



JOHN FELICE

ROME
CENTER

Loyola University Chicago

John Felice Rome Center

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

Tuesdays 9:00 AM—12:00 PM JFRC + ON-SITE

Instructor: Albert Prieto, M.Litt, PhD (Classics, History, Archaeology), aprieto2@luc.edu
Office hours (faculty office): Tuesdays/Thursdays 3:00-3:30 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 you 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 all over the historic center. Thus you will get to know Rome beyond JFRC.

Learning Outcomes

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

- identify and describe the most important historical periods of antiquity in Italy, the essential geology and geography of Italy, and the most important natural and artificial resources used/created by ancient civilizations in Italy (see **examinations**);
- identify and describe the role(s) of the key historical, intellectual, and scientific disciplines, approaches, and resources employed in classical archaeology in Italy, as well as how they are used in combination to create archaeological interpretations (see **examinations** and **Assignment 1**);

- determine the role(s) and potential contributions of specific archaeometric techniques in classical archaeology (see **Assignment 2** below);
- assess the potential contribution of classical archaeology and the individual disciplines, techniques and approaches on which it relies to the preservation, conservation, presentation, and appreciation of specific archaeological sites or monuments (see **Assignment 3** below);
- develop basic skills in archaeological research, critical thinking, and communication (see **Assignments 1-3** below).

Required Textbooks and Materials

All readings and assignments are 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.

Attendance Policy

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy. Prompt attendance, preparation and active participation in course discussions are expected from every student.

- For all classes meeting once a week, students cannot incur more than one unexcused absence.
- For all classes meeting twice a week, students cannot incur more than two unexcused absences.
- For all classes meeting three times a week, students cannot incur more than two unexcused absences.

As this course meets once a week, a total of one unexcused absence will be permitted. **Unexcused absences beyond this will result in a 1% lowering of the final course grade for every absence after the "approved limit."**

Assessment Components and Schedule

Assessment	Date	%
Attendance and participation	N/A	10%
Assignment 1	9/19	5%
Mid-term exam	10/8	30%
Assignment 2	10/10	10%
Assignment 3	12/6	15%
Final Exam	12/7-12	30%
TOTAL		100%

Assessment Descriptions

The mid-term examination 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 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 (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 timeline of events to be arranged in chronological order;
3. a map to be labeled (for example, with the names of major sites in Rome or Italy); and
4. one (3-5 pages) essay addressing a theme in the archaeology of Rome and Italy.

B. The **final exam** will consist of

1. a series of terms (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.

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

D. **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.

E. **Assignment 3** is a project combining **archaeological research on, and creative thinking about, a specific museum, 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 place (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

1. 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
2. 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.

Grading

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.

Academic Honesty

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.

Students are responsible for complying with the LUC Student Handbook.

Late or Missed Assignments

Late or missed assignments will not be accepted for grading without the authorization of the instructor.

Accessibility Accommodations

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center in the first week of classes.

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 questions, observations, and comments about each week's readings and bring them to class, where we will review them. Chronic failure to ask questions about the readings will result in a significant reduction of the participation portion of the final grade.
- 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.

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 to make observations and ask questions.
- All work in class will be based on lectures, readings, assignments, and discussions. As archaeology has many subjective aspects 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.
- Smartphones, tablets, and other electronic devices may be used during class to take notes. Otherwise, they should be put away during lectures and discussions and 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.
- 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, habitually:

- 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
- arriving to class late or leaving class early
- exiting and re-entering the classroom for bathroom breaks and other non-emergency uses
- being distracted by external stimuli or getting separated from the group

- sleeping
- eating

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.

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.
- **Visits by family members, friends, and significant others are not allowed** during class time.
- 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. 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 use, 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.
- You will be traveling to the meeting point during morning rush hour. **Pay attention to the people around you at all times: keep your eyes and ears open for suspicious movements and noises, and beware of "casual" or "random" bodily contact – this is usually sign of a pickpocket or molester.** If you are a victim of either, call attention to the situation by shouting and pointing at anyone you can **securely** identify as the person who touched you. Usually other passengers will try to stop the suspect and call the police.
- **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 class 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 class. 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/> (also in English). Commuter rail schedules and routes can be found online at <http://www.trenitalia.com/> (also in English).

Weekly Schedule

All readings beyond the textbook are available either as links to reputable websites or PDF files uploaded to the course webpage on Sakai, under “Resources.”

