

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MEDITERRANEAN STUDIES		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	C-2	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	CRETE IN THE BRONZE AGE		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.aegean.gr/">https://eclass.aegean.gr/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>On the successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> <li>- understand the key research questions in Minoan archaeology</li> <li>- know the history of research and the interpretative approaches applied to the archaeological data</li> <li>- comprehend the general historical, cultural, political and social context of the era under</li> </ul>
---

study

- know the basic characteristics of Minoan economy, political, administrative, social, and ideological organisation
- recognise the basic forms of Minoan architecture and material culture
- understand the diverse form of cultural practices within Crete
- know about the connection between Crete and other regions of Greece and the wider Eastern Mediterranean

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Search for, analysis and synthesis of data and information
- Adapting to new situations
- Working independently and in teams
- Working in an international environment
- Working in an interdisciplinary environment
- Respect for difference and multiculturalism
- Critical thinking and self-criticism
- Production of free, creative, inductive and critical thinking

**(3) SYLLABUS**

- Key research questions in Minoan archaeology
- Methodological and theoretical approaches to archaeological evidence
- The origins of the Minoan administrative system
- Settlement patterns, architecture and administration
- Issues of political, economic and social organisation
- Material culture (production and consumption)
- Ideology and funerary practices
- The demise of the palatial system

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching and communication with students

<p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>		
<p><b>TEACHING METHODS</b>  <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	<p>Lectures</p>	<p>39 hrs (1.56 ECTS)</p>
	<p>Personal study</p>	<p>58 hrs (2.32 ECTS)</p>
	<p>Essay writing</p>	<p>50 hrs (2 ECTS)</p>
	<p>Final examination</p>	<p>3 hrs (0.12 ECTS)</p>
	<p><b>Course total</b></p>	<p><b>150 hrs (6 ECTS)</b></p>
<p><b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: English</p> <p>Methods of evaluation:</p> <p>(a) Written assignment: One written essay which contributes 20% to the final cumulative grade of the course.</p> <p>(b) Written final examination: The written examination contributes 80% to the final cumulative grade of the course.</p>	

**(5) ATTACHED BIBLIOGRAPHY**

<p><b>Foreign language:</b></p> <p>Barrett, J. and P. Halstead (ed.) 2004. <i>The Emergence of Civilisation Revisited</i>. Oxford: Oxbow Books.</p>
---

Branigan, K. (ed.) 1998. *Cemetery and Society in the Aegean Bronze Age*. Sheffield Studies in Aegean Archaeology 1. Sheffield: Sheffield Academic Press.

Branigan, K. 2001. *Urbanism in the Aegean Bronze Age*. Sheffield Studies in Aegean Archaeology. London: Sheffield Academic Press.

Cherry, J.F. 1983. 'Evolution, Revolution, and the Origins of Complex Society in Minoan Crete', in O. Krzyszkowska and L. Nixon (eds.), *Minoan Society*, 33-45. Bristol: Bristol Classical Press.

Cline, E.H. (ed.) 2010. *The Oxford Handbook of the Bronze Age Aegean*. Oxford: Oxford University Press.

Cullen, T. (ed.) 2001. *Aegean Prehistory: A Review*. American Journal of Archaeology Supplement 1. Boston: Archaeological Institute of America.

Davis, J. and E. Gorogianni 2008. 'Potsherds from the edge: the construction of identities and the limits of Minoanized areas of the Aegean', in N. Brodie et al. (eds.), *Horizon*, 339-48. Cambridge: Cambridge University Press.

Day, L.P., Mook, M.S. and J.D. Muhly (eds.) 2004. *Crete beyond the Palaces*. Institute for Aegean Prehistory Monographs 10. Philadelphia: INSTAP Academic Press.

Gesell, G.C. 1985. *Town, Palace and House Cult in Minoan Crete*. SIMA 67. Göteborg: Åström.

Girella, L. and P. Pavúk 2014. 'Minoanisation, acculturation, hybridisation: the evidence of the Minoan presence in the North East Aegean between the Middle and Late Bronze Age', in N. Stampolidis, Ç. Maner and K. Kopanias (eds.), *Nostoi: Indigenous Culture, Migration and Integration in the Aegean Islands and Western Anatolia during the Late Bronze and Early Iron Ages*, *Archaeology* 58, 387-420. Istanbul: Koç University Press.

Hamilakis, Y. (ed.) 2002. *Labyrinth Revisited: Rethinking 'Minoan' Archaeology*. Oxford: Oxbow Books.

Hamilakis, Y. and N. Momigliano (eds.) 2006. 'Archaeology and European Modernity. Producing and consuming the Minoans', *Creta Antica* 7, Padua: Bottega d'Erasmus.

Legarra Herrero, B. 2016. 'Primary state formation processes on Bronze Age Crete: a social approach to change in early complex societies', *Cambridge Archaeological Journal* 26: 349-67.

Papadopoulos, J. 2005. 'Inventing the Minoans: archaeology, modernity and the quest for European identity', *Journal of Mediterranean Archaeology* 18: 87-149.

Pullen, D. J. (ed.) 2010. *Political Economies of the Aegean Bronze Age: Papers from the Langford Conference, Florida State University, Tallahassee, 22-24 February 2007*. Oxford: Oxford Books.

Relaki, M. and Y. Papadatos (eds.) 2018. *From the Foundations to the Legacy of Minoan Archaeology*. Oxford: Oxbow Books.

Schoep, I., Tomkins, P. and J.M. Driessen (eds.) 2012. *Back to the Beginning: Reassessing Social and Political Complexity on Crete during the Early and Middle Bronze Age*. Oxford: Oxbow Books.

Shelmerdine, C.W. (ed.) 2008. *The Cambridge Companion to the Aegean Bronze Age*. Cambridge: Cambridge University Press.

Wiener, M. 2013. 'Realities of power: the Minoan thalassocracy in historical perspective', in R. Koehl (ed.), *Amilla: the Quest for Excellence: Studies Presented to Guenter Kopcke in Celebration of His 75th Birthday*, 149-73. Philadelphia: INSTAP Academic Press.

**Greek language:**

Dickinson, O. 2003. *Αιγαίο: Εποχή του Χαλκού*. Αθήνα: Καρδαμίτσα.

Treuil R., Darcque P., Poursat J. - C. 2015 (β' έκδοση). *Οι Πολιτισμοί του Αιγαίου. Κατά τη Νεολιθική and την Εποχή του Χαλκού*. Αθήνα: ΨΥΧΟΓΙΟΣ ΑΘΑΝΑΣΙΟΣ & ΣΙΑ Ο.Ε.