



# Inter-University Master's Degree in Classical Archaeology

Courses Overview

a.y. 2020-2021

**UnitelmaSapienza**

Università degli studi di Roma

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Required Courses	Macro-area	SSD	Course title	CFU	Faculty
<b>YEAR I</b>					
C	Ancient and Medieval History	L-ANT/02	<i>Greek History</i>	6	Francesco GUIZZI
	<i>Choice between:</i>	L-ANT/03	<i>Roman History</i>		Marco MAIURO
C	Ancient and Medieval languages and Literatures	L-FIL-LET/04	<i>Latin literature</i>	6	Giorgio PIRAS
C	Classical and Medieval Archaeology and Antiquity	L-ANT/01	<i>Prehistory and Protohistory</i>	6	Alessandro VANZETTI
C	Classical and Medieval Archaeology and Antiquity	L-ANT/06	<i>Etruscology</i>	6	Maria Cristina BIELLA
C	Classical and Medieval Archaeology and Antiquity	L-ANT/07	<i>Roman Archaeology</i>	12	Paolo CARAFA
C	Classical and Medieval Archaeology and Antiquity	L-ANT/09	<i>Ancient Topography</i>	6	Luisa MIGLIORATI
A	Complementary Courses	L-ANT/07	<i>Classical Archaeology I</i>	6	Rita SASSU
Other Activities	Other Activities (Traineeship, archaeological excavations, etc.)			0-9	
<b>Total Credits per year</b>				<b>48-57</b>	
<b>YEAR II</b>					
A	Complementary Courses	L-ANT/08	<i>Christian and Medieval Archaeology</i>	6	Francesca Romana STASOLLA
	<i>Choice between:</i>	L-ANT/07	<i>Classical Archaeology II</i>		Rita SASSU
C	Classical and Medieval Archaeology and Antiquity	L-ANT/10	<i>Methodology of Archaeological Research</i>	6	Paolo CARAFA
C	Oriental Archaeology and Antiquity	L-OR/06	<i>Phoenician-Punic Archaeology</i>	6	Lorenzo NIGRO
	<i>Choice between:</i>	L-OR/11	<i>Islamic Archaeology and Art History</i>		Michelina DI CESARE
C	Technical, Scientific and Legal Training	BIO/08	<i>Anthropology</i>	6	Alfredo COPPA
Other Activities	Other Activities (Traineeship, archaeological excavations, etc.)			0-9	
Other Activities	Electives			12	
Other Activities	Further Language Knowledge			3	
Other Activities	Final exam			24	
<b>Total Credits per year</b>				<b>63-72</b>	
<b>Total Credits</b>				<b>120</b>	

<b>Course</b>	Greek History (L-ANT/02 - 6 CFU)
<b>Teacher</b>	Francesco Guizzi (francesco.guizzi@unitelmasapienza.it)
<b>Tutor</b>	Barbara Belelli Marchesini (barbara.belellima@unitelmasapienza.it)

### 1 – Knowledge and skills to be achieved during the course

Students will acquire knowledge of the Athenian history and institutions, increasing their understanding of ancient evidence, especially literary texts and epigraphic documents. By citing and discussing the sources, they will be enabled to interpret and interrelate historical narratives. By comparing these sources with archaeological evidence they will be able to reconstruct historical contexts.

The course will tackle the institutional issues by applying the knowledge and understanding of ancient sources and will lead the students to make their own judgments on this basis.

### 2 – Program / Contents

The History of the Greeks covers a period of about 2,000 years. The present course aims at analyzing only a small part of this time span. It will focus on Athenian democracy, its history and institutions from Cleisthenes' reforms in 508/7 BCE to the fourth century BCE, with few insights into Hellenistic and Roman political developments.

Lessons:

1-3: Ancient evidence (sources and methods);

4-10: A History of Athens to the end of the Peloponnesian War (Aristotle, *Athenian Constitution* part one: ch. I-XLI);

11-29: Athenian democratic institutions: (Aristotle, *Athenian Constitution* part two: ch. XLII-LXIX);

30: Conclusion.

Ideally, students should have already taken a college-level survey course in Greek History.

Useful reading requirements:

- P.J.Rhodes, *A Short History of Ancient Greece*, London-New York 2014, 2015
  - C.W. Hedrick jr., *Ancient History* (Blackwell Introductions to the Classical World), Malden, MA-Oxford 2006 [downloadable from Sapienza Library website];
  - J.Boardman, J. Griffin, O.Murray, *Oxford History of Greece and the Hellenistic World*, Oxford 2002<sup>2</sup>.
  - P.J.Rhodes, *The Greek City State. A Source Book*, Cambridge 2007<sup>2</sup>.
- or The sourcebooks of the series Translated Documents of Greece and Rome:
- Ch.W.Fornara, *Archaic Times to the End of the Peloponnesian War*, Cambridge (UP) 1983
  - Ph. Harding, *From the End of the Peloponnesian War to the Battle of Ipsus*, Cambridge (UP) 1985

### 3 – Text books

1) Aristotle, *Constitution of the Athenians* (greek text downloadable at: <http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0045%3Acapter%3Dfragments>)

- 2) P.J.Rhodes (ed.), Aristotle, *The Athenian Constitution*, London 2002<sup>2</sup>.
  - 3) M.H.Hansen, *The Athenian Democracy in the Age of Demosthenes*, Oxford-Cambridge (Mass.) 1991, 26-177; 225-320
  - 4) A.L. Boegehold et alii, *The Lawcourts at Athens: Sites, Buildings, Equipment, Procedure, and Testimonia (The Athenian Agora, 28)*, Princeton 1995.
- [All volumes of the *Athenian Agora* series are downloadable from JStore through Sapienza ID]

Other literary evidence downloadable at:

- <http://www.perseus.tufts.edu/hopper/collection?collection=Perseus:collection:Greco-Roman>

Inscriptions (PHI):

- <http://epigraphy.packhum.org/>
- <https://www.atticinscriptions.com/>
- <http://ig.bbaw.de/>

A reference book on the Aristotelian text is:

- P.J.Rhodes, *A Commentary on the Aristotelian Athenaion Politeia*, Oxford (UP), 1979, 1993<sup>2</sup>.

#### 4 – Educational method and tools

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The teaching activity and learning process is based on the combination of:

- 1) 30 video-lectures (the professor presents the course contents, in a way similar to classroom frontal teaching, supported by slides).
- 2) Individual study: reading the ancient sources mentioned in 3.1, 3.4 and the modern literature about Athenian democracy (3.3).
- 3) Interactive activity: preparation of a short essay that will be revised by the professor. This activity is strongly recommended. The students are required to read and comment a choice of two epigraphic texts out of:

[AIUK vol. 4.2 \(2020\): British Museum. Decrees of the Council and Assembly - Stephen Lambert](https://www.atticinscriptions.com/media/papers/pdf/AIUK_4.2_wrdb7sK.pdf)

[[https://www.atticinscriptions.com/media/papers/pdf/AIUK\\_4.2\\_wrdb7sK.pdf](https://www.atticinscriptions.com/media/papers/pdf/AIUK_4.2_wrdb7sK.pdf)]

For the learning of the discipline, video-lectures and other teaching materials are available to students on the web page of the course.

Professor and tutor will assist the students during the entire academic year through e-mail correspondence and, at the student's request, video-reception (dates and times to be agreed in advance with the professor and the tutor).

#### 5 – Self-assessment procedures

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Students will self-evaluate their level of learning and their knowledge of Greek history by answering to a number of questions concerning both historical issues and ancient sources (available on the web page).

#### 6 – Evaluation methods (final exam)

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The evaluation will consist in an oral exam (questions concerning general and specific topics addressed during the video-lectures) and, eventually, in the final discussion and evaluation of the short essay prepared by the students (see above, 4).

#### 7 – Areas of application of acquired knowledge

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The acquired knowledge and competencies will allow the graduates to be employed as professional experts in a wide range of potential institutions, such as those connected to education, research, cultural heritage management, protection and valorisation, e.g. museums; public administrations; academic entities; organisations working in the field of literature, translation, publishing and editing, inter-cultural activities etc.

<b>Course</b>	Roman History (L-ANT/03 - 6 CFU)
<b>Teacher</b>	Marco Maiuro (marco.maiuro@unitelmasapienza.it; marco.maiuro@uniroma1.it; mm3397@columbia.edu)
<b>Tutor</b>	Alessandro Vecchione (alessandro.vecchione@unitelmasapienza.it)

### 1 – Knowledge and skills to be achieved during the course

The course offers an overview of the main events, historical problems and modern debates about the last century of the Republic (133-31 BC), with incursions into the Augustan age. The focus is mainly political and social history. Students are required to take advantage of the recorded lectures, and to do a set of readings (as listed below), on which the final exam will be conducted.

### 2 – Program / Contents

The program addresses the study of the last century of the republic through six different sections:

- I. Introduction
- II. From the Gracchi to the Social War
- III. The collapse of the political order 89-49
- IV. Continuous Civil Wars 49-31
- V. Towards a new order 29 BC-20AD
- VI. Selected themes on Late Republican History

### 3 – Text books

Every student should be familiar with Roman History. Those who are not, will read as introduction to the topic B.D. Nagle, *Ancient Rome. A History*.

There are a couple of recent, good single-volume manuals on the Republic, K. Bringmann, *A History of the Republic*, [henceforth KB] which covers also early republican history, and C. Steel, *The end of the Roman Republic, 146 to 44 BC. Conquest and Crisis* [henceforth CS]. Students must read at least one of them.

The 9th and 10th Volumes of the *Cambridge Ancient History* (2nd edition) [henceforth CAH], covers basically everything important about the period. Some essays, are mandatory readings.

