ClSt 334R: Introduction to Classical Archaeology in Rome and Italy

Tuesdays 9:30 AM—12:30 PM

Instructor: Albert Prieto, M.Litt, PhD (Classics, History, Archaeology), aprieto2@luc.edu
Office hours: Tuesdays/Thursdays 2:30-3:00 and by appointment

Introduction and Course Description

What field allows you to study artifacts made by people 2000 years ago, read timeless literature, uncover and study ancient ruins in the open air while developing muscle tone and a tan, discover what ancient people ate and what diseases they had, reconstruct ancient religious beliefs, employ advanced digital technology to “see” what’s under the ground without digging, use a VR headset to immerse yourself in a reconstructed ancient setting, fly a drone, and ponder the Earth’s surface from the air or space? The answer is classical, or Greco-Roman, archaeology.

This course introduces the student to the surprisingly wide, often weird, and occasionally whimsical world of archaeology in Rome and Italy. We will start at the very beginning of the archaeological process, learning who the Romans were, how their society evolved historically, what kinds of tangible and intangible cultural assets they created, what happened to those assets after the inevitable collapse of the Roman Empire, and how centuries later people began the slow and steady process of reconstructing an accurate picture of a “lost” civilization from the many types of evidence left behind. Mention “archaeology,” and the first thing that invariably comes to mind is excavation: indeed, we will learn what modern archaeological excavation is (as opposed to digging for treasure) and what kinds of information it can retrieve for us. But classical archaeology is much, much more than digging. It intersects with a broad range of humanistic disciplines, such as history, linguistics, literary studies, economics, art history, and anthropology. It has also borrowed a dazzling array of methods, strategies, techniques, and technologies of investigation and interpretation from the natural sciences, engineering, mathematics, medicine, and computer science. In other words, classical archaeology is, in the instructor’s humble opinion, an exciting and stimulating combination of knowledge, art, and science that can satisfy anyone’s intellectual curiosity and sense of adventure.

We will take advantage of JFRC’s proximity to downtown Rome and illustrate many of the themes and ideas of the course by visiting some of the most significant and stunning archaeological areas, sites, and museums located in the historic center. Thus you will get to know Rome beyond JFRC.

Course Textbook and Related Materials


Other readings and assignments posted as PDFs and WWW links on Sakai.

NOTE: As this is an on-site course, a lab fee of $90 is required to cover the cost of visiting sites and museums that will illustrate the course themes and topics. The fee is paid during registration, not during the semester, so there is no need to bring cash for the on-site visits; the instructor will pay for all costs with the prepaid lab fee. These sites and museums represent approximately half of the sites visited during the semester; all other sites and museums visited as part of the course have no associated costs.
Note: all other costs incurred as part of the on-site visits, such as public transportation tickets, coffee, and snacks, are at the student’s expense.

Examinations and Assignments

The mid-term examination, which will be administered in Week 8, will test the student’s understanding of the major figures, ideas, trends, techniques, and topics in the archaeology of Rome and Italy covered up to that moment. The final examination, which will be administered in the last week of the semester, will test the student’s cumulative understanding of archaeology in Rome and Italy gained from the course. Both exams will be based comprehensively on notes taken during class lectures and discussions, the assignments, and the course readings.

A. The mid-term exam will consist of
   1. a series of terms (historical persons, places, concepts, dates) to be identified briefly (2-4 sentences) in relation to their significance for the archaeology of Rome and Italy;
   2. a series of multiple-choice questions testing the acquisition and comprehension of basic information;
   3. a map to be labeled (for example, with the names of major sites in Rome or Italy); and
   4. one (5+ pages) essay addressing a theme in the archaeology of Rome and Italy.

B. The final exam will consist of
   1. a series of terms (historical persons, places, concepts, dates) to be identified briefly (2-4 sentences) in relation to their significance for the archaeology of Rome and Italy;
   2. a series of multiple-choice questions testing the acquisition and comprehension of basic information;
   3. a map to be labeled (for example, with the names of major sites in Rome or Italy); and
   4. one (5+ page) addressing a theme in the archaeology of Rome and Italy.

