**HSTCMP 290 – Summer 2019**

**Indiana Jones and Archaeology in the Mediterranean World**

Instructor: Arna Elezovic

Meeting times: Mondays and Wednesdays, 1240 – 250 p.m. in Clark 219

Email: [**elezovic@uw.edu**](mailto:elezovic@uw.edu)

Office: Smith 204-E

Office Hours: Mondays and Wednesday 1115 a.m. – 1215 p.m., and by appointment

**COURSE DESCRIPTION:**

Tomb robbers, adventurers, spies, and gentlemen (and some women) travelers played a central but problematic role in developing the modern discipline of archaeology. This course will use the lives of such travelers, their archaeological discoveries, and well-known artifacts as case studies to explore the themes of the “rediscovery” of the ancient world and concurrent imperialism around the Mediterranean from 1790 to the 20th century.

We will analyze primary sources, such as accounts from archaeologists and travelers, and then specific archaeological sites in Egypt, Greece, Iraq, Italy, and Turkey. Lastly, we will examine some of the more famous archaeological artifacts, from the Parthenon in Athens and the Tomb of King Tut. Readings from secondary sources and lectures will provide context for each case study. The course aims to assist you in developing critical and analytical thinking skills. The end goal is to allow you to differentiate between romanticized archaeological stories and the actuality of imperial projects, such as the acquisition of material objects for European museums.

## Required Texts:

## All required texts are available at the University Bookstore or Course Reserves at the UW Library.

Mary Beard, *The Parthenon*

Agatha Christie, *Come Tell Me How You Live: An Archaeological Memoir*

David Damrosch, *The Buried Book: The Loss and Rediscovery of the Great Epic of Gilgamesh*

## Other Readings:

Paul Bahn (ed.), *The History of Archaeology: an Introduction* (Recommended)

Other required texts and readings will be offered on the course website at <https://canvas.uw.edu/courses/1316511>**,** will be available through course reserves, or from the UW Libraries.

Primary source readings will be scanned from Brian Fagan (ed.), *Eyewitness to Discovery: First Person Accounts of More than Fifty of the World’s Greatest Archaeological Discoveries.* I will add those reading to the syllabus and course website by end of week 2.

**Breakdown of assignments:**

20% - Discussion & Readings - short writing assignments online and in class.

20% - Essay #1 - SUNDAY JULY 21 submitted online by midnight

20% - Essay #2 – SUNDAY AUG 18th submitted online by midnight

15% - Exam - WEDNESAY JULY 31 in class

15% - Student Presentations related to second essay - DUE ON SUNDAY AUGUST 19th or 21st

10% - Academic Toolbox exercises – class participation in exercises

## SPECIFIC ISSUES AND POLICIES:

## Assignments: Please check your calendar now for conflicts on the dates of the exam and presentations. A make up exam will be offered only in case of emergency. If circumstances emerge during the quarter where you think you will not be able to complete even the shorter writing assignments, please schedule a meeting or talk to me. The second essay and final presentation require a short 10 m. “check-in” meeting with me by end of Week 5. This meeting is to ensure that you have chosen a topic and I can help you with locating sources. Presentations, for obvious reasons, cannot be rescheduled.

## Attendance: Critical information will be covered in class, so students who attend are better prepared for written assignments and exams. If you need to miss class, contact me by email beforehand.

## Discussions: There will be a short, online writing assignments in response to a question due Tuesday evening, and then we will have discussion based on the readings that week Wednesdays for the second half of class.

**Email and texting:** I respond as fast as I can to emails, but will take up to 48 hours to reply and may be delayed over weekends or around exam or paper deadlines. Please no texting or emailing in class.

**Grades:** The course uses standard UW grading on a 4.0 scale. If you have questions about grades on papers or exams, please make an appointment to see me or stop by during office hours *at least 24 hours after* you have received the graded assignment. Late assignments will receive a penalty of ½ a grade reduction (0.5 grade), accruing each week.

**Grading:** Specific grading rubrics will be shared closer to due dates of exams, papers, and presentations. Here is a general guide:

* 100% = 4.0 = Outstanding because all work offers insightful ideas and analysis. In discussions, you help other students express their own thoughts and learn names of fellow students. At all times you demonstrate quality critical thinking and clear expression.
* 90% = 3.5/3.6 = In essays, you offer really good ideas and analysis based on evidence. In discussions, you have clearly read the material, participate often, comment on other students’ points.
* 80-85% = 2.5-3.0= You know the material, and essays reflect good ideas, but may not be fully expressed. In discussion you talk infrequently but occasionally a point is valuable to general discussion because other students run with your idea.
* 70% = 2.0 = Your essays are hasty products, do not demonstrate any kind of analysis. If you come to class, you do not engage with anyone and are clearly bored.
* 59% = .9 = fail or missing one major assignment (two essays, exam, final presentation).