#### Primary sources

The best anthology of written evidence for students of Roman History is N. Lewis and M. Reinhold, *Roman Civilization*, vol. I [henceforth LR]. Students must read Appian, *Civil Wars* (in translation, Penguin Classics) and A.E. Cooley, *Res Gestae Divi Augusti*. Text translation, and commentary. A good knowledge of those two sources, together with selected parts of LR, is a prerequisite for passing the exam.

Other collections: Plutarch, *Rome in Crisis* (Penguins Classics) and Plutarch, *Fall of the Roman Republic* (Penguins Classics); as for Cicero, students can consult Cicero, *Political Speeches* (Oxford World Classics). Every literary source can be found on the web with a decent English translation; I would recommend to use the Loeb's collection.

A thorough understanding of geography is fundamental. There are several historical atlases, the most important of which is *The Barrington's Atlas of the Ancient World*.

#### 4 – Educational method and tools

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The teaching tools used are video lessons. The didactic contents are organized in modules, so that the study can be personalized by the individual student with respect to the characteristics of his / her personal path and study time.

The course is developed through:

20 hours of frontal teaching (29 video lectures)

6 hours of interactive teaching (write a book review).

#### 5 – Self-assessment procedures

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The procedures to complete the self-assessment will be provided.

#### 6 – Evaluation methods (final exam)

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The evaluation will consist in an oral exam (questions concerning general and specific topics addressed during the lessons + bibliography). Students are strongly encouraged to prepare a book review, that will be evaluated during the exam.

#### 7 – Areas of application of acquired knowledge

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The acquired knowledge and competencies will allow the graduates to be employed as professional archaeologists in a wide range of potential institutions, such as those connected to cultural heritage management, protection and valorisation.

<b>Course</b>	Latin Literature (L-FIL-LET/04 - 6 CFU)
<b>Teacher</b>	Giorgio Piras (giorgio.piras@unitelmasapienza.it; giorgio.piras@uniroma1.it)
<b>Tutor</b>	Angela Pola (angela.pola@unitelmasapienza.it)

### 1 – Knowledge and skills to be achieved during the course

After the course, students are expected to acquire an overall knowledge of ancient Latin Literature, of its main authors and respective works, being able to frame them within their historical and socio-cultural background.

### 2 – Program / Contents

The objective of the course is to provide an overall understanding of Latin literature and of main Roman authors, as well as the basic necessary tools to prompt further critical reflections. The first part will deliver information on the socio-political context and the fundamental models that favoured the composition of the first literary works in Rome, as well as discuss the main methodologies for the study of the subject. After this brief introductory section, the course will analyse the development of Latin literature from a chronological point of view, illustrating the most preeminent authors and their works as well as exploring the most representative genres. This second part is coherently organised in different sections, highlighting the main chronological phases and their most significant representatives.

Part 1. Context, Models and Methodologies (Lectures 1-3)

#### An introduction to Latin Literature

Topics addressed:

1. Oral and written communication in ancient Rome
2. Greece reference models' impact on Latin Literature: imitation and original creation
3. Transmission and loss of Latin Literature

Part 2. Latin literature: a chronological overview (Lectures 4-30)

#### The archaic age

Topics addressed:

4. Ennius and the development of Latin poetry
5. Cato the Elder and the birth of Latin literary prose
6. An introduction to Roman Theatre
7. The Latin Comic Theatre: Plautus
8. The Latin Comic Theatre: Terence
9. The foundation of a new 'Roman' literary genre: Lucilius and the Satire

#### The Late Republic

Topics addressed:

10. Cicero: life and works, Roman Oratory
11. Cicero: Analysis of In Verrem, In Catilinam, De Re Publica
12. Cicero: Philosophical and religious works
13. Caesar: life and works, military-political propaganda
14. Caesar: De bello gallico (first part)



15. Caesar: De bello gallico (second part)
16. Caesar: De bello civile
17. A new form of 'intimate' literature: Catull and neoteric poetry
18. Catull: Analysis of the poems
19. The birth of a 'philosophical' poetry: Lucretius
20. Lucretius: De rerum natura (first part)
21. Lucretius : De rerum natura (second part)
22. New developments in Historiography: Sallust
23. Sallust: Analysis of de Catilinae coniuratione

#### The Augustan age

Topics addressed:

24. Virgil and alexandrinian poetry: the Eclogues and the Georgics
25. Virgil and epic poetry: the Aeneid
26. Roman Elegy: Tibull and Propertius
27. A poet between classicism and mannerism: Ovid
28. A return to annalistic historiography: Livy
29. The Roman Satire: Horace, Perseus, Juvenal
30. Horace and lyric poetry: the Odes

#### The Imperial age

Topics addressed:

31. Roman Stoicism: Seneca
32. Seneca: Analysis of De brevitae vitae and Epistulae ad Lucilium
33. Latest developments in Historiography: Tacitus.

### 3 – Text books

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Gian Biagio Conte, *Latin Literature. A history* (any edition).

### 4 – Educational method and tools

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The didactic program foresees a series of lectures, that gradually introduces the student to the discovery of Latin Literature, particularly by examining the most emblematic works and relevant authors.

The teaching activity is developed through the combination of video lectures, individual study, and interactive activities (preparation of a short essay by the students, which will be then revised by the professor and the tutor).

The course is developed through:

35 hours of frontal teaching:

- 33 video lectures (the professor presents the course contents, in a way similar to classroom frontal teaching, supported by slides);

6 hours of interactive teaching:

- preparation of a short essay by the student that will be revised by the professor.

For the learning of the discipline, video-lectures, slides and other teaching materials are available to students on the page of the course.

Professor and tutor will assist the students during the entire academic year through e-mail correspondence and, at the student's request, video-reception (dates and times to be agreed in advance with the professor and the tutor).

#### 5 – Self-assessment procedures

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Self-assessment tools are provided (quiz)

#### 6 – Evaluation methods (final exam)

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The evaluation will consist in an oral exam (questions concerning general and specific topics addressed during the lessons; discussion on authors and works analysed in the lessons; knowledge of the reference socio-cultural environment).

Students are strongly encouraged to prepare a short essay, that will be discussed during the exam (please refer to the Guidelines published on the web-page of the course in the section “Interactive teaching-Short essay Latin literature”) and if positively evaluated will increase the final mark of the exam.

#### 7 – Areas of application of acquired knowledge

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The acquired knowledge and competencies will allow the graduates to be employed as professional experts in a wide range of potential institutions, such as those connected to education, research, cultural heritage management, protection and valorisation, e.g. museums; public administrations; academic entities; organisations working in the field of literature, translation, publishing and editing, inter-cultural activities etc.

<b>Course</b>	Prehistory and Protohistory (L-ANT/01 - 6 CFU)
<b>Teacher</b>	Alessandro Vanzetti (alessandro.vanzetti@unitelmasapienza.it)
<b>Tutor</b>	Barbara Belelli Marchesini (barbara.belellima@unitelmasapienza.it)

### 1 – Knowledge and skills to be achieved during the course

The students will gain a wide overview of the Pre- and Protohistory of Central Italy; will acquire knowledge about changes in local societies that can highlight the trend toward the formation of the city of Rome; will be informed about the ongoing scientific debate.

### 2 – Program / Contents

The course will explore the role of the historical regions of Ancient Latium and Southern Etruria (modern Administrative Latium region), during a long time period, i.e. from the start of productive economy (Neolithic) to the formation of the city of Rome, during the Early Iron Age. In fact, the emergence of the premises for the extraordinary development of Rome are not rooted in a clear long-term trend. Rome grew from a bundle of rather small villages to a city of respectable size in a couple of centuries or less, at the beginning of the 1st millennium BCE, to a big town by the VI cent. BCE and a megalopolis by the end of the millennium.

Whereas other courses (Etruscology and Roman History) deal respectively with the later development of Rome in the frame of the Central-Tyrrhenian area and with the urban structure of the megalopolis, the goal of this course is to show how different factors emerging through time could coagulate to sustain Central Tyrrhenian and Roman sudden growth process.

- Lessons 1-4. Prehistory and producing communities of Latium (6000-700 BCE): research traditions; historical dating, dendrochronology and radiocarbon; geographic environment, climatic changes and economic trends.
- Lessons 5. Neolithization in the Mediterranean framework.
- Lessons 6-8. Neolithic in Italy: la Marmotta settlement; dead and rituals; economies.
- Lessons 9-13: Metals and Copper age: life and death; cultural encounters across the Tiber; the Beaker globalization; the economy.
- Lessons 14-20. The Bronze Age: continuity and change; cultural developments in mid-Tyrrhenian Italy; patterns of settlement development; the palafitta sites; Mycenaean connections; funerary and ritual aspects; case studies (Sorgenti della Nova, Mount Cimino).
- Lesson 21. Ideological change in burial through the Bronze and the iron Age.
- Lessons 22-29. Iron Age: the formation of protourban centers in South Etruria and Latium; Villanovan and Latial groups; the funerary record and the society.
- Lesson 30. Summing up and final discussion.

### 3 – Text books

Each student has to read 2 mandatory papers (1-2) and 2 other choice papers among the recommended ones (3-10). Students can choose both papers dedicated to a specific period, or any couple of papers they might prefer.

## MANDATORY READINGS:

- 1) Diamond, J. 2002. Evolution, consequences and future of plant and animal domestication, in *Nature* 418, pp. 700-707.
- 2) Stoddart, S. et al. 2019. Tyrrhenian central Italy: Holocene population and landscape ecology, *The Holocene*, 29, pp. 761-775.

