

**A COURSE SYLLABUS – DOCTORAL SCHOOL
REGARDING THE QUALIFICATION CYCLE FROM 2022 TO 2026**

GENERAL INFORMATION ABOUT COURSE				
Course title	Fundamentals of Public Archaeology			
Name of the unit running the course	Doctoral school at UR/ Institute of Archaeology UR			
Type of course (<i>obligatory, optional</i>)	obligatory			
Year and semester of studies	II Year/III semester			
Discipline	interdisciplinary			
Language of Course	English			
Name of Course coordinator	Prof. Ashley Dumas (The University of West Alabama)			
Name of Course lecturer	Prof. Ashley Dumas (The University of West Alabama)			
Prerequisites	General knowledge about higher education and historical research			
BRIEF DESCRIPTION OF COURSE (100-200 words)				
<p>This course provides an overview of the history and theory of public archaeology, as developed in the US. It also introduces laws and ethics (from an American perspective), collections, interpretation, community engagement, and other relevant topics. Commonly utilized public and community outreach activities, as well as means of communication with multiple stakeholders, are highlighted. After this course, students should will be prepared to work outside of class to design and implement a public archaeology project in collaboration with a local community or subset of a community</p>				
COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES				
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,...)
Knowledge (no.)	(Knows and understands)			
PA_W1	Understand the general history and development of public outreach in global public archaeology.	P8S_WG1	Lectures	Essay 1 (below)
PA_W2	Understand the history, development, and current status of public archaeology in Poland.	P8S_WG2	Reading assignment (Pawleta 2022)	Essay 1
PA_W3	Understand the importance of public and community archaeology.	P8S_WG3	Lectures	Essay 1
PA_W4	Know why US and Canadian archaeology is based in anthropology.	P8S_WK1	Lectures	Essay 1
Skills (no.)	(Able to)			
PA_U1	Define and describe public archaeology.	P8S_UW1 P8S_UK6	Lectures	
PA_U2	Distinguish between didactic and syncretic public programs.	P8S_UW2 P8S_UK6	Lectures	

PA_U3	List five possible community outreach projects.	P8S_UW3 P8S_UK6	Lectures	
Social competence (no.)	(Ready to)			
PA_K1	Design and implement a community outreach project.	P8S_KK1	Lectures	Essay 3 (below)
PA_K1	Advertise a community outreach project.	P8S_KK1	Lectures	Essay 3
PA_K1	Advocate for public archaeology to peers and/or colleagues	P8S_KK1	Lectures	Essay 3

LEARNING FORMAT – NUMBER OF HOURS

Semester (no.)	Lectures	Seminars	Lab classes	Internships	others	ECTS
III		15				2

METHODS OF INSTRUCTION

Lectures and readings

COURSE CONTENT

The current practice of archaeology in the US; Public archaeology and outreach, definition of public archaeology, specifically US preservation law and expectations for educational outreach; the benefits and methods of public archaeology and community engagement; models for public programs.

COURSE ASSESSMENT CRITERIA

5.0=detailed answers of at least 1 page, demonstrated knowledge of Pawleta, three or more examples of concepts provided; 4.5=all of the above, fewer than three examples; 4.0=detailed answers of between half and one page, one example per concept; 3.5=answers of between half and one page with one or fewer examples of concepts; 3.0=answers of between half and one page with no examples or elaboration of concepts; 2.0= answers without discussion of major concepts and no examples from course content provided

ONLY FOR STUDENTS IN NON-ARCHAEOLOGY DISCIPLINES:

Essay 1: What practical and/or philosophical differences do you perceive between the American and Polish approaches to higher education and historical research?

Essay 2: In your opinion, why do you think the Anglophile world practices public and community outreach and education, while other parts of the world may lag behind?

Essay 3: Describe one way you might include the public or community as partners in your field of research, and make an argument for why it is important to do so.

ONLY FOR ARCHAEOLOGY STUDENTS:

Essay 1: Compare and explain the different historical circumstances in the development of Polish and American public archaeology programs.

Essay 2: Imagine that you are excavating an archaeological site prior to the construction of a shopping center. The investor is annoyed that she is delayed by the excavation and angry that she must pay for it. Make three points to the investor to convince her that archaeology is worth the time and money.

Essay 3: First, write one or two sentences describing the culture and period of the archaeological findings at your imaginary excavation. Then, design a community outreach program to complement your project that uses three possible activities. Include a communications/advertising plan and a plan/method for sharing your results with the general public.

**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)	
Non-contact hours – student`s own work (preparation for classes or examinations, project, etc.)	
Total number of hours	
Total number of ECTS credits	2

INSTRUCTIONAL MATERIALS

Compulsory literature:	PAWLETA, MICHAL. 2022. "PUBLIC ARCHAEOLOGY IN POLAND: STATE OF THE ART AND FUTURE DIRECTIONS." EUROPEAN JOURNAL OF ARCHAEOLOGY 25(1):103-118.
Complementary literature:	https://www.e-a-a.org/EAA/About/EAA_Codes/EAA/Navigation_About/EAA_Codes.aspx?hkey=714e8747-495c-4298-ad5d-4c60c2bcdbdag

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Date and signature of the Course lecturer

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Approved by the Head of the Department or an authorised person