

COLONIALISM AND CLASSICAL ARCHAEOLOGY

University of Western Ontario
Department of Classical Studies
Graduate Seminar
Fall 2022

COURSE DESCRIPTION

Colonialism and Classical Archaeology will introduce students to the intersections between the origins of archaeology of the Mediterranean, North Africa, and Western Asia and the colonial endeavors of various countries during the 19th and 20th centuries. We will start the course with three to four weeks developing a “tool kit” for understanding the role of colonialism on the development of Classics and archaeology broadly. We will then turn to specific sites and case studies, such as Dura Europos, Athens, Petra, and Çatalhöyük, to explore different facets of this issue. Throughout the course we will also consider the role of nationalism in archaeological agendas, for instance in Greece and France. Topics to be discussed include “ownership” of knowledge, site labour, antiquities looting, claims of expertise, cultural “inheritance” and national programs in archaeology.

COURSE INFORMATION

Instructor: Dr. Elizabeth Greene

Time: Tuesdays, 2:30-5:30, Lawson Hall 3220 (unless a virtual meeting is necessary and noted)

Office Hours: By Appointment. I’m on campus on Tuesday-Wednesday-Thursday and I’m flexible. Email for an appointment.

My Info: My office is in Lawson 3212. Stop in if you need me but don’t be offended if I say I can’t talk at that moment. We can schedule a time to meet if that’s the case.

Email: egreene2@uwo.ca (if you don’t get a response from me quickly, please don’t hesitate to send a reminder, things are v. busy and I’m doing my best)

ASSIGNMENTS and COURSE BREAKDOWN

Grades are dependent upon participation in the class and the independent research that you will do for the course, as follows:

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| In-class Participation: | 25% |
| Article presentation #1: | 15% |
| Article presentation #2: | 15% |
| Research paper: | 45% |

DESCRIPTION OF ASSIGNMENTS:

In-class Participation: 25%

This course is a discussion-based course that holds the expectations of graduate level debate and engagement. I expect that you will come to class having read the material assigned and with questions and discussion points to pose to our group. Graduate seminars are what you make of them, and they are not for me to talk and you to listen. Graduate school moves you beyond that mode of learning. There will be very few occasions that I will give an outright lecture, except to provide background on themes and topics and the sites that we will discuss in the second half of the course. I am here to facilitate and also participate myself, but I do not carry the full three hours of the seminar. Productive participation in a graduate course includes bringing both thoughtful ideas and observations, as well as questions that provoke further discussion and debate. Simple observations, critiques of whether or not you “liked” an article (or criticism of writing style, organization of an article, etc.) or attacks on authors is not considered productive debate and does not further fruitful conversation. A few minutes of that is fine at the start of a discussion, and sometimes it is relevant for a more in-depth analysis of work, but remember that this is not sophisticated participation and shouldn’t be the only type of contribution you make to the class. *If you have any further questions or want to discuss class participation further, please don’t hesitate to come chat with me.*

Article Presentation #1: 15%

This assignment will be a fairly traditional presentation on an article that is on the syllabus and you will present to the whole class so they understand its contents. This type of assignment is done for two reasons: 1) It will give you the opportunity to get to know an important body of work in depth and the experience to summarize this work for another group of people (your classmates). This is an important exercise to master as you move into your graduate careers and will be expected to perform analysis and communication such as this on a regular basis; 2) It will cut down the reading for everyone else to a more manageable amount. So, on the week you present you will feel like you have some extra work but on the other weeks you will have one fewer article to read and you can sit back and listen to one of your classmates tell you what it’s all about.

Article Presentation #2: 15%

This is going to be done a little differently. Rather than me assign an important article for our class discussions, you will choose an article that you find fascinating, interesting, useful, seminal for your research as it is developing through the semester. You will present that article (or book chapter) to the class and discuss how it fits into the class themes and your research. It cannot be something we have all read together. These will be presented in the last weeks of the semester together with some explanation and presentation of your research project; therefore, you cannot start your research for this class in December. I am doing this as a favour—you (and your grade) will benefit enormously from starting your research early and thinking about this

subject in depth. Please discuss with me in October sometime what you are thinking about and what reading you might like to cover for the class. Please provide a digital handout that the class can refer to in the future (we'll figure out how we'll share docs in this class at the first meeting).

Research Paper: 45%

This will be a research project that will probably take the form of a traditional written research essay. We can talk about other formats but only if they involve serious scholarly approaches and outcomes (this is not undergrad anymore, so no blogs, podcasts, etc.). I understand, however, that research can go in different directions using emerging technologies, so if there is something interesting you'd like to do, come talk to me.

Given the subject matter, I assume most people will do a research essay. I understand that this subject will be new to many of you, so you should use part of this research project to explore new topics and approaches. Topics could focus on the ancient world and/or the modern world. I have never taught this class before and I don't know any colleagues teaching a similar class, so really we're exploring things together here and I have no set notion of how this will go. Let's figure out what is most interesting to you and how that can be explored in the most useful and fruitful way.

COURSE MATERIALS

There is no textbook for this course nor anything you are expected to buy. Much of what we will read is already online and we will crowdsource the rest as we go through the semester. Let's just keep the lines of communication open on this front and we'll all have what we need for the course. I will drop everything I already have into a folder so it's available. We'll discuss this further on the first day of class.

TOPICS and WEEKLY SCHEDULE

(Details and readings will be assigned at the start of the term)

WEEK 1 (Tuesday, Sept. 13)

Introduction to the Course:

Discussion, questions to be addressed, presentations discussion

Practical matters: material sharing, contact info, etc.

WEEK 2: Tool kit #1—Concepts and Definitions

Theoretical approaches in archaeology to be used in the course

WEEK 3: Tool kit #2—Some key texts

WEEK 4: Tool kit #3—Colonial discourse in archaeology

WEEK 5: Tool Kit #4—Colonialism in Classics

WEEK 6: Case Study #1— British Imperialism and Archaeology as a discipline

WEEK 7: Case Study #2— Archaeology at Dura Europos in Syria

WEEK 8: Case Study #3—The “national” Schools (Nationalism and archaeology)

WEEK 9: Case Study #4—Papyrology, Egypt and the west

WEEK 10: Case Study #5—“Collecting the world”: Colonial discourse in museums and collection strategies past and present

WEEK 11: Topic Presentations and catch up

WEEK 12: Topic Presentations and catch up