INSTRUCTOR: Arna Elezovic
MEETING TIMES: Mondays and Wednesdays, 11:00 – 3:20 p.m. in Clark Hall, Room 120
EMAIL: elezovic@uw.edu
OFFICE: Smith 103-B
OFFICE HOURS: Tuesdays 10:00 – 3:00 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 Memoire
David Damrosch, The Buried Book: The Loss and Rediscovery of the Great Epic of Gilgamesh
Brian Fagan (ed.), Eyewitness to Discovery: First Person Accounts of More than Fifty of the World’s Greatest Archaeological Discoveries.

OTHER READINGS:
Other required texts and readings will be offered on the course website at https://canvas.uw.edu/courses/1146322, through course reserves, or from the the UW Libraries.

BREAKDOWN OF ASSIGNMENTS:
15% - participation based on discussion & short (3-5 sentences) writing assignments online and in class.
20% - first essay (3+ pages) - DUE FRIDAY JULY 14
20% - exam covering material from mostly the first half of the course – ON WEDNESDAY JULY 26
25% - second essay written (5 pages) based on students’ choice from a list of options and linked to final presentations – DUE SUNDAY AUG 13
20% - student case study/research presentations or creative presentations linked to second essay- ON AUG 14 OR 16
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 the gravest of circumstances such as a death in the immediate family. If circumstances emerge during the quarter where you think you will not be able to complete the 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, Friday July 21. 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 (3-5 sentences) 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 19: Archaeology, Heroes, and Myths
Brief film clip, in class analysis, and discussion; themes of the course and the select cast of characters

Wed June 21: 18th century Excavations, Pompeii, and the Roman World
Reading on course website for discussion:
   Mary Beard, *Fires of Vesuvius*, Introduction, p. 1-26

Week 2: Europe and the Classical Past

Mon June 26: Giuseppe Fiorelli and Reconstructing Bodies
Reading on course website:
   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

Wed June 28: Rome, City of Emperors and Empires
Film for part of class, Mary Beard’s “Meet the Romans” Episode 1, 60 minutes
Readings (OPTIONAL ADDED ON 6/25):
   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*


This syllabus is subject to change at the instructor’s discretion, but revisions will always be posted on course website and announced in class.
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 3: Age of Heroes, the Discovery of Troy in 1871, and Heinrich Schliemann
Reading:
Fagan’s *Eyewitness to Discovery*, “Homeric Troy,” H. Schliemann, p. 176-185
Additional reading to be decided

Wed July 5: Reconstructing the Minoans: Knossos, Art Deco from 1920s and Sir Arthur Evans
Reading:
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;

Week 4: Contested Greece

Mon July 10: Athens, the Parthenon, and the Elgin Marbles from 1800s to present day
Reading:
Beard, *The Parthenon*, read as much as possible as the book is a pocket size, but especially Chapter 1, p. 1-22, Chapters 5-7, p. 117-201

On course website (optional because I would rather you read Mary Beard’s book if you are pressed for time):

Wed July 12: Multiple Macedonias: The Archaeological Site at Vergina, A Remodeled City, and the Legacy of Alexander the Great

Reading on course website:

Fri July 14  ESSAY 1 due by 11:59 p.m., submit through course website
https://canvas.uw.edu/courses/1146322.

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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 17: Napoleon’s Conquest, the Rosetta Stone, and the Decipherment of Hieroglyphics in 1822
Reading on course website:
  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. 27
    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

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

Tues July 18: No class but office hours are from 100-300 p.m. for check-in meeting with instructor about Essay 2 and presentations; will also have meetings by appointment if necessary

Wed July 19: Giovanni Belzoni (1778-1823) – Circus-man, Hydraulic Engineer, and Thief in Egypt
Reading:
  Fagan’s *Eyewitness to Discovery* “Tomb Robber by the Nile,” Giovanni Belzoni, in, p. 75-79

OPTIONAL reading on course website:
  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—Pyramidal brains; 9—High jinks at Philae; 10—A multitude of collateral curiosities

Week 6: Egyptomania

Mon July 24: Howard Carter and the Tomb of King Tut, 1922
Readings:
  Fagan’s *Eyewitness to Discovery*, “Tomb of Tutankhamun,” Howard Carter, p. 105-115

OPTIONAL reading on course website:
  Frayling, *The Faces of Tutankhamun*, Chapter 1, p. 1-66

Wed July 26  EXAM IN CLASS

*Friday July 28: No class but need to have completed check-in meeting with instructor about Essay 2 and presentations by 500 p.m.*
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 July 31: Conquest of Assyria
Reading on course website:
   Fagan’s Eyewitness to Discovery, “Assyrian Palaces at Nimrud,” Austen Henry Layard, p. 90-99

Wed Aug 2: Decipherment the Epic of Gilgamesh
Reading:
   David Damrosch, The Buried Book: The Loss and Rediscovery of the Great Epic of Gilgamesh, as much as possible but at least to p. 80 and then the epilogue. This book is a good 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 7: Gertrude Bell, Leonard Woolley, and the National Museum of Iraq
Reading for the week:
   Agatha Christie Mallowan, Come Tell Me How You Live: An Archaeological Memoir
   Fagan’s Eyewitness to Discover “Ukhaidir and Assur,” Gertrude Bell, p. 124-130; “The Royal Cemetery at Ur,” Leonard Woolley, p. 131-140

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 9:
   First half of class is a visit with Dr. Sarah Ketchley, Director of the Newbook Digital Text Projects and of the Emma B. Andrews Diaries; second hour is discussion.

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Week 9
Sund Aug 13  ESSAY 2 due Sunday night at 11:59 p.m. Submit through course website at https://canvas.uw.edu/courses/1146322.

Mon Aug 14  STUDENT PRESENTATIONS

Wed Aug 16  STUDENT PRESENTATIONS; last day, but no final exam.