**Policy on Academic Honesty:** Familiarize yourself with UW policies on cheating and plagiarism and the potential penalties involved. Information is at <https://www.washington.edu/teaching/cheating-or-plagiarism/>.

**Students with Disabilities:** Contact the UW’s Disability Resources for Students Office at <http://depts.washington.edu/uwdrs/> or by calling 206-543-8924 (Voice) or 206-543-8925 (TTY).

## ITALY – Weeks 1 & 2

**Timeframe:** 1740s – 1940s

**Themes:** Ancient and Modern Empires

**Archaeological Sites:** Pompeii, Rome

**Characters:** Giuseppe Fiorelli, perhaps even Mussolini

**Week 1: The “Rediscovery” of the Ancient World**

Mon June 24: Archaeology, Heroes, and Myths

Brief film clip, in class analysis, and discussion; themes of the course and the select cast of characters

Wed June 26:Pompeii and the Roman World

Reading on course website for discussion:

REQUIRED:

B. Fagan (ed) - PRIMARY SOURCE Bouche de Perthes and J. Evans

Mary Beard, *Fires of Vesuvius,* Introduction, p. 1-26 (Assignment due end of week)

RECOMMENDED:

P. Bahn’s *A History of Archaeology,* Chpt. 1 - Introduction "The Archaeology of Archaeology"

**Week 2: Europe and the Classical Past**

Mon July 1: Strategic Reading Exercise for first half of Class

Second half lecture: Giuseppe Fiorelli and Reconstructing Bodies

Reading on course website:

REQUIRED:

Chose a book. Then start reading that book: Mary Beard’s *The Parthenon,* Damrosch’s *The Buried Book*, or Christie-Mallowan’s *Come Tell me How You Live* this week in preparation for writing your first paper due July 21st.

RECOMMENDED:

Dobbins and Foss (eds), *World of Pompeii*:

Chapter 1 “City and Country,” p. 1-8

Chapter 2 “History and Historical Sources,” p. 9-27

Chapter 3 “Rediscovery and Resurrection,” p. 28-42

Bahn (ed) *The History of Archaeology*

Chapter 4 “The Classical World” by David Gill, p. 57-72 *. Gives you a broad overview of archaeology of the Classical world (Greece and Rome) until present day.*

Wed July 3: Rome, City of Emperors and Empires

Then a 20 minute in-class writing assignment, followed by a discussion about the readings thus far.

REQUIRED: Be reading Beard’s *The Parthenon* in preparation for Weeks 3 & 4.

RECOMMENDED:

Erdkamp (ed), *The Cambridge Companion to Ancient Rome:*

Chapter 26 “Urban Landscape,” p. 461-477 *– Gives you a sense of topography and some understanding of how the sacred geography of the city was continuously being created*

Chapter 28 “Cemeteries and Catacombs,” Leonard Rutgers, p. 479-521 *– More information on Roman beliefs and practices about death*

Chapter 31 “Roma Aeterna,” p. 558-574 – *Brief overview of all of Roman history after the end of the Roman Empire. Read Chapter 31 if you are pressed for time*

Wacher (ed), *The Roman World Vol. II:* Chapter 30 “Classical Religions,” John Ferguson, p. 749-765

P. Bahn (ed), *The History of Archaeology*, Chapter 2 “Ancient Europe” by Peter Bogucki

*Note: Although not on the topic of Roman archaeology or empire, this chapter will give you the broad overview of the “discovery” of antiquity elsewhere in Europe going on at the time, cover the content of what we have already discussed, and then will take you up until the modern day.*

**GREECE – Weeks 3 & 4**

**Timeframe:** 1800s – 1970s

**Themes:** Discoveries, Reconstructions, and Interpretations

**Archaeological Sites:** Hisarlik (Troy), Knossos on Crete, the Parthenon in Athens, and Vergina

**Characters:** Heinrich Schliemann, Sir Arthur Evans, Thomas Bruce (Lord Elgin),

Manolis Andronikos

**Week 3: Homer and the Aegean World**

Mon July 8: Age of Heroes, the Discovery of Troy in 1871, and Heinrich Schliemann

Reading:

REQUIRED

Fagan’s *Eyewitness to Discovery,* “Homeric Troy,” H. Schliemann, p. 176-185

RECOMMENDED

Bahn (ed), *The History of Archaeology*, Chapter 3 “The Aegean World” by Georgina Muskett, p. 39-56. *This chapter gives you a broad overview of the Aegean world and its archaeology.*

