

SUBJECT/MODULE SYLLABUS*

1.	Subject/module name Landscape archaeology in medieval Europe
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 <ul style="list-style-type: none"> • in terms of knowledge: basic knowledge about the place and importance of archaeology in the system of sciences and about its subject and methodological specificity • in terms of skills: ability to search, evaluate and use information using various methods • basic knowledge of archaeology and the Middle Ages and modern times in Central Europe
13.	Learning objectives for the subject Mastering knowledge of the archaeology of medieval Europe
14.	Program content: 1. Landscape archaeology - method, based on the example of research in the

	<p>Sudetes and adjacent areas</p> <p>2. Medieval sepulchral, cult and symbolic spaces as an element of today's topography.</p> <p>3. Relics of early medieval Slavic strongholds in Central Europe</p> <p>4. Strongholds - a copy of Western solutions or a phenomenon on a supra-regional scale?</p> <p>5. Motte-type structures and residential towers in the cultural landscape of Europe</p> <p>6. Castles of medieval Europe</p> <p>7. Castles in Silesia</p> <p>8. Towers and tower houses in cities - form and functions</p> <p>9. Man and the city environment in the Middle Ages and modern times, part 1</p> <p>10. Man and the city environment in the Middle Ages and modern times, part 2</p> <p>11. Exploitation of natural environmental resources in the Middle Ages - post-mining structures</p> <p>12. Post-agricultural structures - the example of the Sudetes</p> <p>13. The role of rivers in the early and late Middle Ages - examples of human interference on the hydrographic network of Silesia</p> <p>14. Water management - ponds in the early Middle Ages and the development of ponding in the late Middle Ages (special role of monasteries)</p>		
	<table> <tr> <td data-bbox="248 1554 979 2020"> <p>Assumed learning outcomes</p> <p>Knows the terminology used in archaeology and other disciplines with which archaeology cooperates.</p> <p>Has in-depth knowledge of the connections</p> </td><td data-bbox="979 1554 1430 2020"> <p>Appropriate directional symbols</p> <p>learning outcomes</p> <p>K_W02</p> <p>K_W05</p> </td></tr> </table>	<p>Assumed learning outcomes</p> <p>Knows the terminology used in archaeology and other disciplines with which archaeology cooperates.</p> <p>Has in-depth knowledge of the connections</p>	<p>Appropriate directional symbols</p> <p>learning outcomes</p> <p>K_W02</p> <p>K_W05</p>
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	<p>between archaeology and scientific disciplines, which are the basis for various research directions developed within them, such as environmental archaeology (bioarchaeology), architectural archaeology, conservation of archaeological artefacts.</p> <p>Is able to search, analyze, evaluate, select and use information using various sources and methods, and formulate critical judgments based on it.</p> <p>Has the ability to integrate knowledge from various disciplines.</p> <p>Understands the need for lifelong learning.</p> <p>Demonstrates competent responsibility and civil courage in presenting a picture of history consistent with the current state of archaeological knowledge.</p>	<p>K_U01</p> <p>K_U04</p> <p>K_K01</p> <p>K_K08</p>
15.	<p>Required and recommended literature (sources, studies, textbooks, etc.)</p> <p>The Archaeology of Medieval Europe, vol. 2. Twelfth to Sixteenth Centuries. 2011. M. Carver, J. Klápště (eds.), Aarhus: Aarhus University Press.</p>	
16.	<p>Methods of verifying the assumed learning outcomes:</p> <p>oral or written exam (T)* and (O)*</p>	
17.	<p>Conditions and form of passing individual components of the subject/module:</p> <p>oral or written exam (T)* and (O)*</p>	
18.	Student/PhD student workload	
	the form of carrying out classes by the	the number of hours allocated to

	student*/doctoral student*	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:	50
	- preparation for final exam	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