

**The Archaeology of Ancient Italy: From Greeks to Romans
Cortona Winter 2016**

Policy about course outlines can be found in Section 23.4 (2) of the University Calendar (www.registrar.ualberta.ca/calendar).

Instructor: Maurizio Gualtieri
Class Time: Tuesday and Thursday 4:00-5:30;
Tuesday 6:00-7:00 Discussion session
Office Hours: Tuesday and Thursday 3:30-4:00 at St. Agostino .
E-mail: maurizio@ualberta.ca
Phone: 0575 1787636 (Office) ; cell: 328 7263752
Course Prerequisite: Prerequisites Waived

Course Objective and Content

The course will examine selected case studies of recent archaeological research on ancient Italy, from the emergence of complex societies in the 8th and 7th c. BC until the political unification of the Italian peninsula under Roman rule. The archaeological evidence considered will include burials, rural and urban sanctuaries and settlement sites and will be analyzed in the light of the most recent debate on archaeological theory and interpretation. Case studies will include Etruscan and Roman Cortona, Greek and Roman Poseidonia/Paestum and pre-Roman Roccagloriosa (in southern Italy), where the University of Alberta has been involved in large scale projects of excavation and musealization during the last two decades.

Required Readings:

A course pack will be provided in Cortona in Pdf format. It will include the readings listed below

- Christiansen, J. 2002 "New Light on Antiquity" Catalogue of the Exhibition, Copenhagen, pp.159-164
Neer, R. 2012 *Greek Archaeology and Art*, London 2012, Introduction, pp.65-72, 80-84, 94-101
Ridgway, D. 1992 *The first Western Greeks*, pp.90-95
Klein, J. 1971 "A metalworking quarter at Pithekoussai" in *Expedition* 14, pp.34-39
P. Lulof and I. Van Kampen *Etruscans*, Catalogue of the exhibition, Amsterdam 2008 (handout)
Pedley, J. 1990 *Paestum: Greeks and Romans in Southern Italy*, London ,chs.1, 2(only 36-42), 3,5,6,7
Fourth Century B.C. Magna Graecia (M. Gualtieri ed.), Goteborg 1993, pp. 21-29
Gualtieri, M and Fracchia, H. 2003 *Roccagloriosa. A guide to the excavations*, Syracuse, pp. 98-107
Bradley, G. 2002 "The Romanization of Italy", *Journal of Roman Archaeology* 15, pp. 401-406
Bruschetti, P. and Giulierini, P. 2012 *Museum of the city of Cortona and of the Etruscan Academy. A guide to the collections*, Cortona, pp. 163-165; 180- 185 ; 207-209
Fracchia, H. 2006 *The villa at Ossaia and the territory of Cortona in the Roman period*, Syracuse, pp.7-11, 24-40

Course Grading Information/Distribution

Your mark will be calculated on:

Class Participation / workgroup participation	30%
Mid term exam	30%
Final exam	40%

Consistent class attendance is expected for this course as participation constitutes 30% of your grade. Attendance is noted. **Participation** is based on the ability of the student to interact intelligently and meaningfully with the instructor and classmates on a regular basis and to actively participate in the discussion portion of the class. Please prepare the readings before the weekly class meetings as this will allow you to participate meaningfully and thoughtfully in class discussion.

To communicate student achievement, the U of A uses a letter grading system with a 4-point scale of numerical equivalents. In accordance with the University guidelines, a student's final grade will be communicated as a letter grade and will be based on absolute achievement and relative performance in class. While instructors may use percentages in calculating grades, percentages are not part of the University's grading system. While percentages vary between Faculties, the School in Cortona uses the following conversion table. For a detailed explanation of the grading system, see section 23.4 in the University Calendar (www.registrar.ualberta.ca/calendar).

Letter	%	Pts.	Description
A+	95-100	4	Outstanding: Superior performance showing understanding and knowledge of the subject matter far exceeding expectations
A	90-94	4	Excellent. Superior performance showing comprehensive understanding of the subject matter
A-	86-89	3.7	Very good: Clearly above average performance with complete knowledge of the subject matter
B+	82-85	3.3	Very good
B	75-81	3	Good: Average performance with knowledge of the subject matter generally complete
B-	70-74	2.7	Good
C+	66-69	2.3	Satisfactory: Basic understanding of the subject matter
C	61-65	2	Satisfactory
C-	58-60	1.7	Satisfactory
D+	55-57	1.3	Minimal Pass: marginal performance generally insufficient preparation for subsequent courses in the subject matter
D	54-50	1	Minimal pass: Marginal performance, generally insufficient preparation for subsequent courses in the subject matter
F	0-49	0	Fail: Failure to meet course requirements.

WEEK BY WEEK SYLLABUS

PART 1 - The emergence of complex societies in the Italian peninsula

January 11-15

Week 1

Introduction to the course: discussion of Syllabus and requirements

Italy and the Mediterranean context: Greeks, Phoenicians and natives in the early first millennium BC

READINGS: Christiansen 2002, pp.159-164.

January 18-22

Week 2

Early trade routes in the Mediterranean. Greek 'colonies' in the West: Pithekoussai on the island of Ischia (Bay of Naples)

READINGS: Ridgway, pp.90-95; Klein, pp.34-39; Neer, pp. 65-72.

January 25-29

Week 3

The Etruscans

The emergence of the city in Etruria. The Cortona case-study

READINGS: Neer, pp. 80-84; 94-101 Lulof and van Kampen (handout) ; Bruschetti and Giulierini, pp.163-165, 180-185, 207-209.

Visit to the Cortona Archaeological area during class time.

