**1st International Democracy Camp, Andros, Greece, 6-12/7/19**

**Workshop Descriptions**

**Dr Norman B. Sandridge**

Associate professor of Classics

Howard University Fellow in Leadership Studies

Harvard’s Center for Hellenic Studies

Co-founder, Kallion Leadership ([www.kallion.org](https://qumail.qu.edu.qa/owa/redir.aspx?REF=V2nDQ4_YVSIKuvgNFW__1eAdJiPE6y2NQ476I0QqqkAAQKTiapfWCAFodHRwOi8vd3d3LmthbGxpb24ub3Jn))

1. **How to Participate in a Mentorship Process according to Homer’s Odyssey.**

Description: A healthy democracy must have mechanisms for new leaders to replace the old. One way to do this is through the mentoring process. This workshop will focus on the components of mentorship that Telemachus, son of Odysseus, receives from Athena (disguised as a character named Mentor), in the Odyssey.

Activities: Participants will read Books 1-2 of the Odyssey and answer discussion questions beforehand. Students will take a survey designed to help them identify what their emotional responses and behaviors are likely to be in a leadership scenario. Participants will develop a plan to identify the kinds of mentors they would like in their lives and to prepare themselves for successful mentorship. Students will watch the Disney film Moana and discuss the process of mentorship for a female hero.

Goals: Participants will gain a better understanding of the mentorship relationship. They will learn to identify their emotional and behavioral tendencies in a given leadership situation. They will become careful planners of their future leadership development.

**2.   Cultivating Love of Humanity (Philanthrōpia) in a Democracy**

Description: A healthy democracy must find ways to transcend the natural loyalties that humans feel toward family, friends, or tribe and look rather toward the commonwealth or republic. This workshop will explore the various forms that the word philanthrōpia (literally “friendship toward humans”) had in the ancient world and encourage participants to develop practices of philanthrōpia that the feel a democracy could engage in today.

Activities: Participants will read selections of ancient literature that feature the philanthropia of individuals, gods, and leaders to develop an “index” of philanthropic behaviors. Participants will then use their creativity to translate these behaviors into modern life. Participants will also do research on a contemporary philanthropic organization and make recommendations as to which activities of this organization are truly most philanthropic.

Goals: Participants will gain a careful understanding of the nuances to the ancient Greek word philanthrōpia. They will cultivate emotional intelligence along the lines of perspective-taking, empathy, and introspection. They will hone their communication skills in arguing for the best forms of philanthrōpia today.

**3.  Diagnosing Leaders Who Threaten the Health of a Democracy: Narcissism and Psychopathy in Ancient Leadership**

Description: democracies by their nature are messy, contentious, inefficient, and vulnerable to manipulation. As many ancient philosophers and historians knew, large groups of people were always vulnerable to a charismatic leader who could play on their fear, anger, and hatred, and thereby turn himself into a tyrant. Many ancient writers were sensitive to the character of such leaders. In this workshop we will look at the fifth-century BCE Athenian statesman Alcibiades as he is depicted in the biography of the 2nd-century CE writer Plutarch.

Activities: Participants will read Plutarch’s Life of Alcibiades beforehand and answer some discussion questions. During the workshop we will look at a number of traits that make up the modern psychological understanding of narcissism and psychopathy and compare these descriptions to our understanding of Alcibiades. We will discuss the advantages and disadvantages to such a leader. Finally, we will develop some recommendations for how a democracy may guard itself against the excesses of such a leader.

Goals: Participants will learn how to apply sophisticated psychological terms (narcissism, psychopathy) to a leader. They will familiarize themselves with the challenges of performing such an analysis on a leader they don’t actually know. Participants will be equipped with the language and ideas necessary to have constructive conversations about the leaders in their own lives.

**4. Evaluating the Strength of Democracy Using Ancient Critiques**

Description: For nearly the past 100 years popular favor for democracy has been declining, at least in some part of the world. Indeed the features of governance long felt to be central to a healthy democracy--freedom of speech, transparency, separation of powers, public education--are under threat. In the ancient Greek world, though it was fairly common, democracy was often seen as fragile and problematic. By and large, the members of a democracy were often seen as lacking the character necessary for good governance. We will look at these criticisms to see if they still apply and how they might be answered.

