

# THE LOBOR ARCHAEOLOGICAL & BIOARCHAEOLOGICAL PROJECT, CROATIA

**Course ID: ARCH 365AR**

**June 21- July 18, 2020**

**Academic Credits: 8 Semester Credit Units (Equivalent to 12 Quarter Units)**

**School of Record: Connecticut College**

## **FIELD SCHOOL DIRECTORS:**

**Dr. Krešimir Filipec**, Chief of Department of Medieval Archaeology, Faculty of Humanities and Social Sciences, University of Zagreb ([kfilipec@ffzg.hr](mailto:kfilipec@ffzg.hr))

**Dr. Zdravka Hincak**, Chief of Department of Methodology and Archaeometry, Faculty of Humanities and Social Sciences, University of Zagreb

**Mrs. Jana Skrgulja**, Assistant, Department of Medieval Archaeology, Faculty of Humanities and Social Sciences, University of Zagreb ([jana.skrgulja@gmail.com](mailto:jana.skrgulja@gmail.com), [jskrgulj@ffzg.hr](mailto:jskrgulj@ffzg.hr))



## **INTRODUCTION**

The site of Lobar in northwestern Croatia has been continuously excavated since 1998. Lobar was a focal point for its broader environs during two periods: 1) in Late Antiquity (5<sup>th</sup> century AD) when Lobar was an important political and ecclesiastical center, most likely formed as a consequence of the collapse of Roman provincial urbanism; and 2) in the Carolingian age (early 9<sup>th</sup> century AD) when Lobar was one of the centers of the Frankish province of Lower Pannonia (*Pannonia inferior*), with all the usual features of this new, early feudal age: fortified settlement, residential buildings, and churches. All available historical sources and archaeological materials are considered in an attempt to answer what made Lobar such an important location during these two distinctive periods. In the early 12<sup>th</sup> century, new political centers were established due to political developments such as the expansion of Hungary into southwestern Pannonia. Many of these new centers have remained in function until today, while the old centers that were rooted in different traditions disappeared or lost their importance. At that time the town of Siscia, which had a

long trajectory from antiquity until the early Middle Ages and experienced a revival following the Carolingian conquest of Pannonia, gave way to the town of Zagreb as a new center.

From the very beginnings, the Lopor site has been associated with female cults. Based on sculpture fragments, it is believed that a Roman temple dedicated to Diana once stood there. Later, churches related to the Marian cult were built on top. A cemetery stretches around the church and across the entire site, and up to the outer fortification wall. After several years in which the research has focused on the church architecture, it is now being shifted to the cemetery. Through survey, excavations, the project is trying to answer the following questions:

- Was Lopor an important military center or merely a settlement associated with a religious sanctuary?
- Were some of the churches in operation at the same time?
- What was to relationship between the local clergy and the local inhabitants?
- What can be deduced from the burials about the population that lived in Lopor?
- What can be said about the population according to archaeological and bioarchaeological ratio? Who remained and who left?

The field school will allow students to acquire knowledge on the history of northwestern Croatia and the Lopor site itself, especially during the Late Antiquity and the Early Middle Ages. Students will approach these questions from the study of human bones, starting from determining the burial areas, excavating and cleaning skeletons. Students will further get familiar with the cultural heritage of Lopor and its environs while also visiting the most important archaeological sites on the eastern Adriatic, the capital of Zagreb, and some of the natural attractions of Croatia.

#### ACADEMIC CREDIT UNITS & TRANSCRIPTS

**Credit Units:** Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units) through our academic partner, Connecticut College. Connecticut College is a private, highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see grading assessment and matrix). This field school provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institutions prior to attending this field school.

**Transcripts:** An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One additional transcript may be sent to the student's home institution at no additional cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: <http://bit.ly/2hvurkl>.

#### PREREQUISITES

None. This is hands-on, experiential learning and students will study on-site how to conduct archaeological research. Archaeology involves physical work and exposure to the elements and thus requires a measure of understanding that this will not be the typical university learning environment. You will have to work outdoors and will get sweaty, dirty and tired. Students are required to come equipped with sufficient excitement and adequate understanding that archaeology requires real, hard work, in the sun, rain and wind, hot and cold weather, on your feet, and with your trowel. The work requires patience, discipline, team work and attention to detail. It is vital that all students respect the IFR Student Code of Conduct, local culture, and local rules and laws.

