

**CL498 TUT UNDERGRADUATE RESEARCH
ARCHAEOLOGICAL EXCAVATION AND METHODOLOGY
SUMMER 2018**

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Number of credit hours: 160CH for 6 final credits
Prerequisites: none

ACADEMIC PROGRAM

The study abroad program will take place from May, 27 2018 to June, 22 2018 (4 weeks). The location is at the archaeological excavations of a Late Etruscan to Roman sanctuary at Podere Cannicci (Civitella Paganico, Grosseto – Italy). Students and research staff will be accommodated at the Tenuta di Monteverdi (Civitella Paganico, Grosseto – Italy) for the full period of the program. Full board will be provided.

Working days are Monday to Friday, from 8:00am to 5:00pm. Weekends are free, although archaeological excursions have been planned to guarantee students and participants a full immersion on the Roman landscape of Central Italy and South Etruria.

COURSE DESCRIPTION

The course is an on-site, practical introduction to the methods and techniques of archaeological excavation and interpretation. On-site training and seminars led by specialists provide students with a well-rounded overview of the methods of stratigraphic excavation and recording, of artifact and environmental studies, and of archaeological research and interpretation. Taught in context of the Impero Archaeological Field School in Tuscany (Italy), the course is a fundamental introduction to Roman archaeology in Italy between the 3rd century BCE and 6th century CE.

Course aim

The course forms part of a Research Project that investigates international exchange networks and settlement patterns in Roman central Italy between the late Etruscan period and late Antiquity, and which encompasses a series of related excavations: a sanctuary with votive offerings dedicated to fertility, a Republican rural settlement, possibly a vicus and related necropolis, and a Republican cistern.

The course provides students with firm practical experience of stratigraphic archaeology and methods of recording, and introduces them to related fields and methodologies. This forms the basis for a well-grounded understanding of the techniques of identifying, contextualizing and interpreting archaeological data. The course encourages students to consider the results in an historical and regional context, and hence to develop good overall comprehension of archaeological research approaches.

Course content

The course combines training in on-site excavation and material culture studies, with seminars and lectures that will consider specialized topics like the Harris Stratigraphic Matrix, artifact assemblages, the history of the region, and considerations of the ancient economy. Visits to neighboring archaeological sites and museums will contextualize the archaeological results and encourage considerations of developmental histories.

Working days are Monday to Friday. Weekends are free but a number of visits to archaeological sites will be organized and offered for free. Thursday evenings before dinner are reserved for lectures by specialists, and for discussions of the progress of the excavation work and how to interpret the results to date.

The primary components of the course are:

- Training in stratigraphic excavation methods. Subjects covered include excavation methods and their application, analysis of built structures and archaeological features, context analysis, and introduction to surveying, environmental studies and landscape archaeology.
- Training in archaeological recording methods. Subjects covered include recording methods for archaeological contexts and finds, handling stratigraphic information, drawing features and structures, and electronic surveying.
- Introduction to artifact studies. The study of the excavation data is contextualized by considerations of artifact recording, handling and studies for a nuanced approach to the excavation data.
- Consideration of other archaeological sites. The course is complemented by visits to other archaeological sites and museums for a contextual archaeological and historical understanding of the excavations.

LEARNING OUTCOMES

Students will gain in-depth knowledge of archaeological methods and approaches, a firm introduction to the interdisciplinary aspect of the field, and a good appreciation of archaeological research methods.

- Students will gain familiarity with the terminology and methodologies of archaeological excavation, material culture studies and surveying, as well as with methods of data recording and illustration.
- They will develop a critical appreciation of the approach and scope of archaeological interpretation, and an understanding of its inherently interdisciplinary approach.
- They will attain a contextual understanding of the excavations through introductions to aspects of material culture studies, history and environmental studies.
- They will acquire an awareness of developmental histories of other sites in the area through the possibilities of visits to archaeological sites and museums.

ASSESSMENT METHODS

Journal	30%
Two oral presentations	30%
Practical work	40%

Journal

The journal is a daily written record detailing and analyzing the work carried out and evaluating the skills acquired. It will be published daily on the project website.

Presentations (each is worth 15%)

Two 10-minute presentations on the archaeological features and characteristics of the area or trench in which the student has worked.

Practical work

The evaluation of individual work performance will consider the student's participation in the excavations over the entire period of the course.

Assessment criteria

Grade A characteristics:

Superior work directly addresses the question or problem raised; provides a coherent argument displaying substantial and contextual knowledge of relevant information; demonstrates the ability to critically evaluate concepts and methods; and has an element of originality. There is clear evidence of ability to independently process and contextualize information gained from lectures, site visits, and practical learning.

