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## **ARCH/CLAS 350: Archaeological Field Workshop**

### **Course Syllabus**

**Summer Session 2019**

**Instructor:** Prof. Giampiero Bevagna, Prof. Pedar Foss, Prof. Rebecca Schindler, in cooperation with IntraGeo team of professional archaeologists

**Credits:** 3

**Prerequisites:** none

**Workshop Hours:** TBA

**Office Hours:** TBA

**Course Type:** Field Workshop

**Lab Fee:** TBA

### **Course Description**

This course is an archaeology practicum held in the comune of Castiglione del Lago, a medieval town on the shores of Lake Trasimeno in Umbria, forty kilometers from the regional capital of Perugia. Through this course, students participate in the survey and excavation of the Vaiano-Gioiella Roman villa and contribute to ongoing research about the ancient heritage of Lake Trasimeno.

Through lectures and fieldwork, this course introduces students to the basics of archaeological field research: surveying and mapping, excavating, processing finds, and analyzing and interpreting artifacts. As the site is uncovered and artifacts accumulate, we will discuss and plan the preservation and display of archaeological materials for the general public. For this reason, the theory and practice of Museum Science is also part of the course. Students learn how to interpret and value the archaeological material by considering the following: What does this material teach us? What can we learn from societies that have long disappeared? What can the process of discovery offer in terms of our own personal enrichment? This approach to archaeology not only acquaints us with the world of 2000 years ago, but also teaches us about ourselves and contemporary society.

This field workshop involves physical work outside under existing weather conditions, which may range from cool rain to extremely hot sun (>100° F). Students will get instructions on how to pack for those conditions. At the beginning of the campaign, students often experience sore limbs, blisters, and fatigue. This is normal. There may be insects (gnats, flies, mosquitos) and agricultural allergens. Drink plenty of water, use sunscreen liberally, and get lots of sleep. The amount of work and the expectations of effort for this project cannot be compared with other Umbra summer courses.

### **Course Objectives**

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

- conduct an archaeological survey, using GPS and GIS to document the location of archaeological finds;
- excavate an archaeological site using the stratigraphic method;
- follow recording procedures (photography, context sheets; section, plan, and feature drawing; site maps);
- recover, identify, and interpret artifacts and features, contexts and stratigraphy;

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- prepare basic reports (documentation of inventory and field results); and
- examine museum displays and their communication strategies, and practice designing explanatory museum panels

**Course Materials**

Readings

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

**Assessment**

- Class and Fieldwork Participation 30%
- Midterm Exam 20%
- Museum Display Project 20%
- Field Journal with Final Summary 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**

The Archaeological Field Workshop includes classroom sessions and a practicum. Grades are based on active engagement, effort, attentiveness to context and details, care, thoughtfulness, and attitude. Students should adopt 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 Fieldwork Participation (30%)*

In the field, students participate Monday through Friday (picking, troweling, sweeping, cleaning walls and features, shoveling, sorting, wheelbarrow, recording procedures, washing, sorting, and recording finds, etc.), according to assignments by the instructors and professional staff. We encourage you to find your 'niche' while demonstrating your willingness to learn the other tasks and contribute your best to the project. All students are expected to contribute to all parts of the work in order to gain a comprehensive understanding of the realities, challenges and learning opportunities of field research. We do our best to rotate students through each job on the site, though there may be times when we need students skilled or able in a particular way to complete tasks that best advance the project. If you are physically not able to do certain jobs due to a health issue or injury, please let us know. We do not

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want anyone to get hurt through overexertion. Fieldwork can be challenging, especially in hot weather. If you are feeling dehydrated or over-exposed to the sun, please let us know—there are always jobs to be done.

In addition to the physical activity of digging, students participate by helping document the archaeological record and contributing to conversations about the stratigraphy of the site. Students take turns filling out US (*Unità Stratigrafica*) sheets for every stratum (both sediment and feature) excavated on the site. Students keep individual field notebooks about the daily progress on the site (see below). We also expect students actively to discuss what we are digging, how it came to be deposited or constructed, its function, and its destruction. To demonstrate your knowledge of the sites, particularly the area in which you have worked, expect to give at least one "trench talk" during the course of the campaign.

At the end of the season, in the classroom building (*aula*) in Castiglione del Lago, one group will help sort and inventory finds, while another will help with archaeological documentation and complete the Museum Display Project. The groups will then switch.

