

COURSE OUTLINE

GENERAL

| | | | |
|---|--|-----------------|---|
| SCHOOL | SCHOOL OF HUMANITIES AND SOCIAL SCIENCES | | |
| ACADEMIC UNIT | HISTORY -ARCHAEOLOGY | | |
| LEVEL OF STUDIES | UNDERGRADUATE | | |
| COURSE CODE | EAR605 | SEMESTER | 6 |
| COURSE TITLE | PUBLIC ARCHAEOLOGY | | |
| 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 | 3 | 5 | |
| SEMINAR-EXERCISES | 2 | | |
| | | | |
| <i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i> | 5 | 5 | |
| COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i> | SKILLS DEVELOPMENT | | |
| PREREQUISITE COURSES: | INTRODUCTION TO CULTURAL HERITAGE MANAGEMENT | | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | GREEK | | |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | YES | | |
| COURSE WEBSITE (URL) | | | |

LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

This module will introduce students to the principles and practice of public archaeology and acquaint them with the main theoretical and practical issues of the field. The aim of this module is to explore the interaction and dynamic relationship between archaeology and the public, society and cultural heritage, to study the social and educational aspects of archaeological research and ultimately help students develop analytical and practical skills in heritage dissemination.

Special emphasis will be placed on the following topics: 1. The political dimension of Archaeology 2. Its social and pedagogical role. 3. The importance of raising awareness and engage the public in the promotion and protection of cultural resources. 4. The role of qualitative and quantitative methodology in development and improving archaeology's relation to audience and local communities.

The course is taught via lectures, practical exercises and study visits. Students will also have the opportunity to design and launch their own heritage outreach project.

Upon successful completion of the course the students will:

1. get acquainted with principles, practice and basic issues of public archaeology,
2. acquire a systematic understanding of the importance and role of involving local communities and engaging the wide public in archaeology and cultural heritage management,
3. be able to design and carry out a survey,
4. be acquainted with participatory planning,
5. develop an understanding of the problems and prospects arising from engaging local communities and the public in heritage management,
6. collaborate in the designing and implementation of a cultural activity.

General Competences

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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Criticism and self-criticism

Team work

Production of free, creative and inductive thinking

Working in an international environment

| | |
|--|------------------|
| <i>Working in an interdisciplinary environment</i> | |
| <i>Production of new research ideas</i> | <i>Others...</i> |
| | |

Working in an interdisciplinary environment

Criticism and self-criticism

Production of free, creative and inductive thinking

Team Work

Adapting to new situations

Showing social, professional and ethical responsibility and sensitivity to gender issues

Project Planning and Management

SYLLABUS

- Introduction to Public Archaeology
- Communication Models /Participatory Planning
- The Public (visitors, local communities, social groups)
- Quantitative and Qualitative Methodology
- Surveys
- Communication tools
- Political dimension of Archaeology
- Social and Educational Role of Archaeology

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> | -Use of ICT in teaching and communication with students -e-class platform -use of audiovisual materials in teaching |

| | | |
|---|--|--------------------------|
| | -documentaries/videos | |
| TEACHING METHODS | Activity | Semester workload |
| <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></p> <p><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></p> | Lectures | 39 |
| | Seminar | 26 |
| | Preparation for the Exams | 15 |
| | Essay Writing | 21 |
| | Exams | 3 |
| | | |
| | | |
| | | |
| | | |
| | | 100 |
| STUDENT PERFORMANCE EVALUATION | | |
| <p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p> | <p>I. Written Exams (100%):</p> <p>I. Essay Writing (compulsory) (80%) Information on essay topic and deadline submission is uploaded on eclass.</p> <p>II. Essay Presentation (20%)</p> | |

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

-Η αρχαιολογία στο στόχαστρο, Meskell Lynn (Επιμ.)

-Εμπειρίες και ερμηνείες του παρελθόντος, Νικονάνου Νίκη,Κασβίκης Κώστας,Κωτσάκης Κώστας,Μπούνια Αλεξάνδρα,Νάκου Ειρήνη,Ανδρέου Ανδρέας,Δημαράκη Ευαγγελία Β.,Χατζηνικολάου Τέτη

-Πολιτιστική επικοινωνία, Μπαντιμαρούδης Φιλήμων
(a more comprehensive reading list and relative material is available on eclass)

- *Related academic journals:*

(a more comprehensive reading list and relative material is available on eclass)