COMMUNITY ENGAGEMENT FOR HERITAGE MANAGEMENT IN ATHENS, GREECE

Course ID: HIS 489

Jun 21-Jul 5, 2027

Academic Credits: 4 Semester Credit Units (Equivalent to 6 Quarter Units)

School of Record: Culver Stockton College

This program does not provide meals. Athens is a major tourist destination with plenty of affordable restaurants. Grocery stores are plentiful, and students may elect to cook for themselves at the accommodations.

DIRECTORS:

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PROGRAM DESCRIPTION

Heritage, as a public good, belongs to and must serve the public. But who is the 'public'? Who speaks on its behalf and who decides what part of heritage will be presented? Moving along from state-generated heritage narratives and top-down heritage management approaches, we recognize that the public is not a monolithic body but consists of diverse communities and audience groups. These are dynamic stakeholders, and their interest in heritage is not static but evolves within particular contexts. Therefore, their needs and narratives should be considered when cultural heritage projects are created. This program is designed to explore who the stakeholders are, what their interests in heritage may be and how do they envision dynamic uses of shared tangible and intangible heritage.

Community engagement is a mainstay in the public programs of most heritage institutions and museums worldwide. Various methods and good practices have been developed to successfully engage the variety of communities, publics, and contexts. Still, uncritical application of "toolkits" for effective engagement is perhaps not the most efficient, relevant and possibly ethically appropriate way to incorporate cultural diversity and the interest of various communities in the preservation of heritage.

In this program, approaches to cultural heritage are based on direct engagement with various communities and audience groups by researching their interests and values. Deploying ethnographic-based methodologies and practices leads to exhibitions, festivals, and collaborative actions that are better suited to the sociocultural particularities of each specific audience group or community. This program draws from our long experience with community engagement through heritage and will discuss examples from our own, as well as work by others.

Thus, this program provides the theoretical background on community and audience engagement in heritage. It comprises immersive work in ethnographic research, oral history, interview taking, and interpretation, aimed to familiarize participants with the dynamics of working with local and international audiences, stakeholders and groups in urban heritage environments. During the program, students will familiarize themselves with the context of community and audience engagement through heritage, will discuss and apply methodologies based on ethnography and oral history, will engage in practical exercises at the historic center of Athens, and will produce a final deliverable, with specific audiences in mind, based on their field research. The duration of the course is two weeks, with daily morning and afternoon meetings, lectures, site visits, and exercises combining theory and fieldwork.

IMPORTANT DISCLAIMER

The Anthropocene Research Center was established to support field training in a range of sciences at sites within the U.S. & across the world. Traveling and conducting field work involves risk. Students interested in participating in any ARC program must weigh the potential risk against the value of education provided by the program of their choosing.

Risk is inherent in everything we do, and the ARC takes risks seriously. A committee of leading scholars review each field school location prior to approval. Once a program is accepted, the ARC continually monitors conditions at the program's site and so we can provide an experience that is as safe as possible.

The ARC does not provide trip or travel cancellation insurance. Students are encouraged to explore such insurance policies on their own. Post Covid 19, most basic policies do not cover trip cancelation due to pandemics. If you wish to purchase an insurance policy that covers such contingencies, explore Cancel for Any Reason (CFAR) plans. Insuremytrip.com, Squaremouth.com or Travelguard.com are possible websites where students may explore different insurance policies.

Students should be aware that conditions in the field are different than those experienced at home, dorms or college towns. Students will be exposed to the elements, live in rustic accommodation, and expect to engage in daily physical activity.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, personal, and/or weather conditions may force changes. This syllabus, therefore, is only a general commitment. Students should allow flexibility and adaptability as research work is frequently subject to modification.

All students must consult medical professionals to ensure they are fit to participate in an ARC field program. ARC is not qualified to provide medical advice. For all other concerns, please consult with ARC staff members or program director(s) – as appropriate.

COURSE OBJECTIVES

On successfully completing the Summer School, participants will be able to:

1. Demonstrate an understanding of the principles of community and audience engagement, collaborative research and heritage values.
2. Understand the complexities of local communities and audiences in heritage based on place-based and context-related approaches and compare and contrast them with examples from the team's own experiences.
3. Engage in collaborative research in teams, including planning, execution, and evaluation of ethnographic and desk research in a real setting. Manage the dynamics of the team as well as the capacities of people involved. Locate, approach, and interview interlocutors, understand their background, and study them in context.
4. Conduct ethnographic observations in person and in teams, discuss the results, and be able to interpret them in context.
5. Create an interview guide for at least one interlocutor, conduct the interview in person, critically interpret and evaluate the outcome.
6. Understand the fundamental technical aspects of recording, storing, archiving, and evaluating interviews.
7. Learn how to develop your own community and/or audience engagement project based on the characteristics of your local and other relevant communities. Understand why community projects are context-specific and not transferable.
8. Interpret the information gained through research and devise strategies to share with the public.
9. Participate in the creation of multimedia content based on the research done during this program.

