

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES		
ACADEMIC UNIT	DEPARTMENT OF MEDITERRANEAN STUDIES		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	KEY1	SEMESTER	1
COURSE TITLE	THE TRANSITION FROM THE STONE AGE TO THE BRONZE AGE: ISSUES OF SOCIAL COMPLEXITY IN THE PREHISTORIC AEGEAN		
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
		3	7.5
<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		
PREREQUISITE COURSES:	There are no prerequisites		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://ema.aegean.gr/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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 and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>On the successful completion of the course the student will be able to: - know the cultural traits that characterise the transitional period from the Final Neolithic to the Early Bronze Age in Greece,</p>
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- assess the significance of cultural phenomena that developed during the same period,
- to analyse and interpret the archaeological data in their cultural context and in relation to the parameters of regionality and historicity,
- understand and explain the transformations where and when they occur in the prehistoric Aegean during the transition from the Stone Age to the Bronze Age,
- reassess archaeological data by critically examining the usefulness of evolutionary theory in understanding and interpreting prehistoric 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 covers chronologically and culturally the periods of the Final Neolithic (c. 4500 - 3200 BCE) and the Early Bronze Age (c. 3000 - 2200 BCE) in mainland and insular Greece. The course has three main objectives: (a) to approach critically the concept of social complexity in Archaeology, (b) to highlight the cultural diversity that characterises the transition from the Stone Age to the Bronze Age in Greece, and (b) to examine the

processes, pace and choices that shape the different kinds of cultural transformations in relation to the phenomenon of social complexity.

The course examines comparatively the innovations, conservatism and stasis that characterise transformative societies that developed in the prehistoric Aegean at a time of transition to the Bronze Age. The above phenomena are critically examined through thematic units that focus on various areas, such as that of occupation, social and political organisation, economics, technology and ideological practices.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Distance learning.</p> <p>Specifically, the teaching of the course consists of teleconferences through the synchronous distance learning platform Big Blue Button, with parallel support of visual media (slides, 3D representations, videos) integrated in PowerPoint presentations (Microsoft), and of critical study of academic publications.</p> <p>The active participation of students is encouraged In meetings by addressing relevant questions, and through group discussion with parallel guidance on the part of the lecturer.</p>											
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching and communication with students. Specifically, Moodle educational platform and Big Blue Button synchronous teleconferencing are being used for the purposes of teaching.</p>											
<p style="text-align: center;">TEACHING METHODS</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>Teleconferences</td> <td>30 h (1,2 ECTS)</td> </tr> <tr> <td>Personal study</td> <td>75 h (3 ECTS)</td> </tr> <tr> <td>Written assignment</td> <td>82.5 h (3.3 ECTS)</td> </tr> <tr> <td style="text-align: center;">Course total</td> <td style="text-align: center;">187.5 h (7.5 ECTS)</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	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)
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<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p>	<p>Language of evaluation: Greek</p>											

<p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Methods of evaluation: one (1) written examination with a word limit</p>
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(5) ATTACHED BIBLIOGRAPHY

Bibliography

* A significant number of academic articles are uploaded and organised thematically on the course website.

Afram-Stern, E. 2014. Times of Change: Greece and the Aegean during the 4th millennium BC. In B. Horejs, M. Mehofer (eds), *Western Anatolia before Troy. Proto-Urbanisation in the 4th Millennium BC? Proceedings of the International Symposium held at the Kunsthistorisches Museum Wien, Vienna, Austria, 21–24 November, 2012* (Oriental and European Archaeology, Volume 1), 305-327. Vienna: Austrian Academy of Sciences Press.

Aslanis, I., 2018. Greece in the 5th and 4th millennia BC: Researching the “missing” 4th millennium. In S. Dietz, F. Mavridis, Z. Tankosić and T. Takaoğlu (eds), *Communities in Transition: The Circum-Aegean Area During the 5th and 4th Millennia BC*, 27-32. Oxford; Philadelphia: Oxbow Books.

Crumley, C., 1995. Heterarchy and the Analysis of Complex Societies. *Archaeological Papers of The American Anthropological Association*, 1-5.

Doonan, R., 2007. Lame excuses for emerging complexity in Early Bronze Age Crete: the metallurgical finds from Poros Katsambas and their context. In P.M. Day and R.C.P. Doonan (eds), *Metallurgy in the Early Bronze Age Aegean*, 98-122. Oxford: Oxbow Books.

Kotsakis, K., 2018. Transformation and changes at the end of the Neolithic. In S. Dietz, F. Mavridis, Z. Tankosić and T. Takaoğlu (eds), *Communities in Transition: The Circum-Aegean Area During the 5th and 4th Millennia BC*, 12-16. Oxford; Philadelphia: Oxbow Books.

Kristiansen, K., 2015. Neolithic versus Bronze Age Social Formations: A Political Economy Approach. In K. Kristiansen, L. Šmejda and J. Turek (eds), *Paradigm Found: Archaeological Theory Present, Past and Future Essays in Honour of Evžen Neustupný*, 234-247. Oxford; Philadelphia: Oxbow Books.

Pullen, J.D., 2013. "Minding the Gap": Bridging the Gaps in Cultural Change Within the Early Bronze Age Aegean. *American Journal of Archaeology* 117, 545-53.

Renfrew, C., 2018. Inventing the Final Neolithic. In S. Dietz, F. Mavridis, Z. Tankosić and T. Takaoğlu (eds), *Communities in Transition: The Circum-Aegean Area During the 5th and 4th Millennia BC*, 3-11. Oxford; Philadelphia: Oxbow Books.

Souvatzi, S., 2007. Social complexity is not the same as hierarchy. In S.E. Kohring and S. Wynne-Jones (eds), *Socialising Complexity: Structure, Interaction and Power in Archaeological Discourse*, 37-59. Oxford: Oxbow Books.

Tomkins, P., 2012. Neolithic Antecedents. On the Origins of the Aegean Bronze Age. In E.H. Cline (ed), *The Oxford Handbook of the Bronze Age Aegean*, 31-50. Oxford: Oxford University Press.

Tomkins, P., 2014. Tracing Complexity in 'the Missing Millennium': An Overview of Recent Research into the Final Neolithic Period on Crete. In B.Horejs and M. Mehofer (eds), *Western Anatolia before Troy. Proto-Urbanization in the 4th Millennium BC?, Proceedings of the International Symposium held at the Kunsthistorisches Museum Wien, Vienna, Austria, 21–24 November, 2012*, 345-364. Vienna: Austrian Academy of Sciences Press.

Relevant links

<https://sites.dartmouth.edu/aegean-prehistory/lessons/>

<https://www.culture.gov.gr/el/ministry/SitePages/viewyphresia.aspx?iID=1784>

<https://search.openedition.org/results?q=archaeology&s=&pf=>

<https://www.ims.forth.gr/en/project/view?id=54>