## RECOMMENDED READINGS:

## - NEOLITHIC

- 3) Harris, J. 2015. Travels to La Marmotta: a Neolithic settlement beneath the waters of lake Bracciano. *Current World Archaeology*, 71, pp. 40-42.
- 4) Radi, G. & Petrinelli Pannocchia, C. 2018. The beginning of the Neolithic era in Central Italy, *Quaternary International* 470, pp. 270-284.

## - COPPER AGE

- 5) Dolfini, A. et al. 2008. Early Copper Metallurgy in Central Italy: issues of production and social consumption, in *Second International conference Archaeometallurgy in Europe (Aquileia, 17-21.07.2007)*, Milano, pp. 1-8.
- 6) Negroni Catacchio, N., Aspesi, M. & Sala, A.J. 2016. The Chalcolithic culture of Rinaldone: the core area, in O. Rickards & L. Sarti (eds.), *Biological and Cultural Heritage of the central-southern Italian population through 30 thousand years*, Roma, pp. 41-57.

## - BRONZE AGE

- 7) Angle, M., Sacchi, E. & Zarattini A. 2011. A hidden perilacustrine settlement: a village and its fields during the Middle Bronze Age, in M. van Leusen G. Pizziolo & L. Sarti (eds.), *Hidden landscapes of Mediterranean Europe. Cultural and methodological biases in pre- and protohistoric landscape studies*, Proceedings of the international meeting (Siena, Italy, May 25-27, 2007), (eds.), BAR International Series 2320, Oxford, pp. 231-236.
- 8) Bietti Sestieri, A.M. 1988. The "Mycenaean connection" and its impact on the central Mediterranean societies, *Dialoghi di Archeologia* 6, pp. 23-51.

## - IRON AGE

- 9) Alessandri, L. 2016. Hierarchical and federative polities in protohistoric Latium Vetus. An analysis of Bronze Age and Early Iron Age settlement organization, in P. Attema, J. Seubers & S. Willemsen (eds.), *Early states, territories and settlements in protohistoric Central Italy*, Proceedings of the Conference (Groningen 2013), *Corollaria Crustumina* 2, Eelde, pp. 67-82.
- 10) Alessandri, L. 2015, Exploring territories: bubble model and minimum number of contemporary settlements. A case study from Etruria and *Latium Vetus* from the Early Bronze age to the Early Iron age, *Origini XXXVII*, pp. 175-199.

All the papers are available in the .pdf format in the web page of the course.

#### 4 – Educational method and tools

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The teaching activity and learning process is based on the combination of:

- 1) 30 video-lectures (the professor presents the course contents, in a way similar to classroom frontal teaching, supported by slides).
- 2) Individual study: Each student has to read 2 mandatory papers (see above, 1-2) and 2 other choice papers among the recommended ones (see above, 3-10).

Students can choose both papers dedicated to a specific period, or any couple of papers he might prefer.

3) Interactive activity: the students will have to decide one or both of their 2 choice papers, on which to focus, and write a short essay for the exam (refer to the Guidelines, published on the web page of the course) Before the exam, an online session will join together students and professor, for a discussion forum, in which it is required that each student presents the chosen paper(s), leading to an open discussion forum, including students and professor.

For the learning of the discipline, video-lectures and other teaching materials are available to students on the web page of the course.

Professor and tutor will assist the students during the entire academic year through e-mail correspondence and, at the student's request, video-reception (dates and times to be agreed in advance with the professor and the tutor).

### 5 – Self-assessment procedures

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Students should attend the video-lectures and read the choice papers, and possibly more of the recommended ones, and try on their own to create connections. Connecting arguments is the crucial aspect of this course.

Furthermore, students will self-evaluate their level of learning and their knowledge about the main issues of the course by self-answering to a number of questions, that are available on the web page of the course.

### 6 – Evaluation methods (final exam)

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The evaluation will consist in:

- a written short essay on the choice readings or on a theme of the course. The student's paper must be sent to professor at least 1 week before the exam. The Guidelines for the short essay and the papers to be discussed are available on the web page of the course.
- an oral exam based upon the topics addressed by the video-lectures. During the exam a discussion will be developed about the choice readings, connecting them to the written paper and to the major arguments of the course.

### 7 – Areas of application of acquired knowledge

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The course has the goal to give to the student a comprehensive, albeit short, information about prehistoric and protohistoric developments in Central Tyrrhenian Italy, and to insert it in the wider discussion about human growth of complexity and environmental impact.

The ensuing knowledge can be applied directly (setting apart scholarly research) in writing articles for popularizing journals or websites or texts for museums and exhibitions, and act as a Museum guide. Furthermore, it gives basic competence on archaeological materials and structures that can be encountered in field archaeology, e.g. in preventive archaeology, as for Pre- and Protohistory.

More generally, the knowledge and competencies are part of the general goals of the whole Master Degree, i.e. it will allow the graduates to be employed as professional archaeologists in a wide range of potential institutions, such as those connected to cultural heritage management, protection and valorisation, e.g. museums, archaeological sites; public administrations; academic and research entities; archaeological excavations associations or cooperatives; organisations working in the field of tourism, history, architecture etc.

## 8 – Notes

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The students are encouraged to contact the tutor and the professor (mail above) for any doubt or possible risk of misunderstanding, as well as for the request of further readings for a tailored in-depth study.

The professor accepts requests of thesis, spanning on the whole range of the course, and -if required- also on other pre-and protohistoric or theoretical and methodological aspects of the subject.

<b>Course</b>	Etruscology (L-ANT/06 - CFU)
<b>Teacher</b>	Maria Cristina Biella (mariacristina.bie@unitelmasapienza.it; mariacristina.biella@uniroma1.it)
<b>Tutor</b>	Angela Pola (angela.pola@unitelmasapienza.it)

## 1 – Knowledge and skills to be achieved during the course

The students will gain a wide overview of Etruscan culture and will acquire knowledge about Etruscan urbanism in the first millennium BC with particular regard to the relationship between the Etruscan cities and Rome.

## 2 – Program / Contents

Since the first centuries of the first millennium BC, a considerable part of ancient Etruria was organized in cities, each with a territory of pertinence and specific, independent political orientations. The analysis of the urbanization of the region, i.e., the long period during which those urban entities developed, is one of the main issues that scholars have been debating over the last 20 years. However, the analysis of the development of those urban forms through the centuries has remained more obscure, and only recently has new interest arisen in the detailed analysis of the phenomenon of the urbanism of the region. After a short introduction to the Etruscan world (Topic 1), the course will investigate the issue of urbanism in ancient Etruria both from a theoretical and from a more data-based point of view (Topic 2). Issues such as the changing relations between the categories of the public and the private spheres, with particular regard to the interactions between the city of the living and the city of the dead, the monumentalization of sacred areas and the different methods used for management and control of the territory by the city will be explored. A further part of the course (Topic 3) will deal with the issue of how the Etruscans developed specific urban forms outside Etruria, i.e., in the north and in the south of Italy, and a final section (Topic 4) will take into consideration the (special) relation that linked the Etruscans to Rome throughout their history.

In particular, the didactic program foresees a series of lectures, covering the following subjects:

- An Introduction to the course (lect.00)
- An Introduction to ancient Etruria: Physical Geography and Environment (lect.1)
- The Etruscans through the centuries: from the so-called Etruscheria to *Etruscology* (lect. 2-3)
- The “mystery” of the Etruscans: an outdated concept (lect. 4)
- A short introduction to the economic and political structure of the Etruscan region (lect. 5-6)
- Ancient Etruria: a city-state culture? (lect. 7)
- Etruscan Archaeology: what kind of sources? (lect. 8)
- The Urbanisation of Etruria (lect. 9)
- Old and new approaches to Etruscan urbanism (lect. 10-11)
- South Etruria (I): Veii and the Lower and Middle Tiber Valley (lect. 12-14)
- South Etruria (II): *Caere* (lect. 15-17)
- South Etruria (III): Tarquinia and Vulci (lect. 18-20)
- The urban model in Northern coastal Etruria (lect. 21)
- Marzabotto and the Etruscans of the North (lect. 22)

- Etruscan settlements in Campania (lect. 23)
- The Etruscans and Rome in the Archaic Period (lect. 24-25)
- Is the concept of “Romanization” still valid? (lect. 26)
- Etruscan cities and the Roman conquest (lect. 27-28)
- For a brief story of the “Romanization” of Etruria (lect. 29)

### 3 – Text books

One of the following handbooks:

- J. MacIntosh Turfa (ed.), *The Etruscan World*, Routledge 2013 (pp. 1-55; 79-179; 259-350; 351-425; 457-477; 1117-1146);
- A. Naso (ed.), *Etruscology*, De Gruyter 2017 (pp. 11-68; 121-164; 537-722; 1239-1532);
- G. Bartoloni (a cura di), *Introduzione all'Etruscologia*, Milano 2012;
- G. Camporeale, *Die Etrusker, Geschichte und Kultur eine rätselhaften Volkes*, Düsseldorf 2003.

