ARCHAEOLOGY FOR THE PUBLIC. CURRENT THEORIES AND PRACTICES OF THE FIELD OR HOW TO EMPOWER CITIZENSHIP THROUGH THE ENACTMENT OF STORIES AND NARRATIVES

INSTRUCTOR: NIKOLAOS ARVANITIS

Hours: **18h**

Dates: **TUE 13– THU 15 December 2022**   Email: nikolaos.arvanitis@univ-paris1.fr

COURSE OVERVIEW, GOALS AND OBJECTIVES

The course is intended as a holistic approach to the field of Archaeology for the Public or Public Archaeology. In the proposed Master program for the new course on Heritage (ReHeED Project) the contents of Archaeology for the public are described as:”

“- The ways in which archaeologists and educators have furthered an understanding and appreciation of archaeology in both formal and non-formal education.

- How to develop the knowledge and understanding of education in archaeology, both in the formal curricula at all levels and in non-formal learning situations for adults and children at archaeological sites, monuments, and museums.

- The resources and services provided for archaeological education and how to apply research to design curriculum-based material for educational groups and information for general visitors to archaeological sites, monuments, and museums.

-Engaging public in archaeology through designing special activities to familiarize them with the archeological process and present archeological data to them in a simplified manner.”

Following these guidelines, the course intention is enhancing and boosting the capacity of trainees to master the field, to be able to define and handle it in proficient ways. The different topics which will be treated in an educational setting connotated by interaction, while critical discussion will permit the trainees to be able to conceive and implement courses and methods enabling the formation of professionals on Heritage Education and Archaeological Disclosure for the Public.

TEXTS OF REFERENCE

Peter G. Stone, Philippe G. Planel (eds), 1999, The Constructed Past. Experimental Archaeology, Education and the Public, London – New York.

Nick Merriman (ed.), 2004, Public Archaeology, London – New York.

Katsuyuki Okamura, Akira Matsuda (eds), New Perspectives in Global Public Archaeology, London – New York.

Barbara J. Little, Paul A. Shackel (eds), 2014, Archaeology, Heritage and Civic Engagement. Working Toward the Public Good, London – New York.

Suzie Thomas, Joanne Lea (eds), 2014, Public Participation in Archaeology, Woodbridge.

Peter G. Stone, Zhao Hui (eds), 2015, Sharing Archaeology. Academe, Practice and the Public, London – New York.

Gabriel Moshenskav (ed.), 2017, Key Concepts in Public Archaeology, London.

John H. Jameson, Sergiu Musteata (eds), 2019, Transforming Heritage Practice in the 21st Century. Contributions from Community Archaeology, London – New York.

Additional readings: Additional readings and material on the sub-subjects of the course will be provided by the trainer during the course.

COURSE REQUIREMENTS

The course grade will be based on the following elements:

	Points
Verification Exams	20
Reading Checks	20
Participation	20
Attendance	20
assignments	20
TOTAL	0/100

EXAMS: online multiple-choice modules

READING CHECKS: reports on reading of teaching material

PARTICIPATION: the course will be held in an interactive, collaborative basis.

ATTENDANCE: obligatory

ASSIGNEMENTS: the trainees will conduct small assignments regarding possible scenarios using Egyptian case studies

The UP1 reserves the right to make any changes to accommodate class progress.

ADDITIONAL REQUIREMENTS

IT HARDWARE AND SOFTWARE
Every participant should provide a personal computer with a broadband internet connection in order to implement the educational assignments during the course.

LANGUAGE
All activities will be held in English. A B2 level is required for a profitable experience.

EXAMS AND ASSIGNMENTS
All evaluation activities are mandatory and necessary to a correct monitoring of the class progress.

ACCESS TO THE COURSE
A complete list of attendants with a brief curriculum and personal interests of particular necessities must be provided at least 4 weeks before the course start date.

