



Course syllabus

Faculty of Arts and Humanities
Department of Cultural Sciences

1KU017 Kulturmiljöpedagogik del 1, 7,5 högskolepoäng
Historic Environment Education part 1, 7.5 credits

Main field of study

Archaeology

Subject Group

Cultural Studies

Level of classification

First Level

Progression

GIN

Date of Ratification

Approved 2015-06-01

Revised 2017-02-13 by Faculty of Arts and Humanities. Rev. literature.

The course syllabus is valid from spring semester 2018

Prerequisites

General entry requirements.

Objectives

After completing the course the student will be able to:

- account for the concept and selected practices of Historic Environment Education,
- assess what place history and cultural heritage have in our culture and society, and why the past is meaningful in our time,
- compare and contrast different pedagogical methods in historic environment education.

Content

The course provides an introduction to the theory and practice of historic environment education. It highlights the significance of cultural heritage in our time and introduce approaches to heritage education in relation to archaeology, heritage studies, pedagogy, didactics of history and museum pedagogy. The potential of cultural heritage and the historic environment for learning is in fokus.

Type of Instruction

Teaching is in the form of lectures, and supervision. All elements of the course will be carried out through distance learning techniques and using a digital learning platform.

Examination

The course is assessed with the grades A, B, C, D, E, Fx or F.

In order to pass the course, students need to meet the expected learning outcomes. Examination is by written hand-in tasks and presentations. The grade A constitutes the highest grade on the scale and the remaining grades follow in descending order where the grade E is the lowest grade on the scale that will result in a pass. The grade F means that the student's performance is assessed as fail.

For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the university.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

Other

Grade criteria for the A–F scale are communicated to the student through a special document. The student is to be informed about the grade criteria for the course by the start of the course at the latest.

Required Reading and Additional Study Material

Obligatory reading

Alexandersson, A., Aronsson, P., Gustafsson, B.E., Holtorf, C. and Westergren, E. 2011. Social Benefits of Heritage. *Museum International* 249-250. Pages 6-42

Ammert, Niklas. "What do you know when you know something about history?" *Historical Encounters Journal*, Vol 1 No1 2014, 50 pp.

Biesta, Gert J.J. (2009). Theorising learning through complexity: An educational critique. *Complicity* 6 (1), 28-33.

Biesta Gert 2015. What is Education For? On Good Education, Teacher Judgement, and Educational Professionalism. *European Journal of Education*, Vol. 50, No. 1:75-87.

Freire, Paulo (1974/2005). *Education for Critical Consciousness*. New York: Continuum International Publishing Group (146 pp.). ISBN 978-0-8264-7795-8

Högberg, Anders (2007). The Past is the Present – Prehistory and Preservation from a Children's Point of View. *Public Archaeology* 6 (1), 28-46.

Holtorf, Cornelius (2007). "Can you hear me at the back? Archaeology, Communication and Society". *European Journal of Archaeology* 10 (2/3), 149-165.

Holtorf, Cornelius (2010). "Heritage Values in Contemporary Popular Culture", In: *Heritage values. The Past in Contemporary Society*, edited by G. Smith, P. Messenger and H. Soderland, pp. 43-54. Walnut Creek: Left Coast Press.

Tilden, Freeman (2007/1957). *Interpreting Our Heritage*. University of North Carolina Press. (212 pp.) ISBN 978-0-8078-5867-7

Westergren, Ebbe (Ed.) (2006). *Holy Cow – This is great: Report from a symposium on Historic Environment Education and Time Travels in Vimmerby, Sweden, November 2004*. Kalmar: Kalmar läns museum. (110 pp.) ISBN 91-85926-60-4

Reference literature

Fairclough, Graham, Rodney Harrison, John J. Jameson Jnr. and John Schofield (eds) (latest edition) *The Heritage Reader*. Section four on "Interpretation and Communication" pp 425-556. London and New York: Routledge.

Gardner, James B. and Peter S. La Paglia. (latest edition) (2006). *Public History*:

Essays from the Field. Malabar, Florida: Kreiger Publishing. 420 pp

Hargreaves, Andy (latest edition). *Teaching in the Knowledge Society – education in the age of insecurity*. New York: Teachers College Press, Columbia University. 230 pp.

Merriman, Nick (ed.) (2004). *Public Archaeology*. London and New York: Routledge. 300 pp. ISBN: 9780415258890

Rosenzweig, Roy & David Thelen. (latest edition). *The Presence of the Past: Popular Uses of History in American Life*. New York: Columbia University Press. 200 pp.