Three papers among the following ones:

- I.M.B. Wiman, *Etruscan environments*, in J. MacIntosh Turfa (ed.), *The Etruscan world*, London- New York 2013: 11-28.
- S. Stoddart, *Etruscan Italy: Physical Geography and Environment*, in S. Bell, A.A. Carpino (eds.), *A Companion to the Etruscans*, Chirchester 2016: 43-54.
- I. Rowland, *Annius of Viterbo*, in J. MacIntosh Turfa (ed.), *The Etruscan world*, London- New York 2013: 1117-29.
- F. De Angelis, *The reception of Etruscan culture. Dempster and Buonarroti*, in J. MacIntosh Turfa (ed.), *The Etruscan world*, London-New York 2013: 1130-35.
- M.-L. Haack. *Modern approaches to Etruscan culture*, in J. MacIntosh Turfa (ed.), *The Etruscan world*, London-New York 2013: 1136-45.
- G. Bagnasco Gianni, *Massimo Pallottino's "Origins" in perspective*, in J. MacIntosh Turfa (ed.), *The Etruscan world*, London-New York 2013: 29-35.
- D. Briquel, *Etruscan Origins and the Ancient Authors*, in J. MacIntosh Turfa (ed.), *The Etruscan world*, London-New York 2013: 36-55.
- A. Maggiani, *Republican political forms*, in M. Torelli (ed.), *The Etruscans*, New York 2001: 227-41.
- H. Becker, *Political systems and law*, in J. MacIntosh Turfa (ed.), *The Etruscan world*, London- New York 2013: 351-72.
- A. Naso, *The Etruscan Aristocracy in the Orientalising Period: Culture, Economy, Politics*, M. Torelli (ed.), *The Etruscans*, New York 2001: 111-30.
- M.H. Hansen, *Polis, An Introduction to the Ancient Greek City-State*, Oxford 2006: 7-30.
- N. Purcell, *Static and Dynamic: Ancient Mediterranean Urbanism*, in Osborne, R., Cunliffe, B. (eds.) *Mediterranean Urbanization, 800-600 BC*, Oxford 2002: 249-72.
- Torelli, M. (2000) *The Etruscan City-State*, in M.H. Hansen (ed.), *A comparative Study of Thirty City-State Cultures*, Copenhagen: 189-208.
- A.M. Bietti Sestieri, *The role of archaeological and historical data in the reconstruction of Italian protohistory*, in *Ancient Italy in its Mediterranean Setting*, London 2000: 13-31;
- M. Pallottino, *Proposte, miraggi, perplessità nella ricostruzione della storia etrusca*, in *Studi Etruschi* 53, 1987: 3-16.
- R. Leighton, *Urbanization in southern Etruria from the tenth to the sixth century BC: the origins and growth of major centres*, in J. MacIntosh Turfa (ed.), *The Etruscan World*, London-New York 2013: 134-50.



- H. Damgaard Andersen, *The archaeological evidence for the origin and development of the Etruscan city in the 7th and 6th centuries BC*, in H. Damgaard Andersen, H.W. Hornsæs, S. Houby-Nielsen (eds.), *Urbanization in the Mediterranean in the 9th to 6th centuries BC*, Copenhagen 1997: 343-82.
- W. Harris, *Invisible cities: the beginnings of the Etruscan urbanization*, in *Secondo Congresso Internazionale Etrusco, Firenze 26 maggio-2 giugno 1985*, Firenze 1989: 375-89.
- G. Dennis, *The cities and cemeteries of Etruria*, London 1848 (a selected case).
- D.I. Redhouse, S. Stoddart, *Mapping Etruscan State Formation*, in N. Terrenato, D.C. Haggis (eds.), *State formation in Italy and in Greece, Questioning the Neoevolutionist Paradigm*, Oxford 2011: 162-78.
- T.W. Potter, *The Changing Landscape of South Etruria*, London 1979.
- G. Colonna, *Urbanistica e architettura*, in *Rasenna, Storia e civiltà degli Etruschi*, Milano 1986: 369-530.
- R. Cascino, H. Di Giuseppe, H.L. Patterson (eds.), *Veii. The Historical Topography of the Ancient City, A restudy of John Ward-Perkins's survey*, Roma (selected parts);
- R. Cascino, U. Fusco, C. Smith (eds.), *Novità nella ricerca archeologica a Veio, Dagli studi di John Ward Perkins alle ultime scoperte*, Roma 2015 (selected essays).
- M. Guaitoli, *Veio: osservazioni preliminari sulla topografia della città*, in *Atlante Tematico di Topografia Antica*, 26, 2016, *Roma e suburbio, strade e acquedotti, urbanistica*: 177-214.
- N. Thomson de Grummond, L. Pieraccini (eds.), *Caere*, Austin 2016 (selected essays).
- M.P. Baglione, *The sanctuary of Pyrgi*, in J. MacIntosh Turfa (ed.), *The Etruscan World*, London- New York 2013: 613-31.
- M.P. Baglione, B. Belevi Marchesini, C. Carlucci, L.M. Michetti, *Pyrgi: A Sanctuary in the Middle of the Mediterranean Sea*, in *Sanctuaries and Power of Consumption, Networking and the Formation of Elites in the Archaic Western Mediterranean World*, Wiesbaden 2015: 221-37.
- G. Colonna, *Sacred architecture and the religion of the Etruscans*, in N. Thomson de Grummond, E. Simon (eds.), *The religion of the Etruscans*, Austin 2006: 132-68.
- G. Bagnasco Gianni, *Tarquini, Sacred areas and sanctuaries on the Civita plateau and on the coast: "Monumental complex", Ara della Regina, Gravisca*, in J. MacIntosh Turfa (ed.), *The Etruscan World*, London-New York 2013: 594-612.
- R. Leighton, *Tarquini, An Etruscan City*, London 2004.
- M. Rendeli, *Città aperte, Ambiente e paesaggio rurale organizzato nell'Etruria meridionale costiera durante l'età orientalizzante e arcaica*, Roma 1993: 156-220.
- P. Perkins, *Process of urban development in northern and central Etruria in the Orientalizing Period*, in E.C. Robinson (ed.), *Papers on Italian Urbanism in the first Millennium BC*, Portsmouth- Rhode Island 2014: 63-79.
- E. Govi, *Etruscan urbanism at Bologna, Marzabotto and in the Po Valley*, in E.C. Robinson (ed.), *Papers on Italian Urbanism in the first Millennium BC*, Portsmouth- Rhode Island 2014: 81-111.
- G. Sassatelli, E. Govi, *Etruria on the Po and the Adriatic*, in J. MacIntosh Turfa (ed.), *The Etruscan World*, London-New York 2013: 281-300.
- M. Cuozzo, *Etruscans in Campania*, in J. MacIntosh Turfa (ed.), *The Etruscan World*, London-New York 2013: 301-18.
- C.J. Smith, *Thinking about kings*, in *Bulletin of the Institute of Classical Studies* 54 2, 2011: 21-42.
- T.J. Cornell, *The beginnings of Rome: Italy and Rome from the Bronze Age to the Punic Wars (c. 1000-264 BC)*, London-New York 1995: 119-172.
- S. Keay, N. Terrenato (eds.), *Italy and the West. Comparative Issues in Romanization*, Oxford 2001 (selected essays);

- T. Stek, *Material Culture, Italic Identities and the Romanization of Italy*, in J. DeRose Evans (ed.), *A Companion to the Archaeology of the Roman Republic*, Blackwell 2013: 337-53.
- N. Thomson de Grummond, L. Pieraccini (eds.), *Caere*, Austin 2016 (selected essays).
- R. Laurence, *Roman Archaeology for Historians*, London, New-York 2012: 8-\*\*.
- N. Terrenato, *The historical Significance of Falerii Novi*, in H. Patterson (ed.), *Bridging the Tiber, Approaches to Regional Archaeology in the Middle Tiber Valley*, London 2004: 234-5.
- V. Jolivet, *A long twilight: "Romanization" of Etruria*, in J. MacIntosh Turfa (ed.), *The Etruscan world*, London-New York 2013: 151-79.
- M. Torelli, *The creation of Roman Italy: the contribution of Archaeology and the situation in Etruria*, in *Studies in the Romanization of Italy*, Alberta 1995: 1-42.
- M. Torelli, *Early into the Senate and ties with the Italian territory of origin: Regio VII (Etruria)*, in *Studies in the Romanization of Italy*, Alberta 1995: 42-77.

#### 4 – Educational method and tools

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The teaching activity and learning process is based on the combination of:

- 1) 30 video-lectures (lect. 00-29) (the professor presents the course contents, in a way similar to classroom frontal teaching, supported by slides).
- 2) Individual study: each student has to read one of the handbooks and 3 papers (see the lists above).
- 3) Interactive activity: preparation of a glossary voice that will be revised by the professor and the tutor of the course.

For the learning of the discipline, video-lectures and other teaching materials are available to students on the web page of the course.

Professor and tutor will assist the students during the entire academic year through e-mail correspondence and, at the student's request.

#### 5 – Self-assessment procedures

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Students will self-evaluate their level of learning and their knowledge of the discipline by answering to a number of questions concerning the contents of the course (available on the web page: "self assessment tools").

#### 6 – Evaluation methods (final exam)

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The evaluation will consist in an oral exam (questions concerning general and specific topics addressed during the video-lectures) and, eventually, in the final discussion and evaluation of the short essay prepared by the students (see above, 4).

#### 7 – Areas of application of acquired knowledge

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The acquired knowledge and competencies will allow the graduates to be employed as professional archaeologists in a wide range of potential institutions, such as those connected

to cultural heritage management, protection and valorisation, e.g. museums, archaeological sites; public administrations; academic and research entities; archaeological excavations associations or cooperatives; organisations working in the field of tourism, history, architecture etc.

<b>Course</b>	Roman Archaeology (L-ANT/07 - 12 CFU)
<b>Teacher</b>	Paolo Carafa (paolo.carafa@unitelmasapienza.it; paolo.carafa@uniroma1.it)
<b>Tutor</b>	Mattia Ippoliti (mattia.ippoliti@unitelmasapienza.it)

### 1 – Knowledge and skills to be achieved during the course

Students will be able to know the history of the changing landscapes of the Palatine Hill from the foundation of the city to the late antiquity. During the course students will learn how to use methods and instruments aiming at the reconstruction of architectural and topographical history of ancient cities.

