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<tr>
<th>Instructor(s):</th>
<th>Dr. Davide Tanasi</th>
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<tr>
<td>Email:</td>
<td><a href="mailto:tanasid@arcadia.edu">tanasid@arcadia.edu</a></td>
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<tr>
<td>Course Title:</td>
<td>Crossroads of Civilizations: Archaeology of Ancient Sicily</td>
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<tr>
<td>Course Code:</td>
<td>MCAS CSAR 350</td>
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<tr>
<td>Subject:</td>
<td>Classical Studies, Archaeology, Anthropology, Art History</td>
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<tr>
<td>Credits:</td>
<td>4</td>
</tr>
<tr>
<td>Semester/Term:</td>
<td>☐ Spring</td>
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<td>☐ Fall</td>
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<td>☐ Summer</td>
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**Course Description:** This course examines the archaeological remains of Greek and Roman Sicily from the Greek colonization (8th century BC) to the fall of Roman Empire (5th century AD) through the analysis of artifacts and monuments, focusing on the outcomes of cultural encounters and conflicts between several civilizations occurred in this Mediterranean “middle earth” along four millennia. The ancient city of Syracuse, emblematic case study for Greek and Roman archaeology, offers the most prominent and well preserved selection of monumental evidences that are supported by a rich documentation in the classical literature. Students will gain familiarity with the material culture and specific cultural contexts of the principal periods of Greek and Roman Art and Archaeology in Sicily from the Greek Archai to the Late Roman Period; the ability to identify and classify prehistoric artifacts and to evaluate primary source material, like settlements, cemeteries, pottery, sculpture, architecture, urbanism and city planning, bronzes and marbles. In particular, thanks to class exercise on original ceramic artifacts of Greek and Roman Sicily, students will be able to distinguish and identify main classes of Mediterranean pottery that is also the most significant archaeological indicator ever. Furthermore, students will become proficient in the current methods of field research and computer science application on archaeological problems through practical exercises.

**Course Requirements:**

**Required Text**

**Further readings:**
C. L. Lyons, M. Bennett, C. Marconi, Sicily. Art and Invention between Greece
Assignments

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Percentages</th>
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<tbody>
<tr>
<td>1. Mid-term examination</td>
<td>25%</td>
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<tr>
<td>2. Research paper</td>
<td>20%</td>
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<tr>
<td>3. Oral presentation</td>
<td>20%</td>
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<tr>
<td>4. Final examination</td>
<td>25%</td>
</tr>
<tr>
<td>5. Participation</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Assessment Components

a) Mid-term and Final Exam will test students’ ability to analyze material and theories presented during the course through short answers and essay questions. The tests are structured in four blocks of 5 questions each: first block deals with identification and interpretation of ancient visual sources related with Greek and Roman art; second block deals with comprehension and interpretation of monuments and sites; third block comprises a set of multiple answers questions; fourth block comprises open essay questions.

b) Two research papers covering key themes of the course are required. The paper 1 deals with Archaic sculpture in Sicily compared with the outcomes of the sculpture in the rest of the Greek Mediterranean and paper 2 has as object the land tenure in Roman Sicily and the functions of the villae rusticae.

c) Oral presentation: students will be required to present with a powerpoint of at least 20 slides an archaeological site that has been visited during an on site class of or a field study, using their own pictures and elucidating the site from their own personal angle.

d) Students’ participation will be assessed based on the analytical quality of the comments and questions they contribute to the class, their engagement with reading assignments and lecture information and their willingness to
Learning Outcomes and/or Expected Student Competencies:

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<th>Learning Outcomes</th>
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<tr>
<td>1. Describe Sicily as a natural bridge between Africa and Europe and relate this to the frequency with which it was invaded, colonized and conquered from the Bronze Age to the Classical ages and discuss the subsequent diverse culture and society.</td>
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<td>2. Analyze the monuments of key-sites of Greek and Roman Sicily and by practical exercise classes of cataloguing and technical drawing of original ceramic artifacts.</td>
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<td>3. Examine the archaeological remains of Greek and Roman Sicily from the prehistoric to the Late Roman period.</td>
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<td>4. List and describe archaeological and artistic developments occurring during the key phases of the history of ancient Sicily, from the early Greek colonial period, Archai, Classical and Hellenistic, (concentrating on urban developments, religious structures – sanctuaries, burials, temples, sculpture – and artistic production) to Roman imperial periods (examining architecture, art and coinage).</td>
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Course Outline:

