

SUBJECT/MODULE SYLLABUS*

1.	Subject/module name Archaeology and social, and political communication in the Mediterranean world
2.	Discipline archaeology
3.	Lecture language Polish
4.	The entity conducting subject Institute of Archaeology
5.	Subject/module code
6.	Type of subject/module (<i>obligatory or optional</i>) obligatory
7.	Field of study (specialization)* archaeology
8.	Level of studies (<i>1st degree*, 2nd degree*, long-cycle master's studies*, name of the Doctoral College*</i>) 2nd degree
9.	Year of studies (<i>if applicable</i>) 2nd year
10.	Semester (<i>winter or summer</i>) Winter
11.	Form of classes and number of hours (including number of hours of online classes*) Lecture 30 hours
12.	Prerequisites in terms of knowledge, skills and social competences for the subject/module A flexible approach to various problems is required to understand other cultural conditions. Hence, it may be necessary to supplement knowledge from other fields such as history, geography or history of ideas.
13.	Learning objectives for the subject The aim of teaching the subject is to show the multi-aspect connections of archaeology with political history, cultural, social, economic and ideological phenomena.
14.	Program content: 1. Interest in antiquity in modern Europe 2. Key archaeological discoveries in the Greek world, the birth of classical

	archaeology 3. Discoveries in Mesopotamia and the Middle East 4. The birth of Egyptology 5. Pompeii and discovering Rome 6. Travels of modern explorers in northern Africa (Libya and the surrounding area) 7. Leading museum collections of the colonial era (Louvre, BM, Italian, German, American and other museums) 8. Mussolini's fascism and his approach to antiquity 9. Archaeological tourism in areas of the ancient world 10. The problem of biblical archaeology 11. The troublesome cultural heritage of antiquity (as seen by the descendants of the conquered Dacians, Jews, Turks and Byzantines, Hagia Sophia, crime, terrorism and archaeological heritage, Palmyra, Museum in Baghdad) 12. The legacy of the ancient Mediterranean world, what of it is still relevant today, in use 13. Ancient Silk Road 14. The beginnings of propaganda and archaeological sources from the ancient world 15. Archaeological sources to learn about the beginnings of the economy of ancient Europeans. 16. Ancient texts (written sources) and verification using archaeological sources.		
	<table> <tr> <td data-bbox="248 1626 981 2031"> Assumed learning outcomes Has in-depth knowledge of the place and importance of archaeology in the system of sciences and its specific subject and methodology. </td><td data-bbox="981 1626 1431 2031"> Appropriate directional symbols learning outcomes K_W01 </td></tr> </table>	Assumed learning outcomes Has in-depth knowledge of the place and importance of archaeology in the system of sciences and its specific subject and methodology.	Appropriate directional symbols learning outcomes K_W01
Assumed learning outcomes Has in-depth knowledge of the place and importance of archaeology in the system of sciences and its specific subject and methodology.	Appropriate directional symbols learning outcomes K_W01		

	Has structured, in-depth knowledge of the archaeology of various eras.	K_W04
	He has extensive knowledge of the protection of cultural heritage and the accompanying legal regulations.	K_W09
	Has in-depth knowledge of the principles of operation and development, as well as the popularization activities of science and cultural institutions.	K_W10
	He has in-depth knowledge of archaeological heritage management methods in Poland, Europe and other parts of the world, as well as the possibilities of obtaining financial resources for archaeological research, scientific studies and the promotion of cultural heritage.	K_W17
	Is able to correctly characterize the methods of presenting and the quality of knowledge about the past.	K_U02
	Is able to critically analyze various types of data, taking into account modern research methods.	K_U05
	Correctly identifies and resolves dilemmas related to performing a profession, conducting scientific research and presenting knowledge about the past.	K_K04
	Is aware of the responsibility for preserving cultural heritage and promotes it in society, and is ready to	K_K05