C. The 10 weekly homework assignments consist of answering a series of questions based closely on the readings assigned for the week. The answers are submitted via Sakai or e-mail in any standard text format (.doc/docx, .pdf, .rtf) by midnight on the following Sunday.

D. Assignment 1 is a brief written exercise in source criticism and reconciliation of information from varied sources in order to create an archaeological interpretation.

E. Assignment 2 is a brief research project relating the most important facts/details about, and the overall significance of, one or more specific archaeometric or geophysical prospection techniques in the context of classical archaeology.

For Assignment 2 the student will
   1. compose a brief written summary (minimum 2 double-spaced typed pages of text) of the research to be submitted to the instructor via Sakai or e-mail, and
   2. make a brief (5-minute) presentation of the research before the class with images and bulleted lists of the most important points.
The individual topics and presentation dates for Assignment 2 will be assigned in Week 4. The instructor will provide guidance on research sources. The written summary must be submitted via Sakai or e-mail by midnight of the presentation date in Week 6.

F. Assignment 3 is a project combining archaeological research on, and creative thinking about, a specific monument or site in Rome utilizing all of the ideas and topics covered in the course. The project assembles the most important facts/details about the assigned monument or site (location, date of creation and renovation or adaptation, creator, main building materials and techniques, notable associated artifacts, events, personalities, and literary passages, and essential bibliography) in the form of a site report and then proposes the use of specific archaeological techniques and technologies (such as virtual reality, geophysical prospection, conservation) to enhance its physical condition, interpretation, and public reception.

For Assignment 3 the student will
3. compose a brief written summary (minimum 5 double-spaced typed pages of text) to be submitted to the instructor via Sakai or e-mail, and
4. make a brief (10-minute) presentation of the project before the class with images and bulleted lists of the most important points.

The individual topics and presentation dates for Assignment 3 will be assigned in Week 9. The instructor will provide guidance on research sources. The written summary must be submitted via Sakai or e-mail by midnight of the presentation date in Week 14.

The paper and presentation for Assignments 2 and 3 will be evaluated on
1. the quality and depth of the research and creative thinking
2. the clarity of the delivery, both written and oral.

### Assignment and Examination Schedule

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<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Evaluation points / Points contributed to final grade</th>
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<tbody>
<tr>
<td>9/18</td>
<td>Assignment 1</td>
<td>10 / 5</td>
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<tr>
<td>10/9</td>
<td>Assignment 2</td>
<td>10 / 5</td>
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<tr>
<td>10/25</td>
<td>Mid-term examination</td>
<td>100 / 25</td>
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<tr>
<td>12/4</td>
<td>Assignment 3</td>
<td>10 / 10</td>
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<tr>
<td>12/9</td>
<td>Final examination</td>
<td>100 / 35</td>
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### Grading, Attendance, and Exams

The final grade will be calculated as follows:

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<tr>
<td>Attendance and participation</td>
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<tr>
<td>Homework (x 10)</td>
<td>10%</td>
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<tr>
<td>Assignment 1</td>
<td>5%</td>
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<tr>
<td>Assignment 2</td>
<td>5%</td>
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<tr>
<td>Assignment 3</td>
<td>10%</td>
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Mid-term exam 25%
Final exam 35%
TOTAL 100%

The course grade scale is 94-100 = A, 90-93 = A-, 87-89 = B+, 84-86 = B, 80-83 = B-, 77-79 = C+, 74-76 = C, 70-73 = C-, 67-69 = D+, 60-66 = D, 59 and below = F.

Letter grades and plus/minus indicators (suffixes) are used by instructors to indicate a student's quality of achievement in a given academic course. The letter grades A, A-, B+, B, B-, C+, C, C-, D+, D, F, WF are assigned the following credit points for purposes of grade point average (GPA) calculations: A = 4.0, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, F = 0, WF = 0.