A typical working day schedule; times refer to students on the site, ready to work:

**- Full day: 7:30-15:30, with a 45-min. lunch break at 12:00, and two 15-min. breaks to be agreed on site with the instructors.**

**- Half day: 7:30-12:00, with a 30-min. break at 9:30**

Class lectures will often be in the afternoon or early evening.

Please bring snacks for the morning break (or whenever you need a quick bite). Of course, bring plenty of water every day.

Participation is evaluated on the basis of student engagement with the fieldwork, including active participation in class and on the site, contributions to discussions about the excavation and what we are finding, working on the documentation of the stratigraphy and processing of the finds, and collegiality. *If students have questions or concerns about their participation, for example regarding certain physical activities, we encourage you to talk to the faculty and to make arrangements that will work for you.*

• *Midterm Exam (20%)*

The exam will cover the basics of archaeological methods and theories, and asks students to apply their knowledge in the context of the archaeological campaign at the Roman villa site. It is closed-book and closed-notes. There will be 6 essay questions on the exam and you will answer 4 of them. These questions are based on the information presented in the lectures and the course readings (and the knowledge gained during fieldwork and 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. Exam scores are based on the ability to explain not only what archaeologists do, but also why we employ specific methods and theories. The best answers will reference specific examples in support of your argument. Exams are evaluated on the basis of detail, knowledge, logic, clarity, and perspective.

Note: this exam is scheduled for June 15 [the same day as the ARCL340 exam]

• *Museum Display Project (20%)*

We are cooperating with the city government of Castiglione del Lago and a local archaeological association to improve the display of the collection in the Palazzo Della Corgna museum. Students will help develop a project for attracting English-speaking visitors by designing 3 PowerPoint/Keynote illustrated slides that could become museum panels (in English), explaining a topic or concept by reference to, description and explanation of, and context for, an artifact or set of artifacts from the site (e.g.: 'cloth production', 'bath architecture', or 'utensils made from bone'). Slide 1 should introduce the topic/material; Slide 2 should identify and describe key features; Slide 3 should analyze and discuss the implications of the find for our understanding of the site, and provide references for further reading. Your final project should include a one-page proposal to the museum that explains why your

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exhibition idea should be included in the museum. The best proposals will be grounded in the museum method and theory that we have discussed throughout the course.

Students should start developing ideas for a Museum Display Project during the course of excavation, and should discuss those ideas with the professors. There will be time during the final week, while processing finds in the *aula*, to work on your project.

- *Field Journal with Final Summary (30%)*

Each student acquires a softbound notebook with gridded paper to write in, as a Field Journal. Archaeologists use field journals to track what happened at the site each day and to record the excavation *in progress*. This includes both what we did each day *and* why we did it. Your journal should have an entry for each day that you worked in the field. You should explain what you did, why you did it, and what the current hypotheses are about the stratigraphy in your area. You should include sketches of your excavation square as well as any interesting details about the features or the artifacts that you are finding.

At the end of the season you write a Final Summary of what occurred in the areas you worked, the questions that arose during the course of excavation, what was answered, and what remains to be explored. You also describe notable finds and how those finds help contribute to our understanding of the function of the features and/or chronology of the site. Imagine: next year someone else will be taking your place on the excavation and they need to know what happened your year, and why.

***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 fieldwork days may change, depending on fieldwork necessities such as weather, governmental decisions, etc. Students should be flexible; changes will happen.

#### 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.

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**ARFW 350: 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>
	<b><i>Introduction To Archaeological Principles, Concepts, Approaches, And Terms</i></b>  <u>Reading #1:</u> C. Renfrew – P. Bahn, <i>Archaeology: Theories, Methods, and Practice</i> (Thames & Hudson 2012) “The Nature and Aims of Archaeology”, pp. 11-16.
	<b><i>Introduction To Archaeological Field Research: Remote Sensing And Survey</i></b> <b><i>Introduction To Archaeological Field Research: Stratigraphy</i></b>  <u>Readings #2 and #3:</u> C. Renfrew – P. Bahn, <i>Archaeology: Theories, Methods, and Practice</i> (Thames & Hudson 2012) “The Variety of the Evidence”, pp. 49-76, “Survey and Excavation of Sites and Features”, pp. 71-103. C. Renfrew – P. Bahn, <i>Archaeology: Theories, Methods, and Practice</i> (Thames & Hudson 2012) “Survey and Excavation of Sites and Features”, pp. 104-120. K. Greene – T. Moore, <i>Archaeology. An Introduction</i> (Routledge 2010), pp. 89-101.  <u>First survey of the archaeological area</u>
	Half-day of fieldwork (7:30-12:30)
<b>T</b>	Half-day of fieldwork (7:30-12:30)  <b><i>Theory And Practice Of Archaeological Museums</i></b> <u>Reading #4:</u> H. Swain, <i>An Introduction to Museum Archaeology</i> (Cambridge 2007), Ch. 1, “What for whom?” pp. 3-17. H. Swain, <i>An Introduction to Museum Archaeology</i> (Cambridge 2007), Ch. 12, “Displaying Archaeology: Methods”, pp. 210-233 + Ch. 13, “Displaying Archaeology: Examples”, pp. 234-264.  Practice Object Drawing and Description assignment in the Castiglione del Lago Antiquarium (5%)

