COMPARATIVE CULTURES OF DISPLAY, or,
“The Two Romes”:
Modern Archaeology, Museums and Nationalism in Tandem
Fall 2016

GSU
ANTH 4980/6980

EMORY
MESAS 370
HIST 385

Time: W, 4:30-7:00pm
Place (In alternating weeks): GSU: Sparks Hall
EMORY: New Psychology Building 230
Instructors: Roxani Margariti, Emory University
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Office Hours: M, 1:00-3:00pm, and by appointment
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lruprecht@gsu.edu
Office Hours: TuTh, 2:30-4:00pm, and by appointment
GSU Web Assistants: Ms. Cassandra Velasco
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COURSE INTRODUCTION
What are the explicit and implicit messages conveyed through the display of ancient artifacts and other remains of distant and diverse pasts in museums today? And how have museum practices been shaped by the origins of the great museums and the cultures of display in which they participate? What goes into a museum, what is left out, and what stories do museum pieces, singly and collectively, tell?

This course will pursue such questions by tracking the interrelated and simultaneous development in the nineteenth century of archaeology, museums, and nationalism with an emphasis on four rather different Mediterranean contexts: Italy, Greece, Egypt, and Turkey. While each developed its distinct culture of display, these cultures were shaped by the dynamics and interactions between the two
premier geopolitical and cultural centers of gravity of the Mediterranean world: Rome and Constantinople/Istanbul or, in other words, the two Romes.

The Early Modern period was a time of unusual revolutionary activity in many areas, and especially in the Mediterranean basin. Whereas a great deal of attention has been paid to the Renaissance and Reformation roots of the rights revolutions and modern political change, less attention has been paid to equally revolutionary developments in art, art history and archaeology.

We will examine an emerging culture of encyclopedic display as it developed in modern archaeology and the public museums created to house treasures newly excavated and/or looted. What we will see is, Hirst, that the gunpowder empires rapidly took their rivalry in a new aesthetic direction, vying with one another for the best art collections, and second, that national and imperial museums created a new way of seeing such art objects, as common heritage and as public treasure. Both archaeology and museums were put in the service of displaying the nation, and in the case of the last great empire of Islam, of displaying the empire itself---in each case, telling a politically and culturally meaningful story, often through a profound re-creation of the past.

In addition to discussing these complex historical phenomena, we will also examine some recent debates about the “repatriation” of art, artifacts and human remains, and we will focus on the complex legal realities and the subtle notions of patria, belonging, and historical justice that underwrite the concomitant controversies.

In the general spirit of comparative enquiry, you are most welcome here.

Additional Note:
Your constructive assessment of this course plays an essential role in shaping education at Emory Georgia State universities. Upon completion of the course, please take time to fill out the online course evaluation.
As you will see, your final grade in this course has three essential components. We have tried to build some meaningful variety, flexibility and creativity into your graded assignments.

This course will be conducted as an upper-level seminar, and graded accordingly. We will thus use the Plus-Minus grading scheme. In exceptional cases, a grade of A+ (counting 4.3 in the computation of your GPA) will also be available.

In order to place the main focus of your energies where it rightly belongs—on careful and reflective engagement with our readings—the undergraduate members of the seminar will submit online reading responses by **4:00pm on most Wednesdays, prior to our class meeting** [GSU students will submit their papers at the course’s Desire2Learn website (https://gsu.view.usg.edu) and Emory students will submit their papers on BlackBoard]. These are intended to be “low stakes” writing assignments in which you are invited to weave together a creative response to that week’s topics and various reading assignments as well as other points of personal interest. These responses will be graded for content and thoughtfulness, more than for grammar, and should be one-to-two pages (450-1000 words) in length. The posing and discussion of in-depth questions will often be as effective as offering formal theses in this setting.

Second, and in addition to these ongoing informal writing assignments, you will have one extracurricular writing assignment in this class. It will take the form of an academic “Travel Brochure,” and we will explain its structure and intent in greater detail on the next page. That assignment, likely 7-10 pages in total length, will be due at noon on Friday, December 2nd.

Assessing Class Participation is admittedly subjective, yet it may nonetheless be evaluated based on several things. First and foremost, we expect you to be in class, each session, and we expect the reading to have been done in a reflective and intelligent way. As a general rule, if you are in attendance regularly (with no more than one unexcused absence), and if you are fully engaged in the classroom environment (i.e., not reading non-course materials in class, not text-messaging or emailing, not sleeping, and attentively contributing to our common work), then you may anticipate receiving an A or A- for this portion of your final grade.

We will be more than happy to offer those undergraduates wishing to do so the option of submitting a formal final research paper (12-15 pages in length) on a topic of your choosing. This may be a more suitable option for those students preparing Honors theses or graduate
school applications. You should indicate your wish to do so with us in the first three weeks of the seminar.

