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## **ARCH/CLAS 325: Archaeology in Central Italy: the Etruscan and Roman Heritage**

### **Course Syllabus**

**Summer Session 2019**

**Instructors:** Prof. Giampiero Bevagna, Prof. Pedar Foss, Prof. Rebecca Schindler

**Credits:** 3

**Contact Hours:** 45

**Prerequisites:** none

**Class Hours:** TBA

**Office Hours:** TBA

**Course Type:** Standard Course

**Lab Fee:** TBA

### **Course Description**

This course studies the archaeology of the peoples inhabiting central Italy before and after the Roman conquest. Our study will focus on Etruscan culture—a major civilization shaping the history of Tuscany and Umbria—and on the process of Romanization that made all of Italy part of a wider Roman World.

The course takes place in Castiglione del Lago, a medieval town on the shores of Lake Trasimeno in Umbria, forty kilometers from the regional capital of Perugia. The Trasimeno district has always been significant in the context of central Italy for its strategic and economic value. It has important remains of Etruscan and Roman structures, but much remains to be rediscovered and studied. Our goal is to ascertain a broader picture of the territory, from antiquity to more recent times. Introductory lectures will provide insight into the historical and cultural phenomena of the region, and field trips to historic sites and museums will offer first-hand engagement with the material traces of ancient Etruscan and Roman cultures.

### **Course Objectives**

By the end of the course, students will be able to:

- understand the geological and geomorphological history of the study area;
- have a strong foundation in central Italian ancient history (specifically Etruscan, Umbrian and Roman);
- be proficient in the local history and archaeology of the Lake Trasimeno district; and
- identify, analyze, and explain objects and monuments in archaeological sites and museums.

### **Course Materials**

#### Readings

- C. Smith, *The Etruscans: a very short introduction* (Oxford 2014)
- D. Gwynn, *The Roman Republic: a very short introduction* (Oxford 2012)

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- Course reader. See “Umbra Institute Course Materials - Textbooks and Readers” handout provided in the orientation folder for more information.

### Assessment

- Class and Fieldtrip Participation 30%
- Midterm Exam 20%
- Object Drawing and Description 20%
- Blog Post 30%

### Grading

Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional
A-	90% - 92%	Excellent
B+	87% - 89%	Superior
B	83% - 86%	
B-	80% - 82%	
C+	77% - 79%	Satisfactory
C	73% - 76%	
C-	70% - 72%	
D+	67% - 69%	Low Pass
D	63% - 66%	
D-	60% - 62%	
F	59% or less	Fail (no credit)

### Course Requirements

Grades are based on active engagement and effort, attentiveness to context and details, and care and thoughtfulness in execution of the assignments. Students are asked to demonstrate their motivation by adopting a serious, cooperative, and productive attitude to the instructor and to fellow students. Not respecting the schedule or behaving improperly may lead to a lowering of students' final grade.

- *Class and Fieldtrip Participation (30%)*

**'C' range:** The student meets basic requirements, and is on-time for class appointments. This student is usually prepared, pays attention and participates once in a while, but not regularly. This student's contributions relate to the texts and the lectures and the museum or site displays and they offer a few insightful ideas, but do not facilitate discussion. Failure to fulfill satisfactorily any of these criteria results in a grade *below* a 'C'.

**'B' range:** This student participates consistently in discussion and questions. This student is well prepared, pays attention, and contributes regularly by sharing thoughts and questions that show insight and a familiarity with the material. This student refers to the materials discussed in lecture or on site or in a museum, and shows interest in other students' contributions.

**'A' range:** This student is fully engaged and highly motivated. This student is well prepared, having read the assigned texts, and has thought carefully about the texts' or objects' relation to issues raised in class, on-site, or at a museum. This student's ideas and questions are substantive (either constructive or critical); they stimulate group discussions. This student listens and responds to the contributions of the instructors and other students.

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- *Midterm Exam (20%)*

The exam is closed book and closed notes. It consists of 6 essay questions, of which students answer 4. The exam focuses on in-class lectures, the reading materials presented during the course, and knowledge gained on fieldtrips. It takes approximately 90 minutes to complete. Except in the case of a certified, serious illness or other emergency, it will not be rescheduled. There are no make-up assignments for a missed exam. Exams are evaluated on the basis of specificity, detail, accuracy, knowledge, logic, insight, and clarity.

