



ARCH/CLAS/HIST 320: Archaeological Discoveries: A Passion for Classical Antiquity

Course Syllabus

Instructor: Giampiero Bevagna, MA

Credits: 3

Contact Hours: 45

Prerequisites: None

Class Hours: TBA

Office Hours: TBA

Type of Course: Lectures, in-class discussions, visits to museums and archaeological sites of Perugia, and an overnight field trip to Orvieto and Chiusi.

Lab/Site-Visits Fee: 200 €

Course Description:

Archaeology is the discipline that studies past civilizations through the material remains they have left us, no matter how small or fragmentary those remains may be. What such artifacts may tell us of these long-gone civilizations is only part of the mosaic, however. The search for new physical material continues, and with the goal of adding new pieces to an ever-evolving but never complete picture of the past, comes a process of re-shaping our thinking about and understanding of the past.

In this course, we will focus on a specific field of archaeology: the archaeology that deals with the Etruscan civilization.

From around 900 to 400 BCE, the most innovative, powerful, wealthy, people in Italy were the Etruscans. They lived in central Italy, in an area that, today, is divided into the modern regions of Toscana, northern Lazio, and western Umbria. Their land was characterized by independent city-states; hilltop settlements commanding their hinterland, and still showing traces of the vast Etruscan walls which surrounded them.

Visitors to the region today are still seduced by the painted tombs at Tarquinia, the silent tumuli of Cerveteri (ancient Caere), the hilltop sites such as Perugia. Museums are full of artworks of extraordinary skill and beauty. Their culture was full of art, music, technology, sport, wine, religion; they lived well and they knew it.

Yet like almost all the peoples of the ancient world, they failed to hand on a literary tradition and history of their own. The Etruscan silence seems all the more deafening given the richness of their material culture, and their evident power for a good five centuries.

The painstaking work of archaeologists and scholars however has gone a very long way to reviving knowledge of the Etruscans. The modern visitor to an Etruscan site or museum collection has absolutely no reason to feel bewildered or be left ignorant. Whilst there is much we will never know, there is much that we can say, and thrillingly, much more to discover. (C. Smith)

Over the last decade, there has not only been a rising interest in Etruscan art and archaeology in the United States but also a desire to present these important pre-Roman peoples as they were in antiquity: a vibrant, independent people whose distinct civilization flourished in central Italy for most of the first millennium BCE and whose influences were felt throughout the Mediterranean, from the Black Sea to the Strait of Gibraltar. (A. Carpino and S. Bell)

At the root of this interest is the conviction that “Treated in its own right and on its own terms, the archaeological, architectural, artistic, historical, political and religious record of the largely autonomous Etruscan cities is indispensable to the proper understanding of the Mediterranean and Classical worlds: and of ancient Europe, too” (D. Ridgway).

The course focuses not so much on the way that archaeologists go about recovering artifacts of antiquity (what we call Field Archaeology), but rather on the next stage of scientific work – the preservation and display of ancient artifacts in parks or museums. One of the central questions we will ask is: What is the principal purpose of visiting an archaeological museum or site? What does this material teach us, i.e., what can we learn from societies that have long disappeared, and what can this discovery offer in terms of our own personal enrichment?

With these questions in mind, we will aim to understand how we – citizens of the 21st century – can approach this distant culture in our visits to archaeological museums and sites in Perugia, Orvieto and Chiusi. This approach to archaeology serves not only to acquaint us with the classical world of 2000 years ago, but also to teach us something about ourselves and about our own contemporary culture.

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
Appraise and explain the importance of archaeological discoveries in Italy through the ages	reading assignments, participation and oral presentation
construct critical reasoning, formal visual analysis and comprehension of archaeological experience	reading assignments, participation and oral presentation
illustrate and interpret the principal elements of ancient classical culture and tradition	reading assignments, participation and oral presentation
classify and compare different kinds of archaeological remains	reading assignments, participation and oral presentation

Course Materials

Readings

Two course readers available at local copy shop. See “Umbra Institute Course Materials - Textbooks and Readers” handout provided in the orientation folder for more information.

Further Readings

Additional hand-outs will be provided in classes when needed.

