

## 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>	AYE-54	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	THE ARCHAEOLOGY OF SOCIAL IDENTITY		
<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> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>	None		
<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/TMS341/">https://eclass.aegean.gr/courses/TMS341/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <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>On the successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> <li>- understand the basic research questions concerning social identity in archaeology,</li> <li>- know the theoretical approaches that have developed in the social sciences and archaeology in particular,</li> <li>- comprehend the methods through which we analyse archaeological evidence in order to</li> </ul>
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interpret social identity,  
 - recognise the various forms of social identity in prehistoric societies and the shaping factors (gender, physical body, age, ethnic identity, social status/class, religion)  
 - know case studies of prehistoric social identity that are revealed within the framework of the Archaeology of Social Identity,  
 - acknowledge the diversity of prehistoric social identities in similar and varied historical and cultural contexts  
 - deconstruct critically the social stereotypes and the biases that even to this day shape the interpretative approaches to archaeology.

**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
- Working independently and in teams
- Working in an international environment
- Working in an interdisciplinary environment
- Respect for difference and multiculturalism
- Critical thinking and self-criticism
- Production of free, creative, inductive and critical thinking

**(3) SYLLABUS**

- The discourse that has developed in archaeology concerning social identity
- Theoretical and methodological approaches for the study of social identity in archaeology and the social sciences
- The role of nature and nurture in shaping social identities
- The significance of the body and embodied experiences in the construction of social identities
- Types of social identity: cultural, ethnic, religious, status/class, gender, age
- Case studies of prehistoric social identities in the Eastern Mediterranean

**(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</b>	Use of ICT in teaching and communication with

<p align="center"><b>COMMUNICATIONS TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	students.															
<p 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 non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th align="center"><i>Activity</i></th> <th align="center"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td align="center">39 hrs (1.56 ECTS)</td> </tr> <tr> <td>Personal study</td> <td align="center">33 hrs (1.32 ECTS)</td> </tr> <tr> <td>Essay writing</td> <td align="center">50 hrs (2 ECTS)</td> </tr> <tr> <td>Final examination</td> <td align="center">3 hrs (0.12 ECTS)</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td align="center">Course total</td> <td align="center">12 hrs (5 ECTS)</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39 hrs (1.56 ECTS)	Personal study	33 hrs (1.32 ECTS)	Essay writing	50 hrs (2 ECTS)	Final examination	3 hrs (0.12 ECTS)			Course total	12 hrs (5 ECTS)
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<p align="center"><b>STUDENT PERFORMANCE EVALUATION</b></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><b>Language of evaluation:</b> Greek</p> <p><b>Methods of evaluation:</b></p> <p>(a) Written assignment: One written essay which contributes 20% to the final cumulative grade of the course.</p> <p>(b) Written final examination: The written examination contributes 80% to the final cumulative grade of the course.</p>															

#### (5) ATTACHED BIBLIOGRAPHY

##### Greek language

Bahn, P. 2003. *Γραμμένο στα Οστά*. Αθήνα: Εκδόσεις Σαββάλας.

Βιτσιλάκη, Χ., Γκασούκα, Μ. and Γ. Παπαδόπουλος (eds.) 2008. *Φύλο και Πολιτισμός*. Αθήνα : Ατραπός.

Βαρδινογιάννη, Μ.Β. 2010. *Μελετώντας τις Προκλήσεις της Γυναικείας Ταυτότητας : Αναζητήσεις στη Μινωική Κοινωνία*. Αθήνα: Λιβάνης.

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Πούρκος, Μ. 2017. *Το Σώμα ως Τόπος Βιωμάτων, Ταυτοτήτων και Κοινωνικών Νοημάτων*. Αθήνα: Οκτώ.

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### **Foreign language**

Baxter, E. 2005. *The Archaeology of Childhood: Children, Gender, and Material Culture*. Walnut Creek, CA: AltaMira Press.

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Budin, S.L. and J.M. Webb (eds.) 2016. Special Issue on Gender Archaeology. *Near Eastern Archaeology* 79.3.

Diaz-Andreu, M., Lucy, S., Babic, S. and D. Edwards 2005. *The Archaeology of Identity: Approaches to Gender, Age, Ethnicity, Status and Religion*. London, New York: Routledge.

Funari, P. 1998. *The Archaeology of Ethnicity. Constructing Identities in the Past and Present*. Revista de Antropologia.

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Hamilakis, Y. and M. Pluciennik (eds.) 2002. *Thinking through the Body: Archaeologies of Corporeality*. New York, Boston, Dordrecht: Kluwer Academic/Plenum Publishers.

Hamilakis, Y. 2014. *Archaeology and the Senses: Human Experience, Memory, and Affect*. Cambridge: Cambridge University Press.

Hayes-Gilpin, K. and D. S. Whitley (eds.), 1998. *Reader in Gender Archaeology*. London: Routledge.

- Insoll, T. 2007. *The Archaeology of Identities: a Reader*. New York, NY: Routledge.
- Joyce, R.A. 2009. *Ancient Bodies, Ancient Lives: Sex, Gender, and Archaeology*. New York: Thames & Hudson.
- Nelson, S.M. 2006. *Handbook of Gender in Archaeology*. Lanham, MD: AltaMira Press.
- Mina, M., Triantaphyllou, S. and Y. Papadatos (eds.) 2016. *An Archaeology of Prehistoric Bodies and Embodied Identities in the Eastern Mediterranean*. Oxford: Oxbow Books.
- Kopaka, K. 2005. *Fylo: Engendering Prehistoric "Stratigraphies" in the Aegean and the Mediterranean: Proceedings of an International Conference, University of Crete, Rethymno, 2-5 June 2005*. Liège : Université de Liège, Histoire de l'art et archéologie de la Grèce antique, Austin: University of Texas at Austin, Program in Aegean Scripts and Prehistory.
- Rautman, A.E. (eds.) 2000. *Reading the Body: Representations and Remains in the Archaeological Record*. Philadelphia, PA: University of Pennsylvania Press.
- Sofaer, J. R. 2006. *The Body as Material Culture: A Theoretical Osteoarchaeology*. Cambridge: Cambridge University Press.
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