



KIIS Greece Program, Summer 2027

PSY 299 Topics Psychology of Trauma: Citizen Experiences in Political and Social Unrest

Professor: Dr. Myra Beth Bundy

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Instructor's office hours: on site and by appointment

Syllabus subject to change

Course Description

This class explores the impact of ACEs (Adverse Childhood Events) as well as the impact of trauma throughout the lifespan on development of behavior, social-emotional functioning, and overall mental health. Particular interest will be paid to citizen experience in both historical and recent politically violent and socially uncertain events in Greece and other relevant locations. Assignments will include captioned photos shared with the class through class grouped media, a short individually designed and created presentation, and brief reaction papers to carefully selected readings. Students will also engage in experiential activities related to core trauma intervention strategies such as mindfulness and graduated exposure.

Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

Course Objectives/Student Learning Outcomes

The KIIS Greece program has developed the following student learning outcomes for all courses in the program: After having completed the KIIS Greece program, students will have

- honed their knowledge of Greece and Greek society, from antiquity to the 21st century;
- synthesized academic concepts with real world experiences;
- observed Mediterranean life in rural settings, in middle-sized towns, and on islands, as well as in the megalopolis of Athens;
- interacted with ordinary Greeks on a regular basis;
- exhibited confidence in their abilities to function competently in another culture;
- articulated an understanding of what it means to be the stranger in another land; articulated the relationship between ideas and place (i.e., geography, landscape, buildings, monuments) as that relationship reflects the past, the present, and the recreation of the past in the present;
- clarified their personal values, both as U. S. citizens and as individuals;
- deepened their appreciation for the values of others;
- improved their oral and written communication skills in English.

In addition, in this specific class, students will...

- Discuss key research concepts about the impact of trauma on human development and functioning.
- Apply ideas from research and readings on political and social unrest to current and historical events in Greece and the world.
- Discuss and apply research on psychological intervention in the lives of people impacted by trauma across the lifespan.
- Integrate the information on trauma and Greek history with student life, experiences, and class excursions in this study abroad program.

Major topics covered in the course

Major concepts in human trauma and outcomes

The history of political and social challenges in Greece

Traumatic world events, such as recent and past global pandemics

Empirically based psychological interventions to support coping, healing, and post-traumatic growth

Required Readings and Materials

There is not one single text book, but rather a series of readings that will be available online through our google classroom. We will complete Reading Anticipation Guides (see below) on class days that will inspire us to complete the reading on the class day it is assigned.

Graded Assignments

The course will involve the following activities:

- In class activities
- Class and excursion discussions
- Field excursions and observation assignments
- Short papers
- Most Important Concepts reflections

Detailed instructions for all activities will be provided in class.

Work will be graded on this scale:

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 E (F)

This course will be graded on this basis, without regard to other scales (i.e., plus-and-minus) which may apply at your college or university. Note KIIS/WKU does not award +/- grades.

Generative AI Policy:

Generative AI is permitted/encouraged in some ways, with proper attribution, but prohibited in other ways.

Students are allowed, encouraged, and even required to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can "hallucinate" (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content. Examples of citing AI are available at: <https://libguides.wku.edu/stylewrite/ai>.

Students are permitted and encouraged to use generative AI in the following ways:

- Brainstorming: You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a steppingstone, not a final product.
- Citation Assistance: AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.
- Grammar and Style Checking: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.
- Concept Understanding: Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
- Research Assistance: AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

You may not use generative AI in coursework in the following ways:

- Plagiarism: Using AI-generated content as your original work without attribution. This includes essays, papers, presentations, and exam answers.
- Data Manipulation: Using AI tools to alter data or create misleading information.
- Misrepresentation of Skills: Using generative AI to complete tasks that are meant to assess your knowledge and skills.
- Confidentiality Breach: Using AI tools that might violate KIIS/university policies or laws related to data privacy and confidentiality.

Metacognitive Reflection. In addition to a proper citation, the student should include the following statement with any assignment where generative AI is used for assistance.

"I used generative AI [INSERT NAME OF PLATFORM] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc]."

Attendance Policy

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

11. Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director, Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Ena Demir (270-745-6867 / ena.demir@wku.edu) or WKU's Title IX Investigator, Michael Crowe (270-745-5429 / michael.crowe@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.