<table>
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<tr>
<th>Session</th>
<th>Topic</th>
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<tr>
<td><strong>Session 1</strong></td>
<td>Lesson 1 - Introduction to the course&lt;br&gt;Lesson 2 - <em>Theory and methods of the archaeological research: study, survey and excavation</em>&lt;br&gt;Readings: Grant et al., pp. 3-14, 25-49 (except pages with ‘key boxes).</td>
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<td><strong>Session 3</strong></td>
<td>Lesson 5 - <em>The Archaic period: Urban Planning and architecture</em></td>
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<td>Session 4</td>
<td>Lesson 7-8 - <strong>Practical exercise of classification of archaeological artifacts: Greek Archaic and Classical pottery</strong></td>
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| Session 5 | Lesson 9 - **The Archaic period: Sculpture and pottery**  
Lecture: Black vs Red; Athenian pottery in context  
Lesson 10 - **Practical exercise of 3d scanning of Greek pottery** |
| Session 6 | Lesson 11 - **Arts of Classical period: sculpture**  
Lesson 12 - **Syracuse in the Classical period**  
*On site class: Ortigia (Agora, Fortifications, Dockyards)* |
| Session 7 | Lesson 13 – **Review session**  
Lesson 14 – **Midterm examination** |
| Session 8 | Lesson 15 - **The artistic renaissance of the Hellenistic Sicily**  
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<thead>
<tr>
<th>Session</th>
<th>Lesson</th>
<th>Reading</th>
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| 9       | 16     | Lesson 16 - *Syracuse and Archimedes*  
|         |        | *Session 9*  
Lesson 17 - *A tale of a Greek city: Siracuse 3D Reborn*  
*On site class: 3D theater ‘Siracusa 3D Reborn’*  
Lesson 18 - *The birth of a Roman province* |
| 10      | 17     | Lesson 19 - *The Romanization of Greek Sicily: the Arts*  
Lesson 20 - *The Countryside between Republic and Empire: Farms and Villas*  
|         |        | *Session 10*  
Lesson 19 - *The Romanization of Greek Sicily: the Arts*  
Lesson 20 - *The Countryside between Republic and Empire: Farms and Villas*  
| 11      | 21     | Lesson 21 - *The City between Republic and Empire: Baths and temples*  
Lesson 22 - *Practical exercise of technical drawing of archaeological artifacts: Greek Hellenistic and Early Roman Republican pottery*  
*Paper 2 due* |
| 12      | 23     | Lesson 23 - *The City between Republic and Empire: spectacular buildings*  
Lesson 24 - *Practical exercise of technical drawing of archaeological artifacts: Roma Imperial pottery, terra sigillata, amphorae, coarse ware* |
| 13      | 25     | Lesson 25 - *The rise of Christianity in Roman Syracuse*  
Lesson 26: *On site class - the Catacombs of Saint Lucy* |
and Vigna Cassia at Siracusa

**Session 14**
Lesson 27: Review session for Final examination
Lesson 28: FINAL examination

**Session 15**
Field study

**Other Policies:**

**Expectations**
Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including e-mail.

**Attendance/Participation**
Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.

**Course Policies**
For e-mail communications, students must use their Arcadia University e-mail account. Students are responsible for any information provided by e-mail or through Intranet postings.

**Plagiarism**
Representation of another’s work or ideas as one’s own in academic submissions is plagiarism, and is cause for disciplinary action. *Cheating* is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. *Fabrication* is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.

**Late or Missed Assignments**
Will not be accepted for grading.

**Students with Disabilities**
Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.

**Prerequisites:**
None.

**Country and Program Connection:**
The course provides a clear and concise introduction to the major civilizations of the ancient central Mediterranean, and to the archaeology of the largest island of this area from Prehistory to the end of Antiquity. It also
uses archaeological, epigraphic and iconographic sources to examine the various themes and periods, and can therefore be profitably followed by students of art, archaeology and history of any periods. Students who elect to take this course will be taught Greek and Roman archaeology and art with a specific concentration on the territory of Syracuse, that was the richest cultural of the Island during the prehistory and one of the richest and most famous cities in the classical world. The archaeological remains of this city and indeed all of Sicily provide one of the best primary teaching resources that is available in the Mediterranean area.

Field Studies are in:
Syracuse; Agrigento; Catania; Villa del Casale di Piazza Armerina, Morgantina

- **Syracuse** was one of the richest and most famous of Ancient Greek cities during the Archaic and Classical periods, was conquered by the Romans and made into a colony by Augustus, and also became the capital of the Byzantine Empire for 5 years. Very impressive, in particular, are the Greek monuments of the Neapolis Archaeological Park and the Temple areas at Ortygia the Archaeological Museum and the Euryalos Castle.

- **Agrigento** has some of the best preserved Greek sites of cult in Sicily, with a complex of seven monumental Greek temples in the Doric style constructed during the 6th and 5th centuries BC located in the so called Valle dei Templi. The best-known temples are two very similar buildings traditionally attributed to the goddesses Juno Lacinia and Concordia. The largest by far is the Temple of Olympian Zeus, it believes has been the largest Doric temple ever built. Furthermore, temples dedicated to Hephaestus, Heracles and Asclepius were also constructed in the sacred area, which includes a sanctuary of Demeter and Persephone, formerly known as the Temple of Castor and Pollux.

- **Catania** is an excellent guide-site to the changing fortunes of Sicily from the Roman Republic to the Late Roman Empire. During Roman period Catania was a rich city, as several urban mansions, baths and spectacular buildings testify, and it is the best site for understanding, from an architectural point of view, the dynamics related to the passage from the Late Roman to Byzantine period.

- **The Villa del Casale of Piazza Armerina** represents the most important and impressive monument of Late Roman Sicily. Under UNESCO protection since 1997, the villa belonged to a member of Roman aristocracy, perhaps a Roman governor. Due to its beauty and complexity and more than 3000 m2 of mosaics, it is considered the most important example of state residence among its contemporaries in the Roman
West.

- **Morgantina** is a native settlement conquered by the Greeks that in the 3rd century BC became one of the most beautiful and rich cities of the island. The archaeological park of Morgatina with the agora, the theater, the gymnasium and the ecclesiasterion, surrounded by elegant mansions is the quintessential example of the Greek architecture. The archaeological museum related to the park hosts beautiful examples of Greek sculpture among which the famous Goddess of Morgatina, for decades in display in the Getty Museum of Malibu.