



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

| | | | | | | | | | |
|--|---|--|------------|--|---|---------------------------------|---|------------|---|
| Course Title | | Archeology | | | | | | | |
| Course Code | | SBÖ117 | | Course Level | | First Cycle (Bachelor's Degree) | | | |
| ECTS Credit | 2 | Workload | 50 (Hours) | Theory | 2 | Practice | 0 | Laboratory | 0 |
| Objectives of the Course | | The course focuses on Anatolia since Prehistoric Era paying special attention to the contributions that protohistorical archaeology has made to our understanding of Anatolians peoples. | | | | | | | |
| Course Content | | Topic includes the origins and evolution of agricultural societies, the emergence of village and urban life, and the rise of states and kingdoms. | | | | | | | |
| Work Placement | | N/A | | | | | | | |
| Planned Learning Activities and Teaching Methods | | | | Explanation (Presentation), Discussion | | | | | |
| Name of Lecturer(s) | | Assoc. Prof. Mustafa AKKAYA | | | | | | | |

Assessment Methods and Criteria

| Method | Quantity | Percentage (%) |
|---------------------|----------|----------------|
| Midterm Examination | 1 | 30 |
| Final Examination | 1 | 70 |
| Land Work | 1 | 10 |

Recommended or Required Reading

| | |
|---|--|
| 1 | V. Sevin, Anadolu Arkeolojisi, DER Yayınları, 1999. |
| 2 | M. Özdoğan - N. Başgelen, Neolithic in Turkey, 2007. |
| 3 | O.R. Gourney, The Hittites, 1990. |

| Week | Weekly Detailed Course Contents | |
|------|---------------------------------|--|
| 1 | Theoretical | Art of Europe and Anatolia in Prehistoric Ages |
| 2 | Theoretical | Aceramic Neolithic Period in Anatolia |
| 3 | Theoretical | Neolithic settlement in Anatolia and their architecture plans |
| 4 | Theoretical | The Art of Neolithic Period and Small Finds |
| 5 | Theoretical | Chalcolithic Period in Anatolia: Settlements and their architectures. |
| 6 | Theoretical | The Art in Chalcolithic Age |
| 7 | Theoretical | Anatolia in Early Bronze Age |
| 8 | Theoretical | Anatolia in Early Bronze Age |
| 9 | Theoretical | Two settlements belong to Assyrian Trade Colonies Period: Kultepe and Acemhoyuk. |
| 10 | Intermediate Exam | Midterm Exam |
| 11 | Theoretical | Two settlements belong to Assyrian Trade Colonies Period: Kultepe and Acemhoyuk. |
| 12 | Theoretical | Two settlements belong to Assyrian Trade Colonies Period: Kultepe and Acemhoyuk. |
| 13 | Theoretical | The records of the Assyrian Trading Colonies and Glyptic Art |
| 14 | Theoretical | The Hittites and their Capital City Hattuşa |
| 15 | Theoretical | Hittite Mythology and Religions "thousand Gods" |
| 16 | Final Exam | Final Exam |

Workload Calculation

| Activity | Quantity | Preparation | Duration | Total Workload |
|---------------------------------------|----------|-------------|----------|----------------|
| Lecture - Theory | 14 | 0 | 2 | 28 |
| Land Work | 3 | 0 | 6 | 18 |
| Midterm Examination | 1 | 0 | 2 | 2 |
| Final Examination | 1 | 2 | 0 | 2 |
| Total Workload (Hours) | | | | 50 |
| [Total Workload (Hours) / 25*] = ECTS | | | | 2 |

*25 hour workload is accepted as 1 ECTS



Learning Outcomes

| | |
|---|--|
| 1 | To be able to comprehend their sociopolitical, ideological, and economic organization. |
| 2 | To be able to improve cultural and artistic awareness in the society using the knowledge at the expertise level. |
| 3 | To be able to examine research artifacts from ancient Anatolia Civilizations. |
| 4 | To be able to improve with a critical social relations and the norms that govern these relations and take action to change these norms. |
| 5 | To be able to gain an ability to recognize and comprehend gun mental art historical methods. |
| 6 | To be able to possess an ability to survey the archaeological history of human settlement in Anatolia from Neolithic to the Bronze Ages tracing changes in art, economy, landscape and religion. |

Programme Outcomes (Social Studies Teacher Education)

| | |
|----|--|
| 1 | To be able to gain subject knowledge of profession in theory and practice in the learning process. |
| 2 | To be able to make plans related to the subject-matter and gain the competence of using the appropriate approach, strategy, technique for the plans in the learning process. |
| 3 | To be able to gain skills of the teaching profession in the learning process. |
| 4 | To be able to implement teaching profession knowledge, skills, attitudes and habits related to the subject-matter in a real teaching and learning environment in the learning process. |
| 5 | To be able to comprehend contemporary approaches of education and the philosophies they are based on. |
| 6 | To be able to gain the basic skills such as comprehending, expressing, commenting, evaluating, being aware and enterprising, communicating, acknowledging the individual related to the subject-matter. |
| 7 | To be able to become individuals faithful to the Principles and Revolutions of Ataturk, be modern democratic, secular, protecting and deveoping one's country, being alive to the nation, respecting human rights, preserving the nature, not being discriminatory, giving importance to the traditions and customs, protecting the values |
| 8 | To be able to improve oneself in terms of sport, art and culture. |
| 9 | To be able to become individuals believing in lifelong learning. |
| 10 | To be able to educate individuals who keep up with developments in social, economic, technological and scientific areas, who investigate the main reasons of World problems and try to contribute to the solution of these problems. |

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

| | L1 | L2 | L3 | L4 | L5 | L6 |
|-----|----|----|----|----|----|----|
| P1 | | | 3 | | | 3 |
| P5 | | 4 | | 3 | | |
| P6 | | | 4 | 4 | | |
| P7 | 4 | 5 | | 5 | | 4 |
| P8 | 5 | 5 | | 5 | 3 | 5 |
| P9 | 4 | | | 4 | | 4 |
| P10 | 5 | | | 5 | 3 | |