**GRADUATE STUDENT ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Three 5-6 Page Reflection Papers, or Final Seminar Paper</td>
<td>50%</td>
</tr>
<tr>
<td>In-Class Presentation:</td>
<td>25%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>25%</td>
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Graduate students need not complete the weekly online writing assignments, and because the class meets only once per week, *any* unexcused absence will negatively impact the Class Participation grade.

The graduate members of the seminar will also be required to submit *three* relatively short papers (5-6 double spaced pages, each) in which you will be invited to reflect on the reading sequence relevant to that assignment. We are giving you a choice of *five* topics, and have in each case tried to select weeks in which such papers will be easier to write, because they will represent the culmination of one major aspect or theme for the course.

You do *not* need to do additional research to complete these assignments; in fact, you are *urged* not to do so. These assignments are merely intended to enable and enrich our seminar discussions by inviting you to look back at material from the previous section of the course before we move on to the next. You are thus invited to write reflection papers on: the Renaissance and Early Modern background cultures in the “two Romes” (**due September 23**); the French Revolution and the emergence of modern cultures of display (**due October 14**); developments in Greece and/or Egypt (**due October 28**); developments in Italy and/or Turkey (**due November 11**); or on the modern issues of *patria* and repatriation (**due December 2**).

We are happy to offer those graduate students wishing to do so the option of submitting a formal final research paper on a topic of your choosing. This may be a more suitable option for those graduate students preparing a dissertation proposal or job applications. You should indicate your wish to do so in the first three weeks of the class. In that case you will submit a roughly twenty (20) page research paper that will be due on Friday, December 7\(^{th}\). The topic is, as it should be, entirely up to you; we will be covering such a wide variety of topics, and such an interesting range of material, that we would like you to be free to pursue whichever one (or several) of those topics is of particular interest to you, personally. That is the essential purpose of the research paper: to allow you to take an idea from the class and to run with it; or else to take our course material in an entirely different direction than was feasible in class, or more aligned to your emerging professional interests.

*Note:*
All students who wish to request accommodation for a disability may do so by registering with their respective Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which such accommodation will be requested.

EXPLANATION OF THE TRAVEL BROCHURES
Imagine that you have been hired by a travel-agency that takes people to religious and/or archaeological sites from the ancient world. Your task is to produce a brochure which provides well-educated adults significant information about a site with some kind of “ancient” significance (Bronze Age, Transitional, Archaic, Classical, Hellenistic, Roman, Late Antique—we will explain this terminology later in the course).

The “problem” (if that is what it is) is that you have never visited the site. Perhaps the site as such no longer exists. Perhaps it has been destroyed or looted. Perhaps most of its antiquities now exist in museums all over the world. You will need to use the resources of our two university libraries and the Internet to:

* locate the site geographically (so travel arrangements can be made),
* stimulate visual expectations (so people will wish to take the trip),
* provide crucial historical background (so they may better understand what they see),
* relate it to religious and historical texts (so that they will gain an appreciation for primary documents and their relation to concrete historical places and material objects),
* and finally, to interpret the site (so as to provide some sense of its historical, cultural, and even personal, importance).

The purpose of this assignment is to develop our sensitivity to matters of material culture and geography, to think creatively, and to travel vicariously—that is, to appreciate the fact that the religious histories we are studying took place in real places, at real historical periods, among people who really lived, and loved, and worshiped there. Here is some general structural advice about the most appropriate steps to follow in the preparation and organization of this report:

1. **Provide a map or maps** which situate the site and help to locate a (or the) geographical location of importance for your brochure. Use some kind of colorcode to call attention to the location of your focal object(s).
2. **Reproduce a picture** of a building, painting, or religious object which evokes a visual image of some importance to your brochure and to the trip it outlines.
3. Photocopy a portion (2-page maximum) of an ancient document (in English translation) which is relevant to the sited and/or the objects of interest housed there.
4. Provide some of the necessary historical background to the site (1-2 pages).
5. Write an interpretive-reflective essay (2-3 pages) for your educated scholar-traveler which integrates the geographical location, objects, texts, and historical background in an interesting and informed manner.

6. Include footnotes, as well as a suggested bibliography, for the further reflection of the traveler whose attention you have successfully captured.

7. As an optional last step, why not provide your deserving professor with a plane ticket?

We trust that you will find this assignment provides you with the opportunity to be creative as well as scholarly. Enjoy!
Recommended Course Texts:

*Note:* All course textbooks will be available on reserve at the Emory and GSU General Libraries. In addition, we will provide you with a large number of readings electronically scanned as pdf files. We trust this will help assuage the costs of taking the seminar.


**TENTATIVE COURSE OUTLINE (this may be subject to change or adjustment, as necessary)**

**Weds., August 24: SEPARATE MEETINGS AT EMORY AND GSU**
Professor Margariti will meet the Emory contingent of the class in New Psychology Building 230 and Professor Ruprecht will meet the GSU contingent of the class in Sparks Hall. We will
utilize this time as an opportunity to review the syllabus and course logistics, as well as to present an initial overview of the course.

The class will meet alternately on Emory’s and GSU’s campuses in subsequent weeks; the location for each week’s meeting is listed in this syllabus.

