

## #1

### **Back to the Future:** **Democracy from the Hill of the Pnyx to Twitter**

#### **Course Description:**

This course will explore the creation of democracy and government from its roots at the Acropolis of Athens. The purpose of these social constructs, democracy from which a government operated, was to first consider the voice of the people as they navigated and managed their society. How have the aspirations of an ancient society manifested in a modern world, thousands of years into the future? How did the seeds planted by an ancient society grow into modern governments? How do the media reflect those governments and antagonize those governments? Also, in today's media environment, how do governments use the media to their own ends? This course will also explore the notion that the gathering of Athenians at the Pnyx to hear what the citizens had to say and what they thought, was the ancient forerunner of Twitter and other social media platforms. And finally, this course will explore the notion that our modern-day thinkers, writers, and political pundits are the descendants of Plato, Socrates, and Aristotle who mentored and educated their followers at the Hill of the Pnyx and on Philopappos Hill about the state and future of their society and how, by virtue of their participation, they could change the course of their lives and history. It is what we continue to do today, thousands of years hence, all over the world.

#### **Course Outcomes + Goals:**

- Students will understand the history of the first democracy.
- Students will understand the development of other democracies around the world, stemming from Athens.
- Students will understand the trajectory of communication about governance from democracies to the people.
- Students will know the ancient political pundits of the day and the rhetoric they employed to influence people.
- Students will understand the transformation of early communication to the development of the news media in later democracies.
- Students will learn about the birth of social media and its place in democracies today.
- Students will be able to identify the value of social media vis-a-vis modern governments.
- Students will be able to identify the flaws of social media vis-a-vis modern governments.
- Students will engage in final group projects, which will identify large social movements that were motivated, managed, and influenced by an effective social media campaign.

#### **Course Details:**

Back to the Future: Democracy from the Hill of the Pnyx to Twitter will be a kinetic course that will include classroom lecture, Socratic method discussions in class, guided tours with lectures in and around Athens to the historical sites where democracy was being practiced, and group work to emphasize and cement key course concepts. Students will tour the following historical sites:

- The Acropolis
- The Acropolis Museum
- Odeon of Herodes Atticus
- Theater of Dionysus
- Aeropagus Hill
- The Hill of the Pnyx
- Philopappos Hill
- Plaka
- The Agora
- The Oracle at Delphi + Museum (day trip)
- Hadrian's Arch
- Kerameikos Cemetery
- Roman Agora

**Suggested Course Texts + Media Resources:**

- a. The Square (Netflix)
- b. The Tank Man (PBS Frontline)
- c. Man Inadvertently Live Tweets Osama bin Laden Raid (Forbes)
- d. The Dark Psychology of Social Networks (The Atlantic)
- e. Concerns About Democracy in the Digital Age (PEW research Center)
- f. Battle for Hong Kong (Frontline)
- g. Epea + Grammata: Oral and Written Communication in Ancient Greece, Ian Worthington and John Miles Foley
- h. Athens: A History of the World's First Democracy, Thomas N. Mitchell
- i. Media Movements and Political Change, Jennifer Earl and Deana Rohlinger
- j. The Media Effect: How the News Influences Politics and Government, Jim Willis
- k. Democracy and New Media, Henry Jenkins, David Thorburn, and Brad Seawell
- l. Twitter (as both media feed and organizational structure with guest speakers from Twitter headquarters in San Francisco)

**Course Assignments:**

1. Paper #1 Compare and contrast a so called modern democratic government today and the first democracy created in Athens.
2. Paper #2 Identify an effective democracy in the world and describe how the government uses social media effectively to communicate, inform, and persuade.
3. Final group projects: Each group will identify a large social movement if its choice, which was effectively motivated, managed, and influenced by an orchestrated social media campaign.

## #2

### *The Social Impact of Journalism and Democracy*

#### **Course Description:**

Through a selected number of dramatic and significantly historic international case studies, this course will explore, examine, and analyze the history, organization, social role, function and the ability of journalism to bring about social change in the fight for justice and more democratic, open governments. The cases will include:

- Bobby Sands, a civil rights activist who fought against British imperialism in Northern Ireland.
- Lech Walesa, a civil rights activist for labor rights against the Communist regime in Poland.
- Caesar Chavez, a civil rights activist for the rights of farm workers in the United States.
- Malala Yousufzai, a young Pakistani activist who fought for the rights of young girls to go to school in her country.
- The American civil rights movement led by Martin Luther King, Jr.
- Apartheid (South Africa) and the activism of Nelson Mandela and Desmond Tutu for racial justice.
- The Vietnam war and the Pentagon Papers in the United States.
- Tiananmen Square and the uprising of students against a repressive Chinese regime.
- Egypt and the Arab Spring, led by students using social media.
- The global refugee crisis that has affected countries in the Mediterranean, especially Greece.
- March for Our Lives, the youth movement in the United States against gun violence.
- (Global) Black Lives Matter movement reinvigorated by the murder of George Floyd in the United States in June 2020.
- Greta Thunberg, a 16-year-old Swedish activist fighting for environmental justice.
- The battle for the independence of Hong Kong sparked by young civil rights activists.
- Journalist Maria Ressa and Rappler in the Philippines for freedom of the press.
- Journalist Jamal Khashoggi and Saudi Arabia for freedom of the press.
- Journalist Daniel Pearl and Al Qaeda for freedom of the press.

