

**A COURSE SYLLABUS – DOCTORAL SCHOOL**  
**REGARDING THE QUALIFICATION CYCLE FROM 2019 TO 2023**  
**REGARDING THE QUALIFICATION CYCLE FROM 2020 TO 2024**

<b>GENERAL INFORMATION ABOUT COURSE</b>				
Course title	Landscape archeology			
Name of the unit running the course	Doctoral School at University of Rzeszów			
Type of course ( <i>obligatory, optional</i> )	<i>obligatory, optional</i>			
Year and semester of studies	Year II and II, II semester			
Discipline	Archaeology			
Language of Course	Polish			
Name of Course coordinator	Prof. dr hab. Andrzej Pelisiak			
Name of Course lecturer	Prof. dr hab. Andrzej Pelisiak			
Prerequisites	-----			
<b>BRIEF DESCRIPTION OF COURSE</b> (100-200 words)				
<p>Landscape archeology is a dynamically developing, multidisciplinary field of study of multiple and multidirectional human-environment relations. It includes research on their economic and cultural aspects, shaping both the natural and cultural landscape by prehistoric man, its markers and their identification, ways of perceiving as well as some kind of mapping. An important aspect of the considerations are its characteristic places and importance in the landscape of settlements, places where the dead are buried or when rituals are performed. A good introduction to such analyzes are settlement studies both on a regional scale (regions characterized by different natural conditions) and on a much smaller scale, concerning the archaeological sites themselves, their internal organization, clusters or economically used zones. A separate group of issues are changes in the environment and its adaptation to the current, changing needs. Archaeological knowledge as well as knowledge in the field of natural, social and geographical sciences is involved in the considerations.</p>				
<b>COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES</b>				
Learning outcome	The description of the learning outcome defined for the course	Relation to the degree programme outcomes (symbol)	Learning Format (Lectures, classes,...)	Method of assessment of learning outcomes (e.g. test, oral exam, written exam, project,...)
<b>Knowledge (no.)</b>	<b>Student knows and understands:</b>			
1	To the extent enabling the revision of the existing paradigms - global achievements, covering theoretical foundations as well as general issues and selected specific issues	P8S-WG/1	Lectures, seminars	activity, oral exam
2	Main development trends in archaeology as a interdisciplinary science	P8S-WG/2	Lectures, seminars	activity, oral exam
3	the methodology of scientific research	P8S-WG/3	Lectures, seminars	activity, oral exam
<b>Skills (no.)</b>	<b>Student can:</b>			
1	Use knowledge from various fields	P8S-UW/1	Lectures, seminars	activity,

	of science for creative identification and innovative solving of complex problems or performing research tasks, in particular: - define the purpose and subject of research, formulate a research hypothesis, - develop methods, techniques and research tools and use them creatively, - make conclusions on the basis of scientific research				oral exam	
2	Make a critical analysis and evaluation of research results	P8S-UW/2	Lectures, seminars		activity, oral exam	
3	Initiate a debate	P8S-UK/3	Lectures, seminars		activity	
4	Participate in the scientific discourse	P8S-UK/4 P8S-UK/1 P8S-UK/5	Lectures, seminars		activity	
5	Propagate the results of scientific activity, also in popular forms	P8S-UK/2	Lectures, seminars		activity	
<b>Social competence (no.)</b>	<b>Student is ready to:</b>					
1	Recognize the importance of knowledge in solving cognitive and practical problems	P8S-KK/3	Lectures, seminars		activity	
2	Critical evaluation of research	P8S-KK/1	Lectures, seminars		activity	
3	Initiating activities for the public interest	P8S-KO/2	Lectures, seminars		activity	
<b>LEARNING FORMAT – NUMBER OF HOURS</b>						
Semester (no.)	Lectures	Seminars	Lab classes	Internships	others	ECTS
II	5	10				0
<b>METHODS OF INSTRUCTION</b>						
<p><i>E.G, LECTURE: A PROBLEM-SOLVING LECTURE/A LECTURE SUPPORTED BY A MULTIMEDIA PRESENTATION/ DISTANCE LEARNING CLASSES: TEXT ANALYSIS AND DISCUSSION/PROJECT WORK (RESEARCH PROJECT, IMPLEMENTATION PROJECT, PRACTICAL PROJECT)/ GROUP WORK (PROBLEM SOLVING, CASE STUDY, DISCUSSION)/DIDACTIC GAMES/ DISTANCE LEARNING LABORATORY CLASSES: DESIGNING AND CONDUCTING EXPERIMENTS)</i></p> <p>Lecture with multimedia presentation Discussion</p>						
<b>COURSE CONTENT</b>						
<p><b>1. Lectures/ Seminars:</b></p> <ul style="list-style-type: none"> <li>- Landscape archeology - the subject of research.</li> <li>- Natural landscape and cultural landscape.</li> <li>- Examples</li> <li>- Objects in the natural and cultural landscape.</li> </ul> <p><b>2. Seminars / Lab classes/ others:</b></p>						