The attendance policy for this class follows the official JFRC rules: “In order for a student to be excused from class, he/she must present to the professor of each of his/her classes a written note of excuse. The only authorized notes are those from a doctor, the Director, the Vice Director, the Assistant Director, or the Associate Dean of Students.” Personal travel is NEVER a valid excuse for missing classes or late submission of any assigned work.

Attendance is MANDATORY. A student is allowed to miss one class in this course without penalty. Any additional absence from class for reasons other than compelling and documented ones (for example, medical or family emergency—see immediately above) will earn a 2-point (20%) deduction from the attendance/participation component of the final grade. It is the student’s own responsibility to seek information on class discussions, lectures, and announcements made during his/her absence.

There is no possibility for make-up or substitution of any assigned work. Submission of any of the three assignments after the due-date will earn a 1-point (5%) deduction from the assignment’s portion of the final grade for every day of tardiness. Late homework will be accepted only until 10:00 AM the day after the original due date.

Final examinations are given during the scheduled examination period each semester. Additional tests or examinations may be given during the semester as often as deemed helpful by the instructor. A student who misses any exams or quizzes during the course of a class is expected to inform themselves of the consequences as noted on the class syllabus. A student is expected to sit for all exams when scheduled. In the case of an extenuating circumstance under which a student might have to miss an exam, permission must be officially requested by contacting the Associate Dean of Academic Affairs to petition for alternative arrangements. Permission is rarely given and only for grave reasons; travel is not considered a grave reason. A student who misses the final examinations at the assigned hour without permission will not be permitted to sit for a make-up examination. Note that the final exam schedule is subject to change, and students are required to depart the JFRC campus on the mandatory departure Friday of the semester, not simply after their last exam. For more information, see the official JFRC exam policy (http://www.luc.edu/rome/academics/academicpolicies/#examinations).

Optional mid-term examinations are administered shortly before the mid-semester break, although some may be given afterwards. Student progress is assessed after mid-term so that students who are not performing to established academic standards may be informed of their academic shortcomings far enough in advance to take corrective steps. Academic alert notices are issued to
students who are not performing at acceptable levels; notices may also be sent to the students' deans and/or study abroad coordinators if deemed appropriate. The policy concerning travel and make-up examinations for missed mid-term exams is identical to that for final examinations.

Absence due to a serious illness must be reported to the Dean of Student Life or the Associate Dean of Academic Affairs prior to the examination and later substantiated by a written statement from the physician in attendance. In cases where proper permission has not been granted, a grade of “WF” will be assigned. In instances where proper authorization has been granted, the student may take a make-up exam by coordinating with the Associate Dean of Academic Affairs and the Senior Academic Services Advisor.

**How to do well in this course**

- Take good notes in class.
- Ask questions. There are no stupid questions in a field as complex and interdisciplinary as classical archaeology, and you’re probably not the only one who would profit from an alternative explanation of the concept being discussed.
- Do the readings BEFORE the class in which they will be discussed.
- Jot down notes, observations, and comments about each week’s readings and bring them to class.
- Complete the homework, submitting your answers to the instructor via Sakai or e-mail by midnight the same day. Insufficient homework can be corrected and resubmitted for credit.
- Take all assignments seriously and do not do them at the last minute.
- See the instructor with any concerns about content, expectations, or performance.
- Participate. Ask questions and contribute to the discussion in an informed way.
- Be present on-time for every class.

The importance of the readings and class attendance cannot be over-emphasized. The in-class and on-site lectures explore general themes and the main theoretical and practical methods of classical archaeology and related fields. The readings provide specific information about the fields, ideas, institutions, and individuals who have shaped the discipline. Because there is no single textbook for a course of this nature, it will be very difficult to understand what was covered in a missed class, even if you obtain notes from a classmate.

