

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES		
ACADEMIC UNIT	DEPARTMENT OF MEDITERRANEAN STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	C-4	SEMESTER	3
COURSE TITLE	WRITING SYSTEMS IN THE MEDITERRANEAN		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>	3	6	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.aegean.gr/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain key concepts related to writing systems, including the distinction between spoken and written language and the classification of scripts. 2. Describe the emergence and early stages of writing in the ancient Mediterranean. 3. Analyze the development and structural principles of major Mediterranean writing systems (i.e. logographic, syllabic, and alphabetic systems).

4. **Compare** different types of writing systems and their adaptation across languages and cultures.
5. **Assess** the social, political, and cultural factors influencing the reform and transformation of writing systems (e.g. script reform in modern Turkey).

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, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment

(3) SYLLABUS

This course explores the development, diffusion, and use of writing systems in the Mediterranean world from antiquity to the modern period. It examines writing not only as a technical system of representation, but also as a cultural, social, and political practice shaped by contact, transmission, and adaptation.

The course focuses on major Mediterranean writing systems (e.g. cuneiform, Egyptian scripts, Phoenician, Greek, Latin, and related alphabets), tracing their historical relationships, patterns of borrowing, and processes of adaptation across languages and societies. Particular attention is paid to the role of writing systems in administration, law, religion, trade, and cultural exchange, as well as to the impact of multilingual and multicultural settings.

Through comparative case studies, students analyze how writing systems spread, interacted, and acquired new functions in different historical contexts, highlighting the dynamics of cultural contact in the Mediterranean.

Main thematic units:

- **Theoretical Perspectives on Writing Systems**
Speech vs. writing; functions of writing; classification of writing systems
- **Early Writing Systems**
Origins of writing; early logographic and syllabic systems

<ul style="list-style-type: none"> ▪ Cuneiform and Egyptian Scripts Development, structure, and use in administration and culture ▪ Aegean Writing Systems (syllabaries) Structure and use of the Mycenaean (Linear B) and Cypriot syllabaries ▪ Undeciphered Writing Systems Limits of decipherment; Case studies (e.g. Linear A, other undeciphered scripts) ▪ From Abjads to Alphabets: Consonantal and Alphabetic Writing in the Mediterranean Phoenician, Greek, and the spread of alphabetic writing; Structure and use of consonantal and alphabetic scripts ▪ Script Change and Reform Adaptation, standardization, and reform of writing systems (including modern examples)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face	
<i>Face-to-face, Distance learning, etc.</i>		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching and communication with students	
<i>Use of ICT in teaching, laboratory education, communication with students</i>		
TEACHING METHODS	Activity	Semester workload
<p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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>	Lectures	39 hours (1.56 ECTS)
	Personal study	80 hours (3.2 ECTS)
	Project/essay writing	31 hours (1.24 ECTS)
	Course total	150 hours (6 ECTS)
STUDENT PERFORMANCE EVALUATION	Language of evaluation: English	
<i>Description of the evaluation procedure</i>	Method of evaluation: Summative	
<i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions,</i>	Portfolio (problem solving, written work, essay/report)	

problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

Chadwick, John. *The Decipherment of Linear B*. 2nd ed. Cambridge: Cambridge University Press, 1990.

Coulmas, Florian. *Writing Systems: An Introduction to Their Linguistic Analysis*. Cambridge: Cambridge University Press, 2003.

Daniels, Peter T., and William Bright, eds. *The World's Writing Systems*. Oxford: Oxford University Press, 1996.

Healey, John F. *The Early Alphabet*. London: British Museum Press, 1990.

Hooker, J. T. *Reading the Past: Ancient Writing from Cuneiform to the Alphabet*. London: British Museum Press, 1990.

Robinson, Andrew. *Lost Languages: The Enigma of the World's Undeciphered Scripts*. London: Thames & Hudson, 2002.

Steele, Philippa M. *Aegean Writing Systems*. Oxford: Oxford University Press, 2017.