

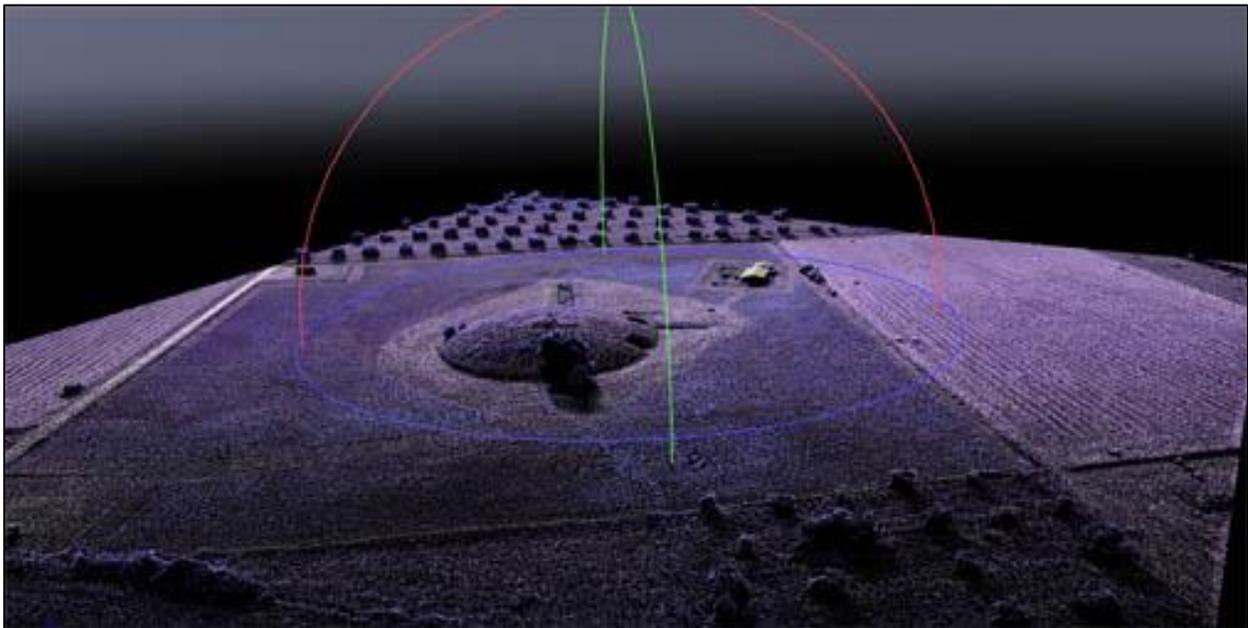
# THE VULCI 3000 PROJECT, ITALY

**Course ID: ARCH 365AC**

**June 17 –July 14, 2018**

**FIELD SCHOOL DIRECTOR:**

**Prof. Maurizio Forte**, Duke University, Department of Classical Studies ([maurizio.forte@duke.edu](mailto:maurizio.forte@duke.edu))



**Tuition covers accommodations, health insurance, instruction, 8 semester credit units & lunch on work days. Students are responsible for all other meals.**

**INTRODUCTION**

Vulci 3000 is a multidisciplinary project of archaeological research involving the use of advanced digital and remote sensing technologies and focused on the Etruscan and Roman site of Vulci (Italy). Vulci (10<sup>th</sup>-3<sup>rd</sup> c. BCE-4<sup>th</sup> c. CE) is located at the Province of Viterbo in central Italy. It was one of the largest and most important cities of ancient Etruria and one of the biggest cities in the 1<sup>st</sup> millennium BCE in the Italian peninsula. The habitation site is a uniquely stratified and mostly untouched urban context that includes, in the same area, Iron Age, Etruscan, Roman and Medieval settlements. It had an area of circa 126 hectares and an estimated population of thousands of inhabitants in the Classical period (6<sup>th</sup>-5<sup>th</sup> cent. BCE). It was part of the Etruscan *dodecapolis*, the Etruscan federation of the most important cities of Etruria. In 280 BCE, the Romanization of Vulci is the beginning of its decline.

