Class Description

This course explores the fascinating and enigmatic civilization and culture of the Etruscans, an ancient population who flourished in Italy between approximately 700 and 250 BC and made numerous significant contributions to Western civilization. The Etruscans were largely responsible for the spread of literacy and the development of advanced art, architecture, and technology in Italy, for example, features that the Romans adopted and then spread, with modifications, around Europe and the Mediterranean basin, with effects that can be seen and felt still today. The course examines all areas and aspects of the Etruscans’ activities, including their daily lives (diet, dress, religion, gender and social distinctions), international commercial activities and relationships, military and naval adventures, colonization of regions outside of their heartland in Etruria (modern Tuscany), and wide-ranging experimentation with technology, engineering, art, architecture, urbanization, and politics. We will begin by pondering the origins of the Etruscans, which is typically traced back to ca. 1000 BC with the appearance of the Villanovan culture in Italy, and we will see how both social science (linguistics) and natural science (biology) are deployed to help elucidate the presence of the non-Indo European Etruscans in the middle of Indo-European Italy. We will conclude by studying the Etruscans’ influence on the Romans and their ultimate demise at the hands of the latter, who appropriated the Etruscans’ cultural legacy after taking away their liberty and identity.

Instructor Details

Name: Alberto Prieto, M.Litt, Ph.D.
NYUGlobal Home Email Address: ap199@nyu.edu
Office Hours:  Wednesday 5:45-6:45 or via Internet (by appointment)
Villa Ulivi Office Location: Aula Fiesole and environs
Villa Ulivi Phone Number:+39 055 5007 300

Desired Outcomes

On completion of this course, students should:

- be able to identify, define, and describe the most important and distinctive features of Etruscan culture and civilization, as well as contributions made by/borrowed from other cultures;
- be able to identify, define, and describe the most significant recent and historic research issues and methodologies in Etruscan culture and civilization, in terms of history, archaeology, linguistics, art, and genetics;
have acquired a basic understanding of how to research and analyze issues pertaining to Etruscan culture and civilization;

have improved their ability to think critically, engage in complex reasoning, and express their thoughts clearly through written and oral work.

Assessment Components

The mid-term examination will test the student’s understanding of the major concepts covered in the first half of the course. The final examination will test the student’s cumulative understanding of the material covered in the course, focusing on the second half. Both exams will be based comprehensively on notes taken during class lectures and discussions, the assignments, and the course readings.

A. The mid-term examination will consist of

1. a series of terms (persons, places, concepts, dates) and images to be identified briefly (in 2-4 sentences) in relation to their significance for Etruscan civilization and culture;
2. a map to be labeled (for example, with the names of Etruscan cities); and
3. one (5+ pages) essay addressing a theme in Etruscan civilization and culture.

B. The final examination will consist of

1. a series of terms (persons, places, concepts, dates) and images to be identified briefly (in 2-4 sentences) in relation to their significance for Etruscan civilization and culture;
2. a map to be labeled (for example, with the names of structures in an Etruscan city); and
3. two (5+ pages) essays addressing themes in Etruscan civilization and culture.

C. Assignment 1 is a brief research project relating the most important facts/details about, and the overall significance of, one of the twelve major cities in ancient Etruria (date of foundation, main building materials, notable associated events and personalities, topography, important sites or monuments, later history, archaeological exploration, etc.) within the context of Etruscan urban development, public and private architecture, economic and social history, engineering, technology, religion, and art.

For Assignment 1 the student will

1. compose a brief written summary (minimum 2 double-spaced typed pages of text, with bibliography) of the research to be submitted to the instructor via course website or e-mail, and
2. make a brief presentation (5 minutes) of the research in class.

The locations for Assignment 1 will be assigned in Session 2. The instructor will provide guidance on research sources and expected contents.

The paper and presentation for Assignment 1 will be evaluated on

1. the quality and depth of the research and
2. the clarity of the delivery, both written and oral.

D. Assignment 2 is a brief research project relating the most important facts/details about, and the overall significance of, a painted tomb in the cemetery of Tarquinia (date of creation, themes/subjects, artistic techniques and innovations, archaeological exploration, etc.) within the
context of Etruscan urban development, public and private architecture, economic and social history, engineering, technology, religion, and art.

For Assignment 2 the student will

1. compose a brief written summary (minimum 2 double-spaced typed pages of text, with bibliography) of the research to be submitted to the instructor via course website or e-mail, and
2. make a brief presentation (5 minutes) of the research on-site.

