

SUBJECT/MODULE SYLLABUS*

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| 1. | Subject/module name Industrial archaeology |
| 2. | Discipline archaeology |
| 3. | Lecture language Polish |
| 4. | The entity conducting subject Institute of Archaeology |
| 5. | Subject/module code 22-AR-S2-KS-AK |
| 6. | Type of subject/module (<i>obligatory or optional</i>) optional |
| 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>) |
| 10. | Semester (<i>winter or summer</i>) |
| 11. | Form of classes and number of hours (including number of hours of online classes*) seminar 30 hours |
| 12. | Initial requirements in terms of knowledge, skills and social competences for the subject/module Knowledge of European history and archeology 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. Anggression and conflict in Stone Age – chaotic and unbridled violence, or already formalized? 3. 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". 4. "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. |

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| | <p>5. 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).</p> <p>6. Gifts of weapons in the early Middle Ages and their socio-cultural role</p> <p>7. The emblematic nature of the decoration of medieval weapons - the problem of the long persistence of ancient customs. Characterists, talismans and amulets.</p> <p>8. 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.</p> <p>9. Iron cut - the influence of fashion on protective equipment</p> <p>10. Archaeological research of battlefields and castles as places of conflict.</p> <p>11. Results of research on the remains of kings and knights killed in armed conflicts.</p> <p>12. The problem of mass graves located directly on the battlefield and the transfer of human remains to consecrated ground.</p> <p>13. The relationship between medieval and modern sepulchral sculpture and the furnishings of knights' graves.</p> <p>14. Methodology of research on modern conflict sites. Bullets are a priceless but underestimated source of information, irreversibly destroyed by people unaware of their value.</p> <p>15. 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 Frankenkrönwerk in Stralsund and mass graves from the Battle of Wittstock.</p> <p>16. 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.</p> <p>17. New possibilities of learning about the course of military operations and identifying their participants for 18th century battlefields. A time of standard uniforms and weapons.</p> <p>18. Research on graves and battlefields from the 19th century. Differences between the possibilities offered by archaeological sources from the first half of this century and later ones.</p> <p>19. The role of archeology in the fight against stereotypes about the nature of military operations during World War I.</p> <p>20. Archeology about 1939. Considerations, among others, based on exhumation and archaeological research at the old Polish cemetery in Kobryń.</p> | | |
| | <table border="1"> <tr> <td data-bbox="264 1883 997 2029">Assumed learning outcomes</td><td data-bbox="997 1883 1447 2029"> <p>Appropriate directional symbols</p> <p>learning outcomes</p> </td></tr> </table> | Assumed learning outcomes | <p>Appropriate directional symbols</p> <p>learning outcomes</p> |
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| | <p>Has structured, basic knowledge of the archeology of various eras.</p> <p>Knows basic research methods and tools of the archaeologist's workshop.</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 substantively argue using the views of other authors, the ability to formulate conclusions and present synthetic studies in various forms.</p> <p>Understands the need for lifelong learning.</p> <p>Correctly identifies and resolves dilemmas related to performing a profession, conducting scientific research and presenting knowledge about the past.</p> <p>Demonstrates independence and self-reliance in formulating views, while understanding and respecting the right of other people to do the same.</p> | <p>K_W04</p> <p>K_W11</p> <p>K_U01</p> <p>K_U06</p> <p>K_K01</p> <p>K_K04</p> <p>K_K06</p> |
| 15. | <p>Required and recommended literature (sources, studies, textbooks, etc.)</p> <p>Journal of Conflict Archaeology, ISSN: 1574-0773 (druk) 1574-0781 (Online) Łuczak B. 1996. Antropologiczne źródła informacji historycznej, Łódź: Wydawnictwo UŁ.</p> <p>– selected issues corresponding to the topics of classes</p> <p>Recommended literature:</p> <ol style="list-style-type: none"> 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. | |

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| | <ol style="list-style-type: none"> 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. James S. 2004. The Excavations at Dura-Europos conducted by Yale University and the French Academy of Inscriptions and Letters 1928 to 1937. Final Report VII: The Arms and Armour and other Military Equipment, London: British Museum Press. 5. Kanz F., Grossschmidt K. 2006. Head injuries of Roman gladiators, Forensic Science International, Vol. 160, 207-216 6. Knüsel Ch., Smith M. (eds.). 2014. The Routledge Handbook of the Bioarchaeology of Human Conflict, London and New York: Routledge. 7. Meller H. (Hrsg.). 2009. Schlachtfeldarchäologie. Battlefield Archaeology. Halle (Saale): Landesmuseum für Vorgeschichte. 8. Meller H., Schefzik M. (Hrsg.). 2015. Krieg. Eine Archäologische Spurensuche, Halle (Saale): Landesmuseum für Vorgeschichte. 9. Popkiewicz O. 2012. Sylwetka Żołnierza Polskiego doby kampanii wrześniowej 1939 roku w świetle wyników prac ekshumacyjno-archeologicznych na Starym Polskim Cmentarzu w Kobryniu (Białoruś), Przeszłość i Pamięć. Biuletyn Rady Ochrony Pamięci Walk i Męczeństwa, nr 40, 118-165. 10. Robertshaw A., Kenyon D. 2008. Digging the Trenches. The Archaeology of the Western Front, Barnsley: Pen and Sword Military. 11. Scott D., Babits L., Haecker Ch. (eds.). 2007. Fields of Conflict. Battlefield Archaeology from the Roman Empire to the Korean War, Washington, D.C.: Potomac Books Inc. 12. Signoli M. et. al. 2004. Discovery of a mass grave of Napoleonic period in Lithuania (1812, Vilnius), Human Palaeontology and Prehistory (Palaeopathology) Comptes Rendus Palevol., Vol. 3, Issue 1, 219-227. 13. Свешніков І.К. 1992. Битва під Берестечком, Львів. 14. Swiesznikow I.K. 1992. Bitwa pod Beresteczkiem 1651 r. w świetle źródeł historycznych i archeologicznych, Muzealnictwo Wojskowe, t. 5, 66-98. 15. Thordeman B. 2001. Armour from the Battle of Wisby, Highland Village: Chivalry Bookshelf. | |
| 16. | <p>Methods of verifying the assumed learning outcomes:</p> <p>Oral exam</p> | |
| 17. | <p>Conditions and form of passing individual components of the subject/module:</p> <ul style="list-style-type: none"> - 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 |

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| | 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 | 30 |
| | - reading the indicated literature | 30 |
| | Total number of hours | 90 |
| | Number of ECTS points (<i>if required</i>) | 3 |

(T) – implemented in a traditional way

(O) – implemented online

* remove unnecessary