

## 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>  | E-2   | <b>SEMESTER</b>              | 5              |
| <b>COURSE TITLE</b>   | EARLY STATES OF BRONZE AGE GREECE                                 |                              |                |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br><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><br><i>general background, special background, specialised general knowledge, skills development</i>  | Special 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

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| <p><b>Learning outcomes</b><br/><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>- identify the main research questions in mycenaean archaeology</li> <li>- know the history of research and the approaches to archaeological evidence</li> <li>- comprehend the general historical, cultural, political and social context of the era studied</li> <li>- recognise the basic traits of mycenaean economic, political, social and ideological</li> </ul> |
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|  |   |  |                                   |  |                        |  |                              |   |                  |                                     |  |  |  |              |   |                  |  |              |
|--|---|--|-----------------------------------|--|------------------------|--|------------------------------|---|------------------|-------------------------------------|--|--|--|--------------|---|------------------|--|--------------|
| <p>organisation</p> <ul style="list-style-type: none"> <li>- identify the basic forms of mycenaean architecture, pottery and art</li> <li>- acknowledge the mycenaean cultural practices and their diversity in the Aegean</li> <li>- understand the connections between the mycenaean centres and the cultures of neighbouring regions</li> </ul>   |   |  |                                   |  |                        |  |                              |   |                  |                                     |  |  |  |              |   |                  |  |              |
| <p><b>General Competences</b></p> <p><i>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></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table> | <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> |
| <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>  |  |                                   |  |                        |  |                              |   |                  |                                     |  |  |  |              |   |                  |  |              |
| <ul style="list-style-type: none"> <li>- Search for, analysis and synthesis of data and information</li> <li>- Adapting to new situations</li> <li>- Working independently and in teams</li> <li>- Working in an international environment</li> <li>- Working in an interdisciplinary environment</li> <li>- Respect for difference and multiculturalism</li> <li>- Critical thinking and self-criticism</li> <li>- Production of free, creative, inductive and critical thinking</li> </ul>   |   |  |                                   |  |                        |  |                              |   |                  |                                     |  |  |  |              |   |                  |  |              |

**(3) SYLLABUS**

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| <ul style="list-style-type: none"> <li>- Key research questions in Mycenaean archaeology</li> <li>- Analytical methods and interpretative approaches to archaeological evidence</li> <li>- The origins of Mycenaean culture</li> <li>- Palatial system and administration</li> <li>- Issues of political, economic and social organisation</li> <li>- Material culture (architectural remains and finds)</li> <li>- Ideology and funerary practices</li> <li>- Phenomena of cultural diversification</li> <li>- International networks</li> </ul> <p>The collapse of mycenaean palaces</p> |
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**(4) TEACHING and LEARNING METHODS - EVALUATION**

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

|  |   |                                 |
|--|---|---------------------------------|
| <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>  |   |                                 |
| <p><b>TEACHING METHODS</b><br/> <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><br/> <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**

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