Wed July 10: Reconstructing the Minoans: Knossos, Art from 1920s and Sir Arthur Evans

Reading:

REQUIRED

Fagan’s *Eye Witness to Discovery,* “Minoan Civilization at the Palace of Knossos,” Sir Arthur Evans, p. 186-196

On course website:

Hamilakis (ed.), *Labyrinth Revisited*

* Chapter 2 “Archaeology as Museology: Re-thinking the Minoan Past,” Donald Preziosi, p. 30-37;
* Chapter 3 “Virtual Discourse: Arthur Evans and the Reconstructions of the Minoan Palace at Knossos,” L. Hitchcock and P. Koudounaris, p. 40-58

**Week 4: Contested Greece**

Mon July 15: Athens, the Parthenon, and the Elgin Marbles from 1800s to present day

Reading:

REQUIRED

Beard, *The Parthenon.* The book is a pocket size, but if you are hurting for time pay special attention to Chapter 1, p. 1-22, Chapters 5-7, p. 117-201

RECOMMENDED (but it is a great chapter!):

On course website:

Hamilakis, *The Nation and Its Ruins,* Chapter 7 “Nostalgia for the Whole,” p. 243-286

Wed July 17: Multiple Macedonias: The Archaeological Site at Vergina, A Remodeled City, and the Legacy of Alexander the Great

REQUIRED:

Reading on course website:

Hamilakis, *The Nation and Its Ruins,* Chapter 4 “The Archaeologist as Shaman,” p. 125-167

Sun July 21 **ESSAY 1 due by 11:59 p.m.**, submit through course website

**EGYPT – WEEKS 5 & 6**

**Timeframe:** 1790s – 1930s

**Themes:** Conquest, Curses, and Mania

**Major Characters:** Napoleon, Al-Jabarti, Jean Francois Champollion, Giovanni Belzoni, Howard Carter

**Week 5: Conquering Egypt**

Mon July 22: Box of Dirt Day

Wed July 24: Napoleon’s Conquest, the Rosetta Stone, and the Decipherment of Hieroglyphics in 1822

Reading on course website:

REQUIRED:

Al-Jabarti, *Chronicle of the French Occupation, 1798*

Introduction, p. 1-15

First section up to p. 48, but especially (if pressed for time) read:

Napoleon Bonaparte’s “Proclamation to the People of Egypt,” 1798, p. starting page 23/24

Al-Jabarti’s analysis of Bonaparte’s proclamation, p. 27-33

Fagan’s *Eyewitness to Discovery* “The decipherment of Egyptian Hieroglyphs,” Jean Francois Champollion and Tomkyn Turner, p. 79-89

Start reading David Damrosch’s *The Buried Book* sometime this weekend.

RECOMMENDED

Donald Malcolm Reid, *Whose Pharaohs? Archaeology, Museums, and Egyptian National Identity from Napoleon to World War I*, Chapter 1 “Rediscovering Ancient Egypt: Champollion and al-Tahtawi,” p. 1-63.

*Note: A great read because D. Reid deconstructs the Western European perspective.*

P. Bahn (ed.), *The History of Archaeology,* Chapter 5 “Egypt” by Joyce Tyldesley. *Good overview of the emergence of archaeology in the region.*

**Week 6: Egyptomania**

Mon July 29: Giovanni Belzoni (1778-1823) – Circus-man, Hydraulic Engineer, and Thief in Egypt

Reading on course website:

REQUIRED:

Fagan’s *Eyewitness to Discovery* “Tomb Robber by the Nile,” Giovanni Belzoni, p. 75-79

RECOMMENDED:

Fagan’s *Rape of the Nile,* Part II: The Great Belzoni, including Chapters 5-10.

5 – The Patagonian Sampson;

6—The Young Memnon;

7—Mummies were rather unpleasant to swallow;

8—Pyramidical brains;

9—High jinks at Philae;

10—A multitude of collateral curiosities

*Note: Fagan is a very easy (and fun!) read because he has a “popular history” style of writing. This is the book that launched his career in writing about archaeology.*

Wed July 31: First half of class: **EXAM**

Second half of class lecture: Howard Carter and the Tomb of King Tut, 1922

Reading:

REQUIRED:

Fagan’s *Eyewitness to Discovery*, “Tomb of Tutankhamun,” Howard Carter, p. 105-115

Fagan’s *Eyewitness to Discovery*, “Tutankhamun’s Wife,” Mary Chubb, p. 413-416

Continue reading David Damrosch’s *The Buried Book.* Finish *The Buried Book* by early next week, because then you will start in on Agatha Christie’s *Come Tell Me How Live.*

