

## CS 3010G: Study Tour to Greece: Ancient Greek History, Archaeology and Culture – Then and Now

**NOTE: On our 2027 Study Tour to Greece (May 4-17), we will visit the Greek mainland (Athens), the Peloponnese (Nafplio), and three Cycladic Islands (Mykonos, Santorini, and Naxos). We will be holding an Information Session in October 2026, which will be advertised on the Classical Studies website (<https://www.uwo.ca/classics/index.html>) in September. Students interested in joining should attend this information session and then submit an application. Interviews will be conducted in November. Every student who has taken at least one Classical Studies course is eligible to apply. Since the actual study tour takes place in May, many students take this course as a 0.5 course overload during the Winter term.**

### COURSE DESCRIPTION:

This intensive 2-week long study tour to Greece offers students a unique international learning experience. Ancient Greek history, literature and culture will be discussed in direct relation to the physical remains in museums and archaeological sites, such as the Athenian Acropolis, Epidaurus, Delos and Mycenae.

Even though CS 3010G is a winter term course (with some preparatory meetings during the winter term), the actual 2-week long study tour to Greece will take place from May 4 to May 17, 2027. In preparation of the trip (logistics, emergency procedures, Greek culture, student presentations, etc.), additional coursework will be done via e-learning and during several class meetings on campus.

**Prerequisite(s):** Any Classical Studies course on the 1000-2999 level and permission of the instructor based on students' applications.

**Extra Information:** Field trip to Greece, minimum of 39 lecture hours, 0.5 course

**COURSE FEE: TBD (we aim for ca. 3,500 CA\$, depending on hotel availability) \***

\*based on the current Euro exchange rate. If there is a significant change in the rate, the course fee will be adapted.

### INSTRUCTORS:



Dr. Bernd Steinbock (bsteinbo@uwo.ca)



Dr. Gino Canlas (gcanlas@uwo.ca)

**RECOMMENDED BOOK:**

Pomeroy, Sarah (et. al.), *A Brief History of Ancient Greece: Politics, Politics, Society and Culture* (Fifth Edition) (Oxford University Press: Oxford 2025): (ISBN: 9780197783481) (ca. 104 CA\$)

Mee, Christopher & Spawforth, Antony, *Greece. An Oxford Archaeological Guide* (Oxford University Press: Oxford 2001): (ISBN: 0192880586) (ca. 75 CA\$)

**Students are welcome to purchase e-versions, second-hand or earlier editions of the recommended books.**

**3-5 MANDATORY PRE-DEPARTURE SESSIONS (Dates TBA):**

**COURSE OBJECTIVES:**

The objectives of this innovative course are three-fold. (1) By studying the three main fields of Classical Studies (history, archaeology, literature and culture) at original historical sites in Greece students will be able to come as close as possible to life in Ancient Greece and Rome. (2) Through expert archaeological instruction and by occasionally meeting excavation teams at archaeological sites, students will learn about the role modern archaeology plays in (re)constructing the past. (3) In daily interactions with their environment in Greece and by meeting Greek people students will explore and discuss to what extent Ancient Greek culture informs our own identities today, both in modern Greece and in other countries that view themselves as heirs of the Graeco-Roman world. Students will thus become aware of both the similarities and the differences of how Canadians and Europeans have been appropriating the shared heritage of the Greco-Roman world. This course is, therefore, a unique international and intercultural learning opportunities for Western students.

**Experiential Learning Approach to Classical Studies**

The pedagogical concept behind these Study Tours is based upon a holistic view of learning as established by John Dewey and other proponents of experiential learning (esp. *Erlebnispädagogik*). This type of learning engages not only the students' cognitive abilities, but all their senses and emotions to a degree that is impossible to achieve in a classroom in Canada. Walking the sacred road up to the temple of Apollo at Delphi, students will study and imaginatively experience what it was like to approach the mysterious oracle with a burning question. They will stand on the Pnyx, the assembly place of the world's first democracy, where free Athenian citizens made the momentous decision to oppose the invading forces of the mighty Persian Empire at Marathon. They will deliberate in the Athenian courthouse in the Agora, what judgement they would have passed in the fateful trial of the philosopher Socrates, had they been among the 501 Athenian jurors in 399 BC. Studying and experiencing Greek culture in their original setting will greatly facilitate the process of historical imagination inherent in the study of cultures so remote from our own.

**International Intercultural Learning Component**

Students will not just be in a "bubble," looking at archaeological remains in the manner of average Canadian tourists. Instead, they will fully engage the contemporary cultural and political context of these archaeological sites and, discuss some of the following pertinent questions: Can the Athenian democracy function as a model for our own democratic political systems in Canada, Greece and elsewhere in Europe? Which roles does the ancient Greek civilization play in the manifestation of a common European identity and how are their legacies used as political arguments in the EU? How do contemporary Greeks view the legacies of the Roman, the Byzantine and the Ottoman empires?