#### **Course Outcomes + Goals:**

- Students will discuss and understand the line between journalism and activism.
- Students will discuss, understand, and differentiate the journalistic concept of objectivity and truth in reporting.
- Students will be able to evaluate and articulate the media's role in a democracy.
- Students will evaluate the efficacy of journalism in social movements.
- Students will explain the theories and best practices of journalism.
- Students will apply principles and theories of journalism to social movements past and present.

- Students will understand the journalism code of ethics and evaluate them against social movements past and present.
- Students will discuss the notion of social justice journalism as buzz words or as legitimate practice here to stay.

### **Course Details:**

This course will include classroom lecture and a Socratic-style classroom ethos, guest lecturers including international journalists, press secretaries of governments and other organizations, especially those involved in the Greek refugee crisis.

### **Suggested Course Texts + Media Resources:**

- a. Journalism and Social Frame Social Movements: The Transition to Media Matrix by Alonit Berenson: <https://www.intechopen.com/books/social-media-and-journalism-trends-connections-implications/journalism-and-social-media-frame-social-movements-the-transition-to-media-matrix>
- b. Is the future of social justice journalism still bright? The Poynter Institute <https://www.poynter.org/reporting-editing/2016/is-the-future-of-social-justice-journalism-still-bright/>
- c. Social Justice Journalism by Linda J. Lumsden
- d. Journalism for Social Justice Discussing the Alternative Media and Intellectual Freedom by Susan Forde
- e. The Media in Transitional Democracies by Katrin Voltmer
- f. International Documentary Association (IDA): <https://www.documentary.org/tags/social-justice-docs>
- g. Society for Professional Journalists (SPJ): <https://www.spj.org/>
- h. International Center for Journalists: (ICFJ) <https://www.icfj.org/>
- i. Committee to Protect Journalists (CPJ): <https://cpj.org/>
- j. Human Flow, a film by Chinese art activist Ai Weiwei
- k. 4.1 Miles, a film by Daphne Matziarakis
- l. The White Helmets, a film by Orlando von Einsiedel
- m. He Named Me Malala, a film by Davis Guggenheim
- n. Make the World Greta Again, a film by Vice
- o. Je Suis Charlie, a film by Daniel Leconte and Emmanuel Leconte
- p. The Tank Man, a film by Frontline (PBS)
- q. The Edge of Democracy, a film by Petra Costa
- r. The Cave, a film by Feras Fayyad
- s. The Square, a film by Jehane Noujaim

### **Course Assignments:**

1. Assorted quizzes over the course of the term.
2. Research paper #1 and PowerPoint presentation: Given the news of the day, identify an emerging, layered, social justice story that has not yet gotten much traction and create a storytelling strategy around it from the vantage point of a news organization.

3. Research paper #2: Students will write an article/profile a journalist in Greece who has covered one of the following stories: The refugee crisis, the Greek economy since the crisis, Greek tourism, the Grow Greece campaign, or the COVID virus.
3. Final project: Students will choose a past or present social justice movement and will research and analyze the reporting around it. This project can be a multimedia group presentation.

### #3

### **The Pillars of Democracy and Government for the People**

#### **Course Description:**

This course lays out the foundations for a democracy and a corresponding government, designed to operate in service to the people. What elements are essential? What elements are toxic to the notion of government by and for the people? The course begins with the aspirations of the ancient Athenians as they created the world's first democracy, which spawned an age of beauty and intellectual curiosity, the arts, literature, science, math, etc. Why did it sputter and falter? Through the ages how have other countries adopted and created their own democracies? And today, through the struggles of democracies around the world, how do we return to a government that is beholden to the people it governs? This is an essential course for those students destined to work in government and/or creating public policies and for those students who will negotiate with those in government as proxies for the people in NGOs (non-governmental organizations) and other social organizations.

