

UTM Historical Studies: Classical Civilization  
Fall Term 2025

### CLA320H5F The Etruscans

Tuesday 11:00 AM–1:00 PM in IB220

Instructor: Dr [Mareile Haase](#)

My office hours will be held in person on Wednesdays, 15:10-15:55 in MN 4246. Alternatively, feel free to book an individual appointment with me in person or on Zoom.

Link to Quercus: <https://q.utoronto.ca/courses/409953>



Painting from the Tomb of the Leopards, Tarquinia, ca. 460 BCE

Is this a memory of a lavish earthly party or a prophecy of afterlife delights? This famous fresco captures the Etruscan elite in a moment of joyous celebration, but also showcases how the Etruscans adapted the Greek symposium to their own culture: In the corresponding banquet scene, male and female diners recline together—a practice that scandalized contemporary Greeks.

## I. Course Syllabus

### Course Readings [required]:

**Barker & Rasmussen** Graeme Barker & Tom Rasmussen, *The Etruscans* (Oxford, Malden: Blackwell, 2000)

I recommend that you purchase a copy from the [UTM Bookstore](#) or some other vendor; an eBook version can be purchased [here](#) and a softcover version [here](#). You will be working with the book extensively. The readings from Barker & Rasmussen are not posted on Quercus.

### Course Topics & Reader

Additional required readings and materials for this course are available as PDFs on Quercus or online through the University of Toronto Libraries. For all topics and the detailed course reader, go to the [course homepage on Quercus](#), where a link to the relevant page is provided, or click directly on [this link](#).

Lectures and in-class discussions do not simply summarize the readings. We expand on the readings, and I introduce new material, sometimes argue with the interpretations you have read, and on occasion refer to your homework briefly without discussing it in detail. You can find any new material, including the slides, on Quercus \*after class each week.

### Evaluation Scheme (for details, see p. 6–7 below):

- |                                                                                                                  |                    |
|------------------------------------------------------------------------------------------------------------------|--------------------|
| 1. Active Participation (ongoing)                                                                                | <b>15%</b>         |
| 2. Five Quizzes on Quercus (ongoing, in-class, Weeks 3, 5, 7, 9, 11)                                             | <b>5x 6% = 30%</b> |
| 3. Analysis of your individual source:                                                                           |                    |
| a) Outline: Annotated bibliography, abstract, and draft slide show (due <b>Friday, Oct 3</b> , 23:59 on Quercus) | <b>20%</b>         |
| b) Finalized Source Analysis (due date TBA on Quercus)                                                           | <b>20%</b>         |
| c) Lightning Presentation on your source (ca. 5 minutes; in-class; <b>Nov 25</b> )                               | <b>15%</b>         |

Nov 11, 2025, is the last day to cancel (drop) a Fall course from academic record and GPA. Prior to that date, three of the five quizzes and the first version of your source analysis (worth 18% and 20% of your final mark respectively) will have been marked and marks will be available on Quercus.

Unless arrangements are made in advance (see pp. 4–5 below), late submissions of both the first version of your source analysis and finalized source analysis will lose 5% of the assignment mark for the first 5 calendar days and be refused thereafter. \*For presentations and quizzes, no late submissions are possible.

Students may request [Special Consideration](#) from the Department (not the instructor) for a late assignment due to reasons beyond the student's control. If you need to submit your assignment after the due date due to extenuating circumstances, please follow the instructions to submit a request directly to the Department: [Special Consideration](#).

### Course Topics and Readings

Each week, we will explore a specific facet of Etruscan civilization, beginning with the fundamental questions of their origins and the field of Etruscology itself. We will trace their development from the early Iron Age Villanovan culture through the transformative Orientalizing period. The course will investigate the structure of Etruscan society, their powerful city-states, and the economic networks that connected them across the Mediterranean. A significant focus will be placed on Etruscan religion, analyzing their unique deities, rituals, and profound expertise in divination and prophecy through the *Etrusca Disciplina* ("Etruscan

Doctrine”). We will examine their monumental tombs, vivid funerary art, and evolving beliefs about the afterlife. Finally, we will conclude by assessing their complex relationship with Rome, exploring the process of Romanization and the enduring legacy of Etruscan culture on the classical world. All topics and the course reader (but not the textbook) are provided on Quercus (click [here](#)).