PART 2 - Cultural interaction in the Italian peninsula

February 1-5

Week 4

Greeks and natives in the 6th and 5th century B.C. The Poseidonia/Paestum case study: the city in the 6th century B.C.

READINGS: Pedley, chapters 1, 2 (only pp. 36-42), 3, 5.

February 8-12

Week 5

Temple architecture at Poseidonia in the 6th and 5th c. BC

Mid term exam - Thursday February 11

February 15-19

Week 6

The rise of the Italic populations: The 5th and 4th century B.C. cultural map of Central and Southern Italy. The Lucanians at Poseidonia- Paestum. The Roccagloriosa case study.

READINGS: Pedley, ch.6 (only pp-97-108); *Fourth Century B.C. Magna Graecia*, pp.21-29; Gualtieri-Fracchia, pp.98-107 and illustrations; hand-out

Week-end trip to Paestum and Roccagloriosa February 19-21

PART 3 - The rise of Rome and the 'unification' of the Italian peninsula

February 22-26

Week 7

Rome and Italy in the 4th c. BC. Roman Paestum

READINGS : Pedley, ch.7

February 29-March 4

Week 8

Roman colonization: The 'Romanization' of Etruria

Cortona and the Ossaia excavation

WEEK-END TRIP to POMPEI and HERCULANEUM March 4-5

March 7-11

Week 9

Rome and Italy in the Augustan age

READINGS: Bradley, pp.401-406

READINGS: Fracchia, pp. 7-11 and 24-40; Bruschetti and Giulierini, pp. 319-329.

The class of March 10 will be held in the Cortona Archaeological Museum

March 15 - Final Examination .(worth 40% of final grade)

Final Exam Information

The exam questions will be analytical. You will be asked to discuss significance rather than merely describe things. You will be asked to integrate different types of evidence from your readings and to use information in order to answer the questions. Information in and of itself is useless unless you do something with it.

The final exam will require answers to one question (out of four) in essay format and two questions (out of six) in short answer format. It will also include five 'identifications' of sites, artifacts and authors discussed in class.

Typical Essay Questions

- 1) “Ancient Greek settlement overseas cannot be compared to colonization of modern European nations” : discuss that statement
- 2) The rise of the Etruscans in the 7th c. BC
- 3) Poseidonia: a Greek city in Southern Italy
- 4) The cultures of the Italian peninsula at the time of Rome’s emergence as a major power: discuss some major aspects of the archaeological evidence
- 5) Can 4th century B.C. Roccalgoriosa can be labelled as a ‘city’ ? Discuss the organization of the settlement in the light of the most recent archaeological evidence
- 6) To what extent did Roman ‘colonization ‘ in Italy succeed to unify the Italian peninsula? Discuss and support your arguments with specific archaeological evidence

Academic Honesty

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.” (GFC 29 SEP 2003)

Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit the University Governance website at <http://www.uofaweb.ualberta.ca/governance/StudentAppealsRegulations.cfm>

NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS AND PARTICIPATION IN AN OFFENCE

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the *Code* are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the *Code*.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your co-operation and assistance in this matter are much appreciated.

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

30.3.2(2)c No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. See also 30.3.2(2) b, c, d and e.

30.3.6(5) Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

The Truth In Education (T*I*E) project is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and consequences of inappropriate academic behaviour. There are helpful tips for Instructors and Students. Please take the time to visit the website at: <http://www.ualberta.ca/tie>.

**EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR
FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM**

<i>Procedures for Instructors Regarding</i>	Possible Sanctions
<p><i>Plagiarism, Cheating,</i></p> <p><i>Misrepresentation of Facts and Participation in an Offence</i></p> <p>The following procedures are drawn from the <i>Code of Student Behaviour</i> as approved by GFC and the Board of Governors. The guidelines summarize what instructors <u>must do</u> when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean – or the Appeals Coordinator, University Governance (2-2655).</p> <p>30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour</p> <p>30.5.4(1) When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted. (CLRC 30 MAY 2002) (EXEC 7 APR 2003) (CLRC 27 NOV 2003)</p> <p>30.5.4(2) If the Instructor believes there has been a violation of the</p>	<p>One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts.</p> <p style="padding-left: 40px;">30.4.3(2) a.i A mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour (GFC 24 SEP 2007);</p> <p style="padding-left: 40px;">30.4.3(2) a.ii Reduction of a grade in a course</p> <p style="padding-left: 40px;">30.4.3(2) a.iii A grade of F for a course.</p> <p style="padding-left: 40px;">30.4.3(2) a.iv A remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii, 30.4.3(2)a.iii</p> <p style="padding-left: 40px;">30.4.3(3) b Expulsion</p> <p style="padding-left: 40px;">30.4.3(3) c Suspension</p> <p>The following sanctions may be used in rare cases.</p> <p style="padding-left: 40px;">30.4.3(3) e Suspension of a Degree already awarded</p> <p style="padding-left: 40px;">30.4.3(3) f Rescission of a Degree already awarded</p> <p>30.6.1 Initiation of an Appeal</p> <p>30.6.1(1) When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour (Section 11.8 of the GFC Policy Manual), whether or</p>

Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction. (CLRC 27 NOV 2003).

not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2)e.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Co-ordinator in the University Secretariat within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB. (CLRC 30 MAY 2002) (CLRC 25 SEP 2003) (EXEC 01 MAY 2006) (GFC 24 SEP 2007) (BEAC 17 OCT 2007)

DR HEIDI JULIEN
CHAIR, GFC CAMPUS LAW REVIEW COMMITTEE*

DR CARL G. AMRHEIN
PROVOST AND VICE-PRESIDENT (ACADEMIC)

* The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the *Code of Student Behaviour* and of student disciplinary procedures.

