



ARCH 325: Archaeology in Central Italy: The Etruscan and Roman Heritage

Course Syllabus

Summer Session 2022

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

Credits: 3

Contact Hours: 45

Prerequisites: none

Class Hours: Please see week-by-week schedule below

Office Hours: by appointment

Course Type: Standard Course

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 evidence of Etruscan and Roman occupation, but much remains to be rediscovered and studied. Our goal is to ascertain a broader picture of the territory and its peoples, 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.

Learning Outcomes and Assessment Measures

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

Learning Outcomes	Assessment Measures Course requirements that will be used to assess students' achievement for each learning outcome
Understand the geological, geomorphological and environmental history of the study area.	Class participation; exam
Have a strong foundation in central Italian ancient history (specifically Etruscan, Umbrian and Roman).	Class and fieldtrip participation; exam
Be proficient in the local history and archaeology of the Lake Trasimeno district	Blog post; fieldtrip participation
Identify, analyze, and explain objects and monuments in archaeological sites and museums.	Blog post; object drawing and description

Course Materials

Readings

All reading materials will be made available in digital format

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.

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 23 [the same day as the ARFW350 exam]

Object Drawing and Description (20%)

At the archaeological museum in Perugia, each student picks 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 the Blog post assignment. Students practice at the antiquarium in Castiglione del Lago the day before, getting feedback in the process.

Blog Post (30%)

Each student writes one illustrated blog post on a visited site or museum, a relevant topic, 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 weeks 4-5 so that new posts appear regularly.

General Guidelines:

- Discussion and analysis should connect to what you have studied on the program. 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).
- You may adopt a less formal writing style, but your final product should be clear and free of errors.
- Be as specific as you can. Avoid generalities and broad claims. Use the active, not passive, voice.
- 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 will give you access to compose your post as a draft on WordPress.
- 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:

- #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.
- #2: Contextualizing the Ranciano excavations
For this post you have the opportunity to reflect on your experience working on the Ranciano excavation site, 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.

'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. Missing a mandatory field trip, unless for a 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 an 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 and project occupy. Please note that **cell phones** must be turned off before the beginning of each class.

ARCH 325: Schedule of Topics, Readings, and Assignments

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

WEEK 1

Wed., Jun 8 9:00-	Orientation in Castiglione del Lago with Umbra Staff
Thur., Jun 9 14:30-16:10	1: Geographies & Peoples of Italy a) S. Stoddart, "Etruscan Italy: Physical Geography and Environment," in S. Bell and A. A. Carpino, eds., <i>A Companion to the Etruscans</i> (Wiley Blackwell 2016) 43-54. b) R. Scopacasa, "Ethnicity," in G.D. Farney and G. Bradley, eds, <i>The Peoples of Ancient Italy</i> (De Gruyter 2018) 105-26.
16:30-18:10	2: Etruscans a) J.M. Turfa, "The Etruscans," in G.D. Farney and G. Bradley, eds, <i>The Peoples of Ancient Italy</i> (De Gruyter 2018) 637-62.
Sat., Jun 11 during field trip	Field Trip, Perugia & the National Archaeological Museum of Umbria (departure TBA) 4: Roman Conquest a) G. Bradley and J. Hall, "The Roman Conquest of Italy," in G.D. Farney and G. Bradley, eds, <i>The Peoples of Ancient Italy</i> (De Gruyter 2018) 191-210. • Object Drawing and Description assignment

WEEK 2

Tues., Jun 14 15:00-15:50	8: Trasimeno Geomorphology and Environmental History a) L. Gasperini et al., "Late Glacial and Holocene environmental variability, Lago Trasimeno, Italy," <i>Quaternary International</i> 622 (2022) 21-35.
Fri., Jun 17 during field trip	9: Field Trip, Assisi and Spello (departure TBA) a) I.C. Ross, <i>Umbria</i> (Volumnia 2014), Ch. 3, "Roman Umbria", 54-72
Sat., Jun 18 during field trip	10: Field Trip, Trasimeno by Bike and Ferry (departure TBA) a) N. Fields, <i>Lake Trasimene 217 BC</i> (Osprey 2017), 5-18, 48-84

WEEK 3

Mon., Jun. 20 15:00-17:00	11: Workshop on Roman Ceramics a) J.T. Peña, <i>Roman Pottery in the Archaeological Record</i> (Cambridge 2007), 1-33
Thur., Jun 23 15:00-16:30	Half-day of fieldwork (7:00-11:00) Mid-term exam [ARCH 325]
Fri-Sun., Jun. 24-26	12: Field Trip, Bay of Naples (departure TBA) a) P.W. Foss, transl. "Pliny, Epistulae 6.16, 20 (the eruption of Mt. Vesuvius)," <i>Pliny and the Eruption of Vesuvius</i> (Routledge 2022) b) P.W. Foss, "Ashy Tuesday-Wednesday: The Date and Sequence of the AD 79 Eruption," Herculaneum Society lecture, 26 Feb. 2022: https://youtu.be/L0Dh_PbqN64?t=180 c) J. Descoeudres, "History and historical sources." In J.J. Dobbins and P.W. Foss, <i>The World of Pompeii</i> (Routledge 2008) 9-27

	d) P.W. Foss, "Rediscovery and resurrection." In J.J. Dobbins and P.W. Foss, <i>The World of Pompeii</i> (Routledge 2008) 28-42
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WEEK 4

Mon., Jun. 27 - Fri., Jul. 1	[ARCH 350] Full days of fieldwork/finds/museum work: 7:00 - 15:30 Blog Posts begin (28 Jun); Note: Jul. 1 afternoon is FREE <i>Assignments: students work on Field Notebooks [ARCH 350] and Blog Posts [ARCH 325].</i>
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WEEK 5

Mon., Jul. 4 - Fri., Jul. 8	[ARCH 350] Full days of fieldwork/finds/museum work: 7:00 - 15:30 Blog Posts end (8 Jul); <i>Assignments: students work on Field Notebooks [ARCH 350] and Blog Posts [ARCH 325].</i>
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WEEK 6

Mon., Jul. 11 - Wed., Jul. 13	[ARCH 350] Full days of finishing fieldwork and finds processing: 7:00 - 15:30 <i>Assignments: Students help with inventory, continue to work on Field Notebooks and US Sheets [ARCH 350].</i>
Thurs., Jul. 14 11:00	[ARCH 350] Full day of finds and data processing: 7:00 - 15:30 → Press Conference <i>Assignments: Students help with inventory, continue to work on Field Notebooks, and US Sheets [ARCH 350].</i>
Fri., Jul. 15	[ARCH 350] Half day of finds and data processing Afternoon: packing <i>Farewell Group Dinner</i>
Sat., Jul. 16	<i>Early morning bus departure for Florence Peretola airport</i>

Additional Bibliography

- A. Tchernia, *The Romans and Trade* (Oxford UP 2016)
- C. Kelly, *The Roman Empire. A Very Short Introduction* (Oxford UP 2006)
- C. Ross, *Umbria* (Volumnia 2014)
- 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*. 4th 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)
- T. J. Cornell, *The Beginnings of Rome* (Routledge 1995)