RECOMMENDED reading on course website:

Frayling, *The Faces of Tutankhamun,* Chapter 1, p. 1-66

***Schedule brief (<30 m.) check-in meeting with instructor about Essay 2 and presentations by Friday 500 p.m. this week.***

**MESOPOTAMIA (IRAQ) – WEEKS 7 & 8**

**Timeframe:** 1840s – 1940s

**Themes:** Nationalism, Museums, and Memoirs

**Archaeological Sites:** Nineveh, Nimrud

**Major Characters:** Austen Henry Layard, Henry Creswicke Rawlinson, Hormuzd Rassam, Gertrude Bell, Leonard Woolley, Agatha Christie

**Week 7: Mesopotamia**

Mon Aug 5: Conquest of Assyria

REQUIRED:

Reading on course website:

Fagan’s *Eyewitness to Discovery*, “Assyrian Palaces at Nimrud,” Austen Henry Layard, p. 90-99

Wed Aug 7: Decipherment the Epic of Gilgamesh

REQUIRED:

Reading:

David Damrosch, *The Buried Book: The Loss and Rediscovery of the Great Epic of Gilgamesh*, if hurrying pay special attention to at least p. 80 and then the epilogue. This book is a great read!

Fagan’s *Eyewitness to Discovery “*Cracking Cuneiform’s Code,” Henry Creswicke Rawlinson, p. 100-104

**Week 8: Nationalism, Archaeology, and the New Iraq**

Mon Aug 12: Gertrude Bell, Leonard Woolley, and the National Museum of Iraq

Reading for the week:

REQUIRED:

Agatha Christie Mallowan, *Come Tell Me How You Live: An Archaeological Memoir.* Note: This book is a very easy going read that is quite pleasant and fun.

Fagan’s *Eyewitness to Discover* “Ukhaidir and Assur,” Gertrude Bell, p. 124-130; “The Royal Cemetery at Ur,” Leonard Woolley, p. 131-140

RECOMMENDED:

On course website

Brian Fagan, *Return to Babylon*

Chapter 19 “Gertrude Bell and the New Iraq,” p. 275-288*;*

Chapter 20 “Woolley at Ur,” p. 289-307*;*

Chapter 21 “Nationalism and Archaeology,” p. 309-328

Wed Aug 14:

Half of class is a visit with Dr. Stephanie Sellover (tentative); other half is discussion.

**Week 9**

Sun Aug 18 **ESSAY 2** due Sunday night at 11:59 p.m. Submit through course website.

Mon Aug 19 **STUDENT PRESENTATIONS**

Wed Aug 21 **STUDENT PRESENTATIONS; last day, but no final exam.**

**List of Assignments by Category with Due Dates:**

**Readings and Discussions - 20% of Total**

Discussion Week 1 - Online writing assignment

Due Jun 28 at 11:59pm, 10 pts

Discussion Week 2 - In-class writing assignment

Due Jul 3 at 2:50pm, 10 pts

Discussion Week 3 - Online writing assignment

Due Jul 10 at 12:50pm, 10 pts

Discussion Week 4 - Online writing assignment

Due Jul 17 at 12:50pm, 10 pts

Discussion Week 5 - In-class writing assignment

Due Jul 28 at 11:59pm, 10 pts (Note this is due Sunday night)

Discussion Week 6 – Online writing assignment

Due July 28 at 11:59pm, 10 pts (Note this is due Sunday night)

Discussion Week 7 - Online writing assignment

Due Aug 7 at 12:00pm, 10 pts

Discussion Week 8 - Online writing assignment

Due Aug 14 at 12:00pm, 10 pts.

**Assignments Academic Toolbox Exercises - 10% of Total:**

Academic Toolbox: Strategic reading (or "How handle 100+ pages")

Due Jul 1 at 2:50pm, 5 pts

Academic Toolbox: Creating a narrative (or "Make it up based on reality")

Due Jul 24 at 2:50pm, 5 pts

Academic Toolbox: Unexpected presentations (or "Stand up and Talk")

Due Aug 12 at 2:50pm, 5 pts

Extra Credit 1

Due Aug 22 at 11:59pm, 5 pts

**Exam - 15% of Total:** EXAM, Due July 31 at 250pm

**Essays - 40% of Total**

ESSAY 1, Due Jul 21 at 11:59pm, 100 pts

ESSAY 2, Due Aug 18 at 11:59pm, 100 pts

**Presentations - 15% of Total:** Student Presentations Due Aug 21 at 11:59pm, 100 pts