The locations for Assignment 2 will be assigned in Session 5. The instructor will provide guidance on research sources and expected contents.

The paper and presentation for Assignment 2 will be evaluated on

1. the quality and depth of the research and
2. the clarity of the delivery, both written and oral.

E. Assignment 3 is a term paper involving visual observation, analysis, and research on a monument/site or theme/topic in Etruscan culture/civilization. The individual topics will be selected in consultation with the instructor following the mid-term exam in Session 9, and the paper will be due in Session 15.

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<thead>
<tr>
<th>Component</th>
<th>Date</th>
<th>Percentage of Final Grade</th>
<th>Evaluation Point Scale</th>
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</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>N/A</td>
<td>10%</td>
<td>10</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>9/26</td>
<td>10%</td>
<td>10</td>
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<tr>
<td>Assignment 2</td>
<td>10/17, 20</td>
<td>10%</td>
<td>10</td>
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<tr>
<td>Mid-term exam</td>
<td>10/24</td>
<td>20%</td>
<td>100</td>
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<tr>
<td>Assignment 3</td>
<td>12/12</td>
<td>20%</td>
<td>100</td>
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<tr>
<td>Final exam</td>
<td>12/12</td>
<td>30%</td>
<td>100</td>
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**Assessment Expectations**

- **Grade A:** The student’s work demonstrates an understanding of the subject that goes beyond assigned course readings. The student writes essays/exam questions that are an original synthesis of source materials, demonstrating the ability to evaluate source material critically. Written arguments are clear, well-organized and well-presented; oral presentations are concise and incisive. The student has distinguished him-/herself throughout the course of the semester for his/her contributions to class discussion.

- **Grade B:** The student’s work shows a clear understanding of assigned readings and materials covered in class. The student writes clear, well-organized, and well-presented essays/exam questions; oral presentations are concise and incisive. The student is prepared in class and asks relevant questions.

- **Grade C:** The student’s work shows a basic understanding of the subject treated in assigned readings and covered in class. However, written and/or oral work is deficient in one or more of the following
areas: clarity, organization, or content. The student rarely participates in class discussion. The student’s work is generally in need of improvement.

- **Grade D**: The student’s work shows occasional understanding of the subject treated in assigned readings and covered in class. Written and/or oral work is particularly deficient in one of more of the follow areas: clarity, organization, or content. The student does not participate in class discussion and has not approached the instructor for guidance.

- **Grade F**: The student’s work does not demonstrate understanding of the subject treated in assigned readings and covered in class. Written and/or oral work are either insufficient or are not submitted. The student appears uninterested and unprepared in class and has not approached the instructor for guidance.

**Grading Guidelines**

\[A = 94-100, \ A- = 90-93, \ B+ = 87-89, \ B = 84-86, \ B- = 80-83, \ C+ = 77-79, \ C = 74-76, \ C- = 70-73, \ D+ = 67-69, \ D = 65-66, \ F = \text{below 65}\]

**Grading Policy**

Please refer to Assessment Expectations and the policy on late submission of work.

**Academic Accommodations**

Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see the Moses Center for further information.

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see Study Away and Disability.

**Attendance Policy**

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will be penalized with a two percent deduction from the student’s final course grade.** For courses that meet once a week, one unexcused absence will be penalized by a two percent deduction from the student’s final course grade. For courses that meet two or more times a week, the same penalty will apply to the number of class times over a single week. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.

**Excused Absences**

In case of absence, **regardless of the reason**, the student is responsible for completing missed assignments, getting notes and making up missed work in a timely manner based upon a schedule that is mutually agreed upon between the faculty member and the student. **The only excused absences are those approved by the Office of Academic Support, which are as follows:**
Illness

- If you are sick, please see a doctor. Contact the Office of Student Life for assistance.
- For absences that last for two or more consecutive days, a doctor’s certificate (“certificato medico”) is required. The doctor will indicate in writing the number of days of bed rest required. Please note these certificates can only be obtained on the day you see the doctor and cannot be written for you afterwards.
- Absences can ONLY be excused if they are reported WITHIN 48 HRS of your return to class via the online NYU Florence Absence Form.
- OAS will not accept a student email or telephone call regarding an absence due to illness.
- OAS will only notify faculty of absences REPORTED on the ABSENCE FORM.
- The Office of Student Life, when assisting you in cases of severe or extended illness, will coordinate with the Office of Academic Support to properly record your absences.