We are very excited about this partnership and grateful to everyone who has helped make it a reality; we note especially the support of the Emory Ancient Mediterranean Colloquium and the GSU Center for Hellenic Studies which made the shuttle van possible.

**PART ONE: ROMAN PREDECESSORS TO THE EARLY MODERN MUSEUM CULTURE**

**Weds., August 31: EMORY, Dr. Margariti Presiding**

**“ROME 2"**

**THE OTTOMAN RENAISSANCE I: Constantinople/Istanbul from Mehmet II to Sulayman the Magnificent**

*Readings:*


**Weds., September 7: GSU, Dr. Margariti Presiding**

**“ROME 2"**

**THE OTTOMAN RENAISSANCE II: Islam, Image and Courtly Display**

*Readings:*


First On-Line Reading Responses Due Before Class Today

**Weds., September 14: EMORY, Dr. Ruprecht Presiding**

**“ROME 1”**

**THE ROMAN RENAISSANCE: From Renaissance, to Reformation, to Neoclassicism**

*Readings:*


*(recommended: xi-xviii and 1-26, 131-135, 193-194)*


First Visit to the Carlos Museum’s Greek and Roman Collections

**Weds., September 21: GSU, Dr. Ruprecht Presiding**

**“ROME 1”**

**THE ROMAN RENAISSANCE: From Private Library to Public Museum**

*Readings:*


Second On-Line Writing Assignment Due Before Class Today
FIRST GRADUATE PAPERS DUE: Friday, September 23 at noon
PART TWO: THREE TRAJECTORIES INTO THE MODERN

Weds., September 28: EMORY, Dr. Margariti Presiding

Napoleon in Egypt, and the Birth of “Orientalism”

Readings:


Third On-Line Writing Assignment Due Before Class Today

Weds., October 5: GSU, Dr. Ruprecht Presiding

The French Revolution, Secular Nationalism, and “Great Western Transmutation”

Readings:


Fourth On-Line Writing Assignment Due Before Class Today

Weds., OCTOBER 12: EMORY, Dr. Margariti Presiding

Ottoman Reforms and Modernization

Readings:


Fifth On-Line Writing Assignment Due Before Class Today

SECOND GRADUATE STUDENT PAPERS DUE: Friday, October 14, at noon
PART THREE: FOUR CASE STUDIES

Weds., October 19: GSU, Dr. Ruprecht Presiding
GREECE

Readings:

Sixth On-Line Writing Assignment Due Before Class Today

Weds., October 26: EMORY, Dr. Margariti Presiding
EGYPT

Readings:
  Donald Malcolm Reid, *Whose Pharaohs? Archaeology, Museums and Egyptian National Identity from Napoleon to World War One* (California, 2003), selections

Second Visit to the Carlos Museum’s Egyptian Collections

Seventh On-Line Writing Assignment Due Before Class Today
THIRD GRADUATE STUDENT PAPERS DUE: October 28 at noon

Weds., November 2: GSU, Dr. Ruprecht Presiding
ITALY

Readings:
Motu Proprio of Clement XII (November 29, 1734): *Il Museo Capitolino* [available as a pdf]
Benedict XIV, *Ad optimarum artium* (September 30, 1757): *Il Museo Sacro* [available as a pdf]

**Eighth On-Line Writing Assignment Due Before Class Today**

Weds., November 9: EMORY, Dr. Margariti Presiding

**TURKEY**

*Readings:*


*(recommended: 73-104, on the influence of modern tourism and photography on the reception history of the monument; and 187-214, on its influence on contemporary Greek churches or “modernist sophias”)*

Wendy Shaw, *Possessors and Possessed: Museums, Archaeology and the Visualization of History in the Late Ottoman Empire* (California, 2003), selections

**Ninth On-Line Writing Assignment Due Before Class Today**

FOURTH GRADUATE STUDENT PAPERS DUE: Friday, November 11, at noon

**PART FOUR: PATRIA, CULTURAL PATRIMONY AND REPATRIATION**

Weds., November 16: GSU, Drs. Margariti and Ruprecht Co-Presiding

*Readings:*

UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (November 14, 1970) available online

The Native American Graves Protection and Repatriation Act [NAGPRA (1990)] available online
Tenth On-Line Writing Assignment Due Before Class Today

***** THANKSGIVING RECESS November 23-27, 2015 CLASSES WILL NOT MEET
SAFE TRAVELS *****

Weds., December 30: EMORY, Drs. Margariti and Ruprecht Co-Presiding

TOPIC TBA

FINAL WRITTEN ASSIGNMENTS:
   FIFTH GRADUATE STUDENT PAPERS DUE: Friday, December 2, at noon
   UNDERGRADUATE TRAVEL BROCHURES DUE: Friday, December 2, at noon
   FINAL HONORS SEMINAR PAPERS DUE: Friday, December 2, at noon

**** THERE WILL BE NO FINAL EXAM IN THIS CLASS BEST OF LUCK WITH
YOUR OTHER EXAMS! *****