

## 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>EAR801</b>	<b>SEMESTER</b>	<b>8<sup>th</sup></b>
<b>COURSE TITLE</b>	Prehistoric Archaeology of the Near East		
<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 know about the process of domestication and settled village life in the wider region</li> <li>- to understand the geographical and environmental regional context and the interactions between the different cultures</li> <li>- to distinguish the different chronological phases and geographical variations of material culture in the wider Near Eastern region</li> </ul>

- to understand the factors that contributed to the increasing complexity of social organization, social stratification, state structures, religion
- to relate the cultural developments of the Aegean to the broader geographic context of the Eastern Mediterranean
- to have a basic understanding of modern research trends and questions in the Prehistory of the Near East

### 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 examines the Archeology of the prehistoric societies in the Near East from the transition to the Neolithic way of life until the emergence of the first city-states and the subsequent Late Bronze Age empires. A historical overview of archaeological research over the last two centuries is followed by the presentation of the geographical and environmental settings of the region. The material culture of the first Neolithic societies is examined and linked with important positions in the regions of Anatolia, Syro-Palestine and Mesopotamia. The increasing social complexity of the Early Bronze Age is being studied in the context of the emergence of metallurgy, early urbanization, monumental architecture, and writing. The formation of the first states is investigated with a focus to evidence of social stratification, centralized bureaucracy and the development of a priestly class. Commercial networks, international relations and cultural exchanges are related both to the archaeological evidence of the period and to the written sources. Finally, the upheavals that led to the collapse of empires of the Near East are related to the corresponding developments marking the end of the palatial societies in the Aegean.

The structure of the course comprises of:

- É The Archaeology of the Near East: Historical review of the research
- É The 'fertile crescent' and the transition to farming
- É Neolithic culture, ideology and exchange networks
- É From Neolithic settlements to early urbanization

- É Archaeology of the first states in the Mesopotamia and Egypt
- É The formation of the first empires
- É Writing, administration, science, arts and crafts in the Near East
- É Material culture and artistic creation
- É Aegean and Near East: a direct relationship
- É 'Sea People' and turmoil in the Eastern Mediterranean
- É Global system collapse at the end of the 2nd millennium BC

#### 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 (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										
<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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d3d3d3;">Activity</th> <th style="background-color: #d3d3d3;">Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Independent study</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Course total (25 hours per credit)</td> <td style="text-align: center;"><b>125</b></td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures	39	Independent study	60	Study and analysis of bibliography	26	Course total (25 hours per credit)	<b>125</b>
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<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/Handbooks:

- Κοπανιάς, Κ. 2015. *Εισαγωγή στην Ιστορία και Αρχαιολογία της εγγύς ανατολής*. Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα και Βοηθήματα - Αποθετήριο "Κάλλιπος" [Κωδ. στον Εύδοξο: 320052]
- Κοπανιάς, Κ. 2013. *Προϊστορική Μεσοποταμία*. Αθήνα: Καρδαμίτσα [Κωδ. στον Εύδοξο: 33354234]
- Maisels, C. K. 1993. *The Near East. Archaeology in the 'Cradle of Civilization'*. London:Routledge [Κωδ. στον Εύδοξο: 73224998]