

COURSE OUTLINE

(1) GENERAL

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| SCHOOL | SCHOOL OF HUMANITIES | | |
| ACADEMIC UNIT | DEPARTMENT OF MEDITERRANEAN STUDIES | | |
| LEVEL OF STUDIES | UNDERGRADUATE | | |
| COURSE CODE | AY-03 | SEMESTER | 6 |
| COURSE TITLE | ARCHAEOLOGY OF THE CLASSICAL PERIOD | | |
| 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 | 5 |
| | | | |
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| <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> | Specialised general knowledge | | |
| PREREQUISITE COURSES: | No | | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | Greek | | |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | No | | |
| COURSE WEBSITE (URL) | | | |

(2) LEARNING OUTCOMES

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| <p>Learning outcomes</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"> <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>With the successful completion of the course students should be able to:</p> <ul style="list-style-type: none"> –define and understand the historical, political, social and economic context of the period (ca. 500-330/20 BC) –understand and explain the evolution of architecture, urban development, monumental topography of the |
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| <p>major sanctuaries, sculpture, pottery and vase painting in the wider area of the Mediterranean from ca. 500 BC to ca. 330/20 BC.</p> <p>–distinguish the major pieces of art of the classical period, with particular reference to Attica.</p> <p>–analyze, compare and assess monuments of art of the period.</p> <p>–reconstruct a general overview of art and civilization of a certain area in a given period of time (early, middle and late classical periods).</p> | | | | | | | | | | | | | | | | | | | |
| <p>General Competences</p> <p><i>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></p> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td><i>.....</i></td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td><i>.....</i></td></tr> </table> | | <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> |
| <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> | | | | | | | | | | | | | | | | | | |
| <p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> | | | | | | | | | | | | | | | | | | | |

(3) SYLLABUS

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| <ul style="list-style-type: none"> - Historical, political, social and economic context of the period (ca. 500-330/20 BCE) - Architecture, town planning, - Monumental topography, major sanctuaries - Sculpture (self-standing, relief and architectural sculptures - Pottery and vase-painting |
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(4) TEACHING and LEARNING METHODS - EVALUATION

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| DELIVERY <i>Face-to-face, Distance learning, etc.</i> | Face-to-face | |
| USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i> | Use of ICT in teaching | |
| TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory</i> | Activity | Semester workload |
| | Lectures | 39 hours (1.56 ECTS) |
| | Personal study | 83 hours (3.32 ECTS) |
| | End of semester exam | 3 hours (0.12 ECTS) |

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| <p><i>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> | | |
| | Course total | 125 hours (5 ECTS) |
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| <p>STUDENT PERFORMANCE EVALUATION</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>Language of evaluation: Greek</p> <p>Methods of evaluation: short-answer questions, open-ended questions</p> | |

(5) ATTACHED BIBLIOGRAPHY

Greek language

Μαστραπάς, Α.Ν. 2003. *Η Πόλις και το Άστυ των Αθηνών*. Αθήνα: Πατάκης.

Boardman, J. 19932. *Ελληνική Πλαστική. Κλασσική Περίοδος*. Αθήνα: Καρδαμίτσα. Τίτλος πρωτοτύπου: *Greek Sculpture, the Classical Period*. London: Thames and Hudson, 19912.

Robertson, M. 2001. *Η Τέχνη της Αγγειογραφίας στην Κλασσική Αθήνα*. Αθήνα: Παπαδήμας. Τίτλος πρωτοτύπου: *The Art of Vase-Painting in Classical Athens*. Cambridge: Cambridge University Press, 1992.

Μαστραπάς, Α.Ν. 1999. *Μνημειακή Τοπογραφία της Αρχαίας Αθήνας*, Αθήνα: Καρδαμίτσα.

Μπακαλάκης Γ. 1990. *Από τον Φειδία ως τον Πραξιτέλη*. Θεσσαλονίκη: Αφοί Κυριακίδη (ISBN 960-343-003-x).

Μπρούσκαρη, Μ.Σ. 2000. *Τα Μνημεία της Ακροπόλεως*. Αθήνα: Υπουργείο Πολιτισμού. Ταμείο Αρχαιολογικών Πόρων και Απαλλοτριώσεων.

Παλαγγιά, Ο. 1998. *Ο Γλυπτός Διάκοσμος του Παρθενώνα*. Αθήνα: Καρδαμίτσα.

Στεφανάκης, Μ.Ι. 2012. *Κλασική Αρχαιολογία: Βασικές Αρχές και Επισκόπηση της Αρχαίας Ελληνικής Τέχνης*, 11ος-4ος αι. *Μέρος Α΄, Εισαγωγή – Κεραμική/Αγγειογραφία*. Αθήνα: Ιάμβλιχος. (ISBN 978-960-268-201-2).

Boardman, J. 1995. *Αθηναϊκά Ερυθρόμορφα Αγγεία. Κλασική Περίοδος*. Αθήνα: Καρδαμίτσα. Τίτλος πρωτοτύπου: *Athenian Red-figure Vases: The Classical Period*. London: Thames and Hudson, 1989.

Boardman, J. 1999. *Ελληνική Πλαστική. Ύστερη Κλασική Περίοδος και γλυπτική στις υπερπόντιες αποικίες*. Αθήνα: Καρδαμίτσα. Τίτλος πρωτοτύπου: *Greek Sculpture: The Late Classical Period and Sculpture in Colonies and Overseas: A Handbook*. London: Thames and Hudson 1995.

Hornblower, S. 2005. *Ο Ελληνικός Κόσμος 479-323 π.Χ.* Αθήνα: Οδυσσέας (ISBN: 960-210-486-4). Τίτλος πρωτοτύπου: *The Greek World, 479-323 B.C.* (Routledge History of the Ancient World) London-New York: Routledge 20023.

Foreign language

Boedeker, D. and Raaflaub, K.A. (επιμ.) 20032. *Democracy, Empire, and the Arts in Fifth-Century Athens* (Center for Hellenic Studies, Colloquia Series 2). Cambridge: Harvard University Press (ISBN 0674012585).

Kinzl, K.H. (επιμ.) 2006. *A Companion to the Classical Greek World*. Malden (MA)-Oxford: Blackwell (ISBN: 9780631230144)

Related scientific journals

Ευλιμένη/Eulimene

Αρχαιογνωσία

Τεκμήρια

Archaeology

American Journal of Archaeology

Annual of the British School at Athens

Hesperia