**Course Goals and Primary Learning Objectives**

This course introduces the student to the major persons, events, ideas, humanistic disciplines, and scientific approaches and techniques that have contributed to the evolution of classical archaeology in Rome and elsewhere in Italy. Much of the knowledge gained as a result of this course can be applied in other countries and lands occupied by the Romans where classical archaeology is also practiced, such as Great Britain, Portugal, Spain, France, Germany, Switzerland, Austria, Hungary, Romania, Bulgaria, Croatia, Bosnia-Herzegovina, Greece, Turkey, Syria, Israel-Palestine, Lebanon, Jordan, Egypt, Libya, Tunisia, Algeria, and Morocco. In addition, the student will develop critical thinking and communications skills.

As a result of this course, the student will be able to:

- identify and describe the main historical periods of Roman and Italian antiquity (Bronze Age, Iron Age, Archaic/Regal period, Republican/Hellenistic period, Imperial period, Late Antiquity, Early Middle Ages) in terms of the main political, economic, social, and artistic-architectural trends and developments;
- identify and describe the key natural and anthropic (human) forces and events responsible for the
formation (by preservation and destruction) of archaeological sites in Rome and Italy;

- identify and describe the key individuals, institutions, and laws responsible for the preservation or destruction of archaeological evidence in Rome and elsewhere in Italy through the ages;

- identify and describe the key institutions of the Italian Republic which have jurisdiction over archaeological sites and evidence;

- identify and describe the key foreign institutions which participate in the archaeology of Rome and Italy and their contributions;

- identify and describe the key forces and institutions responsible for the illegal international traffic of Italian cultural heritage and the key Italian and international institutions and legal frameworks that combat it;

- identify and describe the role of the stratigraphic method, geodesy and geographic information science, graphic documentation, and artifact analysis and classification in the archaeological excavation of Classical-era sites;

- identify and describe the role of philology, epigraphy, numismatics, art history, and architectural analysis in classical archaeology;

- identify and describe the role of archaeometry, paleobotany, zooarchaeology, and osteology and biological analysis in classical archaeology;

- identify and describe the role of geophysical prospection and remote sensing in classical archaeology;

- identify and describe the role of intensive field survey, geology, geomorphology, and geoarchaeology in classical archaeology;

- identify and describe the roles of digital technology/computing in classical archaeology;

- identify and describe the primary issues and roles of conservation, museology, and public engagement in classical archaeology;

- identify and describe the key features of early Christian archaeology which distinguish it as a sub-field of classical archaeology.

Subject to Change Statement
This syllabus and schedule are subject to change in the event of extenuating circumstances. It is the student’s responsibility to check for announcements made during his/her absence.

Class Policies
- As the material presented in the course is cumulative in nature, attendance in class is mandatory. Attendance will be taken at the beginning of every class.

- Students will be given readings for each class meeting. Students are expected to be able to discuss the contents of the readings in class.

- Constructive participation in class discussions is essential. Students are encouraged make observations and ask questions.

- All work in class will be based on lectures, readings, assignments, and discussions. As history is by nature largely subjective and often touches sensitive subjects (race, gender, politics, religion, class, sexuality), there is a lot of room for debate, disagreement, and definition. Be curious and forthright, and always respectful.

- During class smartphones and other personal communication devices should be switched off or set to silent mode.

- Lectures may be recorded for study purposes, but only with the instructor’s prior and express permission.

- Students are expected to do all of their assigned work independently, including the assignments and the homework.

- There will be a short (15-minute) break in the middle of every classroom session.
Disruptive Behavior

The classroom and on-site visit are particular environments in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process will count significantly against the participation grade component and may lead to disciplinary action and/or removal from class. Disruptive behavior includes, but is not limited to:

- cross-talking or talking out of turn
- whispering or talking to classmates
- reading non-related materials on paper or digital media
- communicating with external parties in any format (phone, text message, VoIP, e-mail, etc.)
- working on any other coursework during class
- habitual late arrival
- habitual exiting and re-entering the classroom
- habitual distraction by external stimuli or separation from the group
- sleeping
- eating

On-site visits

- When not meeting in the classroom, the course will take place at a designated location in central Rome. Every on-site visit is clearly indicated in the Weekly Schedule (see below) and accompanied by a specific meeting point. At the end of every class meeting the instructor will review the nature of the next meeting (classroom or on-site) and, if on-site, provide detailed information about the meeting point and how to reach it most efficiently.