### 2 – Program / Contents

The course will introduce you to the way we have been reflecting on over the last twenty years and still are engaged with the study of cities of the Roman World, beginning from the most complex case in the ancient Mediterranean World: the core of Italy and of Roman Empire. Researches developed in the core of the ancient city (Palatine Hill and Forum Romanum) since the end of last century by teams of Sapienza Classical Archaeologists and other Italian and international equips opened a new phase in the urban archaeological investigation and in the scientific debate about the relation between archaeological features and literary tradition as well as the “correct use” of both kind of evidence, key issues of wide archaeological and historical significance. Students will also be introduced to methods and procedures applied in collection, analyses, integration and interpretation of complex and multi-stratificated contexts. After a brief introduction to methods (part 1) and to the ancient city of Rome as a whole (part 2), in this course students will be introduced to detailed reconstructions of the topographical history of the Palatine and Forum Romanum from the earliest phases to the end of the Empire (parts 3-8).

### 3 – Text books

- A. Carandini, *Rome in flight and Rome in freefall*, in A. Carandini, P. Carafa (eds.), *The Atlas of Ancient Rome: Biography and Portraits of the City*, Princeton University Press, Princeton and Oxford 2017, pp. 15-43.
- P. Carafa, *The information system of Ancient Rome*, in A. Carandini, P. Carafa (eds.), *The Atlas of Ancient Rome: Biography and Portraits of the City*, Princeton University Press, Princeton and Oxford 2017, pp. 44-55
- P. Carafa, *Teaching and Researching with the GIS: an archaeological story*, *Journal of Research and Didactics in Geography (J-READING)*, 1, 2, June, 2013, pp. 73-83.
- D. Manacorda, *The Necropoleis* in A. Carandini, P. Carafa (eds.), *The Atlas of Ancient Rome: Biography and Portraits of the City*, Princeton University Press, Princeton and Oxford 2017, pp. 101-107.
- C. Panella, *Goods in Rome*, in A. Carandini, P. Carafa (eds.), *The Atlas of Ancient Rome: Biography and Portraits of the City*, Princeton University Press, Princeton and Oxford 2017, pp.108-115.

- D. Filippi, *Region VIII. Forum Romanum sive Magnum*, in *The Atlas of Ancient Rome: Biography and Portraits of the City*, Princeton University Press, Princeton and Oxford 2017, pp. 143-214.
- D. Bruno, *Region X. Palatium*, in *The Atlas of Ancient Rome: Biography and Portraits of the City*, Princeton University Press, Princeton and Oxford 2017, pp. 215-280.

#### 4 – Educational method and tools

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The teaching tools used are video lessons. The didactic contents are organized in modules, so that the study can be personalized by the individual student with respect to the characteristics of his / her personal path and study time. There is also a practical test that will allow the student to experiment with the creation of an archaeological map.

16 hours of frontal teaching (32 video lectures)

12 hours of interactive teaching (practical exercise of drawing an archaeological map).

#### 5 – Self-assessment procedures

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The procedures to complete the self-assessment will be provided.

#### 6 – Evaluation methods (final exam)

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The exam consists of an oral test divided into questions relating to the main parts of the program. The exam can be taken without any prerequisites. Students are strongly encouraged to perform the practical exercise proposed, that will be evaluated during the exam.

#### 7 – Areas of application of acquired knowledge

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Students who have successfully passed the exam will know how to deal with the investigation and study of multi-layered archaeological contexts. The skills acquired can be used in different areas of cultural heritage (research, protection, enhancement).

#### 8 – Notes

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Students can also have practical experience of archaeological investigation by participating in the archaeological excavation campaign conducted by the Department of Sciences of the Antiquity of "Sapienza" Università di Roma on the southern slopes of the Palatine Hill.

<b>Course</b>	Ancient Topography (L-ANT/09 - 6 CFU)
<b>Teacher</b>	Luisa Migliorati (luisa.migliorati@unitelmasapienza.it; luisa.migliorati@uniroma1.it)
<b>Tutor</b>	Alessandro Vecchione (alessandro.vecchione@unitelmasapienza.it)

### 1 – Knowledge and skills to be achieved during the course

Successful students will be able to know the most important monuments of the city of Rome, identify and read ancient monuments in Rome's Campus Martius as belonging to a whole urban plan, make links between historical events and building activities, link Roman widespread policy to the road-system and land organization.

### 2 – Program / Contents

The course provides an outline of the development of Rome. Further topics concern walls and aqueducts. Campus Martius district will be presented in detail. The study of the ancient road-system will involve Roman Italy land organization.

### 3 – Text books

Claridge A., Rome. An Oxford archaeological guide, Oxford 2010 (Oxford University Press), pp. 1-62

Coarelli F., Rome and Environs. An archaeological guide, Berkeley and Los Angeles 2014 (University of California Press): Introduction; City Walls; Campus Martius; Via Appia; Eastern Environs: Viae Latina, Praenestina, Labicana, Tiburtina, Northern Environs: Viae Salaria, Nomentana, Flaminia, Cassia, Western Environs: Viae Aurelia, Campana, Ostiensis, Aqueducts; Appendix.

Favro D., The urban image of Augustan Rome, Cambridge 1996 (Cambridge University Press): chapters 3, 4.

Packer J.E., plurima et amplissima opera: parsing Flavian Rome, in Boyle A.J., Dominik W.J. (eds), Flavian Rome, Leiden Boston 2003 (Brill), pp.167-198.

Dilke O.A.W., The Roman land surveyors: an introduction to the agrimensores, Newton Abbot 1971 (David and Charles), chapters 1, 5,6.

Wiseman T.P., Roman republican road-building, in PBSR XXXVIII, 1970, pp.122-152 (only pp. 126-140).

Further additional readings (optional): Richardson jr. L., A new topographical dictionary of Ancient Rome, Baltimore 1992 (John Hopkins University Press)

### 4 – Educational method and tools

The didactic program foresees a series of video lessons, covering the following topics:

- An introduction to ancient Topography
- The rising of Rome
- Rome walls through centuries
- Rome Aqueducts
- The regions of Augustan Rome

- The regions of Augustan Italy
- Roman road-system
- Land division
- Campus Martius

18 hours of frontal teaching (30 video lectures)

6 hours of interactive teaching (writing short texts about selected monuments).

#### 5 – Self-assessment procedures

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The procedures to complete the self-assessment will be provided

#### 6 – Evaluation methods (final exam)

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The evaluation will consist in an oral exam (questions concerning general and specific topics addressed during the lessons; recognition/description of monuments, roads, land division analysed in the lessons). The production of a short essay/research concerning one of the subjects considered during the course is recommended.

#### 7 – Areas of application of acquired knowledge

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The acquired knowledge and competencies will allow the graduates to be employed as professional archaeologists in a wide range of potential institutions, such as those connected to cultural heritage management, protection and valorisation, e.g. museums, archaeological sites; public administrations; academic and research entities; archaeological excavations associations or cooperatives; organisations working in the field of tourism, history, architecture etc.

<b>Course</b>	Classical Archaeology I (L-ANT/07 – 6 CFU)
<b>Teacher</b>	Rita Sassu (rita.sassu@unitelmasapienza.it)
<b>Tutor</b>	Angela Pola (angela.pola@unitelmasapienza.it)

### 1 – Knowledge and skills to be achieved during the course

After the course, students are expected to acquire a general knowledge about Greek art and archaeology and to develop specific competencies in Greek religion, rituals, sacred spaces and architectures, being able to recognize the social, political and economic meaning of Hellenic sanctuaries.

### 2 – Program / Contents

The course provides an outline of the development of Greek sanctuaries from the archaic period to the Hellenistic age. A special attention will be given to the Greek religious practices and rituals, the spatial organization of the sanctuaries and the study of their structures (*propylaia*, temples, altars, *stoai*, *hestiatoria* etc.). A series of emblematic sacred spaces will be analyzed, such as the Athenian Acropolis; the sanctuary of Demeter and Kore at Eleusis; the pan-Hellenic sanctuaries of Delphi, Olympia, Nemea and Isthmia; the extra-urban sanctuaries of Samos. Finally, the identitarian, socio-political and economic role played by sanctuaries will be investigated.

In particular, the didactic program covers the following topics:

- An introduction to ancient Greek ritual practices
- Sacrificial practice and consumption of sacred common meal; altars and *hestiatoria*
- Defining sacred space; *propylaia* and *periboloi*
- Temples: origin, development, internal arrangement and functions
- Poliadic sanctuary: the Athenian Acropolis
- Extra-urban sanctuary: the *Heraion* at Samos
- Sacred Mysteries: the sanctuary at Eleusis
- Pan-Hellenic sanctuaries: Delphi, Olympia, Isthmia and Nemea
- Rites of passage
- Socio-economic functions of Greek sanctuaries.

### 3 – Text books

J.G. Pedley, *Sanctuary and the sacred in the ancient Greek world*, Cambridge 2006. Further additional recommended readings: N. Marinatos, R. Hägg (ed.), *Greek sanctuaries. New approaches*, London-New York 1993 [part. Chapters: 2. *The origins of Pan-Hellenism*, 6. *The sanctuary of Demeter and Kore at Eleusis* 7. *The Heraion at Samos* 8. *The evolution of a Pan-Hellenic sanctuary: from archaeology towards history at Isthmia*; 11. *What were Greek Sanctuaries?*]; E. Lippolis, *Sacred texts and Consecrated Texts*, in G. Colesanti, L. Lulli (ed.), *Submerged Literature in Ancient Greek Culture*, II. *Case Studies*, Berlin-Boston 2016, pp. 125-160; R. Sassu, *Sanctuary and economics: the case of the Athenian Acropolis*, in *Mediterraneo Antico* 13, 2010, pp. 247- 262. About Eleusis see also:



<http://www.perseus.tufts.edu/hopper/artifactBrowser?object=Building&field=Context&value=Eleusis>

About Nemea see also:  
<https://publishing.cdlib.org/ucpressebooks/view?docId=ft1q2nb0x1&chunk.id=d0e4317&toc.depth=100&toc.id=d0e4317&brand=eschol>

#### 4 – Educational method and tools

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The teaching activity is developed through the combination of video lectures, individual study, and interactive activities (preparation of a short essay by the students, which will be then revised by the professor and the tutor).

