



This biannual learning unit is not being organized in 2026-2027 !

Teacher(s)	Vanden Broeck-Parant Jean ;
Language :	French > English-friendly
Place of the course	Louvain-la-Neuve
Prerequisites	Fluency in English.
Main themes	<p>The course consists of two complementary parts: on the one hand, it deals with issues related to the geographical and topographical aspects of archaeology; on the other hand, it deals with contemporary archaeological practice from the perspective of its relationship with local communities and society in general.</p> <p>The course begins with a reasoned introduction to ancient landscapes and the sources and methods used to reconstruct them. It presents concrete procedures for investigating, acquiring, and processing new data, including its transformation into archaeological information and its cartographic visualization. Based on these methods, part of the course is devoted to interpreting different modes of settlement.</p> <p>The course consists of two complementary parts: on the one hand, it deals with issues related to the geographical and topographical aspects of archaeology; on the other hand, it deals with contemporary archaeological practice from the perspective of its relationship with local communities and society in general.</p> <p>The course begins with a reasoned introduction to ancient landscapes and the sources and methods used to reconstruct them. It presents concrete procedures for investigating, acquiring, and processing new data, including its transformation into archaeological information and its cartographic visualization. Based on these methods, part of the course is devoted to interpreting different modes of settlement.</p>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <ol style="list-style-type: none"> 1 Understanding the organizational and societal constraints and challenges specific to given archaeological studies and in given geographical contexts; 2 Implement a comprehensive strategy for studying an ancient landscape with its own specific characteristics; 3 Understand the importance of enhancing and visualizing archaeological data using GIS (geographic information systems), while critically reflecting on how they are applied; 4 Discuss the role of archaeology and archaeologists in local communities and, more generally, in contemporary society.
Evaluation methods	<p>Assessment is continuous and based on written and/or oral work, the instructions for which are provided at the first class. Part of the grade is based on students' active participation.</p> <p>Continuous assessment. Written work and/or oral presentations. Participation grade.</p>
Teaching methods	<p>The course consists of lectures introducing concepts related to public archaeology and, for the most part, thematic presentations or specific case studies, with regular contributions from researchers both within and outside UCLouvain, and more generally from actors in the various fields listed above.</p> <p>These presentations will include an interactive component with students, who will be given a reading list to prepare in advance. Active participation by students is encouraged during and/or outside of presentations, in the form of discussions.</p> <p>Where appropriate, the course will include participation in activities such as conferences, visits, or other events.</p>
Content	<p>Public archaeology is a field of study and research that aims to examine the relationships and interactions between archaeology and the contemporary world, focusing on three major aspects: society, economics, and politics.</p> <p>After an introduction to public archaeology and the various concepts related to it, a number of specific cases will be presented that illustrate the diversity of constraints and challenges depending on the different countries and contexts of study (Belgium, Italy, Greece, Egypt, etc.). These case studies will provide an opportunity to address the following topics:</p>

	<ul style="list-style-type: none"> • Archaeologists' relationships with local communities and the involvement of these communities in field research and the dissemination of results. • Site development: ergonomics and sustainability of facilities, use of new technologies, etc. • The various applications of digital tools (in the broad sense) in data acquisition and processing, as well as in the dissemination of results. • The position of archaeology and archaeologists in relation to major contemporary societal issues: climate change and ecology, imperialism and decolonialism, national and international conflicts, gender equality and feminism, technological developments (artificial intelligence), etc. • The political implications of archaeological practice and the political exploitation/recovery of archaeology and heritage; • The representation of archaeology in popular culture (books, radio/podcasts, cinema, video games, etc.). • Education and awareness-raising about archaeology and heritage, particularly among children, through narrative modes that give greater prominence to emotional involvement.
Inline resources	All the teaching material related to the course will be made available to students on Moodle. Most publications will be in English, so a passive comprehension of English is essential.
Bibliography	<ul style="list-style-type: none"> • Buchli, V. and G. Lucas (eds) (2001). <i>Archaeologies of the Contemporary Past</i>. London: Routledge • González-Ruibal, A. (2018). <i>An Archaeology of the Contemporary Era</i>. London: Routledge • Graves-Brown, P., R. Harrison and A. Piccini (eds). 2013. <i>The Oxford Handbook of the Archaeology of the Contemporary World</i>. Oxford: Oxford University Press • Harrison, R. and J. Schofield (eds) (2010). <i>After Modernity: Archaeological Approaches to the Contemporary Past</i>. Oxford, Oxford University Press. • Harrison, R. and Breithoff, E. (2017) 'Archaeologies of the Contemporary World', <i>Annual Review of Anthropology</i>, (46), pp. 203–221. • Holtorf, C and Piccini, A. (eds) (2011). <i>Contemporary Archaeologies: Excavating Now</i>. 2nd edition. Frankfurt: Peter Lang. • Olsen, B. and Pétursdóttir, Þ. (2014) <i>Ruin Memories: Materialities, Aesthetics and the Archaeology of the Recent Past</i>. London: Routledge. • Mullins, P. R. (2011) <i>The Archaeology of Consumer Culture</i>. Gainesville: University Press of Florida. • Rathje, W. L. and C. Murphy (2001). <i>Rubbish! The Archaeology of Garbage</i>. Tucson, The University of Arizona Press. • Sosna, D. and Brunclíková, L. (2016) <i>Archaeologies of waste: encounters with the unwanted</i>. Barnsley: Oxbow.
Other infos	The course will consist of a lecture or conference, as well as a discussion following the presentation of the theme. The lecture will be followed, from the 4th class onwards (depending on the size of the group), by a seminar organised by the students, which will form part of the assessment.
Faculty or entity in charge	EHAC

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in History of Art and Archaeology : General	ARKE2M	5		
Master [60] in History of Art and Archaeology : General	ARKE2M1	5		