

## Archaeological Research Tutorial: Mediterranean Archaeology (A005226)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 5.0** **Study time 150 h**

**Course offerings and teaching methods in academic year 2024-2025**

| A (semester 1) | Dutch | Gent |                  |
|----------------|-------|------|------------------|
|                |       |      | independent work |
|                |       |      | peer teaching    |
|                |       |      | group work       |
|                |       |      | lecture          |
|                |       |      | seminar          |

**Lecturers in academic year 2024-2025**

|                        |      |                    |
|------------------------|------|--------------------|
| Dralans, Sophie        | LW02 | staff member       |
| Wylin, Glauke          | LW02 | staff member       |
| Docter, Roald          | LW02 | lecturer-in-charge |
| Devolder, Maud         | LW02 | co-lecturer        |
| Taelman, Devi          | LW02 | co-lecturer        |
| Van Limbergen, Dimitri | LW02 | co-lecturer        |

**Offered in the following programmes in 2024-2025**

|   | crdts | offering |
|---|-------|----------|
| <a href="#">Master of Science in Teaching in Arts and Humanities (main subject Archaeology)</a> | 5     | A        |
| <a href="#">Master of Arts in Archaeology</a>   | 5     | A        |

**Teaching languages**

Dutch

**Keywords**

Bronze Age Aegean archaeology, Greek archaeology, Etruscan archaeology, Roman Mediterranean archaeology, Late Antiquity

**Position of the course**

This advanced course is an optional course within the Master in Archaeology aimed at deepening the students' understanding of the research field and current debates in Mediterranean archaeology.

**Contents**

Critical discussion of a series of capita selecta from Mediterranean archaeology, focusing on the Greek, Etruscan and Roman civilisations and their integration with other cultures in the Mediterranean World. The central theme this academic year is the emergence, development and transformation of states in the Mediterranean World from 2000 BC to AD 400. The Aegean Bronze Age (2000 BC to 1200 BC) and Greek archaeology (1200-100 BC) will first focus on an introduction to the concepts of state formation and management and their study, after which the following topics will be explored: the emergence and organisation of secondary states in the Aegean Sea (Crete, mainland Greece, the Cyclades and Western Anatolia); the material features reflecting the transformation of Early Bronze Age communities into complex Minoan and Mycenaean societies: the collapse (causes and consequences) of these states; post-Bronze Age society, emergence of the polis, and the Hellenistic Kingdoms. The Roman section is structured around three main questions: 1) Roman Republican colonisation revisited: methodical domination or organic acculturation? 2) identity and activity in the Roman Empire: a unified or diversified society? and 3) the Roman world in Late Antiquity: fall, decline or state transformation? The geographical focus is on Italy and the western Mediterranean world. The language of instruction in this subject is Dutch and English.

## Initial competences

This course builds on certain final competences of the undergraduate archaeology course, specifically from the course 'Introduction to Greek and Roman Archaeology and Art' (Ba1). It is strongly recommended to have followed the courses 'Archaeology of Greece', 'Roman Archaeology: the Mediterranean World' and the corresponding practicals 'Material Culture of Greek/Roman Antiquity' (Ba2/3). At least active knowledge of English and passive knowledge of French and Italian are recommended to be able to attend classes and consult professional literature. Translations into English of documents written in Greek (katharevousa and modern demotic) will be provided.

**This course unit assumes responsible use of generative artificial intelligence (GAI).**

**Unpublished data should never be entered into GAI tools. The applicable guidelines from Academic Skills are respected throughout the course.**

## Final competences

- 1 Deepen the complexity of a specific area in our own archaeological research and practice
- 2 Critically analyse new and complex archaeological ideas from the perspective of historical frameworks, social visions and geographical realities
- 3 Have the attitude to use the best research methods in professional archaeological activities or studies
- 4 International archaeological scientific literature original and well-founded critical handling
- 5 To identify independent dynamics, processes or recurrences in complex historical and archaeological situations.
- 6 Value-conscious and nuanced judgments on historical issues and theories
- 7 Have an honest attitude that shows scientific (archaeological) curiosity, critical reflection and an attitude towards lifelong learning
- 8 Writing down your own archaeological research in a high-quality report
- 9 Eigen archeologisch onderzoek presenteren en verantwoorden aan experts, vakgenoten en niet-deskundigen
- 10 Communicating, collaborating and acting in an appropriate manner, in a questioning, inspiring, advisory or authoritative manner.

## Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

## Conditions for exam contract

This course unit cannot be taken via an exam contract

## Teaching methods

Group work, Seminar, Lecture, Independent work, Peer teaching

## Extra information on the teaching methods

Flipped classroom: acquire learning content independently before each class using reading material (academic article or chapter from book) and video material.

Lecture: introductions and presentations by lecturers and/or guest lecturers.

Group work: preparatory synthesis and insights in small groups based on self-formulated and provided questions.

Seminar: carrying out exercises (under guidance) during classes in which the knowledge acquired is applied, a problem statement is discussed and/or a case study is developed.

Learning conversation: active participation in a structured discussion based on questions on the material assigned for independent work for each class, supplemented by information from the introductions and presentations.

## Study material

None

## References

The list with references varies annually and depends on the chosen annual theme. This list is made available at the start of the academic year.

## Course content-related study coaching

Interactive support via UFORA, forums, e-mail, Teams, as well as in person via electronic appointment.

## Assessment moments

continuous assessment

## Examination methods in case of periodic assessment during the first examination period

## **Examination methods in case of periodic assessment during the second examination period**

### **Examination methods in case of permanent assessment**

Professional practice, Participation, Presentation

### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

### **Extra information on the examination methods**

Constructive, active participation during the various teaching moments is evaluated by the teachers. The focus is on the processing of, and the critically dealing with, the acquired knowledge, individually and in groups.

### **Calculation of the examination mark**

Preparatory study and critical individual reflection using the teaching material provided, in the form of written reports (50%)

Formulation of thematic and methodological insights as a group (20%)

Active participation in discussion during class (30%)

### **Facilities for Working Students**

- Possibility of exemption from attendance with substitute assignment in consultation with the teacher
- Possibility of a continuous assessment in modified form
- Possibility of feedback after appointment