

**JOHN CABOT UNIVERSITY
POROLISSUM FORUM PROJECT**

**ARCH 201-1: ARCHAEOLOGICAL METHODS AND APPROACHES
SUMMER 2011**

PROF. ERIC C. DE SENA

CREDITS: 3

CONTACT HOURS: 45

PREREQUISITES: NONE

COURSE DESCRIPTION: ARCH 201-1 is an intermediate course on archaeological methods and approaches. The course entails lectures/discussions and a significant on-site component in the context of the Porolissum Forum Project. Students will gain significant hands-on experience in excavation, drawing, use of a Total Station and the study of artifacts and ecofacts. A series of evening lectures concern issues not easily dealt with in the field, such as archaeometry, Processual and Post-Processual archaeologies and the ancient economy. An important underlying question is: how do we know what we know?

SUMMARY OF COURSE CONTENT:

There will be a lecture component which presents overviews of themes, such as archaeometry, Processual and Post-Processual archaeologies and the ancient economy. Most of the course consists of a practicum in conjunction with the Porolissum Forum Project, directed by Eric C. De Sena and Alexandru V. Matei. Students will work under the supervision of the directors and research assistants and will be trained in excavation, drawing, use of a Total Station and the study of artifacts and ecofacts. Students will keep a field journal in which they will record what they did in the field each day and attempt to the best of their abilities to interpret the archaeological record.

LEARNING OUTCOMES:

Students will:

- Gain in-depth knowledge of archaeological methods and approaches;
- Learn the methods of archaeological research: excavation, manual drawing of architectural features, trench profiles and artifacts, use of a Total Station, study artifact/ecofact assemblages;
- Learn basic research skills and critical thinking: how to develop a research question, how to collect information to address the question, how to present archaeological data in a meaningful way, how to interpret the data, merging archaeological data and literature.

GRADING POLICY:

- **Field journal - 40% of final grade.**
- **Oral presentations - 30% of final grade**
- **Participation - 30% of final grade.**

COURSE SCHEDULE:

Archaeological field work (June 27-July 29, 2011), 175 hours in the field; lessons on archaeological theory and approaches.

READINGS:

Adam, J.-P. 1991. *Roman Building: Material and Techniques*.

Barker, Graeme. 1995. *A Mediterranean Valley. Landscape Archaeology and Annales History in the Biferno Valley*. Leicester University Press.

Barker, Philip (1993), *Techniques of Archaeological Excavation*, London: Batsford, 3rd edition.

Carson, R.A.G. 1990. *Coins of the Roman Empire*. Cambridge University Press.

Dyson, S.L. 1993. From new to 'New Age' archaeology: archaeological theory and classical archaeology – a 1990's perspective. In *American Journal of Archaeology* 97: 195-206.

Finley, Moses I. (1973), *The Ancient Economy*, updated edition (1999) with forward by Ian Morris, University of California Press.

Flannery, Kent. 1982. The Golden Marshalltown: a parable for the archaeology of the 1980s. In *American Antiquity* 84: 265-278.

Garnsey, Peter and Richard Saller. 1987. *The Roman Empire. Economy, Society and Culture*. London.

Greene, Kevin. 2002. *Archaeology: an Introduction (4th edition)*. Routledge: London and New York.

Greene, Kevin. 1986. *The Archaeology of the Roman Economy*. U. California Press.

Hanson, W.S. and I. Haynes, eds. (2004), *Roman Dacia: the Making of a Provincial Society*, Journal of Roman Archaeology Supplemental Series 56.

Harris, Edward (1989), *Principals of Archaeological Stratigraphy*, London: Academic Press, 2nd edition.

Hayes, John W. (1972), *Late Roman Pottery*, London.

Hodder, Ian and S. Hutson. 2004. *Reading the Past: Current Approaches to Interpretation in Archaeology* (3rd edition). Cambridge University Press. Horden, P. and N. Purcell. 2001. *The Corrupting Sea. A Study of Mediterranean History*. Blackwell: Oxford.

Mackinnon, Michael R. 2001. High on the hog: linking the zooarchaeology, literary and artistic evidence for pig breeds in Roman Italy. In *American Journal of Archaeology* 105: 1-25.

Renfrew, Colin and Paul Bahn. 1991. *Archaeology: Theory, Methods and Practice*. Cambridge.

ACADEMIC HONESTY. As stated in the university catalog, any student who commits an act of academic dishonesty will receive a failing grade on the work in which the dishonesty occurred. In addition, acts of academic dishonesty, irrespective of the weight of the assignment, may result in the student receiving a failing grade in the course. Instances of academic dishonesty will be reported to the Dean of Academic Affairs. A student who is reported twice for academic dishonesty is subject to summary dismissal from the University. In such a case, the Academic Council will then make a recommendation to the President, who will make the final decision.

STUDENTS WITH LEARNING OR OTHER DISABILITIES. John Cabot University does not discriminate on the basis of disability or handicap. Students with approved accommodations must inform their professors at the beginning of the term. Please see the website for the complete policy.