SUBJECT/MODULE SYLLABUS*

1.	Subject/module name Conflict archaeology	
2.	Discipline archaeology	
3.	Lecture language Polish	
4.	The entity conducting subject Institute of Archaeology	
5.	Subject/module code 22-AR-S1-KS-AK	
6.	Type of subject/module *(obligatory or optional)* optional	
7.	Field of study (specialization)* archaeology	
8.	Level of studies *(1st degree*, 2nd degree*, long-cycle master's studies*, name of the Doctoral College*)* 1st degree	
9.	Year of studies *(if applicable)*	
10.	Semester *(winter or summer)*	
11.	Form of classes and number of hours (including number of hours of online classes*) seminar 30 hours	
12.	Prerequisites in terms of knowledge, skills and social competences forthe subject/module Knowledge of European history and archaeology at secondary school level	
13.	Learning objectives for the subject Learning about conflict as a cultural phenomenon in Europe based on archaeological sources.	
14.	Program content: 1. Conflict as a cultural phenomenon. Legal, ethical and religious aspects and archaeological sources 2. Does the custom of fighting water battles, common in the early Middle Ages, have such an ancient origin? An example of "rivers full of treasures". 3. "The river flows from the east through valleys of poison, full of swords, javelins, its name is Slid." Prelude to the conflict - the ritual of declaring war, ceremonial	

weapons and the problem of water deposits consisting of weapons.

4. Archaeological traces of conflicts in the Mediterranean world in antiquity. A freeze frame in the history of a place and people recorded in an archaeological context. Examples Kalkriese (9 AD), Ephesus gladiatorial burial ground (2nd/3rd century AD), Harzhorn (230-235 AD) and Dura Europos (256 AD).

5. Gifts of weapons in the early Middle Ages and their socio-cultural role

6. The emblematic nature of the decoration of medieval weapons - the problem of the long persistence of ancient customs. Characterists, talismans and amulets.

7. The problem of the medieval and modern dress code - a weapon as an accessory to the outfit. Safety on the streets of a medieval city and the duties of defending the land. Personal weapons and murder weapons.

8. Iron cut - the influence of fashion on protective equipment.

9. Archaeological research of battlefields and castles as places of conflict.

10. Results of research on the remains of kings and knights killed in armed conflicts.

11. The problem of mass graves located directly on the battlefield and the transfer of human remains to consecrated ground.

12. The relationship between medieval and modern sepulchral sculpture and the furnishings of knights' graves.

13. Methodology of research on modern conflict sites. Bullets are a priceless but underestimated source of information, irreversibly destroyed by people unaware of their value.

14. Exchange of fire and hand-to-hand combat during the Thirty Years' War. Possibilities of modern research methods, including: on the example of research on the Frankenkronwerk in Stralsund and mass graves from the Battle of Wittstock.

15. Oh my goodness, there's too much rye here. The battlefield near Berestechko as

	a mirror of camp life and a treasure trove of knowledge about war and people.	
	Assumed learning outcomes	Appropriate directional symbols learning outcomes
	Has structured, basic knowledge of the archaeology of various eras.	K_W04
	Knows basic research methods and tools of the archaeologist's workshop.	K_W11
	Is able to search, analyze, evaluate, select and use information using various sources and methods, and formulate critical judgments based on it.	K_U01
	Has the ability to substantively argue using the views of other authors, the ability to formulate conclusions and present synthetic studies in various forms.	K_U06
	Understands the need for lifelong learning.	K_K01
	Correctly identifies and resolves dilemmas related to performing a profession, conducting scientific research and presenting knowledge about the past.	K_K04
	Demonstrates independence and self-reliance in formulating views, while understanding and respecting the right of other people to do the same.	K_K06
15.	Required and recommended literature (sources, studies, textbooks, etc.) Journal of Conflict Archaeology, ISSN: 1574-0773 (druk) 1574-0781 (Online) Łuczak B. 1996. Antropologiczne źródła informacji historycznej, Łódź: Wydawnictwo UŁ. – selected issues corresponding to the topics of classes	

	Recommended literature: 1. Brock T., Homan A. 2011. Schlachtfeldarchäologie auf den Spuren des Krieges, Stuttgart: Wissenschaftliche Buchgesellschaft. 2. Eickhoff S., Schopper F. 2014. Schlachtfeld und Massengrab. Spektren interdisziplinärer Auswertung von Orten der Gewalt, Wünsdorf: BDLAM. 3. Fiorato V., Boylston A., Knusel Ch. 2000. Blood Red Roses: The Archaeology of a Mass Grave from the Battle of Towton AD 1461, second edition, Oxford: Oxbow Books. 4. Meller H. (Hrsg.) 2009. Schlachtfeldarchäologie. Battlefield Archaeology, Halle (Saale): Landesmuseum für Vorgeschichte. 5. Knüsel Ch., Smith M. (eds.). 2014. The Routledge Handbook of the Bioarchaeology of Human Conflict, London and New York: Routledge.
16.	Methods of verifying the assumed learning outcomes: Oral exam
17.	Conditions and form of passing individual components of the subject/module: - continuous monitoring of attendance and progress in the scope of classes (T)* - examination (written or oral) (T)*
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: seminar:	30
student/doctoral student's own work (including participation in group work), e.g.: - preparation for classes - reading the indicated literature	 30 30
Total number of hours	90
Number of ECTS points (*if required*)	3

(T) – implemented in a traditional way
(O) – implemented online

* remove unnecessary