Underlined dates = on-site meeting

Week 1 (Sept. 2-5) – classroom

T 9/3: course introduction; geography of Italy; outline of Roman history and culture; non-material sources and evidence for archaeology in Rome and Italy; archaeological sites in Italy; site formation processes; history of archaeology; stratigraphic excavation and documentation; artifact types and studies; dating and dates

Readings:

- J. M. Hall, *Artifact and Artifice*. Chicago: University of Chicago Press, 2014.
 Ch. 1, “Classical Archaeology: The ‘Handmaid of History’?,” 1-16. (PDF)
- A. Claridge, *Rome. An Oxford Archaeological Guide*. Oxford: Oxford University Press, 1998.
 “Historical Overview,” 3-30 and “Documentary Sources,” 31-36 (PDF)
- E. C. Harris, *Principles of Archaeological Stratigraphy*. 2nd ed. London: Academic Press, 1989.
 “Introduction” and Chapters 1-6, xi-xiv and 1-53 (PDF)

Week 2 (Sept. 9-12) – Villa Giulia Museum

T 9/10: early cultures of Italy & their artifacts; international trade; materials; religion and the funerary sphere; treasure hunters, collectors, and the Italian state

Meeting point: National Etruscan Museum at Villa Giulia ([Piazzale di Villa Giulia 9](#))

Directions: walk 15 minutes to [Roma Balduina train station](#), catch any train going towards Rome (every 15 minutes), get off after two stops at [Valle Aurelia train station](#); walk to [Valle Aurelia metro station](#), take the metro towards Anagnina for four stops and get off at [Flaminio metro station](#); exit station and walk 10 minutes to Villa Giulia museum.

Readings:

- “The Ancient Peoples of Italy” (essay from www.saylor.org) (PDF)
- S.A. Bell and A.A. Carpino, eds., *A Companion to the Etruscans*. Chichester: Wiley-Blackwell, 2016.
 Ch. 2, S. Neil, “Materializing the Etruscans: The Expression and Negotiation of Identity during the Orientalizing, Archaic, and Classical Periods,” 15-27 (PDF)
 Ch. 4, S. Stoddart, “Etruscan Italy: Physical Geography and Environment,” 43-54 (PDF)
 Ch. 12, P. G. Warden, “Communicating with the Gods: Sacred Space in Etruria,” 162-177 (PDF)
 Ch. 18, H. Nagy, “Votives in Their Larger Religious Context,” 261-274 (PDF)
 Ch. 23, A. C. Gunter, “The Etruscans, Greek Art, and the Near East,” 339-352 (PDF)

Week 3 (Sept. 16-19) – Aventine hill, Forum Boarium, Palatine hill, Sant’Omobono, Capitoline hill, Roman Forum

T 9/17: early Rome – archaeology and/vs. ancient historiography

Meeting point: [Gusto Massimo Bar](#) at the Circo Massimo metro station

Directions: walk 15 minutes to [Roma Balduina train station](#), catch any train going towards Rome (every 15 minutes), get off after six stops at [Roma Ostiense train station](#); follow the signs to the [Piramide metro station](#) using the underground passages, take the metro towards Rebibbia/Ionio for one stop and get off at [Circo Massimo metro station](#); exit station.

Readings:

A. Feldherr, ed., *The Cambridge Companion to the Roman Historians*. Cambridge: Cambridge University Press, 2010.

J. Marincola, “Ancient Audiences and Expectations,” 11-23 (PDF)

J. M. Hall, *Artifact and Artifice*. Chicago: University of Chicago Press, 2014.

Ch. 7, “The City of Romulus,” 119-143. (PDF)

Ch. 8, “The Birth of the Roman Republic,” 145-165. (PDF)

Livy, *History of Rome from the Foundation of the City* Book I (PDF)

Th 9/19 Assignment 1 due

Week 4 (Sept. 23-26) – Forum Boarium & Holitorium temples, arches, Augustan altar, Circus Maximus, Servian wall, Augustan cippus, Aurelian wall, Monte Testaccio, Mercato Testaccio, Porticus Aemilia

T 9/24: architecture – Roman structures and building materials

Meeting point: [Church of San Nicola in Carcere](#)

Directions: walk 15 minutes to [Roma Balduina train station](#), catch any train going towards Rome (every 15 minutes), get off after six stops at [Roma Ostiense train station](#); exit station via main entrance (Piazzale dei Partigiani) and catch [280 bus](#) (if at capolinea) or [30 bus](#) and get off at [71950 Piazza Monte Savello](#) (280) or [70518 Petroselli](#) (30).

