

## 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>	G7	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	GENDER IN PREHISTORIC SOCIETIES		
<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>	Special background, skills development.		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.aegean.gr/">https://eclass.aegean.gr/</a>		

### (2) LEARNING OUTCOMES

#### **Learning outcomes**

*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.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong*

*Learning and Appendix B*

• *Guidelines for writing Learning Outcomes*

Upon completion of the course, students will be able to:

- know the theoretical and methodological framework of Gender Archeology
- understand how gender identity is detected through the study of archaeological evidence,
- recognise how the theory and methodology of Gender Archeology is applied through acquaintance with specific prehistoric examples from the Eastern Mediterranean
- appreciate that gender intersects with the social, economic, political and ideological domains of prehistoric societies and thus offers insights into their organisation
- critically examine the gender stereotypes that still prevail in archaeological interpretation
- evaluate the epistemological and ethical problems that arise when modern norms are projected onto past societies.

Students upon completion of the course will acquire knowledge, skills and abilities, which they will have the opportunity to apply also in other areas of archaeological specialisation at the level of study and research. Specifically, students, after successfully completing the course, are able to critically evaluate archaeological data and seek a connection with interpretive hypotheses, by exposing prevailing biases in Archaeology. Finally, students are encouraged to interpret the archaeological data themselves, which contributes to the advancement of independent thinking in all areas of archaeological research.

**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
- Decision-making
- Working independently and in teams
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Critical thinking and self-criticism
- Production of free, creative, inductive and critical thinking

### (3) SYLLABUS

The course aims to familiarise students with the field of Gender Archaeology, which examines ancient societies in the light of analysis of gender roles as they are detected in the archaeological record. The study of gender identity, gender roles and relationships contribute crucially to the advancement of the discipline of Archaeology: on the one hand it presupposes the critical reflection of older interpretations, and on the other hand it contributes to a broader understanding of the social and economic organisation of ancient societies, as gender intersects with all domains of life.

The course covers issues of theory and methodology which relate to the study of gender in ancient societies. Furthermore, thematically the course focuses on the theoretical and methodological approach applied in Gender Archaeology, as well as on specific areas of prehistoric culture (e.g., production, social organisation, ideology, etc.), which are examined with reference to archaeological examples from the prehistoric Eastern Mediterranean.

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

<p style="text-align: center;"><b>DELIVERY</b></p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face</p> <p>The active participation of students is encouraged in the lectures through group discussion with the supportive guidance provided by the lecturer.</p>													
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching. Communication with the students is possible through the E-class course webpage.</p>													
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39 hrs (1.56 ECTS)</td> </tr> <tr> <td>Personal study</td> <td style="text-align: center;">58 hrs (2.32 ECTS)</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: center;">50 hrs (2 ECTS)</td> </tr> <tr> <td>Final examination</td> <td style="text-align: center;">3 hrs (0.12 ECTS)</td> </tr> <tr> <td><b>Course total</b></td> <td style="text-align: center;"><b>150 hrs (6 ECTS)</b></td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39 hrs (1.56 ECTS)	Personal study	58 hrs (2.32 ECTS)	Essay writing	50 hrs (2 ECTS)	Final examination	3 hrs (0.12 ECTS)	<b>Course total</b>	<b>150 hrs (6 ECTS)</b>
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<p>Language of evaluation: English</p> <p>Methods of evaluation: written examination with open-ended questions and one written assignment.</p>														
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or</i></p>														

*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*

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

##### **(5) ATTACHED BIBLIOGRAPHY**

Arnold, B. και Wicker, N.L., 2001. *Gender and the Archaeology of Death*. Walnut Creek, CA: AltaMira Press.

Baxter, J.E., 2005. *The Archaeology of Childhood: Children, Gender, and Material Culture*. Walnut Creek, Calif: AltaMira Press.

Bolger, D., 2013. *A Companion to Gender Prehistory*. Chichester: Wiley-Blackwell.

Budin, S.L., και J.M. Webb. 2016. *Gender Archaeology* (American Schools of Oriental Research), *Near Eastern Archaeology*, v. 79, no. 3. Boston, Mass.: American Schools of Oriental Research.

