually just to the professor.	Sometimes displays inattention to others, rarely responds to others, or tries to dominate the discussion	Routinely fails to listen (e.g., asks questions that have been answered); responds only to the professor (does not engage with other students).	Contributes to atmosphere that makes others feel less free to talk: e.g., displays poor attitude, expresses disinterest, criticizes others personally
<b>Preparation</b>	Independently identifies ways our experiences in Greece connect to course readings: cites specific details from readings & discusses how these compare/contrast/contextualize experience	When prompted, can discuss how specific details from readings, compare/contrast/contextualize experience in Greece	Prepared to answer questions about readings, and able to connect general themes to course experience, but not specific details.	Usually prepared to discuss readings (can answer questions), but cannot articulate connections between reading and activities	Evidence of not completing readings on time: no contribution to discussion, not able to answer questions about the reading
<b>Insight</b>	Comments are almost always strikingly a) insightful, b) well informed, c) thoughtful or well-reasoned, and d) honest/open. Varied comment types (e.g., critical analysis or personal illustrations) as appropriate for topic	Comments are usually fairly insightful, informed, open, and thoughtful. Student tends to offer one type of response more than others, but varies occasionally	Comments sometimes display lack of insight, poor reasoning, or unwillingness to share. Student only offers one type of comment	Comments reflect unwillingness/inability to engage in critical thinking, or to relate course topics to daily experience	Never comments, or comments lack meaningful content (e.g., just saying, "I don't know")

Participation rubric adapted with permission from Dr. Anne Zell, Augustana College.

WRITING RUBRIC

Criteria	Quality	High Proficiency (4)	Proficient (3)	Some Proficiency (2)	No/Limited Proficiency (1)	Rating (1,2,3,4) or NA
<b>1. Organization</b>	Writing is clearly and logically organized around a central thesis. Sequence of ideas is effective. Paragraphing and transitions are clear and appropriate.	Topic is well developed, effectively supported, and appropriate for the assignment. Effective and creative thinking is clearly expressed.	Organization is generally adequate. Sequence of ideas is adequate but could be improved. Paragraphing and transitions are mostly appropriate.	Organization is weak. Ineffective flow of ideas. Paragraphing and transitions are deficient.	Unclear or illogical organization. Writing is rambling and unfocused. Paragraph structure is weak. No transitions.	
<b>2. Content</b>	Topic is well developed, effectively supported, and appropriate for the assignment. Effective and creative thinking is clearly expressed.	Topic is generally developed and supported. Meets basic requirements of the assignment.	Topic is underdeveloped and weakly supported.	Topic is poorly developed or does not cover the assignment. Support for ideas is absent or vague. Expression of thinking is muddled.		
<b>3. Style</b>	Sentences are varied, fluent and effective. Word usage and vocabulary are excellent. Tone is mature, consistent and suitable for topic and audience.	Adequate sentence variety and fluency, word use and vocabulary. Tone is relatively consistent and adequate for topic and audience.	Some sentence variety and fluency. Word usage and vocabulary is limited.	Writing lacks sentence variety and fluency. Significant deficiencies in word usage and vocabulary. Tone is inconsistent and inappropriate for the assignment.		
<b>4. Integration of source information</b>	Incorporates appropriate and important information from a variety of sources. Uses sources to support, extend and inform, but not as a substitute for own ideas. Appropriately uses of quotations and paraphrases.	Adequately incorporates and combines appropriate and important information.	Uses some appropriate sources but lacks variety of sources or skillful combination of sources.	Neglects important sources. Uses inappropriate sources. Overuse of quotations or paraphrases as a substitute for writer's own ideas.		
<b>5. Grammar/mechanics</b>	No major errors in sentence structure or grammar, word selection and use, spelling and punctuation.	Written work is relatively free of errors in sentence structure or grammar, word selection and use, spelling and punctuation.	Written work has some major errors in sentence structure or grammar, word selection and use, spelling and punctuation.	Serious and persistent errors in sentence structure, word selection and use, spelling and punctuation.		
<b>6. Documentation</b>	Properly and correctly acknowledges sources.	Acknowledges sources but not always correctly.	Sources are poorly or inconsistently cited.	Fails to acknowledge sources.		