Note: this exam is scheduled for June 15 [the same day as the ARFW350 exam]

- *Object Drawing and Description (20%)*

At the archaeological museum in Chiusi, each student will pick an object. Using a single sheet of A4 paper, the student on side A: 1) draws the object in as much detail as possible, and labels points of interest with descriptive explanation or questions below, and on side B): writes a prose description of the object, considering a) material; b) manufacture; c) form; d) style; e) decoration; f) iconography or symbolism. This assignment is evaluated on the basis of visual and written attention to detail, care, thoughtfulness, and the ability to craft questions that are specific, not banal. Students must do the drawing and writing in person at the museum (not from a photo). This may be a preparatory phase for a blog post. Students practice this assignment at the antiquarium in Castiglione del Lago (for 5% of the grade and professor feedback); a second try, done at any other museum, is worth 15%.

- *Blog Post (30%)*

Each student writes one blog post on a site or museum visited, or on an aspect of the excavation/survey research project. Blog posts provide the opportunity to reflect on and share experiences and knowledge with a wide audience. Explaining to others what you have been learning and doing can also help you clarify your own ideas about the archaeology and history of Central Italy. Deadlines are staggered throughout the six weeks so that new posts appear on a regular basis. Students are assigned their due date in the first week of the project. General Guidelines:

- Discussion and analysis should connect to what we have studied in ARCL 340. In other words, contextualize your post within the historical and material periods of our course. Cite sources properly (Chicago Author-Date style: [http://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html) ).
- You may adopt a less formal writing style, but your final product should be clear and free of errors.
- Students who submit a draft of their post 48 hours in advance can get professor feedback.
- Include photos, video, links, or other illustrative media in your post.
- Length: 600-800 words.
- We reserve the right not to publish any posts we consider to be of insufficient quality. Consult <https://archaeotrasimeno.wordpress.com/category/student-blog/> for examples of acceptable posts.

Options:

- Topic #1: Displaying Etruscans and Romans: Reflections on site/museum field trips  
During fieldtrips, we visit several different types of museums. As you encounter the exhibitions in these museums, pay careful attention to how the artifacts are displayed and which displays make an impression, either positive or negative. Take notes. Consider the intent and purpose of the displays: who is the audience? What interpretations of the material are possible or limited by the nature of the display? Your post should highlight one or two vitrines from those museums and offer your audience a window into the history of Central Italy through its museums. You may think of this as a museum review, but one narrowly based on your knowledge of Etruscans and Romans in central Italy.
- Topic #2: Contextualizing the Gioiella-Vaiano Villa excavations  
For this post you have the opportunity to reflect on your experience working on the excavation site of the Gioiella-Vaiano Villa, or processing its finds. Choose a day or a moment on the excavation that you want to share with the public. Demonstrate not only your understanding of the work we are doing at the site but also how the remains we are uncovering can be contextualized within the larger history of central Italy. You may focus on a single object, a category of object, an assemblage of objects found together, or an architectural or stratigraphic feature. As the work on the project progresses, other possibilities may emerge.

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**'C' range:** The post meets basic requirements, and is on-time: it offers a clear topic or thesis, it refers to some evidence to support its thesis, and it presents a few points in service of its argument. Any post falls *below* a 'C' if it lacks one or more of these features. All outside sources are cited.

**'B' range:** This post's topic or thesis is clear; the writing is coherent, and it has appropriate evidence to support its points. The discussion shows comprehension of the material, manifests critical thinking about the issues raised in the course, and shows some creativity in style or approach. The post is well written and carefully proofread. All outside sources are cited consistently.

**'A' range:** This post is outstanding in form and content. The topic or thesis is clear and insightful; it is original, or it creatively expands on others' ideas. Evidence supporting the argument is carefully chosen and deftly handled. The writing is not only coherent, but also complex and nuanced. It is free of spelling, grammar and syntactical errors. All outside sources are cited properly using the Chicago Author-Date style.