#### **Course Outcomes + Goals:**

- Students will understand the First Democracy in Athens, its successes and shortcomings.
- Students will be able to articulate and explain the principles of democracy, including freedom of speech and assembly, inclusiveness and equality, membership, consent, voting, right to life, liberty, the pursuit of happiness, the protection of minority rights.
- Students will understand in theory and practice the mechanisms of governments in service to the people and the public policymaking that strengthen them and instill trust.
- Students will evaluate, in theory and in practice, the role of journalism and the news media in free societies.
- Students will review and evaluate effective leadership and rhetoric throughout history and identify modern day leaders who display commonalities in use of language and actions.
- Students will work in small groups over the course of the term to study and offer solutions to a current world problem, which will be assigned to them at the beginning of the term.
- Students will learn to negotiate solutions to a current world problem with other students they did not previously know and who come from diverse backgrounds, cultures, ethnicities, religions, etc., mirroring the realities policymakers face as they solve problems in their societies.

#### **Course Details:**

This course will begin with students being divided into groups and assigned a current world problem. It could be the COVID19 pandemic, a specific environmental issue, exacerbated by climate change, or the refugee crisis in a particular country. These groups would study their assigned issue together over the course of the term and will prepare final presentations, explaining the crisis and offering solutions to mitigate or eliminate the problems they've outlined. Students will take several local tours in Athens to bring to life the places where democracy was born and the people who took part. The course will also include lectures and

discussions that will highlight case studies of governments and people who have had success and those that have failed. Why were some successful? Why have others failed? The course will pay particular attention to Greece itself. Students will meet influencers, news makers and news producers in Greece and will visit both parliament and a news organization. They will pay particular attention to how the Greeks have managed and maneuvered since and during the financial crisis of 2010, the refugee crisis of 2016, and the COVID pandemic of 2020. Another focal point will be what Greece is actively doing to combat the climate crisis. This course will be a dynamic, more experiential learning endeavor.

### **Suggested Course Texts:**

- a. The Good State by AC Grayling
- b. Spirit of Democracy by Larry Diamond
- c. In Search of Democracy by Larry Diamond
- d. Athens: A History of the World's First Democracy by Thomas N. Mitchell
- e. The Media Effect: How the News Influences Politics and Government, Jim Willis
- f. Democracy and New Media, Henry Jenkins, David Thorburn and Brad Seawell
- g. The Media in Transitional Democracies by Katrin Voltmer
- h. Leadership: Essential Selections on Power, Authority, and Influence by Barbara Kellerman.
- i. Understanding Leadership: An Arts and Humanities Perspective by Robert M. McManus and Gamaliel Perruci
- j. Global Leadership: A Transnational Perspective by Gama Perruci
- k. Thank You for Arguing: What Aristotle, Lincoln and Homer Simpson Can Teach Us About the Art of Persuasion by Jay Heinrichs

### **Course Assignments:**

1. A comparative paper. Choose one *architect* of Ancient Greek democracy and compare him to a modern-day architect/politician in any country who is a change agent.
2. A comparative paper. Choose an ancient *pundit* of Ancient Greek democracy and compare him to a modern-day political pundit from any country.
3. A reflection paper from our visit to Greek parliament and meetings with those who run the Greek government. Students must individually interview someone who works in Greek government and who does something specific for the government, i.e. working on the pandemic, refugees, the promotion of Greece in business or in tourism, the climate crisis, etc.
4. A reflection paper from our visit to a Greek news organization. Students must individually interview a news manager or reporter to discuss the coverage of a specific issue or topic.
5. Final group presentations, stemming from a previously assigned topic and problem, which need solutions for improvement, mitigation, or eradication. Students will have devoted time every week in a group setting to this project. Each student must present an aspect of his/her group topic.

## #4

### **Political Leadership and Rhetoric**

#### **Course description:**

This course will trace the history of leadership and rhetoric from the ancient Greek world to the modern one in the context of the political times in which they lived/existed. Students will study the deeds and words of Socrates, Plato and Aristotle, Jesus Christ, Muhammed, George Washington, Abraham Lincoln, Mahatma Ghandi, Adolf Hitler, Winston Churchill, Franklin Delano Roosevelt and Fidel Castro. How did they get people to do what they wanted them to do, what speeches resonated, and why, given the context of the time in which they were dilevered? Fully functioning democracies depend on great leadership and the ability of the leader to have followers. Whether or not people fully embrace the leader, his words must carry meaning and would have to make sense enough to follow. The course will also include impactful contemporary leadership and rhetoric.

#### **Course Outcomes + Goals:**

- Students will be able to identify the various mechanics of rhetoric and what style is used when and for what.
- Students will understand why great leaders emerged in the context of their times.
- Students will understand why some of the most famous speeches in history resonated given the political context of their times.
- Students will understand political changes themselves in the context of great leaders and their rhetoric.
- Students will learn how to engineer both purpose and vision in the context of great leadership and rhetoric.
- Students will use their own speaking and speech writing ability.
- Students will apply what they learned in this course to the Demos Center final project.