Activities: Participants will read critiques and descriptions of ancient democracy from philosophers and historians beforehand and answer some discussion questions. Participants will take a survey of the features of a society that they believe are most crucial to a healthy democracy. They will then develop recommendations as to how modern democracies can do more to strengthen themselves.

Goals: Participants will develop an extensive understanding of the aspects of society that are necessary for a healthy democracy and they will write plans to help their own democracies become healthier. Finally, they will identify ways in which they may improve their own character as democratic citizens.

**Dr Irene Theodoropoulou**

Associate Professor of Sociolinguistics

Department of English Literature and Linguistics

Qatar University

Associate of King’s College London

**Intercultural communication and negotiation in English**

The workshop focuses on good negotiation practices when using English in intercultural communication. After a discussion of the two basic communicative styles used in intercultural communication, low-context and high-context ones, the most commonly used English expressions and phrases used in negotiations will be introduced, explained and presented in context. We will engage in a series of group-based negotiation simulations for language practice, which will include the following phases: opening negotiations, stating objectives and agenda, offering and responding to proposals and counter-proposals, interruptions vs. interjections, dealing with difficult situations, and closing negotiations. The workshop is relevant to democracy inasmuch as it helps people engage in successful intercultural negotiations by showing mutual respect for each other’s cultural peculiarities. The main goals of the workshop include the following: a) to increase the effectiveness of your English communication skills in negotiations, and b) to promote positive exchanges and interactions among people around the world.

Suggested reading

Ford, Danton and Paul K. Luksetich (2016). Negotiating in English. In: P. Friedrich (ed.) English for Diplomatic Purposes. London/Toronto: Multilingual Matters, pp. 109-148.

**Dr Thanasis Nakas,**Professor Emeritus of Linguistics(University of Athens, Greece)

**Dr Tzina Kalogirou,**Professor of Modern Greek Literature and Literature Teaching(University of Athens, Greece)

1. **“I woke with this marble head in my hands…” Antiquity and Classical Art in Modern Greek Literature: An exploration of poems, fictional and non-fictional books.**

In this seminar we wish to offer an introduction to the subject of Antiquity and Art in Modern Greek literature from Modern Greek poetry to contemporary literary works written and marketed for children. During the session, firstly, we analyze and discuss a selection of modern Greek poems that engage with Greek antiquity and we try several reading techniques, from close reading to reader-response dialogue in order to produce as many interpretative meanings as possible. Secondly, we offer insights into the ways contemporary children’s authors in Greece deal with this vast and controversial subject, embarking on a long and fascinating journey from classical antiquity to the present day, and dispelling many preconceptions along the way about the inevitable “burden” of the classical heritage and its relation to the present. Several Greek books, fictional and non-fictional as well, reflect facets of Antiquity, including Ancient Greek art –sculpture predominantly-, antiquaries, archaeological excavations and archaeological sites, treasures and relics of the past, illicit trade of antiquities, etc. Sometimes, they seem to represent the ancient past in itself as a statue or a fragment that emerges suddenly from the imagination with the assistance of a dream.

A special emphasis will be given to the powerful case of the Parthenon Marbles and their representation in children’s literature. We discuss and debate on this controversial subject, taking the queue from a recent statement by the director of the British Museum Hartwig Fischer, who has provoked anger by suggesting that the removal of the Parthenon marbles from Greece in the 19th century could be seen as “a creative act”.

1. **Cruel tyrants: From Greece to Ireland and from Poetry to Creative Writing**

In this workshop we focus on two ‘mythological’ poems by the Greek George Seferis and the Irish Seamus Heaney, both Nobel Laureates. The two poems, intertextually linked to each other allude to political developments in the period in which they were written. Our starting point is Seferis’ poem entitled “On Aspalathoi” which is a scene of Greek mythology quoted after Plato’s *Republic*: the one where the cruel tyrant Ardiaios is being dragged through thorny *aspalathoi* before ending up in Tartarus.

We explore how myth, history and politics interact in those poems. After the discussion, the students create a poem ‘à la manière’ or a poetic parody inspired by a real or a fictive authoritarian regime they know from history or literature.