SCHEDULE

TITLE	SUB-TOPICs	CONTENTS
Introduction	Introduction to the Course: overview and objectives	General introduction to the subject and educational agreement with the trainees
1. Archaeology of the Public: tracing the foundation lines of the concept	1.1. Current debates and definitions of the field 1.2. A critical assessment of Archaeology for the public: a semantic and historical approach on the concepts of "archaeologies" and "public(s)"	Standard definitions of Archaeology for the Public or Public Archaeology are currently lacking as the field is still a new filter of research, academic and institutional practice. We will review the most accredited debates on the subject avoiding simplistic approaches and searching common denominators. On the other hand, both "archaeology" and "public" are evolving fields or concepts and not static entities so we will discuss the, often, conflictual and polysemantic connotations and definitions through a diachronic review starting from the early modern era.
2. Overview of current academic courses on Public Archaeology and the current state of the bibliography	2.1. The case Universities and Institutions in France 2.2. The case of Universities and Institutions in the UK 2.3 The case of Universities and Institutions in the USA 2.5. Critical Overview of current theoretical and bibliographical resources	In this section we will have the opportunity to go through the academic curricula and practises of higher educational institutes in the USA and UK where the concept of Public Archaeology was first conceived (on an academic level) and then we will discuss the polymorphic case of France. The section includes and overview of current publications on the subject.
3. Case studies of Archaeology for the public	3.1. The "top down" approach: professionals engaging with the public in structured programs 3.2. The "bottom up" approach: active co-participative public engagement of groups and communities in the archaeological research and disclosure	In order to better define the subject of our course we will discuss the two-fold and not necessarily conflictual approaches on the archaeological education of the public form the point of view of professionals conceiving educational practises and scenarios and then the cases of active, protagonistic, engagement of communities in the field.

4. 'Economics' in Archaeology for the public	4.1. Funding a project: current practices 4.2. The 'cascade effect': the economic assets involved in projects of archaeological disclosure and heritage management (and how to convince think-tanks and law maker bodies about that…) 4.3 Ethics of an economy: the issue of the stakeholders and conflictual interests 4.4 Economics of "symbolic capital": Archaeology for the Public and enhancement of conscious citizen bodies and communities	In this section, we will discuss the procedures and methods of financing a project on scientific disclosure, the impact of archaeological educational projects and management on the real economy and the biases of sponsors or sectors with economic interests in the field (for example, massive tourism or public works). We will then speak about the real economic benefit of scientific disclosure, that is the wellbeing of conscious communities and individuals through knowledge. In this kaleidoscopic perspective we will apply the heuristic concept of "symbolic capital" of P. Bourdieu.
5. Archaeology of the Public as central interdisciplinary node between fields of knowledge	5.1. The connection with the anthropological and ethnographical field 5.2 The connection with sociology, architecture and urban planning 5.3 the archaeological narrative as mediation tool in intra- and inter-communitarian conflicts	Archaeology for the public can be seen and approached as an in se defined field of knowledge and competences but it is more productive to conceive it as a node between disciplines and so potentially as a tool to mediating efforts in conflictual (political, social or other) contexts.
6. Ethics and Legislation	6.1. Ethics of the scientific public disclosure and the *caveat's* of possible biases 6.2. The legislative contexts and constraints	The ethical constraints of scientific disclosure are the target of this section and the baselines of good academic practises will be reviewed. Accordingly, focusing on national legislations and international treaties we will review the connections and compatibility with projects of archaeological disclosure.
7. Diving in the deep waters of the public scientific disclosure and engagement or the thousand possible ways of sharing a story	7.1. Writing (books, articles, journal articles, blogs and internet sites etc.) and its rules 7.2. Television, documentaries, films. 7.3 Intangible re-enactment and participatory methods 7.4 The Digital Turn: 3d reconstructions and videos, virtual and augmented reality	The section treats the question of the communication means and methods of the discipline according state-of-art tools and theories.

8. Archaeology for the Public and Education	8.1. Schools 8.2 Universities 8.3 Cultural associations 8.4. Long-life learning settings	In this section, we will discuss the notion of archaeological education in formal educational contexts.
9. Archaeology for the public, institutional settings and beyond	9.1. Museums 9.2 Sites 9.3. Landscapes 9.4 Intangible Heritage 9.5 Archaeology, Imaginary and the million ways of constructing evolving identities	In this section, we will discuss the notion of archaeological education in formal institutional contexts, in projects of disclosure and research involving sites on the landscape and the relation with the local communities. We will end with a discussion on the impact of archaeological narratives on the construction of identities.
10. Archaeology of the public in non-western contexts	10.1 Archaeology and local indigenous communities or On the Sense of Place 10.2 the archeological disclosure in 2nd and 3d word: some examples	In order to "decolonize" western concepts of Archaeology, Public, and Engagement with Heritage, we will review approaches in non-European contexts, with a special focus on indigenous traditional communities and the question of intangible heritage.
11. Archaeology for the public and special groups	11.1 Children 11.2 Young People 11.3 minorities and special groups (including persons with disabilities)	The section focusses and discuss educational strategies, methods and approaches regarding special groups as those of children, young people and social or ethnic minority groups. Special attention will be given to persons with disabilities, too often on the margins of scientific disclosure or even totally negated by it.
12. Conclusion	12.1 Archaeology for the public and Empowerment of communities	In the conclusive debate we will argue for a new critical conception of Public and Archaeology which makes justice on the well-being, political and social empowerment of citizen bodies.