#### **Course Details:**

Students will learn how great speech are formulated and created based on the five rhetorical appeals. Students will visit the places in Athens were great the great orators of their day spent time being the “influencers” of their time, including the Parthenon, the Hill of the Pnyx, Philopappos Hill, the Areopagus Hill where St. Paul preached to the Greeks. Students will also take some urban tours through Athens in neighborhoods such as Exarhia and Kipesli where students and anarchists were planning protests against the junta of the 1970’s. Those students and activists were amateur orators and moved their collegues to the streets in protest for freedom.

#### **Suggested Course Texts + Materials:**

- a. The Elements of Rhetoric, Ryan N.S. Topping
- b. How do the People Decide? Thucydides in Periclean Rhetoric and Civic Instruction, The American Journal of Philosophy, Vol.112, No. 2, pp.-179-200.
- c. Still Life with Rhetoric, Laurie Grie
- d. Rhetoric by Aristotle

- e. The Language of Persuasion and Politics by Alan Partington
- f. Rhetoric and Demagoguery by Patricia Roberts Mitchell
- g. The Prince by Niccolò Machiavelli
- h. Leadership and Practice by Peter G. Northhouse
- i. The Art of War by Sun Tzu
- j. Start With Why by Simon Senek
- k. Thank You for Arguing: What Aristotle, Lincoln and Homer Simpson Can Teach Us About the Art of Persuasion by Jay Heinrichs
- l. Hope Through History podcast
- m. It Was Said podcast
- n. Assorted existing audio recordings of a number of relevant historical speeches

**Course Assignments:**

- ⇒ Students will choose a contemporary leader in their life time and write a paper to explain their trajectory to prominence, analyze their writings and speeches, and describe why and how this person resonates, to reflect the issues of our time, moving others to action.
- ⇒ Students will prepare a persuasive speech for the class to entice them to do something, act on something that is important in the current political climate.
- ⇒ Students will prepare an inspirational speech that will appeal to the class's emotions.
- ⇒ Students will choose an inspirational leader from history and will analyze one of their most famous speeches comparing their rhetoric to the political time in which they gave the speech.

**Ochlocracy (Mob Rule): The Rise of Populism through the Ages****Course Description:**

This course will trace the rise and fall of populism from ancient Greece to today. What created the animosity, which bred populism through the ages? Populism comes and goes, rises and falls, but there have always been social and political triggers, which will be a focal point of the course. Students will discuss them from the golden age of Greece to the rise and fall of populist movements throughout history, wars and social movements, violent and otherwise, in Latin America, Asia, Eastern and Central Europe, including in Hungary, Poland, and more recently, in the United Kingdom (think Brexit) and the United States (think Donald Trump).

**Course Outcomes and Goals:**

- Students will understand populist movements and the historical root causes of them.
- Students will be able to differentiate the different type of populist movements.
- Students will be able to identify the consequences of populist movements.
- Students will be able to make arguments in defense of populist movements.
- Students will be able to make arguments in criticism of populist movements.
- Students will be able to explain and describe the social activism around populist movements.

**Course Details:**

The course will be lecture based and encourage lively discussions. Students will tour Athens to learn where various populist movements emerged throughout the city and throughout its history. Students will be exposed to both audio and video recordings of populist movements as they emerged, including the activism that made them into, in some cases, dangerous realities. In this way, the course will come alive with both the city tours and audio/visual supporting materials.

**Suggested Course Texts + Materials:**

The Rise and Fall of Classical Greece by Josiah Ober

Greek Democracy and the Junta by Ioannis Tzortzis

Fascism and Dictatorship by Nicos Poulantzas

<https://fsi.stanford.edu/global-populisms/global-populism-about>

<https://lseideas.medium.com/understanding-the-global-rise-of-populism-27305a1c5355>

<https://institute.global/policy/populists-power-around-world>

The Greek Connection by James Barron

Twilight of Democracy by Anne Applebaum

The Political Rise of Donald Trump by Nicholas Kadar

A Short History of Brexit: Kevin O'Rourke

The Arab Spring: The Hope and Reality of the Uprisings by Mark L. Haas and David W. Lesch

On Tyranny by Timothy Snyder

A History of the Cuban Revolution: How the Working Class Shaped the Gureillas' Victory by Stephen Cushion

It Was Said podcast

History This Week podcast  
The Square (documentary film)  
The Question Before Us: The Rise of Populism (PBS)  
Brexitannia (documentary film)  
Trump's Road to the White House (documentary film)  
The Cuba Libre Story (Netflix)  
The Triumph of the Will by Leni Riefenstahl

**Course Assignments:**

- I. Students will write a paper about a populist movement in the ancient Greek world explaining the reasons it came to fruition and what consequences it left in its wake. They must interview an ancient Greek scholar as part of their research.
- II. In a short paper, students will profile an activist who led a social movement coinciding with the rise of populism.
- III. Students will work in groups to present a modern-day social movement, which involves both audio and video aids, text, and still photos using PowerPoint. Every member of the group will participate.