Where available, students will have the opportunity to interact with directors and excavation teams of famous archaeological sites including the Bronze Age palaces at Mycenae, Tiryns, the Athenian Agora and archaeological sites in Thessaly. These scholars are actively engaged in bridging the gap between the ancient past and current local communities. Many are involved with cultural heritage projects (e.g. local educational seminars and tours), historical reenactments (e.g. the Nemean Games), and preservation (e.g. Archaeological Parks).

**LEARNING OUTCOMES:**

*CS 3010G* is a Classical Studies course with a strong experiential and international intercultural learning component. Students will, therefore, not only engage the Greek and Roman past for its own sake, but also examine the powerful

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legacies of Greco-Roman civilization in present-day Greece and in other Western countries. Consequently, the expected learning outcomes are two-fold:

**a) Competencies in Classical Studies**

Upon the successful completion of this course students will be able to

- recount the most important events in Greek history and briefly characterize the historical periods from the Bronze Age to the Roman Period.
- recognize and describe the characteristics of the main literary genres and cultural practices in Greek culture.
- discuss critically the development and character of Greek civilization.
- describe key concepts (palace society, polis, Athenian democracy, etc.) and theoretical models, appropriate for the study of the social and political history of ancient Greece.
- assess and comment critically upon the original source material in translation and test modern interpretations against the ancient evidence.
- understand the limits of our knowledge of the ancient world and appreciate the practice of History and Archaeology as an ongoing dialogue between past and present, where current models of interpretation are constantly being questioned, revised and refined, and tested against the available evidence.
- define basic archaeological terms relating to the architecture, art and artifacts of Greco-Roman antiquity.
- describe the characteristics of specific Greek sites based upon archaeological plans and images of a site's specific features (e.g. temples, houses, defenses, sculptures).
- comment critically upon how buildings, city plans, and monuments reflect social and political organization and how they were used to articulate the self-image of the ruling classes to the public at large.
- appreciate the importance of historical perspective and explain how social norms and customs are a product of time, place and historical context.
- experience Greek literature in their original physical and climatic environment and thus be better able to re-imagine how the Ancient Greeks and Romans lived their lives.
- communicate effectively and empathetically to the interested public the importance of preserving our Greco-Roman heritage by protecting archaeological sites.

**b) Intercultural and Global Competencies**

Upon the successful completion of this course students will be able to

- identify and appreciate the cultural similarities and differences between Canadian students and students in Greece.
- articulate clearly how the heritage of the Greek world has shaped social, cultural and political life in Canada and other Western countries.
- comment critically upon the role that Greek history, archaeology, literature and culture play(ed) in the creation of both a national and cosmopolitan identity both in antiquity and in our own time.
- identify the limitations and biases inherent in the archaeological record and comment critically upon the ideological choices archaeologists, historians and politicians make in preserving and reconstructing certain monuments (e.g. the Parthenon) while eliminating others (the Christian church and the Ottoman mosque within the old structure of the Parthenon).
- reflect critically upon how this international learning experience has affected their previously held assumptions about life in Greece (both in antiquity and today), their notions of the similarities and differences between Canada and other Western countries, and their views of themselves.
- reflect critically upon current political issues related to the heritage of Greco-Roman antiquity and develop a sense of global-level civic engagement, social responsibility and justice.

**EVALUATION:**

Museum assignments:	10%
Paper (guidebook entry) (2000 words):	20% (DUE DATE: April 8)
Oral presentation at archaeological site:	20%
Reflective group discussions:	15%
Participation:	15%
Multimedia travel blog contribution (500 words):	20%

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**FURTHER INFORMATION ABOUT EVALUATION:**

Classical Studies Component (50%):

1. Museum assignments: 10%  
Students will be given two assignments to be completed in the Acropolis Museum and the Archaeological Museum in Santorini, respectively. It entails identification and description of artefacts and other archaeological remains.
2. Research Paper: (2000 words): 20% (DUE DATE: April 4)  
Every student will write a 2000 word research paper on one of the topics, provided by the instructors. Depending on the students' interests, topics can be archaeological (e.g. a particular monument), historical (e.g. a battle reconstruction) or cultural (e.g. visiting the oracular shrine at Delphi) in nature. But all of these topics must be firmly contextualized in their specific historical and topographic setting.  
The paper should be based on multiple sources and written in the form of a guidebook introduction to your monument, historical event or cultural practice. The paper is due, before the beginning of the trip, on April 8.
3. Oral presentation at archaeological site: 20%  
Every student will give a 30 minute oral presentation at one of the archaeological sites in the manner of a professional tour guide. The oral presentation is a distilled version of the research paper. Students may not read their paper. Instead, they should be able to identify and describe the archaeological and topographical features at hand and relate them to their topic. The use of note cards is permitted, but ideally students will be familiar enough with the information that they are not reading from these but use them as needed for reference. Every student must provide a handout with archaeological ground plans, technical terms to be discussed and quotes from relevant primary sources.