Assessment

Participation	10%
Mid-term exam	20%
Final Exam	20%

Syllabi available for download from the Umbra Institute website only with the purpose of informing students and advisers about course content. **All rights are reserved.**

Museum Project	30%
Guided Visit	20%

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:

Participation (10%)

Participation implies an active and constructive attitude from students in each class, especially when discussions are scheduled. The same is valid for the fieldtrip, where respectful and mature behavior is expected.

Considering the service learning component, it is very important that the students work actively on the projects Umbra has with the two archaeological museums of Perugia, and they commit on the presentations in front of all Umbra community.

Written Exams (45%)

The course includes a mid-term (20%) and a final (20%) examination. Items covered on each exam include lectures and readings (on the subjects discussed after the previous exam). Testing format will be multiple choice, T/F questions, map chronology glossary quizzes, short answer questions and short essays. Study guides will be distributed in advance.

Museum Project (30%)

The course features cooperation with the National Archaeological Museum of Umbria (Museo Archeologico Nazionale dell'Umbria, or MANU). Students are required to add material into the Umbra Archaeology website and to produce a project for the museum in order to help visitors enjoy them through informative web and print material. A specific guideline sheet will be provided.

Guided Visit (20%)

Syllabi available for download from the Umbra Institute website only with the purpose of informing students and advisers about course content. **All rights are reserved.**

Students will be structuring and giving a guided tour of the Museum during the Special Academic Events Week. Each student will be assigned a specific section of the museum and will guide other Umbra students in a visit of the excavations that show such an important part of the ancient history of the city. A specific guideline sheet will be provided.

Course Content Disclaimer

Some ancient art shows scenes of sexual intercourse or violent images.

Attendance Policy

Class attendance is **mandatory**. Students are allowed two “free” absences, which do not need to be justified. Each additional absence, unless for a very serious reason, 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 obtaining class notes from other students and/or for meeting the professor during office hours. It is also the policy of the Institute that any student who has eight 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. **Computers and other electronic devices** cannot be used during class lectures and discussions.

Schedule of Topics, Readings, and Assignments

WEEK 1

Introduction To The Course. Defining Archaeology, Classical And Classicism, and Antiquity.

Getting To Know A People And Their Civilization. Anthropology vs. Archaeology. History vs. Archaeology.

Reading #1

- a) R. L. Kelly, D. Hurst Thomas, *Archaeology*, 6th ed. (Wadsworth 2013) 2-5
- b) R. L. Kelly, D. Hurst Thomas, *Archaeology*, 6th ed. (Wadsworth 2013) 20-23
- c) R. L. Kelly, D. Hurst Thomas, *Archaeology*, 6th ed. (Wadsworth 2013) 32-42
- d) C. Renfrew, P. Bahn, *Archaeology: Theories, Methods and Practice*, 6th ed. (Thames & Hudson 2012) 12-17

WEEK 2

The Archaeological Record. The variety of the evidence.

Reading #2

- a) C. Renfrew, P. Bahn, *Archaeology. Theories, Methods and Practice*, 6th ed. (Thames & Hudson 2012) 49-56
- b) C. Renfrew, P. Bahn, *Archaeology. Theories, Methods and Practice*, 6th ed. (Thames & Hudson 2012) 119-125

Visiting a place vs. Visiting a museum. What can an object tell us?

Reading #3

- a) H. Swain, *An Introduction to Museum Archaeology* (Cambridge 2007), Ch. 1, "What for whom?", 3-17
- b) H. Swain, *An Introduction to Museum Archaeology* (Cambridge 2007), Ch. 2, "Museum Archaeology: Origins", 18-34; Ch. 3, "Current Aims, Methods, Practise, and Theory", 18-34
- c) H. Swain, *An Introduction to Museum Archaeology* (Cambridge 2007), Ch. 12, "Displaying Archaeology: Methods", 210-264

WEEK 3

Rediscovering the Etruscans.

Reading #4

Giuseppe M. Della Fina, "History of Etruscology," in A. Naso, *Etruscology* (De Gruyter 2017) 53-67

Italy And Italic Peoples. The Etruscans.