***The instructors reserve the right to adapt the course requirements due to changes in the field conditions and/or the number of students enrolled in the course.***

#### Additional Course Information

The exact schedule of classroom lectures and fieldtrips may change, depending on fieldwork necessities such as weather, governmental decisions, etc. Students should be flexible.

#### Attendance Policy

Class attendance and field participation is **mandatory**. For medical or other serious emergencies please contact the faculty and Umbra staff as soon as possible; emergencies are considered excused absences. However, for this course there are no "free" absences. Each unexcused absence will lower the students' grade by one grade level (i.e., a final grade of a B+ would be lowered to a B). If students miss class, they are responsible for informing the professor, obtaining class notes from other students and/or for meeting the professor during office hours. **It also the policy of the Institute that any student who has three or more absences automatically fails the class.** Furthermore, times and dates indicated for exams, quizzes, presentations, and any other graded assignments cannot be changed for any reason.

Presence during mandatory field trips is especially important for student performance in class. Missing a mandatory field trip, unless for a very serious reason that is communicated to the professor and Umbra Academic Director in a timely manner, will lower students' final grade by one grade level (i.e., a final grade of a B+ would be lowered to a B).

#### Academic Integrity

All forms of **cheating** (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and **plagiarism** (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

#### Classroom Policy

Students are expected to follow the policy of the Institute and demonstrate the appropriate **respect** for the historical premises that the school occupies. Please note that **cell phones** must be turned off before the beginning of each class.

**ARCL 340: Schedule of Topics, Readings, and Assignments**

NOTE: *This is a preliminary schedule that is subject to change.*

*(Please, also refer to the master calendar for all lectures and activities related to the Umbra Summer Archaeological Program)*

**WEEK 1**

	<b><i>Orientation in Castiglione del Lago with Umbra Staff</i></b>
	<p><b><i>Italy And The Etruscans</i></b></p> <p><u>Reading #1:</u></p> <ul style="list-style-type: none"> <li>• T.J. Cornell, <i>The Beginnings of Rome</i> (Routledge 1995) “The Pre-Roman Background”, pp. 31-47</li> <li>• C. Smith, <i>The Etruscans: A Very Short Introduction</i>, chs. 3-5</li> <li>• D. Gwynn, <i>The Roman Republic: A Very Short Introduction</i>, chs. 1</li> </ul>
	<p><b><i>The Archaic Period In Italy</i></b></p> <p><u>Reading #2:</u></p> <ul style="list-style-type: none"> <li>• C. Smith, <i>The Etruscans: A Very Short Introduction</i>, ch. 7</li> </ul>
	<p><b><i>The Classical Period In Italy</i></b>  <b><i>The Environment And Topography Of Trasimeno And The Valdichiana</i></b></p> <p><u>Reading #3:</u></p> <ul style="list-style-type: none"> <li>• C. Smith, <i>The Etruscans: A Very Short Introduction</i>, ch. 9, pp. 98-107</li> <li>• D. Gwynn, <i>The Roman Republic: A Very Short Introduction</i>, chs. 2-(3)</li> <li>• S. Stoddart, “Etruscan Italy: Physical Geography and Environment,” in S. Bell and A. A. Carpino, edd., <i>A Companion to the Etruscans</i> (Wiley Blackwell 2016) 43-54</li> </ul>
	<p><b><i>Field Trip To Chiusi, Chianciano Terme</i></b> (departure time TBA)</p> <p><u>Reading #4:</u></p> <ul style="list-style-type: none"> <li>• C. Smith, <i>The Etruscans: A Very Short Introduction</i>, ch. 6</li> </ul>
	<p><b><i>Trasimeno Tour</i></b> (departure time TBA)</p> <p><u>Reading #5:</u></p> <ul style="list-style-type: none"> <li>• D. Gwynn, <i>The Roman Republic: A Very Short Introduction</i>, ch. 4</li> </ul>