The study of Etruscan cities and urbanism is very much related to the concept of City-State and its organization. City-States are a very complex and independent socio-economic unit, self-organized but very open to trading and connections in and out of the confines of Etruscan territory. The study of Vulci opens new research perspectives on the origin, development and transformation of Etruscan cities and their surrounding landscape. “Transformation” is the key word for a contextualization of the site and a

new understanding of urban identity. In other words, this project analyzes and tracks the transformation and development of Vulci into a city and City-State and finally into a Roman city. All these broad research questions have to be correlated with stratigraphic evidence, a general understanding of the urban context and combination of non-destructive techniques with archaeological excavations. More broadly, the Vulci 3000 Project will produce, in a long term period, new research perspectives concerning the organization of the ancient territory, demography, and city plans; the diachronic relationships between ancient cities and landscape, and the organization of ancient urban and rural centers in both Etruscan and Roman times.

The 2018 fieldwork season will investigate important Roman public monuments and the Etruscan water management system (Western Forum of Vulci).

#### ACADEMIC CREDIT UNITS & TRANSCRIPTS

**Credit Units:** Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units) through our academic partner, Connecticut College. Connecticut College is a private, highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see grading assessment and matrix). This field school provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institutions prior to attending this field school.

**Transcripts:** An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One additional transcript may be sent to the student's home institution at no additional cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: <http://bit.ly/2hvurkl>.

#### COURSE OBJECTIVES

The objective of this field school is to enable students to better understand how archaeology is practiced in the field, to study ancient cities and their relation with different societies – in this case the Roman and the Etruscan ones – and finally to provide an advanced training in digital technologies applied to archaeology. These include remote sensing, georadar prospections, photogrammetry, virtual reality, drones, GIS, WEB-GISs and special archaeometric analyses.

This field school has the following primary goals: (1) to provide students a practical working knowledge of **archaeological field methods**, including mapping, excavation, laboratory analysis, artifact cataloging, and conservation; and (2) to introduce students to the systematic use of digital technologies in archaeology: data documentation on site, drones, laser scanners, 3D photogrammetry, GPR and virtual reality.

The course will take place in the archaeological park of Vulci (Viterbo, Italy), close to the ancient cities of Tarquinia and Cerveteri and at 1.5 hour of train ride from Rome.

Student will participate in the following research activities:

**Excavations:** Participation to the archaeological excavation of the Western Forum of Vulci.

**Digital recording:** The archaeological documentation in this program is paperless. Students will learn how to record and map all phases of excavation, as well as finds and artifacts, digitally.

**Cataloging:** Students will participate in field sorting and cataloging of finds.

**Laboratory:** Scheduled lab tasks will include washing, sorting, drawing, and cataloging of finds.

The fieldwork schedule is from Monday to Saturday morning; 7 am - 5 pm (Mon-Fri); 7 am - 1 pm (Sat.). Sundays is free. Lunch break is from 1:00-2:00 pm.

In the first day of fieldwork, a general overview of the site and its cultural context will be provided to the entire group. Special visits to the local necropolis and museums will be organized before and during the fieldwork.

#### **DISCLAIMER – PLEASE READ CAREFULLY**

Archaeological field work involves physical work in the outdoors. You should be aware that conditions in the field are different than those you experience in your home, dorms or college town. During the day, temperatures in the shadow fluctuate between 70°-80°F. However, under the sun they may reach 80°-90°F. In order to be protected from sunburn and local insects you will not be allowed to work in shorts or tank tops at the site.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the project director – as appropriate.

#### **PREREQUISITES**

Prior experience in excavation is preferable, but students interested in digital technologies are welcome to apply. Such students will work primarily in the lab and focused on using digital tools.

Archaeology involves physical work and exposure to the elements and thus, requires a measure of acceptance that this will not be the typical university learning environment. You will get sweaty, tired and have to work in the outdoors. Students are required to come equipped with sufficient excitement and adequate understanding that the archaeological endeavor requires real, hard work – in the sun, on your feet, and with your trowel. Additional guidelines to the 2018 season will be distributed to all the participants.

#### **LEARNING OUTCOMES**

On successful completion of the field school, students will be able to understand:

- Theory and practice of the archaeological excavation (in this case the “single context method”).
- The complexity of material culture for the interpretation of ancient societies
- The relationships among objects, contexts and sites.
- Diachronic evolution of a Pre-Roman city-State and its transformation in a Roman town
- Mechanics of cultural resource management in relation to a major archaeological park.
- The advanced application of digital technologies for the recording, interpretation and communication of sites. Among them: laser scanners, drones, digital photogrammetry, 3D cameras, smart trowels.
- Chronology, cultural characterization and features of artifacts, finds and monuments;

#### **GRADING MATRIX**

**60%:** Excavation and on site documentation

**20%:** Final exam and discussions on the readings

**20%:** Participate in daily reports of research activities to the group

#### **TRAVEL & MEETING POINT**

Students will be met by project staff members at train station of Montalto di Castro (Viterbo) at 6 pm on the first day of the field school. The station is easily reachable from the Fiumicino International Airport and from the Roma Termini Train Station.