Grade B characteristics:

Good work is highly competent; directly addresses the question or problem raised; demonstrates some ability to critically evaluate methods and concepts and relate them to practice; and discussions reflect the student's own arguments and are not simply a repetition of standard lecture and reference material. The work provides evidence of ability to apply information gained from lectures, site visits, and practical learning to material at hand.

Grade C characteristics:

Satisfactory work provides answers that are clear but limited, reflecting the information offered in the lectures and in direct learning experiences only; it may have some significant structural flaw, absence of information or research background, or too casual and imprecise a treatment, or contain only a minimum of interpretation.

Grade D characteristics:

Poor work lacks a coherent grasp of the material; fails to support its argument with sufficient evidence; indicates a hasty or unconsidered preparation, and/or fails to fulfill the assignment in some way; omits important information and includes irrelevant points.

Grade F characteristics:

Failure work fails to show any knowledge or understanding of the issues raised in the question; most of the material in the answer is irrelevant.

Grade scale

A	=	100% - 94%	B	=	86% - 84%	C-	=	73% - 70%
A-	=	93% - 90%	B-	=	83% - 80%	D+	=	69% - 67%
B+	=	89% - 87%	C+	=	79% - 77%	D	=	66% - 60%
			C	=	76% - 74%	F	=	59% - 0%

COURSE INFORMATION

Attendance requirements

All scheduled workdays are mandatory. Your participation in the practical work and scheduled site visits is an integral part of the research project.

You must always be punctual; late arrival will be noted and may affect your final grade.

Please dress appropriately to weather and work conditions, as well as to the health and safety regulations provided.

Make-up work is not offered, except in exceptional circumstances.

No video or audio recording of the class is permitted.

Academic honesty

As stated in the university catalogue, any student who commits an act of academic dishonesty will receive a failing grade on the work in which the dishonesty occurred. In addition, acts of academic dishonesty, irrespective of the weight of the assignment, may result in the student receiving a failing grade in the course. Instances of academic dishonesty will be reported to the appropriate office.

DETAILS OF GRADED WORK

Practical work – 40% of course grade

The evaluation of your work performance will consider your participation in the excavations over the entire period of the course.

The aim of the practical participation work is to develop an understanding of the academic and organizational aspects of archaeological excavation. This is gained both through the on-site practical learning experience and through the interdisciplinary exchange of professional teamwork.

It will consider your readiness to receive instruction, ability to respond to feedback, reception to discussions of archaeological aspects and implications, and ability to meet deadlines. It will also consider your contribution to the smooth running of the project, timely attendance, readiness to take on tasks, and willingness to share observations.

Journal – 30% of course grade

The journal is a daily written record detailing and analyzing the work carried out and evaluating the skills acquired. The journal is in essence a personal document and not a public presentation or research document. The aim is to build a personal ‘tool-box’ of archaeological terminology, methodology, and analysis, and to seek to develop this towards interpretation.

The journal should be organized as a series of daily entries, with a short summary assessment of the work of each week. Please label each entry and weekly assessment clearly. The journal should seek to address

- what was done on site and how this was done (understanding of method and technique)
- what characterizes the archaeological features, structures, layers and objects discovered (ability to describe and analyze what is found)
- how this may be used for interpretation (understanding of evidence and context for significance and interpretation)

The content of the journal should focus on the archaeological work undertaken. The daily entries are a way for you to gain an overview of practical methods applied and the processes of excavation. Hence, the assessment of the week’s work should not be a retelling of events, but must focus on the interpretative results obtained and research questions that these in turn may raise.

You may refer to details and information obtained during visits to other archaeological sites in order to display a contextual understanding of the site within the region and within the historical framework examined. Sketches, photographs and illustrations used to explain and illustrate your discussion are very welcome and may accompany the journal.

The journal must be submitted at the end of the fourth week to Prof. Sebastiani via email or, if this is not possible, in hard copy. It may be handwritten if access to computers or other electronic equipment proves difficult. However, please be aware that material submitted as hardcopy will not be returned to you. A summary of your daily journal will be published in the blog of the project website.

Presentations – 30% of course grade (each is worth 15%)

A total of two oral presentations will be delivered on-site at times specified by the project director. Each should be a 10-minute presentation on the archaeological features and characteristics of the area or trench in which you have worked.

The aim of the presentations is to develop and hone skills of precise description and contextual analysis. It is intended to train and develop:

- understanding of archaeological characteristics
- understanding of archaeological and historical contextual relationships
- ability to articulate characteristics and relationships using relevant terminology
- ability use characteristics and relationships as basis for interpretation

The precise content of your presentation will be established with guidance of the project directors. The presentations will normally be delivered to Professor Sebastiani, but may also include guests visiting the excavations.