The course is developed through:

29 hours of frontal teaching:

- 30 video lectures (the professor presents the course contents, in a way similar to classroom frontal teaching, supported by slides);

7 hours of interactive teaching:

- preparation of a short essay by the student that will be revised by the professor and the tutor

For the learning of the discipline, video-lectures, slides and other teaching materials are available to students on the page of the course.

Professor and tutor will assist the students during the entire academic year through e-mail correspondence and, at the student's request, video-reception (dates and times to be agreed in advance with the professor and the tutor).

#### 5 – Self-assessment procedures

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Self-assessment tools are provided (quiz).

#### 6 – Evaluation methods (final exam)

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The evaluation will consist in an oral exam (questions concerning general and specific topics addressed during the lessons; recognition/description of monuments, sculptures, vases, artefacts analysed in the lessons; knowledge of the examined ritual performances, archaeological sites and periods).

The students are strongly encouraged to write a short essay (5/10 pages, with bibliography) concerning one of the sanctuaries, sacred edifices or subjects considered during the course (please refer to the Guidelines published on the web-page of the course in the section "Interactive teaching-Short essay Classical Archaeology I").

Participation in planned webinars is strongly recommended.

#### 7 – Areas of application of acquired knowledge

The acquired knowledge and competencies will allow the graduates to continue their researches (eg. as PhD candidates) and to be employed as professional archaeologists in a wide range of potential institutions, such as those connected to cultural heritage management, protection and valorisation, e.g. museums, archaeological sites; public administrations; academic and research entities; archaeological excavations associations or cooperatives; organisations working in the field of tourism, history, architecture etc.

<b>Course</b>	Christian and medieval archaeology (L-ANT/08 – 6 CFU)
<b>Teacher</b>	Francesca Romana Stasolla (francesca.stasolla@unitelmasapienza.it; francescaromana.stasolla@uniroma1.it)
<b>Tutor</b>	Alessandro Vecchione (alessandro.vecchione@unitelmasapienza.it)

### 1 – Knowledge and skills to be achieved during the course

The course aims to provide basic knowledge and understanding in the context of Christian and medieval archeology, with the aim of allowing the student to apply the knowledge acquired in a competent and efficient way, to understand the historical-archaeological dynamics at the basis of the transformation of the Roman world and of the transition to the modern age and of acquiring the methodological tools for a correct archaeological interpretation of the late ancient and medieval world.

### 2 – Program / Contents

The aim of the module is the introduction to the objectives, contents, and methods of Christian and medieval archeology, providing knowledge of the birth and development of Christianity and its artistic and architectural manifestations, as well as a basic knowledge of the transformation processes of the period from late antiquity to the fifteenth century. The problems connected with the origin and development of the Christian place of worship and their annexes, the cemetery system, and funerary rituals, the characteristics of the Christian epigraphy, the development of a specific iconography and its connection to the late antique art will be discussed. Particular attention will be given to the elements of transformation of the late ancient society, of the urban systems, and of the funerary organization. The module will also focus on elements determined for the definition of the new urban models, the forms of population of the territory, the development of places of worship, the presence of the Germanic populations and the formation of the noble society. Specific lectures will be dedicated to the archeology of production with regard to ceramic, metals, and glass.

### 3 – Text books

W.H.C. Frend, *The archaeology of early Christianity: a history*, London 1996.  
J. Graham-Campbell – M. Valor – M. Carver, *The archaeology of Medieval Europe*, I, Aarhus 2011.

### 4 – Educational method and tools

The program includes a series of on-line lectures, with various topics that embrace the main themes of Christian archeology (birth and development of Christianity, the elaboration of religious buildings, the process of Christianization, the cult of martyrs, the development of monasticism, the phenomenon of pilgrimages) and medieval archeology. Wide-ranging phenomena (such as commercial dynamics, urban development), as well as different areas of Europe, will be examined. Specific lectures will be dedicated to the production processes of some products, such as ceramic, metal, glass.

### 5 – Self-assessment procedures

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The procedures to complete the self-assessment will be provided.

### 6 – Evaluation methods (final exam)

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The evaluation will consist in an oral exam (questions concerning general and specific topics addressed during the lessons; recognition/description of monuments, sculptures, vases, artefacts analyzed in the lessons; knowledge of the examined archaeological sites and periods).

### 7 – Areas of application of acquired knowledge

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The acquired knowledge and competencies will allow the graduates to be employed as professional archaeologists in a wide range of potential institutions, such as those connected to cultural heritage management, protection and valorization, e.g. museums, archaeological sites; public administrations; academic and research entities; archaeological excavations associations or cooperatives; organizations working in the field of tourism, history, architecture etc.

<b>Course</b>	Classical Archaeology II (L-ANT/07 – 6 CFU)
<b>Teacher</b>	Rita Sassu (rita.sassu@unitelmasapienza.it)
<b>Tutor</b>	Angela Pola (angela.pola@unitelmasapienza.it)

### 1 – Knowledge and skills to be achieved during the course

After the course, students are expected to acquire a general knowledge about the urban landscape and the historical evolution of the ancient city of Athens, an excellent case study to investigate the Greek *polis*, given the amount of monumental, artistic and written documents available to reconstruct its socio-political and architectural development.

The archaeological evidence will be used as a tool to analyse and discuss the Greek art and archaeology as well as to develop specific competencies in Greek architecture, topography, religion, society, sacred spaces and public monuments.

### 2 – Program / Contents

The course will focus on the city of Athens, from the Geometric Age until the Roman period, by investigating the public architectures of the *polis* and by paying a special attention to its socio-political history, its urban landscape and, particularly, the typologies of edifices, examined from a functional and socio-symbolic standpoint. The available archaeological, literary and epigraphic evidence will be used as a means to develop specific research topics, to be used in order to understand the archaeological contexts, studied in their several meanings, from the architectural and reconstructive aspects, to the technological and organizational ones, also considering the reciprocal relationships among the elements of the overall urban arrangement. The single monuments will be analysed as expression of the birth and development of the Greek culture.

In particular, the didactic program is organised in 5 different sessions, covering the following topics:

**Session 1: The historical framework:** this session will explore the historical development of Athens, analysing the societal changes occurred from the Mycenaean period until the Roman Age, as reflected by the urban organisation and its monumental arrangement. Above all, key historical figures such as Solon, Peisistratus, Themistocles, Cleisthenes, Kylon will be taken into account, examining the impact of their initiatives on the society, on the political organisation of the *polis* and on its urban landscape.

**Session 2: The agora of the Kerameikos:** this session will focus on the topography, on the monuments and on the function of the agora of Athens, stressing its political, commercial, philosophical meaning as the hearth of the civic life of the *polis*. The proposed lessons aim to provide a virtual tour of the area, by analyzing each individual monument and its significance. Sacred edifices (such as the Hephaisteion, the temple of Apollo Patroos, of Athena Phratria, the altar of the twelve gods), archives (e.g. the Metroon), structures devoted to politics and government (the Bouleterion, the Tholos) as well as to commercial and representative scopes

(the stoa of Attalos) or public offices (for instance, the Royal stoa) will be examined in detail and contextualized in their relative historical framework.

**Session 3: Pnyx, Areopagus, Mouseion:** this session concerns three of the main hills of Athens, located west of the agora and marked by political, juridical and representative meanings. In this framework, the different building programs affecting the Pnyx, the meeting place of the Athenian Assembly after the establishment of the democracy, are analyzed; the rock of the Areopagus is examined with regard to its function of bloody crimes court and headquarter of the Council of the Elders; the Philopappos funerary monument over the Mouserion Hill is described and discussed.

**Session 4: The cemetery of the Kerameikos:** the graveyard of the Kerameikos, located next to the northwest corner of the agora, is the main subject of this session, which explores the Dipylon Gate, the Pompeion, the Sacred way and the most relevant tombs of the site. Funerary Athenian practices are illustrated as well, together with the several *semata* erected throughout the history of the cemetery, from Geometric vessels, to Archaic *kouroi*, Classical *stelai* and Hellenistic *mensae* and *columellae*.

**Session 5: The Acropolis:** this session deals with the most emblematic, representative and relevant sacred area of Athens, i.e. the sanctuary of Athena over Acropolis, by analyzing the rituals and religious actions taking place inside it, the several cults here worshipped besides Athena Polias, the different buildings erected over time. The deep interconnections existing between the gods and the socio-political and economic life of Athens will be stressed, thus revealing the multiple meanings associated with the sacred monuments erected.

### 3 – Text books

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- J.M. Camp, *The Archaeology of Athens*, New Heaven-London 2001
  - J.M. Camp, *The Athenian agora. Excavations in the hearth of Classical Athens*, London 1986 - R.F. Rhodes, *Architecture and meaning on the Athenian Acropolis*, Cambridge 1995 or J.M. Hurwitt, *The Athenian Acropolis: History, Mythology, and Archaeology from the Neolithic era to the present*, Cambridge 1999.

Further recommended readings, consisting in articles or short essay, will be published and downloadable directly from the webpage of the course.

