



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Lydian Architecture I							
Course Code		ARKE673		Course Level		Third Cycle (Doctorate Degree)			
ECTS Credit	5	Workload	125 (<i>Hours</i>)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		After the Phrygian Kingdom was destroyed by nomadic invaders in Central Anatolia, From the beginning of the 7th BC., the Lydian Dynasty in the Gediz Basin began to develop. After Gyges, the first King of Mermanatlar dynasty, the Ardis, Sadyattes, Alyattes and Croesus eras were enriched with rich gold deposits. Lydia culture and architecture, especially in the northern Ionian region with the master stone work in the Early Archaic Age has created important architectural works. In this course, the crepis wall of the tumulus grave of King Gyges, the tumulus grave structure of Alyattes and monumental defense systems in the center of Sardis and the walls of the Acropolis will be examined.							
Course Content		The aim is to compare the Sardeis monumental Lydia tumulus graves with the remains of architectural structures. For this archaic Lydia traditional stone architecture and processing methods will be studied to teach the use phase of appliances.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Individual Study					
Name of Lecturer(s)									

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	60

Recommended or Required Reading

1	Bilgin, A.I., R. Dinç, and M. Önder. 1996. "Lydia'daki İki Tümülüs'de Temizlik Kazısı Çalışmaları." Türk Arkeoloji Dergisi 4: 207-222.
2	Ramage, M.H., and R.H. Tykot. 2011. "Geological Analysis of Lydian Building Stones and their Quarry Sources." In Lydian Architecture: Ashlar Masonry Structures at Sardis, 127-132. Sardis Report, 5. Cambridge, Mass.: Archaeological Exploration of Sardis.
3	Ratté, C. 2011. Lydian Architecture: Ashlar Masonry Structures at Sardis. Sardis Report 5. Cambridge, Mass.: Archaeological Exploration of Sardis.
4	Rautman, M.L. 1995. "A Late Roman Townhouse at Sardis." In Forschungen in Lydien, edited by E. Schwertheim, 49-66. Asia Minor Studien, 17. Bonn: Rudolf Habelt.
5	Schmidt, E.F. 1953. Persepolis I: Structures, Reliefs, Inscriptions. Oriental Institute Publications 68. Chicago: Oriental Institute Press.

Week	Weekly Detailed Course Contents	
1	Theoretical	Lydia King Cemetery The main sources of the tumulus expansion and monumental Lydia architecture.
2	Theoretical	Natural stone quarries in early Lydia, limestone, sandstone, marble used in architecture and working methods in stone quarry.
3	Theoretical	The division of labor in the quarries, transportation of large stone blocks from the quarry to the grave, stone cutting tools.
4	Theoretical	Grave builders and their tools, tools, tools, lead-filled iron clamps, anathyrosis, cyma reversa, cyma recta.
5	Theoretical	Chronological development and propagation strategy of the Kingdom of Mermanats.
6	Theoretical	Early Lydia Monumental Tombs and well-cut stone work: The craftsmanship of the gypsum wall in the Gygesrepin Tumulus, and the stone processing methods and techniques from the technical point of view.
7	Theoretical	Alyattes Burial structure and burial forms based on small finds.
8	Intermediate Exam	Midterm
9	Theoretical	Tombs of Ahmetli Alahıdır village, grave structures, sandstone processing techniques and work division, masters and masons marks.
10	Theoretical	Tumulus burial chambers in the dead bed stone klines, grave plastic works.
11	Theoretical	Evaluation of tumulus burial architecture in terms of stone workmanship; dating criteria.
12	Theoretical	Early Lydia Defense walls in the Center of Sardis, defense wall walls of monumental mudbricks built of stone.



13	Theoretical	Byzfort teras duvarı, MMS North, MMS South kireçtaşı anıtsal duvarları.
14	Theoretical	Archaic walls of Sardis Acropolis.
15	Theoretical	How the historical relations between early Lydian stonemasonry and contemporary cultures in the near east and Aegean world will be examined and evaluated.
16	Final Exam	Final Exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	0	3	42
Assignment	5	0	5	25
Individual Work	14	0	3	42
Midterm Examination	1	5	1	6
Final Examination	1	9	1	10
Total Workload (Hours)				125
[Total Workload (Hours) / 25*] = ECTS				5

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Lydia King Cemetery Learning the main sources of tumulus expansion and monumental Lydia architecture.
2	Natural stone quarries in early Lydia, limestone, sandstone, marble used in architecture and learning methods in stone quarry.
3	To learn grave building masters and tools.
4	To learn chronological development of Kingdom of Mermanats.
5	Learning of Early Lydia Monumental Tombs.

Programme Outcomes (Archaeology Doctorate)

1	1. Lesson is to provide information about the basic concepts and applied areas of archaeology.
2	2. Recognition, be inform and digging the uncover of archaeological treasures of our country and region.
3	3. Understanding of other disciplines related to the science of archaeology, ability to put forward the relations between them.
4	4. Detect the archaeological treasures of our country in the process and do today to be associated with it.
5	5. Interpret and evaluate the archaeological materials.
6	6. Necassary for the application of modern techniques, materials and use of materials and application tools of archaeology.
7	7. Disciplinary and interdisciplinary team-work.
8	8. To act independently, using initiative and creativity skills.
9	9. Embracing the the importance of lifelong learning, develop self-monitoring developments in science and technology issues.
10	10. Ability to work as an individual capable of independent decision-making ideas in oral and written communication skills to express clear and concise manner.
11	11. To have awareness of ethical and professional responsibility.
12	12. Contribute to society in raising awareness about archaeology.
13	The data contained in our country and the world's cultural haritage-protection of cultural assets, to transfer to future generations and to introduce them to the world.

Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4	L5
P1	4	4	4	4	4
P2	4	4	4	4	4
P3	4	4	4	4	4
P4	4	4	4	4	4
P5	4	4	4	4	4
P6	4	4	4	4	4
P7	4	4	4	4	4
P8	4	4	4	4	4
P9	4	4	4	4	4
P10	4	4	4	4	4
P11	4	4	4	4	4
P12	4	4	4	4	4



P13	4	4	4	4	4
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