

COURSE OUTLINE

GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	EAR602	SEMESTER	6 th
COURSE TITLE	Minoan Archaeology		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background (Selection from Archaeology and Art History)		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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</i> <p><i>and Appendix B</i></p> <ul style="list-style-type: none"> - <i>Guidelines for writing Learning Outcomes</i>
<p>Upon successful completion of the course the student is able:</p> <ul style="list-style-type: none"> - to have knowledge of important Minoan sites in Greece and the wider region - to recognize characteristic artifacts of Minoan material culture - to distinguish between different chronological phases and geographic variations in Minoan civilization - to be able to integrate the cultural developments in Crete into the wider geographical context of the Aegean and the Eastern Mediterranean

- to have a basic understanding of modern research trends and questions regarding Minoan Archaeology
- to have discussed issues concerning the contemporary popular gaze on Minoan civilization

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
 Working independently
 Working in an international environment
 Working in an interdisciplinary environment
 Respect for difference and multiculturalism
 Respect for the natural environment
 Criticism and self-criticism
 Production of free, creative and inductive thinking

SYLLABUS

The course focuses on the Archaeology of the Minoan civilization covering a period of ca. 2000 years from the Early Bronze Age (3100-3000 BC) until the end of the 12th century B.C. A historical retrospection of Minoan archaeology considers the pioneer figures and their contemporary successors. The most important Minoan sites and research programs are presented. The origins of social complexity in Crete, documented in Early Minoan settlements and cemeteries, are investigated in relation to the developments that led to the urbanization and the appearance of the palatial system in the early 2nd millennium BC. A special focus is placed on different facets of Minoan society, including palatial economy, architecture, ideology and artistic production. The transition to the peak of the Neopalatial period, when the Minoan presence is expanded in wider geographical contexts, is further examined. Finally, the destruction of the Minoan palaces and the subsequent prevalence of the Mycenaean centers, is examined through its traces in Crete. The presentation ends with a reference to the elements that indicate cultural interruption and continuity at the end of the Late Bronze Age.

The structure of the course comprises of:

- É Minoan archeology: Pioneer figures and subsequent research
- É The Neolithic backgrounds
- É Architecture, ideology and material culture in the Early Minoan period
- É The emergence of the palaces
- É Society, religion and material culture during the Old Palace period
- É Cretan scriptures
- É The heyday of palatial civilization

- É Society, religion and material culture during the Neopalatial period
- É Minoan presence and exchange networks in the Aegean
- É Akrotiri and the explosion of Thira
- É Mycenaean Crete
- É The end of the Late Bronze Age in Crete
- É The modern significance of the Minoan civilization

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (exploration of data sources, video and interactive platforms, use of Web resources) Use of asynchronous e-learning platform for study materials and communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <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> <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>	Activity	Semester Workload
	Lectures	39
	Independent study	60
	Study and analysis of bibliography	26
	Course total (25 hours per credit)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <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> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment - Grading Process Written examination with multiple components (concept definition questions, multiple choice questions, short answer questions, combination-critical understanding questions)	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Hood, S. 1987. *Η Τέχνη στην Προϊστορική Ελλάδα*, Αθήνα, 56 – 106.

Preziosi, D. & Hitchcock, L. 1999. *Aegean Art and Architecture*, Oxford University Press, 89–122.

Rutter, J. B. & Gonzalez-Major, *Aegean Prehistoric Archaeology*. Dartmouth College
(<http://www.dartmouth.edu/~prehistory/aegean/>)

- Handbooks:

Betancourt, P. H. 2006. *Ιστορία της μινωικής κεραμικής*. Αθήνα: Καρδαμίτσα [Κωδ. στον Εύδοξο: 24553]

Μαντζουράνη, Ε. 2002. *Προϊστορική Κρήτη τοπογραφία και αρχιτεκτονική*. Αθήνα: Καρδαμίτσα [Κωδ. στον Εύδοξο: 24511]

Treuil, R., Darque, P., Poursat, J.C., Touchais, G. 2015. *Οι Πολιτισμοί του Αιγαίου. Κατά τη νεολιθική και την εποχή του χαλκού*, Αθήνα: Καρδαμίτσα [Κωδ. στον Εύδοξο: 50660327]