#### COURSE OBJECTIVES

- To introduce students to the history of all periods present at the site of Lopor and the archaeology and culture of the northwestern parts of Croatia.
- To introduce students to contemporary standards of work in field archaeology.
- To introduce students to health and safety requirements at an archaeological site.

- To introduce basic field survey (dividing into groups, collecting finds from the ground, etc.)
- To prepare students to perform excavation tasks: the use of tools; digging techniques; sieving, etc.
- To introduce students to the basics of bioarchaeology archaeology and anthropology: excavation of skeletons; drawing; measuring; cleaning; determining sex, age, diet, traumas, etc.
- To prepare students to perform field documentation tasks: the use of measuring and documentation tools and devices; creating written documentation (context sheets, field notebooks, finds labels, etc.); photographic documentation; drawing of stratigraphy, burials, skeletons, architectural structures, contexts; the use of a total station, etc.
- To introduce students to the basics of find processing procedures: cleaning, selecting and arranging archaeological finds; the organization of finds in storage, etc.
- To introduce students to Medieval cuisine.

#### **DISCLAIMER – PLEASE READ CAREFULLY**

Our primary concern is with education. Traveling and conducting field research involve risk. Students interested in participating in IFR programs must weigh whether the potential risk is worth the value of education provided. While risk is inherent in everything we do, we do not take risk lightly. The IFR engages in intensive review of each field school location prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it complies with all our standards and policies, including student safety.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, personal, or weather conditions may force changes. This syllabus, therefore, is only a general commitment. Students should allow flexibility and adaptability as research work is frequently subject to change.

The IFR does not provide trip or travel cancellation insurance. We encourage students to explore such insurance on their own as it may be purchased at affordable prices. [Insuremytrip.com](https://insuremytrip.com) or [Travelgurad.com](https://Travelgurad.com) are possible sites where field school participants may explore travel cancellation insurance quotes and policies. If you do purchase such insurance, make sure the policy covers the cost of both airfare and tuition. See this [Wall Street Journal article about travel insurance](#) that may help you with to help to decide whether to purchase such insurance.

Archaeological fieldwork involves physical work in the outdoors. You should be aware that conditions in the field are different than those you experience in your home. Croatia is divided into two predominate climate regions: Continental (where Lobar is located) and Mediterranean (where we will go on a fieldtrip), with temperatures ranging from 77 to 86 °F. Mornings are little bit colder but you should expect to walk 10 minutes uphill every morning. You are required to bring suitable clothing (sleeveless T-shirt with long-sleeve work shirt on top, long pants, thick socks and hiking boots or some similar shoes). Always wear a hat and sunscreen. Rainy and chilly days in this season are rare but not unheard of. One of the most important things is to be patient and learn how to share your private and working area with other people.

If you have any medical concerns, please consult your doctor. For all other concerns, please consult with the project director – as appropriate.

#### **LEARNING OUTCOMES**

Students will be able to perform basic excavation tasks and will know how to use archaeological tools and digging techniques and sieving. They will know how to perform basic field documentation tasks such as filling in context sheets, keeping a field notebook and labeling finds. They will learn the principles of archaeological photography and field drawing. They will be able to use measuring and levelling devices and process finds. They will learn how to identify and excavate human burials, and how to clean, pack, and

prepare the bones for laboratory analysis. Student will be instructed in how to sex and age a human skeleton, how to recognize the most common traumas.

#### GRADING MATRIX

% of Grade	Activity
35 %	Excavation (use of tools, drawing, measuring, photography, etc.)
25 %	Archaeological or bioarchaeological workshop
25 %	Field notes
15 %	Final project

#### TRAVEL & MEETING POINT

Hold purchasing your airline ticket until six (6) weeks prior to departure date. Natural disasters, political changes, weather conditions and a range of other factors may require the cancelation of a field school. The IFR typically takes a close look at local conditions 6-7 weeks prior to program beginning and make Go/No Go decisions by then. This time frame still allows the purchase of discounted airline tickets while protecting students from potential loss of airline ticket costs if we decide to cancel a program.

On June 21, 2020, students will meet our assistant at the information desk/meeting point at the Dr. Franjo Tuđman Airport in Zagreb, from where they will be escorted directly to their accommodation in Zagreb and later to the site. The exact time of the meeting will be provided after the student confirm their flight bookings.