- Landscape Archeology - an interdisciplinary science.
- Landscape archeology - research methods.
- Objects in the landscape (tell, settlement, house, barrow, etc.).
- Landscape markers meaning, changeability, long duration
- Researchers, research areas

### COURSE ASSESSMENT CRITERIA

Active participation in classes, credit

### TOTAL PhD STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING OUTCOMES – NUMBER OF HOURS AND ECTS CREDITS

Activity	Number of hours
Scheduled course contact hours	15
Other contact hours involving the teacher (consultation hours, examinations)	3
Non-contact hours – student's own work (preparation for classes or examinations, project, etc.)	15
<b>Total number of hours</b>	<b>33</b>
<b>Total number of ECTS credits</b>	<b>0</b>

### INSTRUCTIONAL MATERIALS

Compulsory literature:	<p>Kadrow S., Włodarczak P. 2013, Environment and subsistence – forty years after Janusz Kruk's Settlement studies”, Rzeszów.</p> <p>Pelisiak A. 2018, Centrum i peryferia osadnictwa w neolicie I wczesnej epoce brązu na wschodnim Podkarpaciu i we wschodniej części polskich Karpat, Rzeszów.</p> <p>PELISIAK A., NOWAK M., ASTALOS C. (EDS.) 2018, PEOPLE IN THE MOUNTAINS. CURRENT APPROACHES TO THE ARCHAEOLOGY OF MOUNTAINOUS LANDSCAPES, OXFORD.</p>
Complementary literature:	<p>Chapman J., Dolukhanov P. 1997, Landscapes in Flux. Central and Eastern Europe in Antiquity, Oxbow Books, Oxford.</p> <p>Kiel Graduate School (ed.) 2010, Landscapes and Human Development: The Contribution of European Archaeology, Human Development in Landscapes, Graduate School at the University of Kiel, Verlag Dr. Rudolf Habelt GmbH, Bonn.</p> <p>Furholt M., Hinz M., Mischka D. 2012, „as time goes by?“ Monumentality, Landscapes and the Temporal Perspective, Human Development in Landscapes, Graduate School at the University of Kiel, Verlag Dr. Rudolf Habelt GmbH, Bonn.</p> <p>Furholt M., Hinz M., Mischka D., Noble G., Olausson D. 2014, Landscapes, Histories and Societies in the Northern European Neolithic, Institut für Ur- und Frühgeschichte der CAU Kiel, Verlag Dr. Rudolf Habelt GmbH, Bonn.</p> <p>Furholt M., Grossman R., Szmyt M. 2016, Transioloan Landscapes? The 3rd Millennium BC in Europe, Graduate School at the University of Kiel, Verlag Dr. Rudolf Habelt GmbH, Bonn.</p> <p>PELISIAK A. 2020, MOUNTAIN TRANSHUMANCE IN THE LATE NEOLITHIC AND THE BRONZE AGE. THE CASE OF THE HIGH BIESZCZADY MOUNTAINS (POLISH CARPATHIANS), RZESZÓW</p>