LEARNT SKILLS

We are aware that many students may not seek academic careers but will pursue employment in the private sector or international heritage organizations. To that end, we are following the UNESCO Competences Framework for Cultural Heritage Management (https://unesdoc.unesco.org/ark:/48223/pf0000379275). At the end of the field school, students will get a Certificate of Completion, where each skill will be ranked at one of three levels:

- ✓ **Basic**: Can perform the skill/task with some supervision.
- ✓ **Competent**: Can perform the skill/task without any supervision.
- ✓ **Advanced**: Can perform the skill/task and teach others how to do it.

Students will be trained in the following skills:

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Skill	Skill Definition
Data Recording	Students will learn to document field interviews, transcribe spontaneous conversations, and record neighborhood spatial use in real-time.
Project Management	students will gain direct instruction in field logistics, daily scheduling, product delivery, and human resource management within small, collaborative research teams.

From Data to Interpretation	how to synthesize multi-layered urban histories, oral narratives, and material stratigraphies into clear, accessible, and engaging public interpretations.
Marketing-Social Media	craft compelling, ethically responsible digital content across at least three distinct social platforms (e.g., Instagram, Facebook, LinkedIn). This content serves to amplify community voices, document summer school research methodologies, and invite the broader Athenian public.
Report Writing	covers the compilation of comprehensive final reports in clear, precise language.
Consultation	in identifying diverse local stakeholders, managing conflicting neighborhood expectations, and conducting ethical, transparent focus groups. This ensures that local communities remain the primary instigators, controllers, and ultimate managers of their own cultural heritage narratives.

ACADEMIC GRADING MATRIX

The assessment method is twofold, comprising of (a) on-site participation (30%), and (b) final assignment (70%).

a) (30%) Participants will be assessed on their contribution to the overall theoretical discussions and their ethnographic work on the field (participant observation, ethnographic note taking, oral history interviews, teamwork), as well as to the final public presentation of their work (innovation, visuals etc).

b) (70%) The final assignment is an essay of 2500 words on a topic mutually agreed with the School Director. The selected topic should reflect the research interests and observations participants developed during their presence on the field. As a self-reflexive text, it should communicate the participants' experience, discuss the transformative qualities of ethnographic fieldwork in relation to community and audience engagement, whilst being theoretically and bibliographically informed and critical towards heritage practices and methods encountered on the field.

PROVISIONAL COURSE SCHEDULE

Week 1 – Monday 21 June to Sunday 27 June 2027

Mon	Tue	Wed	Thu	Fri	Sat	Sun
15:00 **Arrival** **20:00-22:00** **Welcome Dinner**	**10:00-13:00** Lectures **18:00-20:00** In Situ Ethnography Exercise	**10:00-13:00** Lectures **18:00-20:00** In Situ Ethnography Exercise	**10:00-13:00** Lectures **18:00-20:00** In Situ Ethnography Exercise	**10:00-13:00** Lectures **18:00-20:00** In Situ Ethnography Exercise	**Onsite Research**	**Onsite Research**

Week 2 – Monday 28 June to Sunday 04 July 2027

Mon	Tue	Wed	Thu	Fri	Sat	Sun
10:00-13:00 Workshop/ group work **18:00-20:00** In Situ Ethnography Exercise	**10:00-13:00** Workshop/ group work **18:00-20:00** In Situ Ethnography Exercise	**10:00-13:00** Workshop/ group work **18:00-20:00** In Situ Ethnography Exercise	**10:00-13:00** Workshop/ group work **18:00-20:00** In Situ Ethnography Exercise	**10:00-13:00** Workshop/ group work **18:00-20:00** In Situ Ethnography Exercise	**Final Event Preparations**	**11:00-13:00** **Final Morning Meeting** **19:00** **Final Event**

- Plan your departure for Monday 05 July 2027, by 11:00am

LECTURE SCHEDULE

Week 1 – TUESDAY

10:00-13:00

1) Introductions of all participants, getting to know each other, present everyone's projects, explain the workflow.
2) Introduction to Community Engagement:
   a) Themes
   b) Context
   c) Techniques
   d) Criticisms

Week 1 – WEDNESDAY

10:00-13:00 Introduction to ethnographic research:

1) Why is research necessary in community engagement?
2) Before understanding the context: who are you? why community engagement? what are your resources? what are your capacities?
3) Who are your communities?
4) Introduction to assets-based approaches

Week 1 – THURSDAY

10:00-13:00 Oral history in heritage:

1) Theoretical framework
2) Methodology
3) Interview guides
4) Data protection policy

Week 1 – FRIDAY

10:00-13:00 Oral History interviews:

1) Participants team mock interviews
2) Mock interviews presentations, discussions and analysis
3) Archiving oral history interviews

Week 2

The themes of the workshops during the second week will be borne out of the research/community engagement work as it progresses during week one. Part of the learning outcomes is to learn how to develop your own community and/or audience engagement project based on the characteristics of your local and other relevant communities, so this second week is going to be particularly important for that.