Field Excursions/Travel Day Assignments

When we take a travel day, you will be exploring culture related topics in the context of the places we are exploring in Greece. To help structure this learning, when we travel, take a picture-taking device and be ready to take a photo if directed for your field excursion assignments.

Reading Anticipation Guides (RAG)

These short assignments are designed to prepare you for each reading. The idea is that we will read the statements on each guide before we read the assigned reading, with you indicating if you agree or disagree with each. There is no right or wrong answer for these questions. Then as you read the reading you will discover if your initial answer was right or wrong. Then you should reflect on why you think you were right or wrong initially, and add any thoughts you have about the issue. You'll understand how it works once you see the RAGs. Complete 7. We'll complete these together during our class meetings.

Short paper

The short paper will follow up on class discussions or topics. These are typically 1 single spaced typewritten page long and are meant as reflections rather than heavy research or investigation. I do want you to cite at least one source in APA style. I don't want you spending lots of time in your room writing. You will choose to complete 3 out of several options.

Mini Presentation/Book report

You will make a short presentation about a book of your choice (approved by Dr. Bundy) related to trauma in political or social unrest. Here are a few options to get you started:

Choose one of these possibilities or propose another and get Dr. Bundy's approval **before buying your book** (so we don't all read the same book). There are many, many book choices on this topic—find that one interests you! Introduce Dr. Bundy to something new.

- Bernstein (2015) *Torture and Dignity: An Essay on Moral Injury*
- Girma, Boateng, Adogame, et al. (2018). *The Healing of Memories: African Christian Responses to Politically Induced Trauma*
- Haines, Strozzi-Heckler, & Poo (2019). *The Politics of Trauma: Somatics, Healing, and Social Justice*
- Herman (2015). *Trauma and Recovery: The Aftermath of Violence: From Domestic Abuse to Political Terror*
- Junger (2016) *Tribe: on Homecoming and Belonging*
- Karanika & Panoussi (2020). *Emotional Trauma in Greece and Rome: Representations and Reactions*
- Levine & van der Kolk (2015). *Trauma and Memory: Brain and Body in a Search for the Living Past: A Practical Guide for Understanding and Working with Traumatic Memory*
- Meineck & Konstan (2014). *Combat Trauma and the Ancient Greeks (The New Antiquity)*
- Penniman & Washington (2018) *Farming While Black: Soul Fire Farm's Practical Guide to Liberation on the Land.*
- Resick, Monson, & Chard (2016). *Cognitive Processing Therapy for PTSD: A Comprehensive Manual*
- Scahill, J. (2013). *Dirty Wars. The World is a Battlefield.*
- Schievelbusch & Chase (2003) *The Culture of Defeat: On National Trauma, Mourning, and Recovery*
- Shay (2003). *Odysseus in America: Combat Trauma and the Trials of Homecoming*
- Shay (1995). *Achilles in Vietnam: Combat Trauma and the Undoing of Character*
- Tedeschi & Moore (2020) *Transformed by Trauma: Stories of Posttraumatic Growth*
- Vance, Miner, Tennery, et al, (2017) *The Fire Within: Shedding Light on Trauma*
- Vivian & Hormann (2013). *Organizational Trauma and Healing*

Final Exam

This exam will be completed during the last day of class—it will consist of selected questions and concepts from our readings, our field excursion assignments and RAGs.

Grading

Course grades will be based on the total number of points earned on each of the following activities:

Source of points
Complete 7 RAGs – 2 points each, 14 points total
Choose 3 short papers – 4 points each for 12 total points
Choose 6 field excursion assignments—3 points each, 18 points total
Mini Book Presentation 10 points
Final Exam 20 points
74 points total

Letter grades for the course will be assigned as follows:

90-100% of the total points available = A

80-89% of the total points available = B

70-79% of the total points available = C

60-69% of the total points available = D

0-59% of the total points available = F

Late Work/Make-up Work

Late work or make up work will be given at the discretion of the instructor. The validity of an excuse given as a reason for missing an exam or assignment will be determined by the instructor with consultation from the program director if needed. The instructor reserves the right to not allow late work or make-up work, or to give late or make-up work which is more difficult, less convenient, or in a different form than the original.

Content Notice:

Some of the material in this class may trigger disturbing thoughts or memories. Please feel free to step out of class if you feel uncomfortable. Choose a book for your mini-presentation that works well for you, within the topic of this class. If you start reading a book and don't feel it's right for you, talk to Dr. Bundy about another choice.