Readings:

A. Claridge, *Rome. An Oxford Archaeological Guide*. Oxford: Oxford University Press, 1998.
 “Glossary,” 36-59 (PDF)

J. DeRose Evans, *A Companion to the Archaeology of the Roman Republic*. Chichester: Wiley-Blackwell, 2013.

Ch. 17, M. D. Jackson and C. K. Kosso, “Scientia in Republican Era Stone and Concrete Masonry,” 268-284 (PDF)

Ch. 26, I. Edlund-Berry, “Early Rome and the Making of ‘Roman’ Identity Through Architecture and City Planning,” 406-425 (PDF)

Ch. 28, P. J. E. Davies, “The Archaeology of Mid-Republican Rome: The Emergence of a Mediterranean Capital,” 441-458 (PDF)

Week 5 (Sept. 30—Oct. 3) – classroom

T 10/1: spectral imaging and spectrometry; remote sensing; geophysics; geology, geomorphology, and geoarchaeology; geographic information science; the ancient countryside & intensive field survey

review for mid-term exam

Readings:

- G. Barone, P. Mazzoleni, A. Cecchini, and A. Russo, "In situ Raman and pXRF spectroscopic study on the wall paintings of Etruscan Tarquinia tombs," *Dyes and Pigments* 150 (2018) 390-403 (PDF)
- G. Heiken, R. Funicello, and D. De Rita, *The Seven Hills of Rome. A Geological Tour of the Eternal City* (Princeton University Press 2005), 1-26 (PDF)
- S. J. Keay, S. H. Parcak, and K. D. Strutt, "High Resolution Space and Ground-based Remote Sensing and Implications for Landscape Archaeology: The Case from Portus, Italy," *Journal of Archaeological Science* 52 (2014) 277-292 (PDF)
- C. Giraudi, C. Tata, and L. Paroli, "Late Holocene Evolution of Tiber River Delta and Geoarchaeology of Claudius and Trajan Harbor, Rome," *Geoarchaeology: An International Journal* 24.3 (2009) 371-382 (PDF)
- S. Alcock and R. Osborne, eds., *Classical Archaeology*. London: Blackwell 2007.
- N. Terrenato, "The Essential Countryside: The Roman World," 139-161 (PDF)
- [Introduction to GIS by QGIS.org](#)

Week 6 (Oct. 7-10) – classroom

T 10/8: osteology/physical anthropology; paleobotany and palynology; zooarchaeology/ archaeozoology; isotope and genetic studies; archaeology of technology/production; archaeometry
mid-term exam

Readings:

- K. Killgrove, "Bioarchaeology in the Roman Empire," in C. Smith, ed. *Encyclopedia of Global Archaeology* (Berlin: Springer, 2014) 876-882 (PDF)
- T. Prowse et al., "Isotopic Paleodiet Studies of Skeletons from the Imperial Roman-age Cemetery of Isola Sacra, Rome, Italy," *Journal of Archaeological Science* 31 (2004) 259-272 (PDF)
- Di Rita, A. Celant, and D. Magri, "Holocene Environmental Instability in the Wetland North of the Tiber Delta (Rome, Italy): Sea-lake-man Interactions," *Journal of Paleolimnology* 44 (2010) 51-67 (PDF)
- S. Jones O'Day, W. Van Neer, and A. Ervynck, eds., *Behaviour Behind Bones: The Zooarchaeology of Ritual, Religion, Status and Identity*. Oxford: Oxbow Books, 2003.
- Ch. 11, B. Wilkens, "Roman *Suovitaurlia* and Its Predecessors," 73-76 (PDF)

Th 10/10 Assignment 2 due

Week 7 (Oct. 11-20) FALL BREAK

Week 8 (Oct. 21-25) –National Roman Museum at Palazzo Massimo + Baths of Diocletian

T 10/22: museology; art history; numismatics; epigraphy; religion

Meeting point: [Museo Nazionale Romano at Palazzo Massimo alle Terme](#)

Directions: walk 15 minutes to [Roma Balduina train station](#), catch any train going towards Rome (every 15 minutes), get off after three stops at [Roma S. Pietro train station](#); switch to any train that stops at [Roma Termini train station](#); get off at Termini, exit through the main entrance at street level, and cross the street carefully to Palazzo Massimo (or use the underground passageways, following the signs for Via Cavour/Piazza della Repubblica; Palazzo Massimo will be the building directly ahead of you as you exit, with the entrance on the opposite side).