### 4 – Educational method and tools

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The teaching activity is developed through the combination of video lectures, individual study, and interactive activities (preparation of a short essay by the students, which will be then revised by the professor and the tutor).

The course is developed through:

30 hours of frontal teaching:

- 30 video lectures (the professor presents the course contents, in a way similar to classroom frontal teaching, supported by slides);

6 hours of interactive teaching:

- preparation of a short essay by the student that will be revised by the professor.

For the learning of the discipline, video-lectures, slides and other teaching materials are available to students on the page of the course.

Professor and tutor will assist the students during the entire academic year through e-mail correspondence and, at the student's request, video-reception (dates and times to be agreed in advance with the professor and the tutor).

### 5 – Self-assessment procedures

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The procedures to complete the self-assessment are provided (quiz).

### 6 – Evaluation methods (final exam)

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The evaluation will consist in an oral exam (questions concerning general and specific topics addressed during the lessons; recognition/description of monuments, sites, rituals, historical periods, concepts analysed in the lessons).

Students are strongly encouraged to prepare a short essay, that will be evaluated during the exam (please refer to the Guidelines published on the web-page of the course in the section “Interactive teaching-Short essay Classical Archaeology II”).

Participation in planned webinars is strongly recommended.

### 7 – Areas of application of acquired knowledge

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The acquired knowledge and competencies will allow the graduates to continue their researches (eg. as PhD candidates) and to be employed as professional archaeologists in a wide range of potential institutions, such as those connected to cultural heritage management, protection and valorisation, e.g. museums, archaeological sites; public administrations; academic and research entities; archaeological excavations associations or cooperatives; organisations working in the field of tourism, history, architecture etc.

<b>Course</b>	Methodology of Archaeological Research (L-ANT/10 - 6 CFU)
<b>Teacher</b>	Paolo Carafa (paolo.carafa@unitelmasapienza.it; paolo.carafa@uniroma1.it)
<b>Tutor</b>	Mattia Ippoliti (mattia.ippoliti@unitelmasapienza.it)

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### 1 – Knowledge and skills to be achieved during the course

Students will acquire skills in the following areas:

- reading, interpreting and reconstructing stratifications, monuments and ancient landscapes;
- creation and use of archaeological information systems.

Students will also learn how to use material-culture data to understand and interpret historical, economic and social processes.

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### 2 – Program / Contents

In particular, the didactic program covers the following topics:

1. Methods applied in integration and interpretation of stratified contexts;
2. classification of artifacts and other kind of evidence;
3. integrating and reconstructing ancient classical architecture and more extended spatial units;
4. basic principles of stratigraphical analyses and landscape archaeology;
5. IT management of archaeological data;
6. methods and instruments aiming at the reconstruction of architectural and topographical history of ancient cities.

In the first part of the course the topics listed will be addressed from the theoretical point of view, in the second part practical examples will be analyzed in contexts from ancient Rome and Latium.

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### 3 – Text books

Colin Renfrew, Paul Bahn, *Archaeology: Theories, Methods, and Practice*, Thames & Hudson Ltd 2012.

Edward C. Harris, *Principles of archaeological stratigraphy*, Academic Press Limited 1989.

Paolo Carafa, *The information system of Ancient Rome* in A. Carandini, P. Carafa (eds.), *The Atlas of Ancient Rome: Biography and Portraits of the City*, Princeton University Press, Princeton and Oxford 2017, pp. 44-55.

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### 4 – Educational method and tools

The educational tools used will be video lessons dealing with theoretical topics and their application in selected case studies.

The course is developed through:

16 hours of frontal teaching (32 video lectures)

6 hours of interactive teaching (practical exercise of archaeological matrix).



### 5 – Self-assessment procedures

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The procedures to complete the self-assessment will be provided.

### 6 – Evaluation methods (final exam)

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Students will be assessed through an oral exam to verify the acquisition of skills on the topics covered in the videos and in the indicated bibliography.

Students are strongly encouraged to perform the interactive activities, that will be evaluated during the exam.

### 7 – Areas of application of acquired knowledge

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Students who have successfully passed the exam will know how to deal with the investigation and study of multi-layered archaeological contexts. The skills acquired can be used in different areas of cultural heritage (research, protection, enhancement). The acquired skills are indispensable: in the realization of the archaeological documentation required for those who work in the excavations; in the creation of archaeological maps and risk maps; in the management of materials found during the excavations; in the creation and management of databases.

### 8 – Notes

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Students can also have practical experience of archaeological investigation by participating in the archaeological excavation campaign conducted by the Department of Sciences of the Antiquity of "Sapienza" Università di Roma on the southern slopes of the Palatine Hill.

<b>Course</b>	Phoenician-Punic Archaeology (L-OR/06 - 6 CFU)
<b>Teacher</b>	Lorenzo Nigro (lorenzo.nigro@unitelmasapienza.it; lorenzo.nigro@uniroma1.it)
<b>Tutor</b>	Barbara Belelli Marchesini (barbara.belellima@unitelmasapienza.it)

### 1 – Knowledge and skills to be achieved during the course

The students are expected to acquire an overall knowledge about the archaeology of the early Mediterranean city and to develop specific competencies in analysing urban settlements and their most relevant topographic features and monuments.

### 2 – Program / Contents

The course will deal with the origins of Mediterranean civilizations, by exploring the archaeology of the city from the Levant to the West, from the III until the I millennium B.C. Particularly, the lessons will analyze the elements that contributed to create urban settlements and to define their dwellers' customs, societal behaviours and ideas. Special attention will be paid to production systems (from pottery to metallurgy, from alimentary diets to agriculture), to spatial organisation and architectures of the urban centers, to art and to religion.

Therefore, the course will focus on the concept of the city and will examine its topographic features and organisation as well as its fundamental architectural elements, such as fortifications, palaces, temples and necropolis.

Emblematic case studies will be considered and in-depth studied - particularly Jericho and Motya - in the light of the most recent archaeological discoveries.

The set of lessons dedicated to Jericho will investigate one of the earliest city of the Near East, exemplifying the extraordinary phenomenon that is the formation and growth of an integrated human society, a socio-cultural achievement that gained the site the renowned title of the "oldest city in the world". The lessons will focus on the transformation of the area into an urban settlement and examine the societal, economic, religious aspects of the ancient city.

The set of lessons dedicated to Motya will provide an overall picture of the Phoenician settlement and its development over time. Hence, the origins of the Phoenician foundation will be investigated and its urban history and topography will be illustrated in the light of the most recent archaeological discoveries, resulted from 'La Sapienza' University of Rome missions at Motya.

### 3 – Text books

1) L. Nigro, "The Archaeology of Collapse and Resilience: Tell es-Sultan/ancient Jericho as a Case Study", in L. Nigro (ed.), *Overcoming Catastrophes. Essays on disastrous agents characterization and resilience strategies in pre-classical Southern Levant* (Rome «La Sapienza» Studies on The Archaeology of Palestine And Transjordan, 11)(2014) pp. 55-85, Rome: Rome «La Sapienza» Expedition to Palestine & Jordan. 2) L. Nigro, "Jericho", in D.M. Master (ed.), *The Oxford Encyclopedia of the Bible and Archaeology*, Oxford: Oxford University Press, vol. II (2013), pp. 1-8.

3) L. Nigro, "Results of the Italian-Palestinian Expedition to Tell es-Sultan: at the Dawn of Urbanization in Palestine", in L. Nigro, H. Taha (eds.), *Tell es-Sultan/Jericho in the Context of the Jordan Valley: Site Management, Conservation and Sustainable Development*. (= Rome "La Sapienza" Studies on the Archaeology of Palestine & Transjordan, 2), Rome 2006, pp. 1-40.

4) L. Nigro, "Before the Greeks: the earliest Phoenician settlement in Motya – Recent discvories by Rome «La Sapienza» Expedition": *Vicino Oriente XVII* (2013), pp. 39-74.

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5) L. Nigro, "Temples in Motya and their Levantine prototypes: Phoenician religious architectural tradition", in CL. DOUMET-SERHAL - A.M. MAILA-AFEICHE (eds.), *Cult and Ritual on the Levantine Coast and its impact on the Eastern Mediterranean Realm. Proceedings of the International Symposium Beirut 2012 (BAAL Hors-Série X)*, Beyrouth 2015, pp. 83-108.

6) L. Nigro, *The so-called "Kothon" at Motya. The sacred pool of Baal 'Addir/Poseidon in the light of recent archaeological investigations by Rome «La Sapienza» University - 2005-2013. Stratigraphy, architecture, and finds (Quaderni di Archeologia fenicio-punica / Colour Monograph 03)*, Roma: Missione archeologica a Mozia, 2014.

7) L. Nigro, *Rome "La Sapienza" excavations at Motya 2007-2009: The Temple of the Kothon, the Circular Temenos, and Astarte's Shrine*, in *La vie, la mort et la religion dans l'univers Phénicien et punique, VIIème congrès international des études phéniciennes et puniques*, Tunis 2019, pp. 1641-1663.

All the texts are available on Academia: <https://uniroma1.academia.edu/LorenzoNigro> and on the web page of the course.

#### 4 – Educational method and tools

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The didactic program foresees a series of 30 video-lectures, that gradually introduces the student to the discovery of the ancient city, particularly by examining two exemplary study cases, i.e. Motya and Jericho.

Students may participate to interactive workshops on GoogleEarth aiming at improving their knowledge of ancient Mediterranean.

For the learning of the discipline, video-lectures and other teaching materials are available to students on the web page of the course.

Professor and tutor will assist the students during the entire academic year through e-mail correspondence and, at the student's request, video-reception (dates and times to be agreed in advance with the professor and the tutor).

