



INSTRUCTORS

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COURSE DESCRIPTION

The archaeological field program of the Gabii Project is a five-week program conducted at the site of the important ancient Latin city of Gabii, 18 km due east of Rome in central Italy. The field program aims to introduce students to the techniques and methodologies of field archaeology through direct, hands-on, experiential learning, imparting both practical skills and contextual training and stressing the full range of techniques that make up the modern archaeologist's toolkit: from excavation strategies, to data recording and digital modeling, artifact recovery, processing, and analysis, as well as scientific applications that include the collection of osteological and environmental data. In addition to the instruction on site, the program provides an opportunity for students to contextualize their work, and the site of Gabii itself, within larger archaeological and historical frameworks, through excavation tours given at regular intervals, off-site lectures, visits to museums and archaeological sites in the city of Rome, and readings.

ON-SITE ORGANIZATION AND INSTRUCTION

FIELD INSTRUCTION

In order to ensure a very favorable student-to-staff ratio, the smooth daily functioning of a complex and dynamic project, and the accurate and responsible collection and processing of archaeological data, the project fields a large, devoted staff with extensive archaeological and pedagogical experience. Students will be assigned to an excavation area where they will work throughout the season; each of the excavation areas is led by a team composed of a field supervisor, an assistant supervisor, and a field assistant. The team of supervisors will, in consultation with the field director, organize the daily work in each sector, will communicate, to the degree practicable, the current excavation strategy (or strategies) and its (their) rationale, and will oversee students as they carry out the work. Hands-on instruction in excavation techniques and artifact recovery will be provided, and students will learn the procedures for documentation in their excavation sector and will assist their supervisors in digitally and manually recording relevant features that are then integrated in real-time into the site-wide GIS (geographic information systems). Supervisors will track the progress of students in the field, reporting as appropriate to the field director and course instructors.

LABORATORY ROTATION

Students' experience with artifacts and ecofacts is essential to the instructional program at Gabii. A lab rotation is established at the beginning of the season by the field director in collaboration with the director of finds. It will ensure that students cycle through the various specialist areas of the project and that they acquire at least a basic proficiency or familiarity with the various sub-disciplines and technologies of modern, scientific field archaeology.

- Finds lab (e.g. ceramics, metals, 'special' finds): During each student's first rotation to the finds lab, the finds supervisor will organize and direct an introduction to the typical artifacts that students will be most likely to encounter during the excavation season at Gabii. In subsequent lab rotations, students will learn how to process finds, how to sort and make sense of an array of ceramic materials, and, when possible, also gain experience with the finer points of chronology and hone basic skills in archaeological illustration.
- Environmental lab (environmental sampling and analysis, zooarchaeology): During the on-site rotation, students will be exposed to the work conducted in the environmental lab and they will participate in the collection of environmental data via flotation. They will also, as circumstances allow, be exposed to hands-on work in zooarchaeology. Specialist presentations in the following areas may be offered: anthracology; zooarchaeology/faunal remains; bioarchaeology/human osteology.
- Topography and Digital Data (GIS, 3-D modeling, data entry): The Gabii Project employs state-of-the-art digital data recording and modeling techniques. Students will be exposed to these techniques both through on-site and off-site demos and through hands-on training when and where possible. Students assigned to individual excavation areas will follow and participate in the documentation of their respective areas throughout the season. Students will also assist in the important work of entering data directly into the Gabii Project's ARK database.

BLOGGING

Students are encouraged to make at least two contributions to the Project's student blog, *Ager Gabinus* (<http://agergabinus.blogspot.com>). In order to post, each student will be enrolled as a blog contributor, and must establish a Blogger account if he or she does not already have one. The aim of the blog contributions is for students not only to share first-hand observations about their experiences working on-site at Gabii, but also to reflect upon those experiences and their relevance to the students' academic and intellectual development more broadly. To that end, it is expected that the blog posts be considered semi-formal writing and not simply travelogue-style posts about the weather, food, etc. The instructors will discuss further the blog and its strategy with the students once on-site.

OFF-SITE VISITS AND LECTURES

LECTURES

The lectures, held after dig hours in or near to the project's base of operations in Rome, Italy, focus on topics and methodologies relevant to the fieldwork in Italy and seek to expose the students to current trends, techniques, and developments in Roman archaeology. These lectures provide an opportunity for discussion, elucidation, and elaboration upon the work in the field and its broader context, and consist, in some cases, of practical exercises. The lectures listed below will take place at 6:30pm in a rented space nearby the student residence in Via Ippolito Nievo (the specific address will be announced and circulated); light refreshments will be provided. The readings can all be found on the project site.

VISITS

On two different Saturdays in the course of the five-week program, visits to the Roman Forum and to the Museo Nazionale Etrusco di Villa Giulia will be led by Professor Johnston and Professor Banducci. The purpose of these visits, apart from the great intrinsic interest of these sites, will be to provide the students with further context for understanding and situating the early social, economic, and political development of the city of Gabii within its wider Latin and Italian cultural milieu.

ACADEMIC INTEGRITY

The instructors and project staff expect participants in the program to adhere to the highest standards of academic integrity. No dishonesty or cheating of any kind will be tolerated on exercises that contribute directly to the final grade. Additionally, participants must observe and practice good teamwork skills in order to be successful.