Readings:

M. Peachin, ed., *The Oxford Handbook of Social Relations in the Roman World*. Oxford: Oxford University Press, 2011.

E. A. Meyer, "Epigraphy and Communication," 191-226 (PDF)

C. F. Noreña, "Coins and Communication," 248-268 (PDF)

E. Marlowe, *Shaky Ground: Context, Connoisseurship and the History of Roman Art*. London: Bloomsbury, 2013.

"Introduction: Contradictions," 1-11 (PDF)

R. Turcan, *The Gods of Ancient Rome* (trans. A. Nevill). Edinburgh: Edinburgh University Press, 2000.

Ch. 1, "Introduction: *Pietas Romana*," 1-13 (PDF)

Week 9 (Oct. 28-31) – Ostia Antica

T 10/29: daily and domestic life in ancient Rome; ancient gardens; slavery; sanitation

Meeting point: [Roma-Lido train station at Porta S. Paolo](#) (platform head)

Directions: walk 15 minutes to [Roma Balduina train station](#), catch any train going towards Rome (every 15 minutes), get off after six stops at [Roma Ostiense train station](#); follow the signs to the Roma-Lido station (next to Piramide metro station) using the underground passages.

Readings:

Ostia Antica Tourist Guide by [Internet Group Ostia](#) (PDF)

R. Meiggs, *Roman Ostia*. Oxford: Oxford University Press, 1973.

Ch. 1, "The Nature of the Evidence," 1-11 (PDF)

Ch. 11, "The People," 214-234 (PDF)

W. F. Jashemski, "The Garden of Hercules at Pompeii (II.viii.6): The Discovery of a Commercial Flower Garden," *American Journal of Archaeology* 83.4 (1979) 403-411 (PDF)

E. A. Meyer, "Archaeology of Slavery – Ancient World," in P. Finkelman and J. C. Miller, eds., *Encyclopedia of Slavery* (New York: Macmillan, 1998), 1.82-84 (PDF)

A. O. Koloski-Ostrow, *The Archaeology of Sanitation in Roman Italy. Toilets, Sewers, and Water Systems*. Chapel Hill: University of North Carolina Press, 2015.

Ch. 3, "Understanding Roman Sanitation from Archaeology: Toilets, Sewers, and Water Systems," 52-83 (PDF)

Week 10 (Nov. 4-7) – Colosseum valley, Ludus Magnus, church of San Clemente

T 11/5: archaeology of Christianity and other Imperial-era religions; spoliation and reuse of materials; speleoarchaeology; cohabitation of ancient and modern

Meeting point: in front of [Colosseo metro station](#)

Directions: walk 15 minutes to [Roma Balduina train station](#), catch any train going towards Rome (every 15 minutes), get off after six stops at [Roma Ostiense train station](#); follow the signs to the [Piramide metro station](#) using the underground passages, take the metro towards Rebibbia/Ionio for two stops and get off at [Colosseo metro station](#); exit station.

Readings:

A. Claridge, *Rome. An Oxford Archaeological Guide*. Oxford: Oxford University Press, 1998.

Sections on the Arch of Constantine and Basilica of San Clemente (PDF)

F. Coarelli, *Rome and Environs. An Archaeological Guide*. Berkeley: University of California Press, 2007.

Sections on the Arch of Constantine and Basilica of San Clemente (PDF)

- L. H. Martin, "Roman Mithraism and Christianity," *Numen* 36.1 (1989) 2-15 (PDF)
- S. A. Harvey and D. G. Hunter, eds., *The Oxford Handbook of Early Christian Studies*. Oxford: Oxford University Press, 2008.
- M. Humphries, "Material Evidence (1): Archaeology," 87-103 (PDF)
- R. M. Jensen, "Material Evidence (2): Visual Culture," 104-119 (PDF)

Week 11 (Nov. 11-14) – Largo Argentina, Theater of Pompey, Piazza Navona, Piazza Farnese, National Roman Museum at Crypta Balbi & Palazzo Altemps

T 11/12: Middle Ages; cannibalization/transformation; collecting & restoring; foreign schools

Meeting point: [Largo \(di Torre\) Argentina](#)

Directions: walk 15 minutes to [Roma Balduina train station](#), catch any train going towards Rome (every 15 minutes), get off after three stops at [Roma S. Pietro train station](#); exit station, get on bus 64 at starting point; after 13 stops at [79711 Via Torre Argentina](#).