## Important Course Policies

**THE GOLDEN RULE:** Do not disrupt this course. If you do, we will not hesitate to send you home at your own expense. Our top priority is the well-being of the group; therefore, we will not allow one person's disruptive behavior to jeopardize everyone. All other expectations can be summed up in this one rule.

**Tardiness:** Students are expected to be on time for all scheduled course events. Even though the Greek people tend to be time-flexible (we may need to wait for speakers!), students should aim for strict Midwestern punctuality. It is not fair for one late student to delay the entire group, or make us miss a scheduled event. Therefore, *if you are late, we will leave without you (seriously). You will then be responsible for arranging (and paying for) alternative transportation to catch up with the group.* A habit of tardiness will be considered grounds for dismissal.

**Absences & extensions:** Only illness that has been verified is excuse for any absence or extension. One unexcused absence will result in a full letter-grade reduction in the student's final grade – students with more than one unexcused absence will automatically fail the course and be sent home at their expense.

**Breakfast policy:** This is an important time for us to touch base and discuss plans for the day. Therefore, it is considered a required course event, for which policies on absence and tardiness (see above) apply. All breakfasts are included in the cost of this course, therefore you do not want to miss breakfast. In Greece the breakfasts are very substantial and prevent you from having to spend a lot for your noon lunch, which are not included in the cost of the course.

**Alcohol:** The legal drinking age in the USA is 21. You need to comply with that policy while in Greece: if you abuse alcohol while in this course, it will be dealt with under the Golden Rule stated above. Wine is a drink that is usually served at dinners in Greece, and thus becomes a part of the cultural experience. We will be visiting a winery while in Greece (if you are over 21 you can bring 2 liters of alcohol home in your checked luggage). If you choose to drink in Greece, limit your consumption sensibly: plan to drink less than you would at home (or abstain from alcohol entirely) so you can safely retain good judgment in an unfamiliar environment.

**Illegal drugs:** All illegal activities are prohibited in both the USA and in Greece, and will result in immediate dismissal from the course in or out of Greece.

### Academic Integrity

The principles of Respect, Benevolence, and Justice are the core of the ethical code that psychologists have developed to govern their work (see [www.apa.org/ethics/](http://www.apa.org/ethics/)). I pledge to treat all students according to these principles, and I also expect all students to act accordingly, conducting themselves with the highest academic integrity. This includes maintaining the safe climate of free expression appropriate to a college forum, as well as exercising extreme care to give credit where credit is due (see honor code below). If you ever feel these principles have been violated - either by myself or by other students - please see me or the department chair. **Any breach of academic integrity may result in a failing grade for the course.**

Appropriate collaboration in this course includes discussing readings and assignments with other students, or reading drafts to mark errors. Otherwise, all assignments submitted must be entirely your own. All sources used must be cited correctly; failure to do so will be considered plagiarism.

### Disability Services

Any student who needs to discuss reasonable accommodations for a documented disability should contact the instructor as soon as possible (before the start of class). Please note that because this course is conducted off campus, it will have more physical demands than a typical course (walking around a city, etc.) as well as less convenient access to accommodations (not all of the cities and sites we will visit are easily accessible for individuals with disabilities). Every reasonable effort will be made to accommodate students. Students with questions regarding disability services can contact Susan Bies at the Student Academic Support Service Office at Augustana University (605-274-4403, [susan.bies@augie.edu](mailto:susan.bies@augie.edu)).

## Travel Tips

**Attitude:** Prepare yourself mentally and emotionally. Your experience will depend on your attitude, so expect the unexpected! (and embrace it...welcome change) Take charge—do things on your own. Every moment is class time; Greece will be our classroom. Expect things to go wrong. Expect to get lost. Expect to be confused. Expect to be surprised. Expect to learn.

**Stamina:** Prepare yourself physically, as well! If you are not used to walking long distances (even if you are otherwise physically active), start practicing a few weeks ahead. Walk 15 min the first day, then gradually build up, until you can walk for 1-2 hrs with ease.