International Intercultural Learning Component (50%):

4. Reflective group discussion: 15%  
Reflection, i.e. "the ability to step back and ponder one's own experience, to abstract from it some meaning or knowledge relevant to other experiences" (Hutchings & Wutzorff, 1988) is an essential element of this community engaged learning course. For this reason, students are encouraged to keep a private journal in which they record their personal observations and experiences. We will have regular group discussion, in which students will share some of their thoughts about a topic related to the day's program (e.g. reflections about the return of the Elgin Marbles to Greece, encounters with locals, etc.).
5. Participation: 15%  
Participation includes attendance at all sessions on campus, as well as active engagement with the course material and our international partners in Greece.
6. Multimedia travel blog contribution (500 words): 20%  
Every student is expected to take an active role in communicating to the Western campus community and the broader public the adventures of the Study Tour to Greece. Posts can involve particular archaeological sites, encounters with excavators, museum personal, tourists and locals as well as personal reflections on how learning about ancient Greek history and culture in its original setting has affected you. This is about communicating to a broader group of people which role these experiences play in your education at Western.

**\*Not included in the course fee:**

- **Airfare** to and from Athens (ca. 1100-1300 CA\$ from and to Toronto)
- **Transfer between Athenian Airport and Hotel** (Metro train, bus or taxi)
- **Other meals** (10 dinners (10-20\$), 13 lunches (10-15\$))

**CLASS COMMUNICATION:**

Class will be notified of any class cancellations, room changes and other special announcements via the course website on OWL Brightspace.

Students are responsible for checking the course OWL site (<https://westernu.brightspace.com/d2l/login>) on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the

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class. All course material will be posted to OWL: <https://westernu.brightspace.com/d2l/login>. If students need assistance with the course OWL site, they can seek support on the OWL Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800, or with a support ticket: [create an OWL Brightspace service ticket](#).

**NOTE FROM THE DEAN OF ARTS AND HUMANITIES:** Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

#### STUDENT ABSENCES

##### General information about missed coursework

Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar:

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/academicconsiderationSep24.pdf>

This policy does not apply to requests for academic consideration submitted for **attempted or completed work**, whether online or in person. The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult: [Accessible Education](#).

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage:

<https://registrar.uwo.ca/academics/academicconsiderations/>

All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

All academic consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request **without supporting documentation** in this course. However, the following assessments are excluded from this, and therefore always require formal supporting documentation:

- Examinations scheduled during official examination periods (Defined by policy).
- Midterm Test/Presentation/Group Project (*when* designated by the instructor as the one assessment that always requires documentation when requesting Academic Consideration)

##### Coursework with Assessment Flexibility

By policy, instructors may deny Academic Consideration requests for assessments with built-in flexibility.

##### Absences from Final Examinations

When a student misses the **Final Exam** [if applicable] and their Academic Consideration has been granted, they will be allowed to write the Special Examination (the name given by the University to a makeup Final Exam). See the Academic Calendar ([Special Examinations](#)), especially for those who miss multiple final exams within one examination period.

##### Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#).

**ACCOMMODATION FOR RELIGIOUS HOLIDAYS:** Students should review the [policy for Accommodation for Religious Holidays](#) .

Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but **not later than two weeks** prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm. Religious Accommodation requests for final exams should be submitted via the Student Absence Portal.

**ACADEMIC ACCOMMODATION AND ACCESSIBLE EDUCATION:** **Academic Accommodation** is “a means of adjusting the academic activities associated with a course or program of student in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program.”

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/Academic%20Accommodationdisabilities.pdf>. Students with disabilities are encouraged to register with **Accessible Education** at the earliest opportunity. “Accessible Education plays a central role in Western's efforts

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to ensure that its academic programs are accessible for all students” [https://academicsupport.uwo.ca/accessible\\_education/index.html](https://academicsupport.uwo.ca/accessible_education/index.html)

## ACADEMIC POLICIES:

**STUDENT UWO EMAIL ACCOUNT:** The website for the Office of the Registrar is <http://www.registrar.uwo.ca>. In accordance with policy ([https://www.uwo.ca/univsec/pdf/policies\\_procedures/section1/mapp113.pdf](https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf)), the centrally administered e-mail account provided to students will be considered the individual’s official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

**ELECTRONIC DEVICES:** No electronic devices will be permitted on tests and exams.

### STATEMENT ON THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI):

In this course, students are permitted to use AI tools (such as Chat GPT) exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, however students are expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments should reflect the students’ own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

**SCHOLASTIC OFFENCES:** Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### STATEMENT ON THE USE OF PLAGIARISM-CHECKING SOFTWARE:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>). Computer-marked multiple-choice tests and exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

**COPYRIGHT:** Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

## SUPPORT SERVICES:

**BRIGHTSPACE:** All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled."

**ACADEMIC ADVISING:** Your Home Faculty’s Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here: [https://registrar.uwo.ca/faculty\\_academic\\_counselling.html](https://registrar.uwo.ca/faculty_academic_counselling.html)

**MENTAL HEALTH SUPPORT:** Students who are in emotional/mental distress should refer to Mental Health@Western [https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/) for a complete list of options about how to obtain help.

**GENDER-BASED AND SEXUAL VIOLENCE:** Western University [is committed to reducing incidents of gender-based and sexual violence](#) and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced gender-

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based or sexual violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts, [here](#). To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

**LEARNING DEVELOPMENT AND SUCCESS:** Counsellors at the Learning Development and Success Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

**USC:** Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.