Readings:

- A. Claridge, *Rome. An Oxford Archaeological Guide*. Oxford: Oxford University Press, 1998.
 Sections on Piazza Navona, Theater of Pompey, Largo Argentina, Crypta Balbi (PDF)
- F. Coarelli, *Rome and Environs. An Archaeological Guide*. Berkeley: University of California Press, 2007.
 Sections on Largo Argentina, Theater of Pompey, Piazza Navona, Crypta Balbi (PDF x 2)
- J. Coulston and H. Dodge, eds., *Ancient Rome: The Archaeology of the Eternal City*. Oxford: Oxford University School of Archaeology, 2000.
- N. Christie, "Lost Glories? Rome at the End of Empire," 306-331 (PDF)
- D. Karmon, *The Ruin of the Eternal City: Antiquity and Preservation in Renaissance Rome*. Oxford: Oxford University Press, 2011.
 Chs. 1-2, 32-75 (PDF)

Week 12 (Nov. 18-21) – Roman Forum & Imperial Fora

T 11/19: color & pigments; conservation & preservation/presentation; anastylosis; nationalist archaeology; Fascism

Meeting point: [Column of Trajan](#)

Directions: walk 15 minutes to [Roma Balduina train station](#), catch any train going towards Rome (every 15 minutes), get off after three stops at [Roma S. Pietro train station](#); exit station, get on bus 64 at starting point; after 15 stops exit at [70078 Piazza Venezia](#).

Readings:

- P. Pensabene and E. Gasparini, eds., *Interdisciplinary Studies on Ancient Stone (ASMOSIA X)*. Rome: "L'Erma" di Bretschneider, 2015.
- J. Pollini, "Some Observations on the Use of Color on Ancient Sculpture, Contemporary Scientific Exploration, and Exhibition Displays," 901-910 (PDF)
- R. Bernini, "Rome and Its Museums: 1870-2010," *Annali d'Italianistica* 28 (2010), 77-89 (PDF)
- B. W. Painter, *Mussolini's Rome: Rebuilding the Eternal City*. New York: Palgrave Macmillan, 2005.
 Chs. 1-2, 1-38 (PDF)

Week 13 (Nov. 25-28) – classroom

T 11/26: new frontiers – laser scanning; visualization; drones; public engagement and popularization; patronage and management of cultural heritage; the antiquities trade and cultural heritage law

Readings:

- J. DeRose Evans, *A Companion to the Archaeology of the Roman Republic*. Chichester: Wiley-Blackwell, 2013.
 Ch. 37, M. M. Miles, "Archaeology and Acquisition: The Experience of Republican Rome," 598-610 (PDF)
- N. Brodie, J. Doole, and P. Watson, "Stealing History: The Illicit Trade in Cultural Material" (PDF – [skim](#))
- R. F. Rhodes, ed., *The Acquisition and Exhibition of Classical Antiquities: Professional, Legal, and Ethical Issues*. Notre Dame: University of Notre Dame Press, 2007.
 M. Bell III, "Dealing with Looted Antiquities: Existing Collections and the Market," 31-42 (PDF)
 P. Gerstenblith, "The Acquisition and Exhibition of Classical Antiquities: The Legal Perspective," 47-60 (PDF)
 S. Vassallo, "Antiquities Without Provenance: The Original Sin in the Field," 81-91 (PDF)
- L. V. Prott, ed., *Witnesses to History: A Compendium of Documents and Writings on the Return of Cultural Objects*. Paris: UNESCO, 2009.
 K. Singh, "Universal Museums: The View from Below," 123-129 (PDF)
- D. Gill and C. Chippendale, "The Illicit Antiquities Scandal: What It Has Done to Classical Archaeology Collections" (review of *The Medici Conspiracy*), *American Journal of Archaeology* 111 (2007), 571-574 (PDF)
- N. Charney, ed., *Art and Crime: Exploring the Dark Side of the Art World*. Santa Barbara: Praeger/ABC-CLIO, 2009.
 D. W. J. Gill, "Homecomings: Learning from the Return of Antiquities to Italy," 13-25 (PDF)

Week 14 (Dec. 2-5) – classroom

T 12/3: presentations
 review for final exam

F 12/6 Assignment 3 due

Week 15 (Dec. 7-12) – FINAL EXAM