## II. Learning Outcomes

By the end of this course, you will emerge equipped to

- Recognize and explain the defining features of Etruscan history, culture, society, art, and archaeology—and appreciate what makes this ancient people distinctive.
- Separate fact from fiction by distinguishing solid scholarly knowledge about the Etruscans from the myths, stereotypes, and popular misconceptions that surround them.
- Explore and interpret some of the most significant archaeological sites of ancient central Italy, learning to read landscapes and monuments as historical evidence.
- Reflect on cultural entanglement by tracing how Greeks, Etruscans, and Romans shaped one another’s worlds through exchange, rivalry, and adaptation.
- Develop fluency in visual and material analysis, acquiring the tools to describe, analyze, and interpret non-textual sources—skills that expand and enrich your work with literary texts.
- Sharpen your critical edge by questioning historical concepts and definitions and applying them across disciplines to both ancient and contemporary societies.

In short, this course will not only give a solid grounding in Etruscan studies but also equip you with portable analytical skills that will strengthen your work in ancient history, archaeology, art history, and beyond.

## III. Miscellaneous Information

### Contacting the Instructor

If you have any questions about the course, large or small, my door, in-person or virtual, is always open.

The schedule of office hours is on p. 1 of the syllabus. If you would like to meet outside of office hours, you may email me to set up a separate appointment.

You are also always welcome to email me with questions. Send an email with your name, the course number, and a concise and clear statement of purpose. I will do my best to respond to all emails within 48 hours and often sooner; queries sent on Friday may not receive a response until the following Monday.

You should not expect a response to questions asked on the day an assignment is due. This means you need to plan in advance so as to ensure you have enough time (48 hours, Mon–Fri) to receive a response.

Where questions cannot briefly or easily be answered with a reply email, I will simply indicate that you should see me during office hours. I will take up ‘generic’ questions that could be of interest to all students at the beginning of the next class.

Email or office hours should not be used as a mechanism to receive private tutorials, especially prior to quizzes. It is not legitimate to ask the instructor to repeat course material that you missed through absence or late enrolment; this holds also true for information concerning quizzes and assignments communicated in class.

When contacting your instructor, you are strongly advised to send your e-mail using your UTMail e-mail account (see <http://www.utorid.utoronto.ca>).

### Class Meetings

Class meetings will take place weekly on Tuesdays 11:10–13:00. Attendance is expected and strongly encouraged. Participation will be noted from Week 3 onwards.

### Your Questions

I am always happy to answer your questions regarding course material. Small matters that need only a few moments' attention can be best addressed during class. More complex matters can best be discussed during office hours or by setting up an individual appointment.

### A Note on Copyright

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Lectures, whether in person or online, cannot be recorded without the instructor's permission.

Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or "published" in any way. Posting recordings or slides to other websites without the express permission of the instructor will constitute copyright infringement.

### Absences and Missed Course Work

Students Registered with Accessibility If you are registered with Accessibility Services and would like to request an extension of time for an assignment in advance of the due date (based on an accommodation letter already provided to your instructor), please email both your instructor and your Accessibility Advisor directly to obtain approval.

### Special Consideration Policy

Students who miss a term test/quiz/in-class assignment or who submit an assignment after the due date will be assigned a mark of zero or lose a percentage of the assignment mark for each late day, as stated in the syllabus. Please review your syllabus carefully to familiarize yourself with the course policies.

Students may request special consideration due to reasons beyond the student's control, including:

- Illness or injury
- Religious observances (e.g., holy days)
- Other acceptable unplanned and/or unforeseeable circumstances entirely beyond the student's control (e.g., a court subpoena, a funeral, an accident, etc.).

Reasons such as vacations, pre-purchased plane tickets, family plans, attendance at a wedding, lack of preparation, technology failure, extra-curricular commitments, and academic work in other courses are not considered to be beyond a student's control and will not be accommodated.

Students are permitted to [declare an absence on ACORN](#) for up to 7 (seven) consecutive days that does not require additional supporting documentation. However, you must still notify your instructor as soon as possible (within 3 days of the missed deadline) and complete the online Special Consideration Form. This absence declaration tool may only be used once per term.

If your absence exceeds 7 days, you may be asked to provide supporting documentation (e.g., Verification of Illness Form or Verification of Extenuating Circumstances).

Note: The ACORN absence declaration tool also may NOT be used if the missed assessment is the Lightning Presentation.

Requests for additional extensions/accommodations, outside of this one-time only exception, must be submitted to the Department (not the instructor) online through a [Special Consideration Form](#). Please review the [policy](#) on our web site and follow the instructions to submit a request directly to the Department.

