

## COURSE OUTLINE

### ANCIENT GREEK POTTERY

#### 1. GENERAL

<b>SCHOOL</b>	CLASSICS AND HUMANITIES		
<b>DEPARTMENT/UPS</b>	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE – LEVEL 6		
<b>COURSE CODE</b>	XXXXX	<b>SEMESTER</b>	8 <sup>TH</sup>
<b>COURSE TITLE</b>	ANCIENT GREEK POTTERY		
<b>TEACHING ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
<i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>			
		3	4
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b>	SCIENTIFIC AREA		
<i>Background, General Knowledge, Scientific Area, Skill Development</i>			
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/XXXXXX/">https://eclass.duth.gr/courses/XXXXXX/</a>		

#### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b> <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>	
<p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe, analyse, and date vases of the Geometric, Archaic, Classical, and Hellenistic Periods</li> <li>• Argue using proper terminology on the development of pottery and vase-painting in ancient Greece</li> <li>• Visit museums and archaeological sites, using the theoretical knowledge the acquired in class</li> <li>• Gain knowledge on mythology, public and private life, and cults in ancient Greece</li> <li>• Use bibliographical research tools</li> <li>• Advance their oral and written skills through participation in scientific discussions and other class activities</li> <li>• Acquire experience in researching, collecting and documenting information on archaeological topics from the web and databases</li> <li>• Elaborate on archaeological topics and compose archaeological texts</li> </ul>	
<b>General Skills</b> <i>Name the desirable general skills upon successful completion of the module</i>	
<i>Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas</i>	<i>Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning</i>
<ul style="list-style-type: none"> <li>• Search, analysis and synthesis of data and information,</li> <li>• Autonomous work</li> <li>• Equity and Inclusion</li> </ul>	

- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Promoting free, creative and inductive reasoning

### 3. COURSE CONTENT

1	Introduction	<ul style="list-style-type: none"> <li>• Familiarization with the students and presentation of the course objectives, expected learning outcomes, and requirements</li> <li>• Methodology and sources</li> </ul>
2	Construction, shapes, uses of vases	<ul style="list-style-type: none"> <li>• Terminology on shapes</li> <li>• Fabrics</li> <li>• Categories of pottery</li> <li>• Dating</li> </ul>
3	Protogeometric and Geometric Period	<ul style="list-style-type: none"> <li>• Submycenaean pottery</li> <li>• Protogeometric vases</li> <li>• Geometric vases</li> <li>• Construction, use, decoration, workshops</li> </ul>
4	Orientalizing period	<ul style="list-style-type: none"> <li>• Workshops, e.g., Corinth, Athens</li> <li>• Uses</li> <li>• Iconography</li> </ul>
5	Archaic period I	<ul style="list-style-type: none"> <li>• Workshops, e.g., Corinth, Athens, Laconia, Ionia</li> <li>• Attic Black-figure and other techniques</li> <li>• Uses, iconography, trade</li> </ul>
6	Archaic period II	<ul style="list-style-type: none"> <li>• Attic Red-figure (6<sup>th</sup>-5<sup>th</sup> c. BCE)</li> <li>• Uses, iconography, trade</li> </ul>
7	Sympotic vessels	<ul style="list-style-type: none"> <li>• Vases for wine consumption (storage, serving, drinking)</li> <li>• Vases for food consumption (storage, serving, eating)</li> <li>• Iconography of the symposium</li> </ul>
8	Pottery and society	<ul style="list-style-type: none"> <li>• Social status of potters and painters</li> <li>• <i>Καλός καγαθός</i></li> <li>• <i>Εραστής &amp; ερώμενος</i></li> </ul>
9	Classical period I	<ul style="list-style-type: none"> <li>• White ground vases</li> <li>• Attic Red-figure (5<sup>th</sup>-4<sup>th</sup> c. BCE)</li> </ul>
10	Classical period II	<ul style="list-style-type: none"> <li>• South Italian workshops</li> <li>• Kerch vases</li> <li>• Pottery and sculpture/painting</li> </ul>
11	Hellenistic Pottery	<ul style="list-style-type: none"> <li>• Black-glazed vases</li> <li>• West Slope, Hadra, Centuripe</li> </ul>
12	Metal Vases	<ul style="list-style-type: none"> <li>• Shapes, use, date</li> <li>• Relation of clay vases to metal</li> </ul>
13	Recap	<ul style="list-style-type: none"> <li>• Recap and resolving questions</li> <li>• Student feedback</li> </ul>

### 4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;"><b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Active learning (hands-on learning) - Experiential learning</li> <li>• Visits to museums and archaeological sites</li> <li>• Collaborative learning</li> </ul>
<p style="text-align: center;"><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> <li>• PPT presentations</li> <li>• Teaching material, announcements and communication through the eClass platform</li> <li>• Student study of supplementary material related to course content</li> <li>• Communication with students via email</li> </ul>

<b>TEACHING ORGANIZATION</b>	<b>Activity</b>	<b>Workload/semester</b>
<p>The ways and methods of teaching are described in detail.</p> <p>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</p> <p>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</p>	Lectures	39
	Essay	50
	Study and analysis of bibliography	27
	Written examination	4
	Total	120
<p><b>STUDENT EVALUATION</b></p> <p>Description of the evaluation process</p> <p>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</p> <p>Please indicate all relevant information about the course assessment and how students are informed</p>	<p>Formative</p> <p>Essay (compulsory): 25%</p> <p>Final written examination: 75%</p>	

## 5. SUGGESTED BIBLIOGRAPHY

### Textbooks

- Boardman, J. Η ιστορία των αρχαίων ελληνικών αγγείων. Αγγειοπλάστες, αγγειογράφοι και εικόνες, Αθήνα 2006.
- Scheibler, I. Ελληνική κεραμική. Παραγωγή, εμπόριο και χρήση των αρχαίων ελληνικών αγγείων, Αθήνα 1992.

### Select References

- Robertson, M. The art of vase-painting in classical Athens. Cambridge 1992.
- Cook, R.M. & P. Dupont. East Greek Pottery. London 2003.
- Αβραμίδου, Α. & Δ. Τσιαφάκη 2015. Αττική κεραμική. Συμβολή στις επαφές Αθήνας και Θράκης. Αθήνα. <https://repository.kallipos.gr/handle/11419/3616J>
- Cook R. M., Ελληνική αγγειογραφία, Αθήνα 1994.
- Rasmussen T., Spivey, N., Προσεκτικές ματιές στα ελληνικά αγγεία, Αθήνα 1997
- Sparkes, B., Ερυθρόν και μέλαν. Μελέτες στην Αρχαία Ελληνική Κεραμική, Αθήνα 2000.
- Τιβέριος, Μ., Ελληνική Τέχνη. Αρχαία Αγγεία, Αθήνα 1996.

### Web references

- Classical Art Research Center and the Beazley Archive, University of Oxford  
<http://www.beazley.ox.ac.uk/xdb/ASP/default.asp>
- Perseus Digital Library, Tufts University  
<http://www.perseus.tufts.edu/hopper/>

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	A. AVRAMIDOU
<b>Contact details:</b>	<a href="mailto:aavrami@bscc.duth.gr">aavrami@bscc.duth.gr</a>
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Essay (compulsory): 25% Final written examination: 75%
<b>Implementation Instructions: (3)</b>	The written exams will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam.  The assignment must be submitted through eClass by a specified deadline.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.