Reading #5

- a) T.J. Cornell, *The Beginnings of Rome* (Routledge 1995) 31-47
- b) M. Ward, F. M. Heichelheim, C. A. Yeo, *A History of the Roman People*. 6th ed., (Prentice Hall 2016) 11-27
- c) J. MacIntosh Turfa, "The Etruscans," in G. D. Farney and G. Bradley, eds., *The Peoples of Ancient Italy* (De Gruyter 2018) 637-672

VISITING ARCHAEOLOGICAL PERUGIA

Reading #6

I.C. Ross, *Umbria* (Volumnia 2014), Ch. 2, “Umbrians and Etruscans”, 24-53 + Ch. 3, “Roman Umbria”, 54-72.

WEEK 4

Etruscan History

Reading #7

- a) A. Maggiani, “The Historical Framework,” in A. Naso, *Etruscology* (De Gruyter 2017) 537-560
- b) G. Bartoloni, “The Villanovan Culture: at the Beginning of Etruscan History,” in J. Macintosh Turfa, ed., *The Etruscan World* (Routledge 2013) 79-98

Etruscan History

Reading #8

Maurizio Sannibale, “Orientalizing Etruria,” in J. Macintosh Turfa, ed., *The Etruscan World* (Routledge 2013) 99-133

WEEK 5

Archaeological Museum of Perugia: Visit #1

Reading #9

Luca Cerchiai, “Urban Civilization,” in A. Naso, *Etruscology* (De Gruyter 2017) 617-644

The Roman Conquest

Reading #10

- a) Arnaldo Marcone, “Romanization,” in A. Naso, *Etruscology* (De Gruyter 2017) 665-683
- b) B. Campbell, *The Romans and their World* (Yale University Press 2012) 11-23

Fieldtrip To Orvieto and Chiusi

Reading #11

S. Haynes, *Etruscan Civilization. A Cultural History* (Getty Publications 2005) 105-111, 145-148, 166-170, 243-247, 264-267, 297-305, 327-345.

WEEK 6

Reading #12

Laurent Haumesser, “Hellenism in Central Italy,” in A. Naso, *Etruscology* (De Gruyter 2017) 645-664

Roman Etruria

Reading #13

- a) V. Jolivet, "A long twilight (396-90 BC): Romanization of Etruria," in J. Macintosh Turfa, ed., *The Etruscan World* (Routledge 2013) 151-179
- b) M. Torelli, "The Etruscan Legacy," in A. Naso, *Etruscology* (De Gruyter 2017) 685-720

WEEK 7

Review

MIDTERM EXAM

SEMESTER BREAK

WEEK 8

History and Archaeology of Perugia

Reading #14

Archaeological Museum of Perugia: Visit #2

WEEK 9

Etruscan Language and Religion

Reading #15

- a) S. Haynes, *Etruscan Civilization: A Cultural History* (Getty Publications 2005) 64-71
- b) S. Haynes, *Etruscan Civilization: A Cultural History* (Getty Publications 2005) 269-281

Visiting the Tomb of the Volumni

Reading #16

S. Haynes, *Etruscan Civilization: A Cultural History* (Getty Publications 2005) 186-187, 243-248, 341-342, 375-389

WEEK 10

Archaeological Museum of Perugia: Visit #3

WORKING ON THE MUSEUM PROJECT

WEEK 11

WORKING ON THE MUSEUM PROJECT

WORKING ON THE MUSEUM PROJECT

MUSEUM PROJECT #1 DRAFT DUE

Syllabi available for download from the Umbra Institute website only with the purpose of informing students and advisers about course content. **All rights are reserved.**

WEEK 12

EASTER MONDAY – NATIONAL HOLIDAY

WORKING ON THE MUSEUM PROJECT

MUSEUM FINAL PROJECT #1 DUE

WEEK 13

WORKING ON THE MUSEUM PROJECT

MUSEUM FINAL PROJECT #2 DUE

Final Review

WEEK OF FINAL EXAMS AND SPECIAL ACADEMIC EVENTS

The Final Exam and Special Academic Events Calendar will be provided later in the semester.

GUIDED VISIT AT THE MUSEUM OF PERUGIA (DATE AND TIME TBA)