**I strongly advise you to prepare for the make-up test/quiz and/or submit your assignment, even if you have not received a decision regarding your request.**

#### Discussion expectations

Over the course of the semester, there may be classes in which we discuss controversial issues. A good discussion should challenge your thinking, but no student should ever feel unsafe or personally targeted in class. During class, please keep in mind that every student comes with a diverse set of experiences and therefore may have a very different perspective on certain issues. Always critique the idea, never the person, and be respectful of contrary opinions.

Discussion thrives when people feel comfortable voicing their opinions and respectfully challenging others. If there is anything I can do to foster a better learning environment, please let me know.

#### Equity and Diversity

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion.

Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may visit the [UTM Equity, Diversity & Inclusion Office](#) or contact the University of Toronto Mississauga Students' Union Vice President Equity at [ypeguity@utmsu.ca](mailto:ypeguity@utmsu.ca).

#### Accessibility Services

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services as soon as possible.

Accessibility staff (located in room 2240, Student Services Hub, Davis Building) are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. Please call 905-569-4699 or email [access.utm@utoronto.ca](mailto:access.utm@utoronto.ca). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

#### Enhancing your Academic Performance and the Robert Gillespie Academic Skills Centre

The following will enable you to do well: (1) keep up with the readings, (2) take notes during lectures, (3) thoughtfully participate in in-class discussions. Students must come to class having read and thought about the assigned material.

Some further suggestions:

- ✓ Always make an effort to attend class meetings.

- ✓ Always make sure that you read the required readings for the next class and revise the class attended. The course materials available on Quercus after class are intended to help you revise.
- ✓ Collect, organize and study all the course material available.
- ✓ There is no such thing as a 'silly' question! Never be shy to ask if you need clarification or feel unsure about an issue.
- ✓ Consider making use of the Academic Skills Centre. The Robert Gillespie Academic Skills Centre (RGASC) offers individual consultations, workshops (many CCR-accredited), and a wide range of programs to help students identify and develop the academic skills they need for success in their studies. Visit the [RGASC website](#) to explore their online resources, book an online appointment, or learn about other programming such as Writing Retreats, the Program for Accessing Research Training (PART), drop-in hours for Writing and Study Skills, and dedicated resources for English Language Learners.
- ✓ A final note: I want each of you do as well as possible in the course and wish to help you achieve your academic goals. If you find the course unduly difficult, please see me during office hours to discuss strategies to help improve your performance!

### Evaluation

As specified on p. 2, the course evaluation scheme consists of:

- Active Participation (ongoing, 15%)  
This grade rewards regular attendance, preparedness (having done your readings and thought about them), participation in in-class discussion (see above), and respectful interaction with your instructor and classmates.  
Regular lecture attendance in class will help you to succeed. I encourage you to contribute to in-class discussion by volunteering answers, asking relevant questions, and expressing your own opinion in a manner that shows acquaintance with the material and the ability to read it critically. This website explains what I mean by "critical reading": <http://advice.writing.utoronto.ca/researching/critical-reading/>.
- Five Quizzes (ongoing, weeks 3, 5, 7, 9, 11):  $5 \times 6\% = 30\%$ .  
Each quiz covers material from the previous two weeks' readings and class lectures/discussions (for instance, the quiz in meeting 3 will cover the readings and lectures/discussions for meetings 1 & 2.). To help you with your preparation for the quizzes, the course slides will be posted to Quercus \*after class. You will complete your quiz in class on [Quercus](#) during the first ten minutes of the class. You must log on to Quercus on time to take the quiz. No late submissions are possible.

There will be no make-up quizzes for this course. If you miss a quiz, you must apply for Special Consideration with the Department (not the instructor). Approved Special Consideration will result in the weight of the quiz being transferred to the next comparable element of the course evaluation.

- Presentation component  
Your source analysis and lightning presentation will be the result of multiple steps that build on one another.

**1) Outline:** Annotated bibliography, abstract, and draft slide show **(20%)**: First, from a list of options you will choose your individual topic or object, and, doing some preliminary research, develop an annotated bibliography, a 300-word abstract, and a draft PowerPoint presentation. Your outline should already contain your main textual and material/visual sources, as well as the main points of your presentation. I will provide detailed written feedback on your work for



your revision, or we will set up a Zoom appointment to discuss your outline. \*If you fail to discuss your presentation with the instructor, you may be unable to present your work in class.\*

**2) Finalized Version of Source Analysis (20%):** You will then submit a revised and finalized version of your source analysis complete with footnotes, finalized works-cited list and all supplementary material (images, PowerPoint slides, comparative sources etc.). Length: ca. 1000 words, including your (brief!) footnotes, but excluding your list of works cited. I will again provide feedback to help you with your preparation of your Lightning Presentation.