GUEST SPEAKERS - Will be announced soon

PROGRAM NOTES

Please note that this program is a participatory workshop, largely based on your engagement with the community as they unfold in real time. Therefore, most of the sessions will be planned according to the research and engagement tasks that come up during the program, and according to the capacities of local interlocutors to participate and contribute. In addition to onsite activities, there will be daily morning or afternoon sessions dedicated to reflection, discussion, and work presentations. However, the above-mentioned schedule and times may vary depending on the flow of ethnographic research and the availability of guest community lectures.

ATTENDANCE POLICY

The required attendance for the successful completion of the field school is 85% of the course hours. Absences for medical or other serious personal reasons will be excused, and students who miss hours for these reasons will be given an opportunity to catch up on the field school study plan through additional readings, homework, or tutorials with program staff members.

PREREQUISITES

None. There are no prerequisites for this program, which makes it accessible to all interested students and heritage professionals. This interdisciplinary program is designed to integrate knowledge from various aspects of heritage studies and management, allowing students from diverse backgrounds to find valuable insights and applications. Whether you come from an archaeological, architectural, legal or social science background, the program offers opportunities to enrich your understanding and skills across complex heritage management practices.

TRAVEL & MEETING POINT/TIME

We suggest you hold purchasing your airline ticket until six (6) weeks prior to the departure date. Natural disasters, political changes, weather conditions and a range of other factors may require the cancellation of a program. The ARC typically takes a close look at local conditions 6-7 weeks prior to the beginning of the program and makes a Go/No Go decision by then. Such a time frame still allows for the purchase of deeply discounted airline tickets while protecting students from potential loss of airline ticket costs if ARC is forced to cancel a program.

Students will be met on the first day of the program at the arrival area of Athens airport. We will meet by the City of Athens info point (Fig 1), at 3:00pm on Monday. At the meeting point, staff will instruct you on how to get to your program's accommodation. Transfer from the airport to your accommodation is not included in the program's fee.

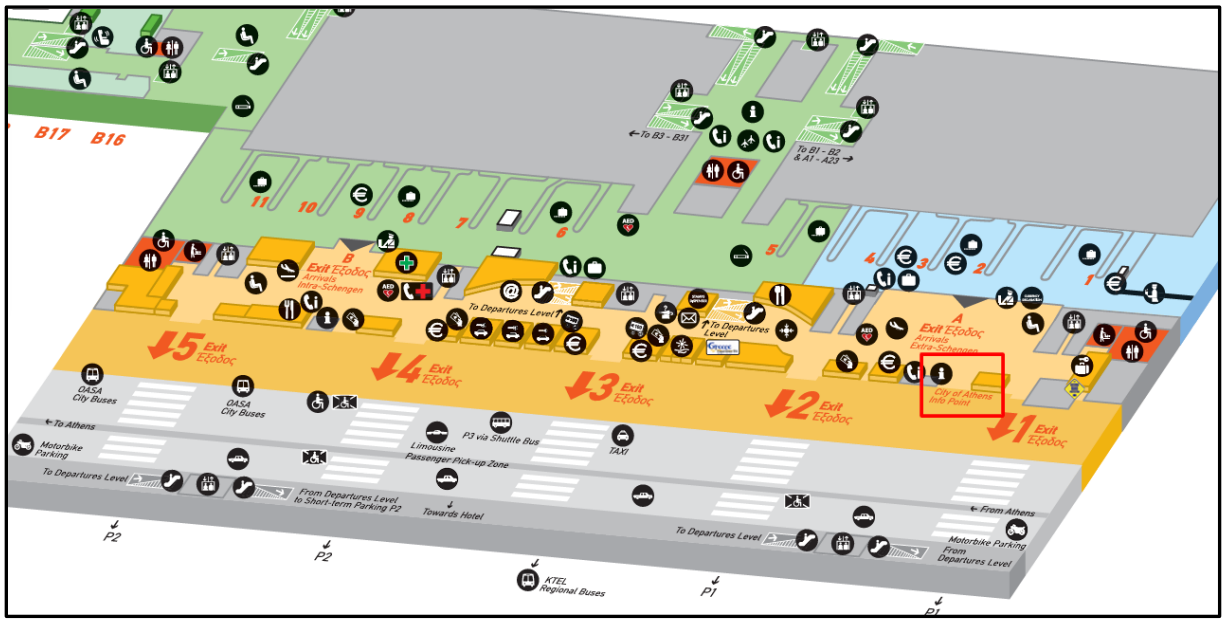


Figure 1: Meeting point at Athens International Airport arrival area, by City of Athens information point

PROGRAM ETIQUETTE

No smoking or vaping is permitted in the lecture room. Cell phone use is not allowed during lectures. Students are expected to attend lectures and site visits on time. Students are invited to respect local culture and customs.