Religious observance

- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday.
- Information regarding absences due to religious observance must be provided at least SEVEN DAYS PRIOR to the date(s) in question using the online NYU Florence Absence Form.
- Please note that no excused absences for reasons other than illness can be applied retroactively.

Class conflict with a program sponsored lecture, event, or activity

- All students are entitled to miss one class period without any penalty to their grade in order to attend a lecture, event or activity that is sponsored by La Pietra Dialogues, Acton Miscellany, or the Graduate Lecture series.
- Information regarding absences due to a class conflict must be provided at least SEVEN DAYS PRIOR to the date(s) in question using the online NYU Florence Absence Form.
- Please note that no excused absences for reasons other than illness can be applied retroactively.

Students with questions or needing clarification about this policy are instructed to contact a member of the Office of Academic Support located in Villa Ulivi or to email florence.academicsupport@nyu.edu.

Late Submission of Work

- All course work must be submitted on the date and by the time specified on the syllabus.
- To request an extension on a deadline for an assignment, students must speak to the professor one week prior to the due date.
- To receive an incomplete for a course at the end of the semester, two weeks before final exams, both the student and the faculty member must meet with the Assistant Director of Academic Affairs to review the request and, if granted, must both sign an Incomplete Contract detailing the terms for completing missing coursework.
Plagiarism Policy
PLAGIARISM WILL NOT BE TOLERATED IN ANY FORM:
The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

In the event of suspected or confirmed cases of plagiarism, the faculty member will consult first with the Assistant Director for Academic Affairs as definitions and procedures vary from school to school.

Writing Center
The Writing Center, located in Villa Ulivi, offers you feedback on any type of writing, at any stage in planning or drafting; very rough drafts are welcome. Sign up for a consultation at the Writing Center’s website and submit your working draft or ideas at least six hours in advance to NYU Florence Writing Center. You can drop in for a consultation M-Th, but remember that appointments are given priority. Please also note that the Writing Center does not correct or “fix” your writing but prompts you to think and work. The aim is to create stronger writers in the long term, not necessarily perfect papers in the short term.

Required Text:
Copies of the textbook are available for consultation and short term loans in the Villa Ulivi Library. Extra copies of some textbooks are also available for semester long loans. More information on Books and Course Materials.

Other useful sources are available as links in the “Resources” section of the course page on NYU Classes.

Supplemental Texts on Reserve in the Library

Useful Texts in the Library
L. Bonfante, Reading the Past: Etruscan. P1078 B59 1990
L. Bonfante, Etruscan Dress. GT560 B66 2003
L. Bonfante and J. Swadding, Etruscan Myths. BL740 B66 2006
O. Brendel, Etruscan and Early Roman Architecture. NA300 B63 1978
N. T. de Gummond and E. Simon, The Religion of the Etruscans. BL740 R45 2006
N. T. de Grummond, Etruscan Myth, Sacred History, and Legend. BL740 D4 2006
J. F. Hall, ed., Etruscan Italy: Etruscan Influences on the Civilizations of Italy from Antiquity to the Modern Era. DG223.3 E88 1996
V. Izzet, The Archaeology of Etruscan Society. DG223.3 I994 2007
Internet Research Guidelines
The careful use of Internet resources is encouraged and a list of recommended websites will be given. Failure to cite Internet and other non-traditional media sources in your written work constitutes plagiarism.

Additional Required Equipment
N/A

Class Assignments and Topics

Session 1 – September 5
Course introduction; background: geography, geology, materials/resources, and ethnicities of Italy; beginnings of Etruscoology

Reading: Etruscans Ch. 1
Etruscan Art Ch. 6
Etruscan World Ch. 1
Etruscan Life and Afterlife Ch. 1 “Rediscovery” (De Grummond)

Session 2 – September 12
The Villanovans: prehistoric Etruscans?

Reading: Etruscans Ch. 2
Companion to the Etruscans Ch. 1
Etruscan World Ch. 5

Session 3 – September 19
Who were the Etruscans, and where did they come from?