**3) Lightning Presentation (15%):** You will distill this analysis for a lightning talk, including a short PowerPoint presentation, in which you present your source and its relevance for the study of Etruscan society to us at our **Symposium in week 12**.

Choose your source from a list that will be posted separately on Quercus. Sources will be assigned on a first-come, first-serve basis.

Detailed assignment guidelines and a breakdown will be provided separately on Quercus.

### Grading

Marks will be made available on [Quercus](#) after the respective evaluation (this excludes marks for one of the assignments: they will be withheld until the final grade has been approved by the Department). I am more than happy to explain marks to students and suggest improvements to their academic performance but will not enter into subsequent negotiation about grades.

### The Use of Generative AI in this Course

#### Quizzes

The use of generative artificial intelligence tools and apps is strictly prohibited in the quizzes. This includes ChatGPT, Gemini, Microsoft Copilot and other AI writing and coding assistants. Use of generative AI to answer quiz questions in this course may be considered use of an unauthorized aid, which is a form of cheating. Students may not copy or paraphrase from any generative artificial intelligence applications for the purpose of completing quizzes in this course.

#### Presentation Component (Annotated Bibliography, Abstract, Object Analysis, Slide Show and Presentation)

- Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.
- Students must submit, as an appendix with their assignments, any content produced by an artificial intelligence tool, and the prompts used to generate the content.
- Students who use artificial intelligence tools, including generative AI, must include with every assignment a short reflection on how they made use of generative artificial intelligence tools in the development of their assignment.
- Any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI (view the U of T Libraries' [Citation Guide for Artificial Intelligence Generative Tools](#)).
- The course instructor reserves the right to schedule a meeting to ask students to explain their process for creating any part of their submitted assignment.
- The use of generative AI tools on any component of the presentation without full compliance with the disclosure and citation requirements outlined above (including the submission of an appendix with generated content and prompts, a reflective statement, and proper citation) is prohibited and may be subject to proceedings under the University's [Code of Behaviour on Academic Matters](#).

## Academic Integrity

Any academic community thrives, and can only survive, on the notion of academic integrity: All academics own a highly valued intellectual property in the form of their ideas, thoughts and publications. Anyone infringing on that intellectual property—be it knowingly or unknowingly—commits a grave academic offence. It is important that you familiarise yourself with the University of Toronto’s definition of what constitutes an academic offence, which includes but is not limited to plagiarism, in the University’s [Code of Behaviour on Academic Matters](#) and [here](#).

Several links provide you with a detailed discussion of the nature of academic offences, including plagiarism, and how to avoid them, for instance <http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases will be investigated following the procedure outlined in the [Code](#). The consequences for academic misconduct can be severe, including but not being limited to failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact the instructor. Similarly, if you have any questions about appropriate research and citation methods, seek out additional information from the instructor, or from other available resources like the U of T Writing Website (<http://www.writing.utoronto.ca/>).

We will be using Turnitin, a similarity detection solution that combines text-matching with writing-style analysis to promote academic integrity and help prevent plagiarism. Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. If you wish to opt out of using Turnitin, you must notify the instructor regarding your decision at least 48 hours prior to the submission date of the respective assignment. The instructor will then discuss with you the available submission alternatives.

Potential academic offences include but are not limited to:

- Copying material word-for-word from a source and not placing the words within quotation marks.
- Lengthy and close paraphrasing of another person’s work (i.e., extensive copying interspersed with a few phrases or sentences of your own).
- Submitting written work produced by someone else as if it were your own work (e.g., another student’s term paper, a paper purchased from a term paper “factory”, materials or term papers downloaded from the internet, submitted work produced using unauthorized aids).
- Submitting an “attendance question” for someone who is absent.
- Handing in your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Falsifying institutional documents required by the University, such as a doctor’s note.

Potential academic offences in a digital context include but are not limited to:

- Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
- Using technological aids (e.g., software) beyond what is listed as permitted in an assessment.
- Posting test, essay, or exam questions to message boards or social media.
- Creating, accessing, and sharing assessment questions and answers in virtual “course groups.”
- Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.
- All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](#). If you have questions or concerns about what constitutes appropriate



academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other [institutional resources](#).

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