EQUIPMENT LIST

Students should come equipped with:

- **Laptop**
- **Notebook and pen**
- **Sturdy shoes** (for site visits)
- **Wide-brim hat** (for sun)
- **Sunglasses**
- **Backpack**
- **A converter to EU-type electricity wall plug**
- **All medication** needed for the 4-week period

VISA REQUIREMENTS

Greece is a party to the Schengen Agreement, covering all EU member states. U.S. citizens may enter Greece without a visa for stays of up to 90 days for tourism or business purposes.

Citizens of other countries are asked to check the Greek Embassy website page at their home country for specific visa requirements.

MEALS & ACCOMMODATION

Students will be housed in shared apartments, two to a room. Apartments will have A/C, showers and a shared kitchen.

This program does not provide meals for students. Athens is a major tourist destination, and there are restaurants and street food stalls for every budget. Grocery stores are plentiful, and students can cook for themselves at the apartments.

PRACTICAL INFORMATION

International dialing code: Greece's international phone code is +30

Money/Banks/Credit Cards: Greece's currency is the euro (€). All major credit cards are widely accepted in Greece, though some establishments do not accept American Express and Diners. However, even though credit and debit cards are widely accepted in Greece, cash payments still make up most transactions.

Measure units: degree Celsius (ºC), meter (m.), gram (gr.), liter (l)

ACADEMIC CREDITS & TRANSCRIPT (ARC text – do not change)

Attending students will be awarded 4 semester credit units (equivalent to 6 quarter credit units). Students will receive a letter grade for attending this field school based on the assessment matrix (above). This program provides a minimum of 60 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and the registrar at their home institutions prior to attending this program.

Students will be able to access their transcript through our School of Record – Culver-Stockton College. C-SC has authorized the National Student Clearinghouse to provide enrollment and degree verification (at https://tsorder.studentclearinghouse.org/school/select). Upon completion of a program, students will get an email from C-SC with a student ID that may be used to retrieve transcripts. The first set of transcripts will be provided at no cost, additional transcripts may require payment. If you have questions about ordering a transcript, contact the C-SC office of the registrar at registrar@culver.edu.

REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students via a shared Dropbox folder.

Kyriakidis, E. 2019. A Community Empowerment Approach to Heritage Management: from

Values Assessment to Local Engagement.

Download here.

Anagnostopoulos, A., Stefanou, E., Kyriakidis, E. 2017. Community engagement through archaeological ethnography: learning in situ with a field school in Gonies Maleviziou, Crete. AP: Online Journal in Public Archaeology, 7:85-100.

Shopes, L. 2002. Oral history and the study of communities: problems, paradoxes and possibilities. The Journal of American History 2002: 588-598.

RECOMMENDED READINGS

Anagnostopoulos, A., Kyriakidis, E., and Stefanou, E. (2021). Making Heritage Together: Archaeological Ethnography and Community Engagement in Rural Places. London: Routledge.

Benardou, A., Champion, E., Dallas, C., M. Hughes, L. 2018. Cultural Heritage Infrastructures in Digital Humanities. London: Routledge.

Collins, S. and Durrington, M. 2014. Networked Anthropology: A Primer for Ethnographers. London: Routledge.

Dallas, C. 2016. Digital curation beyond the 'wild Frontier': a pragmatic approach. Archival Science 16 (4). Springer: 421–57. doi:10.1007/s10502-015-9252-6.

Dawson, C. 2009. *Introduction to Research Methods*. Oxford: How To Books.

Gazi, A. 2019. Oral Testimonies as Independent Museum Exhibits: a Case from the Industrial Gas Museum in Athens. The Oral History Review 46 [1]: 26-47.

Information Resources Management Association. 2019. Digital Curation: Breakthroughs in Research and Practice. Edited by Information Resources Management Association. Hershey, PA: Information Science Reference.

Ladner, S. 2014. Practical Ethnography: A Guide to Doing Ethnography in the Private Sector. Walnut Creek: Left Coast Press.

Shopes, L. 2002. Oral history and the study of communities: problems, paradoxes and possibilities. The Journal of American History 2002: 588-598.