

**Greece In American Literature 1776 – 2026:
250 Years of Continuous Presence**

SOC 240 (3 credits)

**SUMMER 2026
QC - CUNY STUDY ABROAD PROGRAM - GREECE**

Class Meetings: M, T, W, Th, Fri: (11am -2pm)

Room: TBA

HAU: 22 Massalias Str.,
Athens, 10680 Greece

Office Hours: 2-3pm & by App'nt

Instructors:

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For nearly two and a half centuries, Greece has been a defining presence in American literary imagination, from the era of the Revolution to the present day. American poets, novelists, and essayists have turned to Greece as symbol and setting, weaving its landscapes, myths, and political struggles into the fabric of American letters. In their work, Greece appears by turns as a space of historical reflection, an imagined utopia, a field of political engagement, and a source of aesthetic and philosophical renewal, in a continuing oscillation between the splendor of classical antiquity and the complexities of modern Greek life.

This course explores how American writers have imagined and re-imagined modern Greece, and how their encounters with the country have shaped questions of identity, democracy, exile, and belonging. Greece emerges here as a land of gods and myths, of a layered past and a cosmopolitan present, that has attracted generations of major American authors and poets. Living, reading, and writing in the very places those writers describe will deepen your own experience of them, turning travel into reflection and observation into creative practice. As Henry Miller suggests, Greece becomes “a projection of your consciousness,” a mirror in which you begin to see both Greece and yourself anew.

The Summer Study Abroad Program to Greece includes a series of curated excursions designed to immerse students in the country's historical and cultural life. Planned site visits include world-renowned archaeological and cultural landmarks such as the Acropolis Hill, a cruise to 3 Greek Islands, as well as a visit in Northern Greece, near Chalkidiki and Thessaloniki, at the birthplace of Aristotle and a major summer destination, alongside additional walks, museum visits, and literary activities that connect text to place.

- **Course Objectives:** by the end of the course, students will be able to:
- Analyze how selected American poets, novelists, and essayists represent Greece, and how these representations change from the late eighteenth century to the present.
- Distinguish between classical and modern Greek “imaginaries” in American literature, and discuss how each serves different ideological, political, or aesthetic purposes.
- Relate close readings of literary texts to specific Greek sites, landscapes, and cultural practices encountered during the program.
- Reflect critically on questions of travel, tourism, and cultural encounter, including the ethical and political implications of “writing” another country.
- Examine how themes such as democracy, freedom, exile, migration, and diaspora surface in American writings about Greece.
- Produce analytical and/or creative work (essays, journals, or poems) that integrates site visits, course readings, and personal experience.
- Situate their own experience of Greece within broader transatlantic and intercultural dialogues, articulating how place can shape literary imagination and self-understanding.
- **Reading List (FREE online)**

A. Key texts, poems, and essays about Greece (it can be accessed in your own email addresses or/and at HAU’s Blackboard. Please contact the instructors for more information).

B. A Concise History of Greece.

- **A Response Paper:**

There will a formal essay (800 words - minimum) requiring meta-reflection, which is, simply put, reflecting about reflecting. You will reread your class material and notes generated during the course and write a short essay upon the completion of the course.

- **Participation**

Engagement through participation will be the most important piece of your learning experience in this course. For the purposes of this course, quality participation will entail: being fully prepared for the day’s discussion and/or activities engagement in discussion and/or activities initiate and facilitate class discussion.

- **Grades**

The final grade will be based on:
 The Response paper – 80%
 Class participation and effort – 20%

COURSE OUTLINE
July 2nd – July 17th

WEEK 1: July 2 - 5

- Th 2** Departure from the U.S.A.
- Fri 3** **Arrival** in Athens – Eleftherios Venizelos Airport
 Transfer to housing by private bus (approx. 1hr)
 Address: TBA
- 3pm** - Check-in
7pm - Welcome Dinner (included) @ TBA
- Sat 4** **Educational Excursion1:** All Day Cruise – 3 Islands
- Sun 5** **9:15am – Educational Excursion2** - Acropolis Museum (meet at the lobby of the housing)
10am – Visit the Acropolis Museum’s Parthenon Gallery, ancient sculptures & artifacts (total duration: 2 hrs)
12 noon: Visit the Acropolis Hill (continue to the Acropolis Hill to visit the Parthenon, Erechtheion, and Propylaia, with sweeping views of Athens (Total duration: 2 hrs)
2pm: Group Lunch

WEEK 2: July 6 – 12

- Mon 6** **1st Day of Classes – 10:30am: Meeting at the Lobby and Short Walk to the University (All School Days) – 22 Massalias Str, Athens 10680.**
11am-2pm: Class meeting
Introductory Remarks. Concepts and Perspectives
2-4pm Lunch – (included, at Babades)
4pm – Free Explore the City of Athens/cultural immersion
- Tue 7** **10:30am: Meeting at the Lobby**
11am-2pm: Class meeting
2-4pm Lunch – (included, at Babades)
4pm – Free Explore the City of Athens/cultural immersion

- Wed 8** **10:30am: Meeting at the Lobby**
11am-2pm: Class meeting
2-4pm Lunch – (included, at Babades)
4pm – Free
- Th 9** **10:30am: Meeting at the Lobby**
11am-2pm: Class meeting
2-4pm Lunch – (included, at Babades)
4 – Free
- Fri 10** **10:30am: Meeting at the Lobby**
11am-2pm: Class meeting
2-4pm Lunch – (included, at Babades)
4 – Free
- Sat 11** **Educational Excursion3: Travel by bus (KTEL) to Thessaloniki**
 -Transfer by private bus to Arnaia, Chalkidiki

Sun, July 12 - Th, July 16: Educational Excursions 4-10 (in cooperation with the Municipality of Aristotle):

- Ancient Stagira / Olympiada
- Arnaia- Agia Parasveni park
- Palaiochori- The Greek Zorba hike
- Cruise of Holy Mount Athos/ Ouranoupoli
- Meg. Panagia village
- Amouliani island
- Thessaloniki

- Fri, July 17, 2026: Transfer by private bus to Thessaloniki airport**
-End of program/DEPARTURE
Response Paper - DUE

Instructions for Writing a Response Paper in Undergraduate Sociology

Dear students, here are some instructions, which aim to assist you in producing a well-structured and insightful response paper that meets undergraduate sociology standards.

Short Response Paper (800 words minimum)

Purpose:

Demonstrate your understanding of a reading or set of readings, critically engage with the material, and present your own sociological analysis in a concise format.

Structure:

Introduction (2 paragraphs):

Briefly introduce the reading(s) and author(s).

State the main argument or thesis of the reading.

Present your own thesis or central response (your angle on the material).

Summary (2-4 paragraphs):

Concisely summarize the key points or arguments of the text.

Focus on the most relevant ideas for your response.

Analysis and Response (1–2 paragraphs):

Critically evaluate the strengths and weaknesses of the text.

Discuss the evidence, methods, or assumptions used by the author(s).

Raise critical questions or point out omissions.

Connect the reading to sociological concepts, theories, or current events.

Conclusion (2 paragraphs):

Summarize your main insights.

Reflect on the significance of your response or suggest further questions for discussion.

NOTE:

Use specific examples or brief quotes to support your points.

Stay focused—avoid lengthy summaries or personal anecdotes.

Proofread for clarity and coherence.

Double Spaced-12 font, Times New Roman