Budin, S.L., Cifarelli, M., Garcia-Ventura, A. και Albà, A.M., 2019. *Gender, Methodology and the Ancient Near East (Workshop); Universitat de Barcelona. Facultat de Filologia. Institut del Pròxim Orient Antic*. Barcelona: Universitat de Barcelona Edicions.

Derricourt, R.M., 2018. *Unearthing Childhood: Young Lives in Prehistory*. Manchester: Manchester University Press.

Geller, P.L., 2017. *The Bioarchaeology of Socio-sexual Lives: Queering Common Sense about Sex, Gender, and Sexuality*. Switzerland: Springer.

Gero, J.M. και Conkey, M.W., 1991. *Engendering Archaeology: Women and Prehistory*. Oxford, UK; Cambridge, Mass., USA: B. Blackwell.

Gilchrist, R., 1999. *Gender and Archaeology: Contesting the Past*. London: Routledge.

Hamilakis, Y., Pluciennik, M. και Tarlow, S., 2002. *Thinking through the Body: Archaeologies of Corporeality*. New York: Kluwer Academic/Plenum Publishers.

Hamilton, S., Whitehouse, R., Wright, K.I., 2016. *Archaeology and Women*. London: Routledge.

Hayes-Gilpin, K. και D. S. Whitley (επιμ.), 1998. *Reader in Gender Archaeology*. London:

Routledge.

Joyce, R.A., 2009. *Ancient Bodies, Ancient Lives: Sex, Gender, and Archaeology*. New York, N.Y.: Thames & Hudson.

Koch, J.K. και Kirleis, W., 2019. *Gender Transformations in Prehistoric and Archaic Societies*. Leiden Sidestone Press.

Kopaka, K. (επιμ.), 2009. *Fylo: Engendering Prehistoric "Stratigraphies" in the Aegean and the Mediterranean: Proceedings of an International Conference, University of Crete, Rethymno, 2-5 June 2005*. Liège: Université de Liège, Histoire de l'art et archéologie de la Grèce antique; Austin: University of Texas at Austin, Program in Aegean Scripts and Prehistory.

Linduff, K.M. και Rubinson, K.S., 2008. *Are all Warriors Male? Gender Roles on the Ancient Eurasian Steppe*. Lanham: AltaMira Press.

Matić, U. και Jensen, B., 2017. *Archaeologies of Gender and Violence*. Oxford, United Kingdom; Havertown, PA: Oxbow Books.

Montón-Subías, S. και Sánchez Romero, M., 2008. *Engendering Social Dynamics: The Archaeology of Maintenance Activities*. Oxford, England: Archaeopress: Available from Hadrian Books.

Nelson, S.M. και Rosen-Ayalon, M., 2002. *In Pursuit of Gender: Worldwide Archaeological Approaches*. Walnut Creek, CA: AltaMira Press.

Nelson, S.M., 2006. *Handbook of Gender in Archaeology*. Lanham, MD: AltaMira Press.

Nelson, S.M., 2007. *Identity and Subsistence: Gender Strategies for Archaeology*. Lanham, MD: Rowman & Littlefield Publishers.

Nelson, S.M., 2007. *Women in Antiquity: Theoretical Approaches to Gender and Archaeology*.

Lanham, New York, Toronto: AltaMira Press.

Rautman, A.E., 2000. *Reading the Body: Representations and Remains in the Archaeological Record*. Philadelphia, Pa.: University of Pennsylvania Press.

Sofaer, J. 2006. *The Body as Material Culture*. Cambridge University Press.

Sørensen, M.L.S., 2000. *Gender Archaeology*. Cambridge: Polity Press.

Wicker, N.L. και Arnold, B. 1999. *From the Ground up: Beyond Gender Theory in Archaeology: Proceedings of the Fifth Gender and Archaeology Conference, University of Wisconsin-Milwaukee*. Oxford, England: Archaeopress.

**Relevant links:**

<https://www.archaeology-gender-europe.org/>