If you missed your connection or your flight is delayed, please call, text or email Ms. Jana Skrgulja ([jana.skrgulja@gmail.com](mailto:jana.skrgulja@gmail.com); [jskrgulj@ffzg.hr](mailto:jskrgulj@ffzg.hr)). A local emergency cell phone number will be provided to all enrolled students.

#### VISA REQUIREMENTS

Citizens of the US, Canada, Japan, Republic of Korea, Australia and New Zealand do not need visa to visit Croatia for up to 90 days. All nationals who are holders of valid Schengen documents, as well as national visas and residence permits of Bulgaria, Cyprus, and Romania do not require an additional (Croatian) visa for Croatia. Citizens of other countries are asked to check the embassy website page at their home country for specific visa requirements. The Faculty of Humanities and Social Sciences at Zagreb University could send an official invitation letter that should be used at the relevant embassy to secure a visa to the program.

#### ACCOMMODATIONS

Accommodation in Zagreb will consist of 3 to 6 students per room, with shared bathrooms and a kitchen. Breakfast will be served in the Hotel, and lunch in a restaurant. Accommodation in Lobar or nearby, 2 to 4 students per room, with breakfast and dinner in the hotel. Students will be transferred daily to the site by a mini-bus or van.

A local restaurant provides lunch at the site. Lunch will be chosen from the daily menu. The Restaurant is able to accommodate vegetarians, vegans, and students with various dietary food intolerance. The students with specific dietary needs should report their preferences in the field school application. The hotel (located in Lobar) will provide breakfast and dinner.

#### COURSE SCHEDULE

##### The Field School schedule consists of Four Units:

**Unit 1:** Theoretical module consisting of three components:

- Lectures and instructions on field methods and practices;
- Lectures on different aspects of the Late Antiquity/Early Medieval archaeology (4<sup>th</sup>–10<sup>th</sup> century) in Croatia;
- Lectures on Archaeology and Bioarchaeology.

**Unit 2:** Practicum consisting of two components:

- Archaeological fieldwork including basic practices of excavation and archaeological records;
- Bioarchaeological fieldwork (in the crypt and conference hall, working with ceramics and bones including basic practices of excavation and documentation such as sexing, aging, identifying traumas, washing etc.);
- Workshops dedicated to archaeological and anthropological finds processing and documentation.

**Unit 3:** Field trips to Prehistoric, Classical, Medieval and Post medieval sites, accompanied by presentations and behind-the-scene visits to archaeological sites and museums along the Adriatic Sea and sites close to Lobar (Krapina, Trakošćan etc.).

**Unit 4:** Homework: assignments will be allotted to all students. These will consist of editing and processing field documentation (field notebook, context sheets, drawings, photos), and preparing presentations and reports.

Date	Morning	Afternoon
Day 1 June 21 Sun.	Arrival and check in (Zagreb)	
Day 2 June 22 Mon.	Orientation panel	Traditional Croatian welcome dinner
Day 3 June 23 Tue.	Town sightseeing and orientation walk in Zagreb. Lecture: Health and safety at the site; Basic Field Methods and Practices for Excavation and Documentation; Use of Tools and Working Techniques	Visiting the Archaeological Museum in Zagreb, lecture in the museum library
Day 4 June 24 Wed.	Trip to the Adriatic coast	Museums and archaeological sites Split (Late Antiquity Diocletian's palace), Solin (Roman city and early Christian center of Salona), museums
Day 5 June 25 Thr.	Adriatic coast	Zadar (Roman and Medieval city, museums), return to Zagreb
Day 6 June 26	Lecture at the Department of Archaeology: Antiquity and Late Antiquity Ceramics	Work at the Faculty: ceramics
Day 7 June 28 Sat.	Museums in Zagreb	Visit of the medieval old city of Zagreb (optional)
Day 8 June 28 Sun.	Day off	
Day 9 June 29	Theoretical work Lecture: Introducing to safety at the site (Department of archaeology)	Workshop: posture, alignment and handling of archaeological tools