**WEEK 2**

	Full day of fieldwork (7:30-3:30 pm)
	Half-day of fieldwork (7:30-12:00)

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	Full day of fieldwork (7:30-3:30 pm)
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**WEEK 3**

	Full day of fieldwork (7:30-3:30 pm)
	<p>Half-day of fieldwork (7:30-12:00)</p> <p><b><i>Introduction To Archaeological Finds And Materials, With A Focus On Ceramics Archaeological Theory And Ethics</i></b></p> <p><u>Readings #5 and #6:</u>            C. Renfrew – P. Bahn, <i>Archaeology: Theories, Methods, and Practice</i> (Thames &amp; Hudson 2012)            “Dating Methods and Chronology”, pp. 121-166.            C. Renfrew – P. Bahn, <i>Archaeology: Theories, Methods, and Practice</i> (Thames &amp; Hudson 2012)            “Explanation in Archaeology”, pp. 463-492, “Archaeology and the Public”, pp. 535-566.  <u>See also reading #8 in ARCL340 packet:</u>            J. Haynes, <i>Handbook of Mediterranean Roman Pottery</i>, pp. 11-26, 37-52</p>
	Full day of fieldwork (7:30-3:30 pm)
	Full day of fieldwork (7:30-3:30 pm)
	<p>Morning: <i>Review</i> (10:30-11:30 am)</p> <p>Afternoon:            [3:00 pm ARCL 340 Exam]            5:00 pm <i>ARFW 350 EXAM</i></p>

**WEEK 4**

	Full day of fieldwork (7:30-3:30 pm)
	Full day of fieldwork (7:30-12:00)
	Full day of fieldwork (7:30-3:30 pm)
	Full day of fieldwork (7:30-3:30 pm)
	<p>Half-day of fieldwork (7:30-12:00)</p> <p>Afternoon: FREE</p>

**WEEK 5**

	Full day of fieldwork (7:30-3:30 pm)
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	Full day of fieldwork (7:30-3:30 pm)
	Full day of fieldwork (7:30-3:30 pm)
	Full day of fieldwork (7:30-3:30 pm)
	Full day of fieldwork (7:30-3:30 pm)

**WEEK 6**

	Finds Processing, Notebooks, US Sheets, and Inventory (7:30-3:30 pm)
	Finds Processing, Notebooks, US Sheets, and Inventory (7:30-3:30 pm)
	Finds Processing, Notebooks, US Sheets, and Inventory (7:30-3:30 pm)  <i>Group Dinner</i>
	Morning: Finds Processing, Notebooks, US Sheets, and Inventory ca. 11:00 am: Press conference Afternoon: Finds Processing, Notebooks, US Sheets, and Inventory
	Morning: Finds Processing, Notebooks, US Sheets, and Inventory  <i>Afternoon: packing</i>  <i>Evening: Farewell festa in Castiglione del Lago</i>
	<b><i>Early morning bus departure for Rome airport</i></b>

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### **Bibliography**

- C. Renfrew – P. Bahn, *Archaeology: Theories, Methods, and Practice* (Thames & Hudson 2012)
- K. Greene – T. Moore, *Archaeology. An Introduction* (Routledge 2010)
- H. Swain, *An Introduction to Museum Archaeology* (Cambridge 2007)
- C. Gamble, *Archaeology: The Basics* (Routledge 2001)
- *A Companion to Archaeology*, J. Bintliff (ed.) (Blackwell 2006)