

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MEDITERRANEAN STUDIES		
<b>LEVEL OF STUDIES</b>	POSTGRUATE		
<b>COURSE CODE</b>	KEY8	<b>SEMESTER</b>	2
<b>COURSE TITLE</b>	The "Hellenization" of the Mediterranean through the archaeological evidence		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</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>	3	7,5 ECTS	
<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>	<i>specialised general knowledge</i>		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek (and English)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<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 and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p><b>With the successful completion of the course students should be able to:</b></p> <ul style="list-style-type: none"> <li>➤ -Define colonization, colonialism and their characteristics.</li> <li>➤ -Understand the reasons, the conditions, constraints and procedures in general of the establishment of a new colony.</li> <li>➤ Recognize artistic production (pottery-sculpture-architecture-painting) of the major cities and /or areas of the Greek Mediterranean world. <ul style="list-style-type: none"> <li>➤ -Understand the importance of the archaeological evidence for examining the relations (cultural-commercial / economic), the movement of goods and ideas between the cities of the Mediterranean during the late Geometric and Archaic periods.</li> </ul> </li> </ul>
<b>General Competences</b>

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?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...
	.....

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*  
*Decision-making*  
*Working independently*  
*Team work*  
*Working in an interdisciplinary environment*  
*Production of new research ideas*  
*Production of free, creative and inductive thinking*

**(3) SYLLABUS**

The course examines the expansion of the Greek element in the Mediterranean during the so-called "Great Colonization," from the middle of the 8th century BC. until the Persian Wars (490-480 BC). The term "colonization" is explored and explained in general and the character of the "Great Colonization" and its causes are further examined.

Issues to be examined include: Colony establishment conditions, selection of site, development process and limitations of new colonies; Relations with the metropolis and relations with the local population; the consequences and effects of the "Great Greek Colonization".

Selected colonial waves to the various regions of the Mediterranean are presented: Near East and Cyprus, Black Sea and Propontis, North Aegean and Halkidiki, Egypt and North Africa, South Italy and Sicily, Northwest Greece and Illyria, Galatia and Spain.

Emphasis is given to the history and archeology of some important Greek colonies and especially to the archaeological evidence and the movement of goods and ideas, as a means of understanding the relations and the exchange networks of these cities, both with their metropolises and with the wider Mediterranean basin.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance Learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	ICT in class teaching and in communication with students	
<b>TEACHING METHODS</b> <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</i>	<b>Activity</b>	<b>Semester workload</b>
	Teleconferences	30 h (1,2 ECTS)
	Personal study	75 h (3 ECTS)
	Written assignment	82.5 h (3.3 ECTS)
	Course total	187.5 h (7.5 ECTS)

<p>visits, project, essay writing, artistic creativity, etc.</p> <p>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</p>	
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Language of evaluation: Greek</p> <p>Assessment is done by two written essays (20% and 80% of the grade respectively).</p> <p>Evaluation criteria are mentioned in the Course description <i>on the Moodle platform</i>.</p>

#### (5) ATTACHED BIBLIOGRAPHY

##### - Suggested bibliography:

- Αδάμ-Βελένη, Π. και Τσαγκάρη, Δ. 2016. *Greek Colonization: New Data, Current Approaches*, Αθήνα: Alpha Bank.
- Σταμπολίδης, Ν.Χ. (επιμ.) 2003. *Πλόες: από τη Σιδώνα στη Χουέλβα: Σχέσεις Λαών της Μεσογείου, 16ος-6ος αι. π.Χ.* Αθήνα: Υπουργείο Πολιτισμού – Οργανισμός Προβολής Ελληνικού Πολιτισμού Α.Ε. – Μουσείο Κυκλαδικής Τέχνης.
- Τσαγκάρη, Δ. (επιμ.) 2014. *Η Ευρώπη της Ελλάδος. Αποικίες και Νομίματα από τη Συλλογή της Alpha Bank*, Αθήνα: Alpha Bank.
- Boardman, J. 1996. *Οι Αρχαίοι Έλληνες στην Υπερπόντια Εξάπλωσή τους: οι Πρώτες Αποικίες και το Εμπόριό τους*. Αθήνα: Καρδαμίτσα. Τίτλος πρωτοτύπου: *The Greeks Overseas: Their Early Colonies and Trade*. London: Thames and Hudson, 2000<sup>4</sup>.
- Hodos, T. 2006. *Local responses to colonization in the Iron Age Mediterranean*. London/New York: Routledge.
- Karageorghis, V. (ed.) 2002. *The Greeks beyond the Aegean: from Marseilles to Bactria: papers presented at an international symposium held at the Onassis Cultural Center, New York, 12th October, 2002*. New York: Alexander S. Onassis Public Benefit Foundation (USA).
- Malkin, I. 1987. *Religion and Colonization in Ancient Greece*. (Studies in Greek and Roman Religion, 3). Leiden: Brill.
- Malkin, I. 1998. *The Returns of Odysseus: Colonization and Ethnicity*. University of California Press.
- Mogens H. Hansen and Thomas H. Nielsen 2004. *An Inventory of Archaic and Classical Poleis*. Oxford: Oxford University Press.
- Rockman, M. and Steele, J. (επιμ.) 2003. *The Colonization of Unfamiliar Landscapes: The Archaeology of Adaptation*. London: Routledge.
- The Cambridge Ancient History* vol. III.3, *The Expansion of the Greek World 8th-6thC BC*. Cambridge – New York: Cambridge University Press 1982-1994<sup>2</sup>.
- Tsetskhladze G.R. (επιμ.) 2006. *Greek Colonization. An Account of Greek Colonies and Other Settlements Overseas*, Volume 1 (Mnemosyne, Bibliotheca Classica Batava Suppl.).

Tsetschladze G.R. (επιμ.) 2008. *Greek Colonization. An Account of Greek Colonies and Other Settlements Overseas*, Volume 2 Mnemosyne, Bibliotheca Classica Batava Suppl.).

Tsetschladze G.R. and De Angelis, F. (επιμ.) 1994. *The Archaeology of Greek Colonization. Essays Dedicated to Sir John Boardman*. Oxford University School of Archaeology Monograph 40. Oxford.

Tsetschladze, G.R. (ed.) 2006. *Monograph Supplement: COLLOQUIA PONTICA*, Ancient East and West, Vol 4.2, Brill.

Tsetschladze, G.R. (επιμ.) 1999. *Ancient Greeks West and East* (Mnemosyne, Bibliotheca Classica Batava Suppl. 196), Leiden-Boston: Brill.

- *Related academic journals:*

Ευλιμένη/Eulimene

Αρχαιογνωσία

Τεκμήρια

Archaeology

American Journal of Archaeology

Annual of the British School at Athens

Bulletin de Correspondence Hellénique

Hesperia