- On the day before an on-site visit, be alert for e-mails from the instructor containing information that may affect class, such as a change of meeting point or venue (in cases of extreme weather an on-site visit may be postponed and class held at JFRC instead), or notice of a public transportation disruption. All such information will be communicated before 8:00 PM.

- Prepare for your on-site visits. On the day before, look at the description of the site(s) to be visited and check the weather forecast for the next day. If the majority of a visit will take place outdoors, dress appropriately for the weather: bring a jacket, sweater/sweatshirt, rain jacket, windbreaker, sunglasses, hat, and umbrella as necessary. Museums can be cooler than outdoors, so bring an extra layer for warmth. Wear appropriate footwear: the cobblestone streets are notoriously hard on feet; sturdy or comfortable shoes or sandals are best, while flip-flops will slip and catch in the crevices. Bring a water bottle, which can be refilled as necessary from public fountains, and snacks (or money to purchase snacks). There will be a 15-minute break, or a series of shorter breaks, during on-site visits for coffee, snacking, restroom, etc. Some museums and sites do not allow backpacks and employ metal detectors; in these cases the instructor will remind students to pack appropriately the day before. Review the route to reach the meeting point and contact the instructor before 10:00 PM or early in the morning if you have any questions or concerns.

- Arrive at the meeting point at least 10 minutes early. Class time is precious, and there is a lot of ground to cover, so we will start work at 9:30 sharp in order to finish by 12:30 sharp. Arriving early allows you to look around, take pictures, get another coffee, use the restroom, etc. If you arrive late and do not see the class, contact a classmate (NOT the instructor) and find out
where the group is located.

- Once on-site, **pay attention at all times.** On-site visits will attempt to cover a lot of ground in a relatively short amount of time, so we will often move fast from location to location. If you get distracted by a cute animal, a street performer, a shop window, a delicious smell, or a passing siren, you might miss a turn and get separated from the group. Downtown Rome is very noisy and chaotic; there will be numerous stimuli competing with the instructor’s voice for your attention and your hearing. If you can’t hear the instructor clearly, move closer. Ask for an extra minute to take pictures.
- Since the instructor will have a second class to teach at JFRC in the afternoon, he will return to JFRC immediately after the end of class at 12:30. Students who also wish to return by the most efficient route are welcome to join him.
- Bus and metro schedules and routes can be found online at [http://www.atac.roma.it/](http://www.atac.roma.it/) (also in English). Commuter rail schedules and routes can be found online at [http://www.trenitalia.com/](http://www.trenitalia.com/) (also in English).

**Cheating and Plagiarism**

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations, when one student attempts to copy information or content from another. However, it is the intent of this definition that the term “cheating” not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. These means may include, but are not limited to:

- Copying any of the individual intellectual content in the homework or the assignments.
- Sharing the majority of the individual intellectual content in the homework or the assignments, even if using alternate forms of expression.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work. Plagiarism may involve traditional print media and/or modern digital media (ebooks, websites). Plagiarism of a source is different from citation of it, which is an acceptable form of intellectual reference using quotation marks or paraphrasing supported by footnotes or other explicit forms of proprietary recognition. Students must properly cite/identify all sources of intellectual content that is not their own, whether print or digital, and they are encouraged to contact the instructor for guidance.

**Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC** and will be dealt with in accordance with Loyola University Chicago’s guidelines. Please familiarize yourself with Loyola’s standards [here](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml). You are responsible for understanding what constitutes plagiarism according to the LUC Student Handbook.