	initiate actions to protect cultural heritage.	
15.	Required and recommended literature (sources, studies, textbooks, etc.) 1. A Dictionary of Archaeology. 1999. ed. I. Shaw, R. Jameson, Hoboken (NJ): Wiley-Blackwell, 1999, 278, 412, 583. 2. Boulton W.H. 1958. Wieczność piramid i tragedia Pompei, Warszawa: Wiedza Powszechna. 3. Ceram C.W. 1963. Bogowie, groby i uczeni. Powieść o archeologii. Warszawa: Państwowy Instytut Wydawniczy. 4. Hermann P. 1967. Siódma minęła, ósma przemija. Przygody najwcześniejszych odkryć, Warszawa: Państwowy Instytut Wydawniczy. 5. Gądecki S. 1994. Archeologia biblijna, t. 1-2, Gniezno: Gaudentinum. 6. Irving S. Palestinian Christians in the Mandate Department of Antiquities: History and Archaeology in a Colonial Space, [in:] K. Sanchez Summerer, S. Zananiri (eds), European Cultural Diplomacy and Arab Christians in Palestine, 1918–1948. Cham: Palgrave Macmillan. 7. Mueler K. 1930. Die Architektur der Burg und Palastes Tiryns III, Augsburg: Filser. 8. Hertel D. 2013. Die Mauern von Troja. Mythos und Geschichte im antiken Ilion, München: C.H. Beck. 9. Lemair A. (red.). 2001. Świat Biblii, Wrocław: Ossolineum. 10. Michałowski K. 1974. Od Edfu do Faras. Polskie odkrycia archeologii śródziemnomorskiej, Warszawa: Wydawnictwo Artystyczne i Filmowe. 11. Rekowska M. 2013. W poszukiwaniu antycznej Cyrenajki, Warszawa: Instytut Archeologii UW. 12. Rekowska M. 2013. Dangerous Liasons? Archaeology in Libia 1911-1943 and its Political Background, Światowit, t. XI, 9-26. 13. Schlögl H.A. 2009. Starożytny Egipt. Historia i kultura od czasów najdawniejszych do Kleopatry, Warszawa: PWN. 14. Węcowski P. Między nauką a ideologią, między historią a archeologią. Kierownictwo Badań nad Początkami Państwa Polskiego (1949–1953). 15. Żmudziński M. 2015. Rzymskie dziedzictwo Rumunii – interpretacje i wykorzystanie propagandowe oraz naukowe, Saeculum Christianum, Vol. XXII, 299-303. 16. Żmudziński M., Król D. 2015. Rzymskie budowle jako atrakcje turystyczne w Europie, [w:] A. Głowacka-Penczyńska, J. Woźny, J. Żychlińska (red.), Archeoturystyka w regionie. Region w archeoturystyce, Bydgoszcz: Wydawnictwo UKW, 23-32. 17. Żmudziński M. 2017. An African Branch of the Silk Road in the Ancient Times? Kultura-Historia-Globalizacja, t. 22, 267-272. 18. Żmudziński M. 2020. Uwagi o pożywieniu „Rzymian i barbarzyńców” – czy starożytni sąsiedzi spotykali się na targu lub przy stole?, [w:] E. Chodźko, J. Jędrzejewska (red.), Materiały z V Ogólnopolskiej Konferencji Naukowej: Codziennosc w antycznej i sredniowiecznej Europie, Lublin: Fundacja na Rzecz Promocji Nauki i Rozwoju Tygiel, http://bc.wydawnictwo-tygiel.pl/publikacja/489B31EF-8617-ECC1-66DE-741F822E7022 19. katalogi muzealne	
16.	Methods of verifying the assumed learning outcomes: oral or written exam (T)* and (O)*	

17.	Conditions and form of passing individual components of the subject/module: oral or written exam (T)* and (O)*	
18.	Student/PhD student workload	
	the form of carrying out classes by the student*/doctoral student*	the number of hours allocated to carry out a given type of classes
	classes (according to the study plan) with the instructor: - lecture	30
	student/doctoral student's own work (including participation in group work), e.g.: - reading the indicated literature: - preparation for final exam	50 30
	Total number of hours	110
	Number of ECTS points (<i>if required</i>)	4

(T) – implemented in a traditional way

(O) – implemented online

* remove unnecessary