What to bring to class

1. The reading for the day (can be electronic version or paper).
2. The RAG that we will complete for that class day's reading (can be electronic version or paper).
3. Laptop, tablet, phone, or any device that can fully access the web.
4. A phone hotspot can be useful. Some of our hotels have inconsistent wifi.

Psychology 299

Topic, Reading, and Assignment Schedule*

Date	In Class	We'll read and complete RAGs in class.	Assignment Due
Class 1	Syllabus/class overview	In class reading:	
	Overview of the Impact of Trauma on Human functioning	Center for Substance Abuse Treatment (US). Trauma-Informed Care in Behavioral Health Services. Rockville (MD): Substance Abuse and Mental Health Services Administration (US); 2014. (Treatment Improvement Protocol (TIP) Series, No. 57.) https://store.samhsa.gov/product/TIP-57-Trauma-Informed-Care-in-Behavioral-Health-Services/SMA14-4816 We will divide and conquer in class, focusing on Chapters 2 and 3 RAG Choice 1	
Class 2	Combat/war trauma	War Trauma in Greece https://www.charliehealth.com/post/war-trauma-psychological-consequences-of-war Ochi Day https://newhistories.sites.sheffield.ac.uk/volumes/2010-11/volume-2/issue-3-festivals-and-celebration/%CE%BF%CF%87%CE%B9-day-a-celebration-of-resistance Greek Genocide (and controversy) https://www.greek-genocide.net/index.php/overview Kitroeff, A. (2019). [Review of the book <i>The Making of the Greek Genocide: Contested Memories of the Ottoman Greek Catastrophe</i>, by Erik Sjöberg]. <i>Journal of Social History</i> 52(3), 963-965. https://muse.jhu.edu/article/716803.	
Bonus 1 hour class (a)	Epigenetics and Trauma	Byrne, D. (2023). <i>How trauma's effects can pass from generation to generation</i>. Nature. https://www.nature.com/articles/d41586-023-01433-y This is a podcast so you can choose to listen or read the transcript. Bring headphones, airpods, etc. if you want to listen in class.	

Bonus 1 hour class (b)	Concept mapping	Either on paper or through “free concept mapping” online, let’s map out the impact of ACES (children), trauma. If we like, we can play/brainstorm “Minute Thesis” to explain the connections. This is a good activity for late in the program, once we know a lot of concepts to connect.	
Bonus 1 hour Class (c)	Psychotraumatology; Myth and Trauma	Psychotraumatology in Greece Trauma in Greek Literary Cannon Kolaitis & Olf (2017). Psychotraumatology in Greece, <i>European Journal of Psychotraumatology</i> Christensen, J. (2020). <i>Epic and Therapy: Hopelessness, Loss, & Collective Trauma</i>. Unpublished Manuscript. Retrieved from: https://sententiaeantiquae.com/2020/04/23/epic-and-therapy-helplessness-loss-and-collective-trauma/ RAG Bonus	
Bonus 1 hour class (d)	Looking into the inner experience of suicidality	Let’s read this just before the National Archeaological Museum in Athens because we will see the mask of Agamemnon there. Joiner, T. E., Robison, M., Udupa, N. S., Robertson, L., Duffy, M. E., Lieberman, A., & Jeon, M. E. (2025). The descent of agamemnon and the disquietude of job: The death of agency as the spur of suicide. <i>Psychological Review</i>. Advance online publication. https://doi.org/10.1037/rev0000559	
Class 3	Psychological Impact of Economic Crisis in Greece	Kitsantonis, N. (Feb. 3, 2019). Greece, 10 Years into Economic Crisis Counts the Cost to Mental Health, <i>The New York Times</i>. https://www.nytimes.com/2019/02/03/world/europe/greece-economy-mental-health.html Bateman, J. (May 5, 2019). How Greek crisis helped remove taboo on mental health, <i>BBC News</i>. https://www.bbc.com/news/world-europe-48069644 Pantelidou et al. (2023) Psychosocial and health characteristics of mental health service users in a Greek rural area before and after the onset of economic crisis, 47 (4), <i>American Psychological Association</i>. Not economic, but interesting:	How trauma impacts human psychological functioning paper option