**Dr. Eleni Koltsaki**

Attorney at Law – Accredited Mediator

Accredited Trainer for Mediators (Greek Ministry of Justice, UK, USA)

**Peaceful Dispute Resolution**

People were asked at a survey to mention three words that describe their own ideal description of democracy. The three most common answers turned out to be engagement, dialogue and communication. Being at the birthplace of democracy one would expect delegates to leave with nothing less than knowing how to use and disseminate these words. Democracy is a goal never accomplished in its entirety. It depends on all of us to sense the real feel of it. The workshop will use role plays, simulations, soft skill exercises, energisers, activity games and more. Delegates will learn by doing: the virtue of listening without just waiting for your turn to speak; the art of understanding the need for a step backwards; the skill of compromising opposite views; the value of achieving a peaceful resolution to a conflict.  All in a little magic box. A Democracy kit to carry back home.

**Dr Markos Perrakis**,

 Leadership Development & Process Facilitator, Trainer, Psychologist, Speaker

* + - 1. **Action Learning Lab**

Action Learning (AcL) is a continuous process of learning and reflection with a group of colleagues, working on real problems in real time. You get things done, adapting them to the communities or organisations you serve and move forward. AcL identifies issues that are relevant to your role and explore how you apply the learning to those issues successfully.

You practice and develop your cognitive skills. You’re most likely to use these skills in your own workplace and will see practical outcomes. You’ll practice to both support and challenge your team while maintaining mutually beneficial relationships. Rediscover and be challenged to take a wider view of situations and how you can manage them. You will observe yourselves how much more you will begin to ask questions instead of immediately sharing known solutions; how your quality of listening will increase, and also how your awareness of various assumptions is increasing. The workshop will help you to explore the philosophy and principles that underpin action learning. You will practice all roles of an Action Learning Set, so that you will be able to lead and instruct Action Learning Sets in your own organizations and contexts.

## Integral Leadership Retreat

Rediscovering and establishing our connection with inner and outer values and perspectives, space and time. This course shall pave the way for joy, deep and long-term personal and professional success, self-completion, and a better life both in one’s physical and psychological plane.

Appreciative Inquiry (AI) is a strengths-based, inclusive and actionable approach towards large system change and development. Appreciative Inquiry works on the premise that every organic system has some inherent generative forces, which when amplified, unleash positive energy and enable collective commitment.

This integral approach is inclusive or holistic rather than exclusivist or reductive, and it values and integrates multiple explanations and methodologies. Various domains and lines of development and intelligences will be explored, including cognitive, ethical, aesthetic, spiritual, kinesthetic, affective, musical, spatial, logical-mathematical.

The course will use principles of

* integral theory,
* Appreciative Inquiry
* emotional intelligence (EQ)

as bases for individual and community change. The intention is to offer a positive, different way of facing challenges in a creative holistic way for individuals, to increase productivity at work, and reinforce collective commitment.

**Valia Loutrianaki**

DEA (Paris IV-Sorbonne), Phd cand. (University of Athens)

Educator (Arsakeia Schools) of greek language, creative thinking and youth leadership,
President of the Hellenic Association for the Promotion of Rhetoric in Education,
Faculty member of MA “Rhetoric, Humanities and Education” (University of Athens),
Teacher Effectiveness Training certified coach (Gordon Training International)

**Τhinking creatively - Communicating effectively**

Effective communication is an art and can only have features of an art: imagination and inspiration, flexibility and variety, plasticity and adaptability. The workshop will focus on a set of experiential activities cultivating communication and teamwork, narrative and improvisation games, theatrical activities, rhetorical games (persuasive speech and debating), creative thinking techniques (Ed. de Bono’s toolkit among others), team problem-solving etc., aiming at combining communication skills and creative thinking. The ultimate goal is to develop strong self-confidence, empower interpersonal relationships, enrich sense of aesthetics and persuasion of speech, foster originality and effectively manage conflicts.

**Mary Marin**

Phd cand. (University of Carlfield, USA), educator of English language, MUN mentor

1. **Model United Nations Workshop**

What is it?

