

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	History and Archaeology		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	HAC104	SEMESTER	2nd
COURSE TITLE	Archaeology of the Greek cities		
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	
Lectures	2	10	
<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, specialised general knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://www.ha.upatras.gr/en/graduate-studies/msc/		

(2) LEARNING OUTCOMES

<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>After completing the course, the student will have deepened his/her knowledge of subjects related to current trends in archaeological science concerning Greek cities in their evolution from the Early Iron Age to the Roman period.</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 style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</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>
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<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>											

<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>
<i>Working independently</i>
<i>Working in an international environment</i>	
<i>Production of free, creative and inductive thinking</i>	

(3) SYLLABUS

The course presents aspects of archaeology of the cities in Greek and Roman antiquity, considering important historical, socio-political and general cultural developments in the light of contemporary epistemological trends. The main features in the development of cities by period are presented, in order to demonstrate the basic parameters that constitute the functioning of cities and its character within each period, with the main emphasis on all kinds of material remains. Students choose a topic which they present in the class towards the end of the semester and in a written assignment by the end of the semester.

(4) TEACHING and LEARNING METHODS - EVALUATION

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>	PPT	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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> <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>	Activity	Semester workload
	Lectures 2x13	26
	study and analysis of bibliography	40
	project	60
	essay writing	124
	Course total (25 hours of workload per credit)	250
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <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> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<i>written work, essay/report, public presentation,</i>	

(5) ATTACHED BIBLIOGRAPHY

<p>–S. Alcock – R. Osborne (επιμ.), <i>Classical Archaeology</i> (Malden 2012)</p> <p>– A. Barchiesi – W. Scheidel (eds.), <i>The Oxford Handbook of Roman Studies</i> (Oxford 2010)</p> <p>– Chr. Dickenson, <i>On the Agora: The Evolution of a Public Space in Hellenistic and Roman Greece (c. 323 BC – 267 AD)</i>. <i>Mnemosyne supplements. History and archaeology of classical antiquity</i>, 398 (Leiden 2017)</p> <p>– E. Eidinow – J. Kindt (eds.), <i>The Oxford Handbook of Ancient Greek Religion</i> (Oxford 2015)</p> <p>– V. Evangelidis, <i>Η αγορά των πόλεων της Ελλάδας από τη ρωμαϊκή κατάκτηση ως τον 3ο αι. μ.Χ.</i> (Thessaloniki 2010)</p> <p>– B. Graziosi κ. ά. (eds.), <i>The Oxford Handbook of Hellenic Studies</i> (Oxford 2009)</p> <p>– G. Gruben, <i>Ιερά και ναοί των αρχαίων Ελλήνων</i> (Athens 2000)</p> <p>– T. Hölscher (eds.), <i>Κλασική αρχαιολογία. Βασικές γνώσεις</i> (Thessaloniki 2019)</p> <p>– W. Hoepfner, <i>Η ιστορία της κατοικίας, 5000 π.Χ. – 500 μ.Χ.</i> (Thessaloniki 2005)</p> <p>– D. Kah – P. Scholz, <i>Das hellenistische Gymnasium</i> (Berlin 2004)</p> <p>– Cl. Marconi (eds.), <i>The Oxford Handbook of Greek and Roman Art and Architecture</i> (Oxford 2014)</p> <p>– J. J. J. Pollitt, <i>Η τέχνη στην ελληνιστική εποχή</i> (Athens 2011)</p> <p>– A.-M. Theodoraki, <i>Τα αρχαία τείχη των Αθηνών</i> (Athens 2015)</p>