**WEEK 2**

	<b><i>The Romans In Etruria And Umbria</i></b>
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	<p><b><i>Roman Architecture And Villas</i></b></p> <p><u>Reading #6:</u></p> <ul style="list-style-type: none"> <li>• C. Smith, <i>The Etruscans: A Very Short Introduction</i>, chs. 9, pp. 107-114</li> <li>• D. Gwynn, <i>The Roman Republic: A Very Short Introduction</i>, chs. 5, 6, 8</li> <li>• L.C. Lancaster, R.B. Ulrich, “Materials and Techniques,” and M. Zarmakoupi, “Private Villas: Italy,” in Ulrich and Quenemoen (eds), <i>A Companion to Roman Architecture</i> (Wiley-Blackwell 2013), 157-86, 363-80</li> </ul>
	<p><b><i>Field Trip To Carsulae And Lucus Feroniae</i></b> (departure time TBA)</p> <p><u>Reading #7:</u></p> <ul style="list-style-type: none"> <li>• C. Kelly, <i>The Roman Empire: A Very Short Introduction</i>, chs. (1-4), 6</li> </ul>

**WEEK 3**

	<p><b><i>Roman Economy In The Early Imperial Times</i></b> <b><i>Roman Pottery</i></b></p> <p><u>Reading #8:</u></p> <ul style="list-style-type: none"> <li>• C. Smith, <i>The Etruscans: A Very Short Introduction</i>, chs. 11</li> <li>• A. Tchernia, <i>The Romans and Trade</i>, ch. 1</li> <li>• J. Haynes, <i>Handbook of Mediterranean Roman Pottery</i>, pp. 11-26, 37-52</li> </ul>
	<p>9-10 am: <i>Review</i></p> <p>3 pm: <i>ARCL 340 EXAM</i> [5 pm ARFW 350 EXAM]</p>
	<p><b><i>Field Trip To Rome</i></b> (departure time TBA)</p> <p><i>Object assignment must be completed after this field trip.</i></p>

**WEEK 4**

	<p>[ARFW] <i>Full days of fieldwork: 7:30 am - 3:30 pm</i></p> <p>Note: 6/19 is a half day (lectures in the afternoon) and 6/22 afternoon is FREE</p> <p><i>Assignments: students will be working on their Field Notebooks [ARFW] and Blog Posts.</i></p>
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**WEEK 5**

	<p>[ARFW] <i>Full days of fieldwork: 7:30 am - 3:30 pm</i></p> <p><i>Assignments: students will be working on their Field Notebooks [ARFW] and Blog Posts.</i></p>
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**WEEK 6**

	<p><i>[ARFW] Full days of finds processing</i></p> <p><i>Assignments: Students help with inventory, continue to work on Field Notebooks, US Sheets [ARFW], and Blog Posts.</i></p> <p><b><i>Group Dinner on Wednesday night</i></b></p>
	<p><i>[ARFW] Full day of finds processing</i></p> <p>11: 00 am: Press Conference</p> <p><i>Assignments: Students help with inventory, continue to work on Field Notebooks, US Sheets [ARFW], and Blog Posts.</i></p>
	<p><i>[ARFW] Half day of finds processing</i></p> <p>Afternoon: packing</p> <p>Evening: Farewell festa in Castiglione del Lago</p>
	<p><b><i>Early morning bus departure for Rome airport</i></b></p>

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### Bibliography

- A. Tchernia, *The Romans and Trade* (Oxford UP 2016)
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- C. Smith, *The Etruscans. A Very Short Introduction* (Oxford UP 2014)
- D. Gwynn, *The Roman Republic. A Very Short Introduction* (Oxford UP 2012)
- H. Swain, *An Introduction to Museum Archaeology* (Cambridge 2007)
- J. Haynes, *Handbook of Mediterranean Roman Pottery*
- J. Macintosh Turfa, ed., *The Etruscan World* (Routledge 2013)
- M. Ward – F. M. Heichelheim – C. A. Yeo, *A History of the Roman People*. 4<sup>th</sup> ed., (Prentice Hall 2003)
- R. Ulrich - C. Quenemoen, edd, *A Companion to Roman Architecture* (Wiley-Blackwell 2013)
- S. Bell - A. A. Carpino, edd., *A Companion to the Etruscans* (Wiley Blackwell 2016)
- S. Haynes, *Etruscan Civilization: A Cultural History* (Getty Publications 2005)
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