

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL TECHNOLOGY AND COMMUNICATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	POL 224	SEMESTER	7
COURSE TITLE	MUSEUMS AND CULTURAL POLICIES		
INDEPENDENT TEACHING ACTIVITIES <i>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</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		3	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND, ELECTIVE		
PREREQUISITE COURSES:	INTRODUCTION TO MUSEOLOGY		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>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.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • 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
<p>Upon the completion of the course, students should be able to:</p> <ul style="list-style-type: none"> - Define cultural policy - Refer to the legal status regarding museums and cultural institutions in Greece - Suggest the necessary steps for the planning and the strategic development of different types of Greek museums - Discuss the political role of museums (and cultural heritage) internationally - Argue for the importance of cultural tourism - Suggest IT applications that could be applied in relation to cultural policy issues - Argue for the role of different stakeholders in the design of cultural policy - Define cultural diplomacy and discuss its role historically
<p>General Competences</p> <p><i>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?</i></p>

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
.....
Others...
.....

Team work
Working in an interdisciplinary environment
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Production of free, creative and inductive thinking
Development of critical thinking

(3) SYLLABUS

The aim of this course is to focus on cultural policy and how this has developed in Greece, especially in relation to museums. The first part of the course will present and discuss the legal framework of museums and cultural institutions in Greece – compared to similar cases abroad. The second part of the course will focus on specific issues of cultural policy, such as issued of strategy and planning, the economics of culture, stakeholders and their interest in cultural policy, ideology and cultural policy, cultural diplomacy, the relation of cultural policy to tourism and development, cultural policy and new media.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face, weekly meetings	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching (Powerpoint presentations, internet, video) Use of eclass platform for sharing information with students and communication	
<p>TEACHING METHODS <i>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.</i></p> <p><i>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</i></p>	Activity	Semester workload
	Lectures	13* 3= 39
	Preparation for lectures	13*2 = 26
	Course assignment	13*2= 26
	Work for final evaluation	34
	Course total	125
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Evaluation is performed in Greek. The students are evaluated by a team assignment that accounts for 30% of their evaluation and by a final written exam that accounts for the remaining 70%. The assignment is presented in the classroom and students also submit a written report. Final examination consists of 4 questions open-ended, and choose 3 to develop in a time period of 2 hours.</p> <p>Specifically defined evaluation criteria are available from the first day of the term, via the eclass platform and the syllabus that is made available to them.</p>	

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Voudouri, D. State and Museums, Sakkoulas Publications, 2003 (in Greek). • Zorba, M. Policy of Culture, Patakis Publications, 2014 (in Greek) • Bounia, A., "Cultural policy in Greece, the case of the national museums (1990-2010): an overview", σελ. 127-156. • Höglund, M. "European Union approaches to museums, 1993-2010", σελ. 157-188. (both in Eilertsen, L. and Amundsen, A. B. Museum Policies in Europe 1990-2010: Negotiating professional and political utopia, EuNaMus Report 3, διαθέσιμο ηλεκτρονικά: http://liu.diva-portal.org/smash/get/diva2:557284/FULLTEXT01.pdf) • Zorba, M. "Conceptualizing Greek cultural policy: the non-democratization of public culture", International Journal of Cultural Policy 15(3), 2009, σελ. 245-259. • Obuljen, Nina. "Why we need European cultural policies", διαθέσιμο ηλεκτρονικά στο http://www.encatc.org/pages/uploads/media/2004_cpri_publication.pdf • Paschalidis, G., "Exporting national culture: histories of cultural institutes abroad", International Journal of Cultural Policy 15(3), 2009, σελ. 275-289. • Wallis, B., "Selling Nations: International Exhibitions and Cultural Diplomacy" στο D.J.Sherman & I.Rogoff (eds), Museum Culture. Histories. Discourses. Spectacles, σελ. 265-282 • Ang, I., Isar, Y.R. & Mar, Ph., "Cultural diplomacy: beyond the national interest?", International Journal of Cultural Policy, 2015.

- Albro, R. "The disjunction of image and word in US and Chinese soft power projection", *International Journal of Cultural Policy*, 21(4), 2015, σελ. 382-399.