#### 5 – Self-assessment procedures

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Students will self-evaluate their level of learning and their knowledge of Phoenician-Punic Archaeology by answering to a number of questions (available on the web page of the course).

#### 6 – Evaluation methods (final exam)

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The evaluation will consist in an oral exam (questions concerning general and specific topics addressed during the lessons; recognition/description of monuments and artefacts analysed in the lessons; knowledge of the examined archaeological sites and periods).

#### 7 – Areas of application of acquired knowledge

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The acquired knowledge and competencies will allow the graduates to be employed as professional archaeologists in a wide range of potential institutions, such as those connected to cultural heritage management, protection and valorisation, e.g. museums, archaeological sites; public administrations; academic and research entities; archaeological excavations associations or cooperatives; organisations working in the field of tourism, history, architecture etc.

<b>Course</b>	Islamic Archaeology and Art History (L-OR/11 – 6 CFU)
<b>Teacher</b>	Michelina Di Cesare (michelina.dicesare@unitelmasapienza.it; michelina.dicesare@uniroma1.it)
<b>Tutor</b>	Alessandro Vecchione (alessandro.vecchione@unitelmasapienza.it)

### 1 – Knowledge and skills to be achieved during the course

The course introduces the students to the study of early Islamic culture, architecture and art through the analysis of archaeological evidence and discussion of recent research trends. At the end of the course they will acquire the principles of a methodological approach which will allow them to identify, describe, interpret and contextualise specific monuments or architectural elements.

### 2 – Program / Contents

The course consists of an introduction to relevant aspects of early Islamic culture, architecture and art. In particular, it focuses on the mosque, its history, function and meaning, planimetric, architectural and decorative features, building materials and techniques.

The didactic programme covers the following topics:

- Definition of Islamic Archaeology; relationships between archaeological investigation and historical research.
- Arabian culture at the time of the Prophet Muhammad.
- The rise and spread of Islam: from the Prophet Muhammad to the early 'Abbasid period.
- Origin, meaning and function of the mosque.
- Distinctive elements of the mosque, their origins and functions: the qibla, the mihrab, the minbar, the maqsura, the minaret.
- The plan of the mosque and its origins: the mosque of the Prophet in Medina.
- The plan of the mosque and its early developments: the Great Mosque of Damascus, the mosques of al-Mutawakkil and Abu Dulaf in Samarra, the Great Mosque of Kairouan, the mosque of Ibn Tulun in al-Qata'i.

### 3 – Text books

- 1) Entry "masdjid" in The Encyclopaedia of Islam, Second Edition (any reprint or on line edition), vol. 6, pp. 644-681;
- 2) K. A. C. Creswell, Early Muslim Architecture, revised and supplemented by J. W. Allan, Aldershot 1989, pp. 43-72; 315-330; 359-356; 367-373; 391-406;
- 3) The Cambridge History of Islam (any reprint), vol. 1A, Part I or an Islamic History textbook up to the early 'Abbasid period.

### 4 – Educational method and tools

The course is developed through:

- 1) 30 video lectures. The lectures consist in a thorough discussion of archaeological, architectural, artistic, historical evidences and their interpretations. This discussion will be pursued by applying to the subject of investigation the methodological approach students are expected to acquire.

2) Individual study

3) Interactive teaching: students are strongly encouraged to elaborate a glossary voice, that will be revised by the professor and the tutor and will be evaluated during the exam.

For the learning of the discipline, video-lectures, slides and other teaching materials are available to students on the page of the course.

Professor and tutor will assist the students during the entire academic year through e-mail correspondence and, at the student's request, video-reception (dates and times to be agreed in advance with the professor and the tutor).

#### 5 – Self-assessment procedures

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Students will self-evaluate their level of learning and their knowledge about Islamic Archaeology and Art History by answering to a number of questions (available on the web page).

#### 6 – Evaluation methods (final exam)

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The evaluation consists in an oral exam aimed to ascertain the knowledge and methodology acquired during the course. Questions on specific monuments, elements, issues and topics will be addressed.

The glossary voice elaborated by the students will be also evaluated during the exam.

#### 7 – Areas of application of acquired knowledge

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The acquired knowledge and competencies will allow the graduates to be employed as professional archaeologists in a wide range of potential institutions, such as those connected to Cultural Heritage management, protection and valorisation, e.g. museums, archaeological sites; public administrations; academic and research entities; archaeological excavations associations or cooperatives; organisations working in the field of tourism, history, architecture etc.

<b>Course</b>	Anthropology (BIO/08 - 6 CFU)
<b>Teacher</b>	Alfredo Coppa (alfredo.coppa@unitelmasapienza.it; alfredo.coppa@uniroma1.it)
<b>Tutor</b>	Barbara Belelli Marchesini (barbara.belellima@unitelmasapienza.it)

### 1 – Knowledge and skills to be achieved during the course

After the course, students are expected to acquire a general knowledge of the mechanisms of evolution that underlie the adaptive changes that characterized the development of the various taxons involved in the homination process. Students will learn about the taxonomy of Homo and his ancestors and the phyletic relationships between the various hominid and hominin taxons. They will then have developed skills on human paleobiology, with knowledge of Skeleton Biology and Dental Anthropology, and on advanced technologies for the study of fossils and skeletal collections from archaeological excavations.

### 2 – Program / Contents

The course is divided into three sections and covers the following main topics:

#### 1) PALEOANTHROPOLOGY (Lessons 1-19 + 1 video):

- Introduction
- General theoretical tools
- Interpretative models: species and fossil species
- Before the Australopithecines
- New data and locomotion
- *AUSTRALOPITHECUS (anamensis, afarensis, barelghezali, africanus)*
- *AUSTRALOPITHECUS (garhi, sediba)*
- *PARANTHROPUS (aethiopicus, boisei, robustus)*
- *HOMO habilis, rudolfensis, ergaster. erectus*
  - Case studies. LATE ERGASTER 1MA, LATE HOMO ERGASTER MULHULI AMO FOSSIL
- *HOMO (antecessor, heidelbergensis, rhodesiensis)*
- *HOMO (NEANDERTHAL)*
- *HOMO (sapiens)*

#### 2) HUMAN PALEOBIOLOGY (Lessons 20-23 + 8 videos):

- Anatomy
- Skeletal Biology
- Excavation
- Sex and Age Determination
- Skeletal Pathology
- Paleodemography

#### 3) ADVANCED METHODOLOGIES (Lessons 24-30 + 8 videos)

- Physics, X-Rays and Computer Tomography (TAC)

- Micro CT ( $\mu$ CT), Synchrotron Light (SR- $\mu$ CT)
- Paleo-histology
- Chemical, Physical Chemical
- Statistical Analysis and its Techniques: Geometric Morphometrics, Virtual anthropology.
  - Case studies (Neandertal): Roc de Marsai, Le Ferrasie 2, Regardou, Abri Suard S14
- Statistical Analysis And It Techniques: Bootstrapping techniques.
  - Case study: Ancient Skeletons used to map the Genetic History of Rome.

### 3 – Text books

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- 1) Tattersall, Ian and Schwartz, Jeffrey H. (2001) Extinct humans. Publisher Taylor & Francis Inc. ISBN10: 0813339189, ISBN13: 9780813339184
- 2) Reich, David (2019) WHO WE ARE AND HOW WE GOT HERE. Ancient DNA and the new science of the human past. Oxford University Press, ISBN:9780198821267
- 3) White, Tim D. and Folkens Pieter A. (2005) THE HUMAN BONE MANUAL. ElsevierAcademic Press. ISBN: 0-12-088467-4.

### 4 – Educational method and tools

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The teaching activity and learning process is based on the combination of:

- 1) 30 video-lectures (the professor presents the course contents, in a way similar to classroom frontal teaching, supported by slides) and 17 videos (the videos were made within the research lines of the Professor and his collaborators, the videos of the lessons were made available by the American Association of Physical Anthropologists).
- 2) Individual study: handbooks (above, 3).
- 3) Interactive activity: the students are strongly encouraged to elaborate a short essay (5/7 pages, bibliography included) on one of the following eight topics: 1. New discovery of Fossils of Ominins; 2. Phyletic relationships between pre Homo taxon; 3. The oldest Ominins; 4. The use of microtomography for the study of human teeth; 5. Ancient DNA for the reconstruction of the human population of specific areas; 6. Dental Morphology and ancient DNA in comparison; 7. Stable isotopes for the reconstruction of the diet and migration; 8. Paleopathology and reconstruction of life models.

The essay will be revised by the professor (please refer to the Guidelines published on the course web page).

For the learning of the discipline, video-lectures, slides and other teaching materials are available to the students on the web page of the course. Professor and tutor will assist the students during the entire academic year through e-mail correspondence and, at the student's request, video-reception (dates and times to be agreed in advance with the professor and the tutor).

### 5 – Self-assesment procedures

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A test of 18 multiple choice questions is available in the moodle course, together with the one with the correct answers.

#### 6 – Evaluation methods (final exam)

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The evaluation will consist of an oral exam (questions concerning general and specific topics addressed during the lessons; recognition / description of hominid and hominine fossils, human paleobiology topics, application of advanced methodologies to the study of fossils and human skeletal collections from archaeological excavations).

Students are strongly encouraged to write a short essay (see above, 4), that will be discussed and evaluated during the exam.

#### 7 – Areas of application of acquired knowledge

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The acquired knowledge and competencies will allow the graduates to be employed as experts in a wide range of potential institutions, such as those connected to cultural heritage management, protection and valorisation, e.g. museums, archaeological sites; public administrations; academic and research entities; archaeological excavations associations or cooperatives; organisations working in the field of tourism, history, architecture, scientific disclosure to the general public, etc.