		https://newhistories.sites.sheffield.ac.uk/volumes/2010-11/volume-2/issue-3-festivals-and-celebration/%CE%BF%CF%87%CE%B9-day-a-celebration-of-resistance RAG Choice 2	
Class 4	Pandemics and Trauma	https://www.apa.org/topics/covid-19/index#ptsd Read one article of your choice under the "PTSD and Trauma" section of the COVID-19 Information and Resources APA page	Brief Overview of 21 st century Political/Economic Trauma in Greece paper option
Class 5	Pandemics and Trauma	Bristow N. K. (2010). "It's as bad as anything can be": Patients, identity, and the influenza pandemic. <i>Public health reports (Washington, D.C. : 1974)</i> , 125 Suppl 3(Suppl 3), 134–144. https://doi.org/10.1177/00333549101250S316 2.2021 <i>Frontiers in Psychiatry</i> article on Psychological and Behavioral Responses to COVID 19 in Greece https://www.frontiersin.org/articles/10.3389/fpsy.2020.00821/full 3.Littman, R. (2009). The plague of Athens: epidemiology and paleopathology. <i>Mt. Sinai Journal of Medicine</i> , 76(5), 456-67. https://pubmed.ncbi.nlm.nih.gov/19787658/ RAG Choice 3	The traumatic impact of pandemics and recommended supports paper option
Class 6	Pandemic, social, political unrest impact on children	Let's choose to read one of these 3 options: Al-Krenawi & Graham, 2012 Divecha, 2020 Zarei, 2020 RAG Choice 4	
Class 7	Empirically Supported Treatment of Trauma in Children: TF-CBT	https://www.apa.org/monitor/2015/12/helping-children RAG Choice 5	

Class 8	Empirically Supported Treatment of Trauma in Adults: Cognitive Processing Therapy	https://www.apa.org/ptsd-guideline/treatments/cognitive-processing-therapy (read intro plus skim “case example” as time allows) RAG Choice 6	Understanding and Supporting Children who have experienced Trauma paper option
Class 9	Explore the Science of the Greater Good: A gift to ourselves!	We'll divide the Keys to Well-Being Across the class for exploration and sharing. We'll take quizzes and practice well-being strategies/ RAG Choice 7	Understanding and Supporting Adults who have experienced Trauma paper option
Class 10	Mini-Book Presentations		Mini-Presentations
Class 11	Final Exam (finish any outstanding assignments if needed)	Each student will write and then respond to 10 question topics. We'll make it fun!	Final Exam

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eoo/documents/titleix/titleixbrochure.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.

See the table below for assignments and activities on our "in class" days. You'll also receive short on-the-move think and share assignments for our whole program excursion days.

***The instructor reserves the right to make changes in the course. We may not cover every "class" content listed.**

Excursion Assignments. Choose 6 to complete and label the # or place when you turn the assignment in.

Date	Place as Text	Assignment	Assignment due
1	Walking around Athens	1.) Bumper Sticker for your Walk 2.) What cultural observations strike you from a walking experience in our place as text? 3.) What do you want to learn more about? What questions do you have? 4-5.) Take, share, and narrate in one sentence 1 non-selfie photo from today's walk on our class social media share group	Excursion assignment
2	Museum	Make a photo of one interesting object in a museum we visit (check to make sure the object is allowed to be photographed) and share it on our class-share social media site. If possible, choose something <i>outside</i> of Athens if you can, for variety's sake. Teach us about the object in one sentence and tell us why you chose it. Can you relate your object to our course concepts?	Excursion assignment
3	Delphi	1.) Over the centuries of history, Delphi and the sanctuary of Apollo have experienced a number of changes in government/authority as well as some other types of catastrophes. Tell me about at least one of these events. 2.) Imagine and describe how a historical citizen may have reacted during these historic events. Check out this site for ideas. https://store.samhsa.gov/sites/default/files/d7/priv/sma13-4776.pdf 3.) Create a 1 sentence fictional event or perspective depicting your imaginary scenario for #2.	Excursion assignment
4	Epidauros: Sanctuary of Asclepius	1.) Could this have been a site that ancient survivors of trauma may have turned to for healing? 2.) What are some traumas and trauma effects that could have been seen here in ancient times? 3.) Check out this site if you need more info about the site: https://warwick.ac.uk/fac/arts/classics/intranets/students/modules/greekreligion/database/clumcc/ 4-5. In our times, what does the US VA seem to think about the use of Complementary and Alternative Medicine in treating trauma? https://www.ptsd.va.gov/professional/treat/txessentials/comple	Excursion assignment

