



Course syllabus

Faculty of Arts and Humanities
Department of Cultural Sciences

1KU056 Kulturarv och kommunikation, 15 högskolepoäng
Communicating Cultural Heritage, 15 credits

Subject Group

Cultural Studies

Level of classification

First Level

Progression

GIN

Date of Ratification

Approved by Faculty of Arts and Humanities 2014-05-26
The course syllabus is valid from spring semester 2015

Prerequisites

General entry requirements.

Objectives

On completion of the course, students should be able to:

- communicate information about cultural heritage to people who do not have special knowledge in this field,
- critically assess different forms of communication relevant to cultural heritage on a scientific level,
- analyze and discuss selected places/cultural heritages from a pedagogical perspective,
- account for, and problemize, the significance of a cultural heritage teaching attitude,
- discuss history's place in our culture and society, as well as the mechanisms that allow the past to be seen as meaningful in our time,
- identify, formulate and solve problems concerning communication of cultural heritage.

Content

The course deals with the ways in which to communicate cultural heritage in society. A critical study about what is being communicated, who is communicating it, how, to what target group, and with what purpose, is carried out. Various communication techniques are taken up, for example, tours, reconstructions, works of art, living history, technical books, popular scientific articles, exhibitions and digital media. Questions concerning history didactics act as different bases for selection, mediation, interpretation and understanding of the past, and the relationship between the past and the present. This is analyzed through key concepts such as cultural history and the use of history. Much attention is paid to the teaching of cultural heritage. The potential of cultural heritage for

teaching is emphasized, and central pedagogical problems are discussed. Kalmar County Museum's focus on cultural heritage teaching and time travel is included as a case study.

All lessons are mandatory except for lectures.

Type of Instruction

Teaching is in the form of lectures, seminars, workshops as well as study tours.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to pass the course, students need to meet the expected learning outcomes. Examination occurs through oral and written exams. The project may also form the basis of an exam.

A resit is offered within six weeks.

Course Evaluation

At the end of the course, a written course evaluation is performed and compiled into a report. The evaluation report is available to students and is filed and stored according to departmental regulations.

Required Reading and Additional Study Material

Aronsson, Peter, Gerrevall, Per & Larsson, Erika (eds.) (2000). *Att resa i tiden. Mål och medel i mötet mellan museum, skola och elever*. Växjö universitet: Centrum för kulturforskning, Rapport 2000:1, 133 p. ISBN 91-7636-243-4..

Aronsson, Peter & Larsson, Erika (eds.) (2002). *Konsten att lära och viljan att uppleva: historiebruk och upplevelsepedagogik vid Foteviken, Medeltidsveckan och Jamtli*. Växjö universitet: Centrum för kulturforskning, Rapport 2002:1, pp. 11–162. ISBN 91-7636-322-8.

Falkheimer, Jesper & Heide, Mats (2014). *Strategisk kommunikation – En introduktion*. Lund: Studentlitteratur. 190 p. ISBN 9789144077222.

Gustafsson, Anders & Karlsson, Håkan (2004). *Kulturarv som samhällsdialog? En betraktelse av kulturarvsförmedling*. Stockholm: Riksantikvarieämbetet. 32 p. ISBN 91-7209-374-9.

Gustafsson, Birgitta (2008). *Att sätta sig själv på spel. Om språk och motspråk i pedagogisk praktik*. Thesis in Education. Växjö University Press, pp. 19–72. ISBN 978-91-7636-589-2.

Karlsson, Klas-Göran och Ulf Zander (eds.) *Historien är nu: En introduktion till historiedidaktiken*. Lund: Studentlitteratur, p. 21-236. Latest edition.

Ozola, Agrita, red (n.d.) *Time Travels. Innovative and Creative Methods of Historic Environment Education in Modern Museums*. Tukums museum, Latvia. 90 p. No ISBN.

Petersson, Bodil (2003). *Föreställningar om det förflutna. Arkeologi och rekonstruktion*. Lund: Nordic Academic Press. 496 p. ISBN 91-89116-48-8.

Rosenzweig, Roy & Thelen, David (1998). *The Presence of the Past. Popular Uses of History in American Life*. New York: Columbia University Press, p. 15-176. ISBN 0-231-11148-7.

Synnestvedt, Anita (2008). *"Dom gör med hjärtat" Kulturarvs pedagogikens teori*

och metod. Lindome: Bricoleur. 100 p. ISBN 9789185411054. Available for purchase via: www.bricoleurpress.com.

Westergren, Ebbe (2006). *Kulturmiljöpedagogik och historiska tidsresor: Manual*. Kalmar Läns museum. 65 p. No ISBN.

Westergren, Ebbe *et al.* (2008). *This place has meaning. Case studies of Time Travels and Historic Environment Education in the Western Cape, South Africa 2006-2008*. 52 p. ISBN 9789185926664.

Articles

Ammert, Niklas (2005). *Do you want me to kill you now? Ett historiedidaktiskt nedslag på Eketorps fornborg*. Högskolan i Kalmar. 20 p. Available as pdf via MyMoodle.

Holtorf, Cornelius (2007). Can you hear me at the back? Archaeology, Communication and Society. *European Journal of Archaeology* 10 (2-3), 149-65. ISSN 1461-9571.

Högberg, Anders (2006). Kulturmiljöpedagogik och ledarskap. In: B. Riddersporre (ed.) *Utbildningsledarskap – nu och i framtiden*. p. 67-102. Lund: Studentlitteratur. ISBN 978-91-44-00141-8.

Scherzler, Diane (2007). Journalists and archaeologists: notes on dealing constructively with the mass media. *European Journal of Archaeology* 10 (2/3), 185-206. ISSN 1461-9571.