

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>EAR701</b>	<b>SEMESTER</b>	<b>7<sup>th</sup></b>
<b>COURSE TITLE</b>	Mycenean Archaeology		
<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>	
Lectures	3	5	
<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 (Selection from Archaeology and Art History)		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (in English)		
<b>COURSE WEBSITE (URL)</b>			

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <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</i></li> </ul> <p><i>and Appendix B</i></p> <ul style="list-style-type: none"> <li>- <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>Upon successful completion of the course the student is able:</p> <ul style="list-style-type: none"> <li>- to have knowledge of important Mycenaean centers in Greece and the wider region</li> <li>- to recognize characteristic artifacts of Mycenaean material culture</li> <li>- to distinguish the different chronological phases and geographic variations in Mycenaean culture</li> <li>- to be able to integrate the Late Bronze Age cultural developments in the Aegean into the wider</li> </ul>

geographic context of the Eastern Mediterranean

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

**3. SYLLABUS**

The course focuses on the Archaeology of the Mycenaean civilization. There is a historical retrospection of the progenitors and contemporary followers of Mycenaean archeology. A historical retrospection of Mycenaean archaeology considers the pioneer figures and their contemporary successors. The origins of social complexity in continental Greece is presented through the settlements and cemeteries of the period, emphasizing the shaft graves of Mycenae. A special focus is placed on the appearance of the Mycenaean palaces and fortified citadels. The archaeological material is related to the content of Linear B tablets and attempts to reconstruct the state structures, the administration, the economy, the religious organization and the network of exchanges of the Mycenaean centers. The presence of cultural material in the wider Mediterranean and the Balkans is demonstrated and associated with the Mycenaean role within the wider political system of the Eastern Mediterranean. The process of collapse of the palatial system is described and the broader causes are sought. The cultural features of the post-palatial period are presented and the elements that indicate cultural interruption and continuity are identified into the centuries following the end of the Late Bronze Age. Finally, reference is made to Mycenaean heritage both in the context of later developments (e.g. Homeric epics) and in relation to modern research and the public view.

The structure of the course comprises of:

- É Mycenaean archeology: Pioneer figures and subsequent research
- É The origins: Early & Middle Bronze Age in Mainland Greece

É Cultural continuity and interruption: The tombs of Mycenae
É The emergence of the palaces
É Society, administration and power in the Mycenaean centers
É Material culture and artistic creation
É Mycenaean cult and religion
É Mycenaean language and writing
É Mycenaean trade and international relations
É Collapse: the end of Mycenaean civilization
É Mycenaean heritage

#### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (online lectures, course website, extensive use of Web resources), in communication/collaboration with students (mailing lists, social networks (Facebook), course website, Doodles) and in the process of progress monitoring and evaluation (use of specialized software for the monitoring and evaluation of student progress)	
<b>TEACHING METHODS</b> <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>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	39
	Independent study	60
	Study and analysis of bibliography	26
	Course total (25 hours per credit)	<b>125</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <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)  ·	

#### 5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Faure P. 1987. *Η καθημερινή ζωή στη Μυκηναϊκή εποχή*. Αθήνα

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

Vermeule, E. 1983. *Ελλάς. Εποχή του Χαλκού*. Αθήνα

Μυλωνάς Γ. 1983. *Πολύχρυσοι Μυκήναι*. Αθήνα

Galaty M. & W.A. Parkinson (επιμ.) 2007. *Rethinking Mycenaean palaces II*. Los Angeles: UCLA Cotsen Institute of Archaeology

Hooker J. 1994. *Εισαγωγή στη Γραμμική Β γραφή*. Αθήνα

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

- Handbooks:

Dickinson, O. T. P. 2017. *Η προέλευση του μυκηναϊκού πολιτισμού*. Αθήνα [Κωδ. στον Εύδοξο: 68406362]

Chadwick, J. 1999. *Ο μυκηναϊκός κόσμος*. Αθήνα: Gutenberg [Κωδ. στον Εύδοξο: 31840]

Ruiperez, M. & Melena, J. 1996. *Οι Μυκηναίοι Έλληνες*. Αθήνα: Καρδαμίτσα [Κωδ. Στον Εύδοξο 24485]