Each presentation should include:

1. A description of the particular archaeological features and their relationships
2. An interpretative discussion of the archaeological characteristics of your area/trench based on your description of these

Remember that since you will know the particulars of the area better than most, point out details and characteristics, and show the audience how you reached your interpretations.

You may make links and parallels with results obtained elsewhere at the excavations in order to highlight your overall understanding of the site. However, the primary focus should be on the nature of the area/trench established as your presentation topic.

You are welcome to refer to prepared notes if that is of assistance, but the presentation *must not* be a read 'essay'. Any notes used in the presentation must be submitted to Professor Sebastiani and will be returned together with the comments and grade for the presentation.

COURSE SCHEDULE

Thematic approach

Each week of the course is characterized by a thematic emphasis that will provide a firm understanding of the composite disciplines that archaeological excavations draw on.

Content

The specific content of each week will necessarily be dictated by the archaeological needs of the excavations and the characteristics of the site. Hence, the precise schedule may vary. The project directors and site supervisors will instruct you in the particular work needed.

Lectures

Lectures by specialists may be conducted as presentations or as practical learning experience. Lectures will be held either during the normal working day or during the Thursday early evening meetings. The format of lectures will be tailored to fit the nature and characteristics of the season's results. Hence, timing will be communicated in due course.

Week 1 Introduction to archaeological methods (May 27 – June 2)

Theme Introduction to the site and its excavation history. Considerations of location and of surrounding landscape and environmental features. Introduction to practical archaeological excavation.

Content Training in basic stratigraphic methods. Instruction in how to identify and distinguish diverse contexts. Handling of excavation tools (pickaxe, shovel, wheelbarrow, trowel, sieves, etc.). Preliminary context recording (written record, sketch, photograph).

Thursday: Evening lecture

Saturday: Visit to the Archaeological Museum at Grosseto that displays the finds from the Etruscan-Roman city of Rusellae and from previous excavations at the site.

Week 2 Stratigraphic excavation (June 4 – 9)

Theme Development of skills of excavation process and methodology. Advancement of understanding of stratigraphy.

Content Training in archaeological recording: written context sheet, drawn plan and section, photograph. Introduction to finds handling and off-site processes. Basic identification of objects and materials; preliminary finds recording.

Thursday Evening lecture

Saturday Visit to the archaeological sites of the ancient cities of Rusellae and Vetulonia. Exploration of the Etrusco-Roman cities that provided the main civic focal points in the area, and introduction to their site development histories. Consideration of historical context and of landscape and environmental changes in the area

Week 3	Considerations of finds types and assemblages (June 11 – 16)
Theme	Developed stratigraphic excavation. Advancement of skills of excavation process and methodology, and of on-site finds recording and analysis.
Content	Considerations of materials, object types and distribution for the understanding of the archaeological sequence. Confidence in archaeological recording: written context sheet, drawn plan and section, photograph.
Thursday	Evening lecture
Saturday	Visit to the site of the Roman colonial city of Cosa and its public monuments. Consideration of historical context and commercial trade networks.
Week 4	Archaeological recording and documentation (June 18 – 22)
Theme	Development of skills and methods of archaeological recording. Considerations of contextual recording need, choices of recording forms, and of the effective academic communication of site data.
Content	Advancement of skills of excavation process and methodology. Advanced understanding of stratigraphy, and ability for archaeological recording: written context sheet, drawn plan and section, photograph. Considerations of phases of site development, of environmental factors and impact of historical events
	Discussion of the interpretation of the site and of the overarching archaeological results. Production of a Harris Matrix for the site.
Thursday	Evening lecture

BIBLIOGRAPHY FOR FOLLOW-UP STUDIES

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- Papadopoulos, J.K. and Leventhal, R.M. (2003) *Theory and Practice in Mediterranean Archaeology: Old World and New World Perspectives*. Cotsen Institute of Archaeology, University of California.
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- Whitley, D.S. (1998) (ed.) *Reader in Archaeological Theory: Post-Processual and Cognitive Approaches*. London, Routledge.

Project-specific publications

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- Fabbri, F. 2005. *Una nuova stipe votiva di età repubblicana da Paganico (GR)*. In A. Comella e S. Mele (eds), *Depositi votivi e culti dell'Italia antica dall'età arcaica a quella tardo-repubblicana*. Bari: 307-322.
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Fabbri, F. 2009. *La stipe votiva di Podere Cannicci a Paganico (Civitella Paganico)*, in P. Rendini (ed.), *Le vie del sacro. Culti e depositi votivi nella valle dell'Albegna*, Siena: 113-120.

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