Reading: Etruscans Ch. 3
**Etruscan World Ch. 3**  
*Companion to the Etruscans* Chs. 13, 14

### Session 4 – September 26

The Orientalizing period: enter the Etruscans

Reading: *Etruscans* Ch. 4  
*Etruscan World* Ch. 6  
*Companion to the Etruscans* Chs. 2, 23

**Assignment 1 due**

### Session 5 – October 3

Social and political organization

Reading: *Etruscans* Ch. 6  
*Etruscan World* Chs. 18, 44, 45  
V. Izzet, “Etruscan Women: Towards a Reappraisal,” 66-77 (PDF)

### Session 6 – October 10

Religion and “mythology”

Reading: *Etruscans* Ch. 7  
*Etruscan World* Chs. 24-26

### Session 7 – October 17

Settlement: cities and countryside

Reading: *Etruscans* Ch. 5  
*Etruscan World* Chs. 27, 36, 43  
*Companion to the Etruscans* Ch. 5

**Assignment 2 due**

### Session 8 – October 20-21

Mandatory field trip to Tarquinia, Cerveteri, and Orvieto


### Session 9 – October 24

Mid-term examination

Colloquia for Assignment 3 topic
Fall break: NO CLASS October 31

Session 10 – November 7
Commerce and connections

Reading: *Etruscan World* Chs. 10, 19, 40
*Companion to the Etruscans* Ch. 6

Session 11 – November 14
Architecture, science, and technology

Reading: *Etruscan World* Chs. 34, 35, 37, 38, 47
*Companion to the Etruscans* Ch. 10

Session 12 – November 21
Cemeteries, tombs, and burial containers

Reading: *Etruscan World* Chs. 4, 32, 33, 56
*Companion to the Etruscans* Chs. 11, 17

Session 13 – November 28
Art

Reading: *Etruscan World* Chs. 48, 50, 58, 59
*Companion to the Etruscans* Ch. 24

Session 14 – December 5
Rome vs. the Etruscans; epilogue

Reading: *Etruscans* Ch. 8
*Etruscan World* Ch. 8
*Companion to the Etruscans* Ch. 30

Session 15 – December 12 FINAL EXAM
Assignment 3 due

Classroom Etiquette

- Students will be given readings for each class meeting. Students are expected to be able to discuss the contents of the readings in class.
- Constructive participation in class discussions is essential. Students are encouraged to make observations and ask questions.
- All work in class will be based on lectures, readings, assignments, and discussions. As culture has many subjective aspects and often touches sensitive subjects (race, gender, politics, religion, class, sexuality), there is a lot of room for debate, disagreement, and definition. Be curious and forthright, and always respectful.
- Cell phones should be turned off during class time.
• The use of personal laptops and other electronic handheld devices are prohibited in the classroom unless otherwise specified by the professor.
• There will be a short (15-minute) break in the middle of every classroom session.
• Eating is not permitted in the classrooms. Bottled water is permitted.
• We recycle, so keep it green! Please dispose of trash in the clearly marked recycle bins located throughout the on-campus buildings.

Disruptive Behavior
Student conduct which disrupts the learning process will count significantly against the participation grade component and may lead to disciplinary action and/or removal from class. Disruptive behavior includes, but is not limited to, habitually:
• cross-talking or talking out of turn
• whispering or talking to classmates
• reading non-related materials on paper or digital media
• communicating with external parties in any format (phone, text message, VoIP, e-mail, etc.)
• working on any other coursework during class
• arriving to class late or leaving class early
• exiting and re-entering the classroom for bathroom breaks and other non-emergency uses
• sleeping

Required Co-curricular Activities
There will be one two-day field trip during the semester which will illustrate many of the themes covered in the course, to Tarquinia, Cerveteri, and Orvieto, where we can explore three well-preserved Etruscan cemeteries, four important museums containing Etruscan artifacts, and several surface and subterranean sites and monuments.

Suggested Co-Curricular Activities
Suggested optional co-curricular activities will be announced in class and/or via email by the professor throughout the semester.

About Your Instructor
Dr. Prieto began to study the ancient world at the age of 10, continued those studies during his secondary education, and pursued university degrees in all three branches of Classical scholarship (literature, history, and archaeology). After participating in an excavation field-school at Cetamura del Chianti in Tuscany, he served as a trench director for three summers at the Lydian capital Sardis in modern Turkey and excavated on the Palatine hill in Rome. For his doctorate he participated in pioneering multidisciplinary archaeological fieldwork in Magna Graecia, at Metaponto in Basilicata and Crotone in Calabria, where he directed intensive field surveys and developed professional interests in Greek and Roman history, archaeological theory and methods, Mediterranean geoarchaeology and landscape history, history of agriculture and technology, digital imaging, and geospatial technologies. In 2007 he moved to Rome to pursue a professional degree in film-making with a specialization in cinematography, teach courses in the archaeology, history, and topography of Rome and the Roman world, supervise excavation field schools in Rome and Ostia Antica, and produce educational videos about Roman civilization and conservation of cultural heritage.