Day 10 June 30 Tue.	Visit the Neanderthal museum in Krapina and castle of Trakoscan or Veliki Tabor	
Day 11 July 1 Wed.	Departure to Lohor	Introducing the site and lecture in the baroque crypt
Day 12 July 2 Thur.	Starting the archaeological dig, setting up grid squares	Field work
Day 13 July 3 Fri.	Field work Sieving, Documentation, Excavation	Bioarchaeological workshop Workshop: cleaning and sorting bioarchaeological material Lecture: Forensic archaeology (date flexible)
Day 14 July 4 Sat.	Field work: Total Station, Sieving, Documentation, Excavation	Field work: Archaeological and bioarchaeological workshop
Day 15 July 5 Sun.	Day off	
Day 16 July 6 Mon.	Field work Total Station, Sieving, Documentation, Excavation	Lecture: Importance of the team work Field work: Archaeological and bioarchaeological workshop
Day 16 July 7 Tue.	Field work Excavation, Total Station, Sieving, Documentation	Field work: Archaeological and bioarchaeological workshop
Day 17 July 8 Wed.	Field work Excavation, Total Station, Sieving, Documentation	Field work: Archaeological and bioarchaeological workshop Workshop: cleaning and sorting of archaeological finds Preparations for the exhibition
Day 18 July 9 Thur.	Field work Excavation, Total Station, Sieving, Documentation	Field work: Archaeological and bioarchaeological workshop Workshop: cleaning and sorting of archaeological finds Preparations for the exhibition
Day 19 July 10 Fri.	Field work Excavation, Total Station, Sieving, Documentation	Field work: Archaeological and bioarchaeological workshop Preparations for the exhibition
Day 20 July 11 Sat.	Field work Excavation, Total Station, Sieving, Documentation	Field work: Archaeological and bioarchaeological work shop Preparations for the exhibition
Day 21 July 12 Sun.	Day off	
Day 22 July 13 Mon.	Field work Excavation, Total Station, Sieving, Documentation	Field work: Archaeological and bioarchaeological workshop

Day 23 July 14 Tue.	Field work Basics of Field Survey	Workshop: Bioarchaeology
Day 24 July 15 Wed.	Field work	Exhibition of drawings and photos from the site
Day 25 July 16 Thur.	Medieval lunch, bow and arrow games, medieval music	Lecture: guest teacher
Day 26 July 17 Fr.	Departure to Zagreb	Final discussion about the results of archaeological excavation, final exam
Day 27 July 18 Sat.	Departure	

Course structure may be subject of change upon directors' discretion.

### **Typical work day at the site**

- 6:30-7:30am            - Breakfast
- 8:00am-12:00pm    - Fieldwork, lectures or workshops
- 12:00-12:30pm     - Lunch
- 12:30-4:00pm       - Fieldwork, lectures or workshops
- 5:00pm                - Return to field house
- Free time/homework/dinner

In case of rainy days, lectures, field trips, and the rest of work will be performed.

### **ATTENDANCE POLICY**

The required minimum attendance for the successful completion of the field school is 90% of the course hours. Any significant delay or early departure from an activity will be calculated as an absence from the activity. An acceptable number of absences for a medical or other personal reasons will not be taken into account if the student catches up on the field school study plan through additional readings, homework, or tutorials with program staff members.

### **EQUIPMENT LIST**

Students will be provided with all the tools and equipment necessary for the excavation and other field activities. However, they should bring with them clothes for both hot and cold weather, hiking shoes, a hat, a wind and/or rain jacket, sunscreen and towels.

### **REQUIRED READINGS**

As noted above, the Lobar (LearlyCoP) Project conscientiously combines experiential learning with formal instruction, including lectures and readings. Students will have an access to front load resources written by the faculty and translated to English. Readings will be provided to the students before the excavation, so they could follow the lectures and understand the wider context of Lobar.

*Late Antiquity*, Wolfram H., History of the Goths, Berkley, Los Angeles and London: University of California Press, 1988

*Germans, Langbards* Wolfram H., History of the Goths, Berkley, Los Angeles and London: University of California Press, 1988

*Slavs*, Walter Pohl: The Avars: A Steppe Empire in Central Europe, 567–822, Ithaca and London: Cornell University Press, 2018

*Branka Migotti, The Archaeology of Roman Southern Pannonia, BAR International Series 2393, 2012*

*Late Antiquity and Early Middle Ages in today's Croatia*

*Bioarchaeology*, Tim D. White, Pieter A. Folkens, *The Human Bone Annual*, 2005

*Working at the archaeological site*, Peter Drewett, *Field Archaeology An Introduction*, 2011