These field school activities will conclude on the afternoon of July 13. Students may depart the program any time on July 14 for onward travel or return home.

If you missed your connection or your flight is delayed, please call, text or email the project director immediately. A local emergency cell phone number will be provided to all enrolled students.

### **VISA REQUIREMENTS**

US Citizens do not need a visa for tourist or study stays of up three months in Italy. Your passport should be valid for at least three months beyond the period of your stay.

Citizens of other countries, please visit the Italian Embassy website at your home country for visa information.

### **ACCOMMODATIONS & FOOD**

Students will live in apartments in Montalto Marina, a charming seaside town, 15 minutes away from the site. Large, Italian style lunch will be provided daily in the field at a local family own restaurant at the site of Vulci. Students are responsible for their own dinner and breakfast (there are several supermarkets at a walking distance from the apartments). Students are responsible for their own food on weekends.

### **EQUIPMENT LIST**

Students must bring these items to the field. These tools will help in your research and accommodations.

- Sturdy work boots
- Wide brimmed hat. This type of hat is usually best for outdoor working conditions
- Sunscreen
- Any medication you may need and prescription medication to last for the duration of the field school
- Pointing Trowel - 5" x 2"
- Sun glasses with UV protection
- Insect repellent

### **COURSE SCHEDULE**

#### **Week 1:**

Sunday            6:00 pm: Pick up for all the participants at the train station of Montalto Marina.  
                         7:30 pm: Group dinner with the Project Director and his team

Monday            6:30 am: Pick-up at the residence  
                         7:00-9:00 am: Site tour  
                         9:00 am– 1 pm: Lab training  
                         1:00 pm: Lunch  
                         3:00 – 5:00 pm: Lab training

Tuesday-Friday

7:00am – 1:pm and 2:00 – 5:00 pm: Archaeological excavation and lab activities.  
Lab activities involve: ceramic lab, archaeometry lab and digital lab. Students will rotate in order to attend all the activities.

Saturday:        7:00am – 1 pm: Archaeological excavation. Afternoon free.

#### **Week 2-4:**

Same daily schedule for the four weeks of fieldwork, Monday through Friday, with half day Saturday.

**July 5: Final exam (15 questions concerning the readings and the knowledge of the archaeological site)**

**Special trips**

Archaeological trips to Tarquinia and Viterbo will be organized during the weekends.

**Lectures**

Lectures on digital and Etruscan archaeology will be scheduled on a weekly basis.

**READINGS**

The readings listed below will be posted online for students to access in advance of the project. At the end of each week there will be a discussion session with all students concerning the readings.

**1<sup>st</sup> week**

McCusker, K. and M. Forte. "The Vulci 3000 Project: A Digital Workflow and Disseminating Data," 2016 Chacmool Conference Proceedings.

E.C. Harris. 1989. *Principles of Archaeological Stratigraphy*, second edition, Academic Press, London

**2<sup>nd</sup> week**

I. M. B. Wiman. 2013. *Etruscan Environments*, in *The Etruscan World*, edited by Jean Macintosh Turfa. Routledge, New York pp. 11-28.

V. Jolivet. 2013. *A long twilight (396-90 BC): Romanization of Etruria in The Etruscan World*, edited by Jean Macintosh Turfa. Routledge, New York pp. 151-79.

**3<sup>rd</sup> week**

L. Cerchiai. 2001. *The ideology of the Etruscan city*, in Torelli, M. (ed.) *The Etruscans*. Exhibition catalogue, Palazzo Grassi. London: Thames and Hudson (2001), pp. 43-254.

R. Leighton. 2013. *Urbanization in Southern Etruria in The Etruscan World*, edited by Jean Macintosh Turfa. Routledge, New York pp. 134-150.

**General reference: Turfa Macintosh, J.,2013**, *The Etruscan World*, Routledge.

All the readings and PowerPoint presentations will be shared with the students before the field season.