(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPT OF CULTURAL TECHNOLOGY AND COMMUNICATION
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	POL217 **SEMESTER** 6
COURSE TITLE	Cultural planning

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Core course, general background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	yes
COURSE WEBSITE (URL)	http://gpav.aegean.gr/lessons/cp/

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon successful completion of this particular course, the student will be able to:

- understand how the cultural resources of a region can be exploited by contributing to social cohesion and its cultural and economic development

- recognize, record and classify the cultural resources of a region

- know the stages of the cultural planning process

- understand basic concepts of project management

- participate in interdisciplinary project teams for the development of cultural plans

- participate as a coordinator in public consultation procedures for the exploitation of the cultural reserve of a region

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
	Respect for difference and multiculturalism
	Respect for the natural environment
Adapting to new situations	*Showing social, professional and ethical*
Working independently	*responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*……*
Working in an interdisciplinary environment	*Others…*
	…….
Production of new research ideas	

- *Project planning and management*
- *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
- *Production of free, creative and inductive thinking*
- *Decision-making*
- *Working in an interdisciplinary environment*
- *Team work*

(3) SYLLABUS

There is a growing awareness that a thriving, dynamic cultural life contributions to the establishment of sustainable and prosperous communities. In addition, the awareness of the contribution of culture to those goals has increased the complexity of planning and decision-making. Cultural planning is a response to these problems and a strategy which provides the creation of a single framework for maintaining and appreciation of the cultural resources.

Cultural planning is a multi-faceted approach, can be better understood as:

- The strategic use of cultural resources for the comprehensive development of communities at the local and regional level.
- An approach based on broad definitions of "culture" and "cultural resources", which cover heritage, local traditions, arts, architecture, urban planning, sports, tourism etc.
- A culturally sensitive approach to urban and regional planning and environmental, social and economic policy.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching – presentation and word processing software
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*(see table below)*

Activity	Semester workload
Lectures	13*3=39
Study	13*2=26
Projects	13*1=13
Presentations	13*1=13
Course total	*91*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language of evaluation: Greek Methods of evaluation: *multiple choice questionnaires, short-answer questions*, short essays, research projects, oral presentations. Evaluation criteria are described at the web page of the course.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Chadwick, G.F., (1971). A Systems View of Planning: Towards a Theory of the Urban and Regional Planning Process. Oxford: Pergamon Press.
- Ringland G., (1998). Scenario planning management for the future. Chichester: Wiley and Sons.
- Schwartz P., (1996). The Art of the Long View: Planning for the Future in an Uncertain World. Reprint edition. New York: Currency Doubleday.
- Cleere, H., (1986) Archaeological heritage management in the modern world, London: Unwin Hyman.
- Evans, G., (2001) Cultural Planning: An Urban Renaissance?.1th ed. London: Routledge.
- Ghilardi, L., (2005). Culture at the centre: Cultural planning, a strategic approach to successful and sustainable community-based regeneration in Scotland». London: Noema research and Planning Ltd.
- Grogan, D., Mercer, C. & Engwicht, D., (1995). The Cultural Planning Handbook: an Essential Australian Guide. Sydney: Allen & Unwin.
- Neill, W. J. V. & Schwedler, H., (2001). Urban planning and cultural inclusion: Lessons from Belfast and Berlin (Anglo-German Foundation), London: Routledge.

- Related academic journals:
- International Journal of Cultural Policy
- Annals of Tourism Research
- Cities
- Issues in urban conservation
- Planning perspectives
- Landscape and urban planning