

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MEDITERRANEAN STUDIES		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	AY-08	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	EGYPTIAN 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>
		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>	Special background		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.aegean.gr/courses/TMS134/">https://eclass.aegean.gr/courses/TMS134/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <i>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.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul> <p>By the end of the course students should be capable to:</p> <ul style="list-style-type: none"> <li>– the basic predynastic cultures of the Upper and Lower Egypt,</li> <li>– the mechanisms and process of the unification,</li> <li>– the Great Kingdoms: topography, archaeology, sources</li> <li>– know in depth important aspects of the pharaonic archaeology and visual culture of the third and second millennium BC,</li> </ul>
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- know in depth important aspects of the Late and Greco-Roman Egypt archaeology and visual culture of the first millennium BC
- recognize and evaluate important archaeological and written sources,
- be able to demonstrate written and oral skills in analysis and presentation,
- be able to demonstrate appreciation of, and ability to apply, methods of historical and archaeological analysis,
- the role of the foreign populations in Egypt,
- the role of Egypt in the cultural environment of the eastern Mediterranean.

<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
Respect for difference and multiculturalism	Respect for the natural environment
Adapting to new situations	Showing social, professional and ethical responsibility and sensitivity to gender issues
Decision-making	Criticism and self-criticism
Working independently	Team work
Production of free, creative and inductive thinking	Working in an international environment
.....	Others...
Working in an interdisciplinary environment	Production of new research ideas
.....	.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Decision-making

Working independently

Criticism and self-criticism

Production of free, creative and inductive thinking

### (3) SYLLABUS

The course covers the archaeology and cultural history of ancient Egypt from the predynastic period and the formation of the unified political state (c. 3200 BC) until the Greco-Roman Period. In addition, ancient Egypt's interconnections both with the Aegean world and the eastern Mediterranean will be examined especially from the points of view of cultural exchange, trade and early imperialism. More specifically, the syllabus of the course includes the following topics (subject to change): Archaeology of predynastic Egypt and the first hegemonies; the protowriting in Predynastic and Archaic Egypt and the formation of the political ideology; the Great Kingdoms: topography, archaeology, sources; temple architecture I: mortuary temples; the Middle Kingdom: consolidation and a new capital; the Second Intermediate Period: Hyksos and Theban Dynasties; Temple architecture II: the great precincts of Amun at Thebes; temple architecture III: the Ptolemaic temples; archaeology of death the evolution of the tomb architecture; Egyptian art.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory</i>	Use of the e-class platform

<i>education, communication with students</i>		
<p style="text-align: center;"><b>TEACHING METHODS</b></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 nondirected study according to the principles of the ECTS</i></p>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39 hrs (1.56 ECTS)
	Study hours	83 hrs (3.32 ECTS)
	Final exams	3 hrs (0.12 ECTS)
	Course total	125 hrs (5 ECTS)
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p style="text-align: center;"><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, openended 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>Summative evaluation: short-answer questions Essay, oral examination, evaluation procedure is stated on the e-class platform.</p>	

#### (5) ATTACHED BIBLIOGRAPHY

##### Greek language

Georke, H. J., *Ιστορία του Ελληνιστικού Κόσμου* [μετάφραση Ά. Χανιώτης]. Αθήνα: Μορφωτικό Ίδρυμα Εθνικής Τραπέζης, 2003

##### Foreign language

Ashton, S. (2001), *Ptolemaic Royal Sculpture from Egypt: the Interaction between Greek and*

*Egyptian Traditions*, Oxford

Assmann, J. (2005), *Death and Salvation in Ancient Egypt*, Ithaca/London

Bagnall, R. (2007), *Hellenistic Egypt: Monarchy, Society, Economy, Culture*, Edinburgh

Baines, J. & J. Malek (2000), *Cultural Atlas of Ancient Egypt*, New York

Bard, K. (1999), *Encyclopedia of the Archaeology of Ancient Egypt*, London

Finnestad, B.R. (1997), 'Temples of the Ptolemaic and Roman periods: Ancient traditions in new contexts' στο B. E. Shafer (επιμ.), *Temples of Ancient Egypt*, Ithaca NY, 1997, σελ. 185-317

Harris, W. (2004), *Ancient Alexandria: between Egypt and Greece*, Leiden

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Hodel-Hoernes, S. (2000), *Life and Death in Ancient Egypt: Scenes from Private Tombs in New Kingdom Egypt*, Ithaca

Kousoulis, P. & K. Magliveras (2007) (eds.), *Moving Across Borders: Foreign relations, Religion and Cultural Interactions in the Ancient Mediterranean*, OLA 159, Leuven

Moyer, I. (2011), *Egypt and the Limits of Hellenism*, Cambridge, 2011

Mysliwiec, K. (2000), *The Twilight of Ancient Egypt: First Millennium BCE*, Ithaca/New York

O'Connor, D. et al. (1995), *Ancient Egyptian Kingship*, Leiden/New York

Riggs, C. (2005), *The Beautiful Burial in Roman Egypt: Art, Identity and Funerary Religion*, Oxford

Stanwick, P.E. (2002), *Portraits of the Ptolemies*, Austin

Strudwick, N. (1999), *Thebes in Egypt: a guide to the Tombs and Temples in Luxor*, London

Schafer, H. (2002), *Principles of Egyptian Art*, Oxford

Taylor, J. (2001), *Death and the Afterlife in Ancient Egypt*, London

Wilkinson, R. (2000), *The Complete Temples of Ancient Egypt*, London

Wilkinson, T. (2003), *Genesis of the Pharaohs: Dramatic New Discoveries that Rewrite the Origins of Ancient Egypt*, New York

#### **Internet sources**

Θέματα Αρχαιολογίας

<http://www.themata-archaiologias.grs>

Journal of Ancient Egyptian Interconnections

<https://journals.uair.arizona.edu/index.php/jaei>

Journal of Egyptian Archaeology

<http://www.ees.ac.uk/publications/journal-egyptian-archaeology.html>

Journal of Egyptian History

<http://www.editorialmanager.com/jegh/mainpage.html>

Gottinger Miszellen

<https://www.digizeitschriften.de/dms/toc/?PID=PPN522563589>

Journal of American Research Center in Egypt

<http://www.arce.org/publications/journals/overview>