		mentary_alternative_for_ptsd.asp#:~:text=Currently%20there%20are%208%20approved,these%20are%20generally%20approved%20practice.	
5	Athens: The Parthenon/ Acropolis	1.) What do you imagine the impact of a religious site such as the Parthenon may have been to an average Greek Citizen through the years of its active use? 2.) Moving to much more recent events, what traumatic events occurred in the Acropolis and Parthenon in the 1820s? 3.) Using this US Department of Veteran's Affairs article as a take off point, imagine and describe how the 1820s Greek soldiers may have reacted to their experiences. https://www.ptsd.va.gov/understand/types/combat_exposure.asp 4.) On our class media share site, share an imaginary thought or quote from an 1820s Greek soldier. Your imaginary soldier can be Greek or Turkish—your choice.	Excursion assignment
6	Athens: The Areopagus	1.) What did you learn about this place and about the council that traditionally met there? (google can help if needed). Teach me something! We may visit here as a group or you can go on your own! It's free. https://oresteiagreekjusticeproject.weebly.com/the-areopagus.html http://www.faculty.umb.edu/gary_zabel/Courses/Morals%20and%20Law/M+L/Plato/eliae.htm 2.) I'm going for a connection between crime and trauma here. What kinds of crimes were tried at the Areopagus specifically? 3.) Given that specialized crime (see #2 above), make a connection between that type of crime and trauma. It's a complex relationship. 4.) Share (on our class social media share site) a selfie (can be group) from today's excursion.	
7	Milos or Mykonos:	1.) Can you visit or at least learn about Kleptiko (Milos) or Manolis Mermelechas (Mykonos)? 2.) What could be more traumatic than being ambushed by pirates?! Share with me what you can learn. 3.) And piracy still exists: https://maritime-executive.com/article/significant-levels-of-ptsd-from-piracy	

		4.) Can you learn anything interesting about modern maritime piracy and/or defenses against it?	
8	Athens: Benaki Museum of Greek Culture	1.) Can you find any items in this museum related to Eleftherios Venizelos? 2.) Who was he? 3.) Can you learn about any stories related to trauma in his life—either personal or political? Please teach me something! 4.) Share a photo on our class social media site of what Venizelos-related item you found in the museum. Give us a one sentence description.	
9	Athens: Holocaust Memorial	1.) We may take some class time and go see this. If not, you can visit in small groups. 2.) Why might I have chosen to visit this memorial for our class? 3.) Teach me about the history of this memorial 4.) Teach me about another holocaust memorial...maybe one you have visited or would like to visit?	
10	Another Excursion	1-5). Design a 3-5 item assignment for this excursion for the next time Dr. Bundy teaches this class! What observations related to our class concepts could we ask students about?	Excursion assignment
11	Delos	1.) What foreign military forces used the island of Delos during WWII? 2.) How might the use of Delos by foreign military forces during wartime constitute a form of cultural or spiritual trauma for Greeks? 3.) Do you think the WWII repurposing of Delos affects the way modern Greeks (especially local islanders or descendants of displaced peoples) relate to this land today? 4.) While exploring this ancient site, identify one structure or space which seems to have withstood both time and trauma. Take a photo and upload it on the class social media platform with a short description (1-2 sentences).	
12	Pottery workshop: Sifnos	1.)How have the different pottery pieces witheld time and trauma? 2.)How could the physical demands of pottery (especially historically) have an influence on bodily trauma? 3.)Pottery making is emphasized as a male only field. What impact could this have had/still have on girls/women since pottery	

		making was an important area for Sifnos and other parts of Greece? 4.)Share a photo of your pottery piece and your personal experience with the history shared and the pottery throwing experience.	
13	Meeting People	1.)How would you describe the population in Athens vs. Sifnos or other Cycladic Islands? 2.) What are the biggest differences and similarities between the populations? Do you think these people could relate to each other? How? 3.)Name the best social interaction you've had so far during your time in Greece. 4.)Name the most strange or difficult interaction you've had.	

****Excursions are subject to change based on program director's discretion, availability, weather, etc.**