**Passports:** You will need a current passport to enter Greece, and it must be good for 6 months AFTER you complete this travel (no visa is needed). Photograph or scan your passport twice (give one copy to your instructor, keep a copy in the hotel for yourself). You will be responsible for keeping your passport with you at all times (instructors will not keep it for you!), so bring a money belt. **Your passport is your soul - do not lose it.**

**International Student ID:** This is **required** for entrance at many of the sites we will visit, so you must bring one (or pay full price yourself).

**Luggage:** You brought it, you carry it. Pack as lightly as possible. Aim for one carry-on suitcase only (along with either a purse or small backpack). Not sure whether your luggage is light enough? Try carrying it up and down 4 flights of stairs. (You will also have to pay extra for luggage flying there and back.)

**Money:** The easiest way to obtain local currency is to bring a debit/ATM card, which you can use for purchases and to make cash withdrawals (upon arrival in Greece we will visit an ATM immediately). We do not recommend bringing travelers' cheques, American Express, or cash. Make sure you have two ways to obtain money (in case you lose one card).

**Laptops, phones & other gadgets:** Bring your laptop to complete assignments. Be judicious with your use of cell phones and other technology: these devices can serve to distance you from the very culture you are traveling to observe. You have spent a lot of money to be here - so **be here fully**.

**In the air(port):** Do not ever joke about bombs, weapons, hijacking, etc. Wear your bulkiest clothes to save space in your luggage (be sure to wear layers since planes can get both hot and quite cold). Don't wear contact lenses. Drink water to avoid dehydration.

**Safety:** Never travel alone: always take a buddy (or a group) with you. Do not go to any places our tour guides have indicated are unsafe. There are always con artists ready to prey on tourists. Keep a careful eye on your possessions: especially in big cities and on public transportation, watch out for pick-pockets. Walk confidently, even if you don't know where you are going.

**Take care of yourself:** Be sure to get enough rest. If you want to stay in at night to watch TV, wash some clothes, write postcards, read, or get your journal up to date, do so. All of us need energy for our strenuous days. Sleep is required. Pace yourself. Know how your body works and listen to it. Don't get sick for three days because you tried to do too much at once. (If you do have any health concerns, tell your instructors right away.) Sleep is for the wise, the strong, and the successful.

**Take care of others:** During this month we are a family, a community of travelers. We need to look out for each other. If you know that a student plans to do something unwise (even just walking out alone!), stop them (and get help from the instructor if needed). Behave yourself, also, in ways that will encourage others to look out for you. For example, be considerate: don't make a lot of noise if you come back late and others are sleeping.

## Packing Tips

### DO bring:

- A light backpack for daytrips (can also use to pack on the return trip if you plan on shopping)
- A money belt or neckbag (comfortable enough to wear under your clothes at all times), for carrying your passport, credit/debit cards, and cash
- Any medications you take regularly (prescriptions, but also over-the-counter like ibuprofen, etc.)
- Limited toiletries (you can always buy more there). Follow TSA guidelines for packing liquids (in carry-on, up to 4 1-oz containers, in a 1-qt plastic bag)
- Lightweight towel for beach/laundry (Consider a swimmers' "[dry towel](#)": they are effective, inexpensive, small, and easy to re-use.)
- Sunscreen (you'll need it!)
- Earplugs (hotels can be noisy at night)
- Digital camera, with extra memory cards
- A watch
- Electric adapter for European plug-ins

### *Clothing guidelines:*

- Easy-care clothes (not wrinkling). You will be washing all your laundry by hand in a hotel sink, and drip-drying in the shower. Prefer light synthetics (inc. athletic shirts) and no more than 1 pair of jeans (since they don't air-dry well).
- 3 pairs of pants (inc. at least one pair of long pants that aren't jeans)
- About 5 tops (mix of short- and long-sleeved)
- Enough underwear and socks to last a week
- One dressier outfit (if desired)
- Women: one skirt, below the knees, for visiting monasteries
- Walking shoes
- One light jacket (waterproof)
- A bathing suit (and small beach towel if you have room)

### Do NOT bring:

- Hairdryers or other appliances (The electronic converters don't always work, and most hotels have hair-dryers, anyway.)
- Valuables: expensive jewelry or anything else you would be sad to lose

*Course policies and travel/packing tips adapted with permission from Dr. Reynold Nesiba and Sam Ogdie.*