Model United Nations (MUN) simulations are popular exercises for those interested in learning more about the UN. It is estimated that more than 400,000 students worldwide participate every year in MUN at all educational levels – from primary school to university. Many of today’s leaders in law, government, business and the arts participated in MUN as students.

"At Model UN, you broaden your horizons. By learning and networking, you can be part of the UN’s efforts to establish peace, secure human rights and enable all people to live in dignity." – United Nations Secretary General António Guterres, 24 January 2017

Objectives

The MUN workshop introduces a leadership structure and responsibilities that more accurately

mirror the relationship between the General Assembly and UN Secretariat. Although it uses Rules of Procedure very close to those used at the UN, students will learn the fun, easy, and effective way to prepare for MUN conferences. The leadership structure and rules of procedure support a working environment that encourages delegates to make alliances, research and support their country’s policy, make compromises and build consensus in the interests of all UN members.

Here’s a sample of strategies students will learn at a Workshop (tailored to beginners and advanced delegates):

1. Introduction to MUN (Rules of Procedure)

2. Country Allocation – Profile research

3. Public Speaking Frameworks

4. Practice Simulation

a. Lobbying (Unmoderated Caucus strategy)

b. Impromptu Speaking

5. Resolution writing and Amendments

6. Crisis committee

7. Conference Session

a. Debate (Moderated Caucus)

b. Voting Procedure

What are the benefits of attending a MUN?

MUN Conference is a great experience that one has to feel at least once. There are many benefits one will gain by joining MUN Conference. Participants:

Interact with people of different nationalities and different mentalities

Overcome their fear of public speaking

Become acquainted with global issues

Increase their Diplomacy and improve their negotiation skills, which are usually hardly put in

practice in the academic world

Enhance their leadership skill (As the representative of a country, they will make a decision as a leader)

Practice research, public speaking, teamwork, negotiation

Enrich their CV and acquire leadership experiences that admissions officers and prospective

employers are looking for.

1. **Speak truth to power workshop**

Objectives

This workshop is designed around the project Speak Truth To Power, and aims at creating a new generation of students leaders who are not only aware of human rights abuses but prepared to do something about them through introductions to human rights activists, followed by interviews. Each interview provides students with information about the activist’s work in his or her own words.

What is speaking truth to power?

Speak Truth To Power is a multi-faceted human right education initiative designed to raise

awareness and empower individuals to realize their capacity to create change. The curriculum, based on Kerry Kennedy’s book Speak Truth To Power, Human Rights Defenders Who Are Changing Our World, was created by Robert F. Kennedy Human Rights, which—for more than 45 years—has built an extensive grassroots network that includes human rights defenders from more than 100 countries. Speak Truth To Power draws from their inspiring stories.

Portfolio activities

1. Students read specific articles and watch videos from the Universal Declaration of Human

Rights that are the focus of the activist’s actions. These are followed by “Guiding Questions”

to highlight the essential content the students will learn.

2. Students hold a British parliamentary debate on the issue/human right at hand.

3. In collaboration, students create a visual (video, artwork, dramatization) inspired by the

activist’s work.

What is British Parliamentary debating?

In many mainstream educational settings, students are often not able to question or challenge the ideas presented to them; debate gives them a platform that does just that, but in a productive and structured way. They don't argue, they debate, in four teams of two people.

What are the benefits?

Students explore the development of protected human rights from a historical perspective as well as present-day declarations, conventions and covenants and the continuing evolution of human rights knowledge, the various challenges to the full enjoyment of human rights, and the factors that contribute to human rights abuse.

They will develop a critical understanding of real-life situations, questioning the barriers and structures that prevent the full enjoyment of rights and freedoms.

They will reflect on values such as justice, equality, and fairness.

They will move toward an understanding among and between different groups.

They will be inspired to integrate human rights principles into their individual lives and social institutions.

The workshop will challenge and enable people to demand, support and defend human rights as a tool for sustainable social change.

Debating teaches lots of valuable skills - logic, awareness, argument structure - but most importantly, it helps young people realise that their opinions and ideas have a place in the world. Studying debate provides young adults with the skills to successfully tackle the world

around them and intelligently question that which they believe to be true or false. It's not just about sounding good and speaking well - debating is one of the few activities that builds genuine self-confidence.