

SPRING/SUMMER 2011

INVENTORY

NEWS FROM THE JOUKOWSKY INSTITUTE FOR ARCHAEOLOGY AND THE ANCIENT WORLD

ARCHAEOLOGY SAVES THE WORLD (OR AT LEAST TRIES)

In 2010, Brown University and the Joukowsky Institute for Archaeology became involved in a new and exciting global initiative, Partners for a New Beginning (or PNB for short). PNB is an alliance to foster public-private partnerships committed to broadening and deepening engagement between the United States and local communities abroad; the program stems from President Obama's heralded 2009 speech in Cairo (Egypt), outlining a vision for a 'New Beginning' based on mutual interests and respect. Key to the enterprise are partnerships revolving around education, exchange, and entrepreneurship.

President Ruth Simmons was named as one of the twelve members (and the only academic member) of the PNB Steering Committee, which is chaired by former Secretary of State Madeleine Albright. Thus began Brown's involvement with PNB, one important dimension of which is 'Heritage as Bridge' (or HaB).

Heritage as Bridge seeks to foster conversation and collaboration between the United States and the Republic of Turkey around issues of cultural heritage. We are particularly concerned with leveraging the enormous appeal of archaeological sites, which serve both as extraordinary places for teaching and learning and as powerful economic catalysts for local sustainable development. This intersection, of the educational and the economic, creates the space in which Heritage as Bridge operates.

Several factors led to this project's conception. First would be the recognition that global heritage and tourism is today a billion dollar business, and plays a significant role in the national economies of many countries. Yet as tourism increases, visitor numbers rise and more and more pressure is placed on often fragile (and non-renewable) archaeological sites. Meanwhile, local communities are frequently excluded from both the educational and the economic benefits of the treasures located literally in their own back yard.

New ways to think through these problems, and better ways to teach people about the importance of the past are needed. Heritage as Bridge is, in the first instance, targeting the development of web-based educational materials for teaching cultural heritage in Turkey (and teaching about Turkish heritage in other countries). We are also exploring the advantages of improved IT access in archaeological sites, to achieve both educational and economic benefits. Wireless connectivity can enable everything from an improved and more compelling touristic experience (for foreign and domestic visitors alike) to the e-tailing of souvenirs and other services, encouraging new forms of local entrepreneurship.

Positive results would also include expanded IT training in communities, especially among younger generations.

Brown University, working in close cooperation with Koç University in Turkey, is evolving specific projects to move forward on these plans. In April 2011, a successful meeting with numerous stakeholders was held in New York, sponsored by the Rockefeller Brothers Fund, and a strategic workshop is planned, in Istanbul, for the fall of 2011.

Sue Alcock

Director, Joukowsky Institute for Archaeology and the Ancient World
Joukowsky Family Professor of Archaeology
Professor of Classics
Professor of Anthropology

Right: Eurymedon Bridge, a Roman bridge over the river Eurymedon (modern Köprüçay) near Selge in southern Turkey



BROWN ARCHAEOLOGY IN EGYPT, 2011

The Brown University Abydos Project returned from a five week excavation season on January 21st, 2011. This year's team included five Brown graduate students and was extremely productive for both research and teaching.

This was BUAP's second season of excavation in the Abydos North Cemetery, a place where the first kings of Egypt built temples in the years around 3000 BCE. The North Cemetery has been intensively used ever since, including as a modern cemetery for the local Coptic village. Our finds this season included a building dating to the period of state formation, as well as several important structures of the Ptolemaic period (332-30 BCE). In particular from the latter era we have been excavating and recording a major family tomb, a large series of subterranean galleries used for the burial of animal mummies, and a newly discovered settlement area.

Finds associated with all of these buildings have given us much insight into their specific uses as well as their dates. From



preliminary analysis it seems that we have virtually all elements of an important Ptolemaic settlement: houses, religious structures, and tombs. Furthermore, the relationships between the much earlier architecture and the Ptolemaic remains are telling; despite the nearly three millennium gap between them and the near total destruction of the older buildings in those intervening years, the later builders were clearly aware of the earlier structures and

took their presence into account. As such, our current research questions revolve not only around individually important monuments and their associated activities, but also around a long-term understanding of this area as a sacred space. Earlier constructions here have been reimagined and repurposed even into the modern era.



On our return, the excitement of a successful season quickly gave way to concerns about Egypt generally and Abydos specifically following the beginning of major protests in Cairo on January 25th. Colleagues and friends, Egyptians and Americans, were still on site. We watched with joy as ordinary Egyptians formed a cordon around the museum, with dismay as news of looting of sites was broadcast, and with excitement and hope as the Egyptian people took steps to move their country forward. The end effect of the revolution on Egypt's antiquities remains impossible to determine in what is still a fluid political situation.



The old Supreme Council of Antiquities has been elevated to a cabinet Ministry; Zahi Hawass, after resigning his post of head of this ministry, was reappointed. We currently hope and expect to continue our excavations as planned next winter. We remain deeply inspired by the actions of the Egyptian people.

- Assistant Professor Laurel Bestock, Director of BUAP

Iron Smelting, Viking Style

On April 22-23, Dr. Krysta Ryzewski and Dr. Brian Sheldon's "Archaeology and Craft Production: Experimental Archaeology and the Materials Science of Ancient Technologies" course came to a fiery conclusion with the successful smelt of an iron bloom at the Haffenreffer Museum of Anthropology in Bristol, Rhode Island.



Darrell Markewitz, an artisan blacksmith and member of the Dark Ages Recreation Group, oversaw the construction and pre-firing of a Viking-age smelting furnace on the 22nd, and the furnace's loading and firing on the 23rd. The "Arch 'n' Craft" class was involved in every process necessary for a successful smelt, including mixing the clay and constructing the furnace shaft, pre-treating the furnace, crushing charcoal for fuel, adding both ore and fuel during the smelting process, and extracting the iron bloom at the conclusion of the smelt.

In the end, the smelting process produced a 2.1kg iron bloom. The furnace will be left *in situ* at the Haffenreffer Museum along with the slag and fuel debris in order to facilitate future experimental excavations of the materials at various degrees of decay.

- Doctoral student Alexander Smith, TA for ARCH 1855



NEW DOCTOR OF ARCHAEOLOGY

The Joukowsky Institute for Archaeology and the Ancient World is pleased to announce the successful defense of one doctoral dissertation this year:

Cecelia Feldman Weiss

Living Fluidly: The Uses and Meanings of Water in Asia Minor (Second Century BCE – Second Century CE)



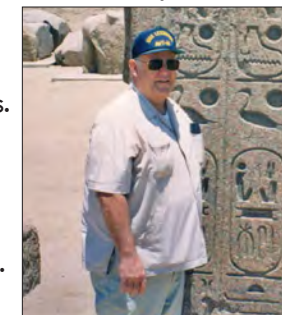
Roman water management technologies were readily adopted in the Roman provinces, and the profligate use of water in urban space is often cited as a hallmark of 'Roman' cities throughout the empire. To date, however, scholarship on water use in the Roman world has tended not to interrogate the ways in which the adoption of new technologies may (or may not) have had implications in the varying, yet interconnected, dimensions of social life.

Using a variety of archaeological, art historical, literary and epigraphic material, in her dissertation Dr. Feldman Weiss undertakes a more holistic study of water in the cities in Asia Minor during the transition from the Hellenistic to the Roman imperial period. Her dissertation's synthetic approach – tracing water's many uses and meanings, interconnections and divergences, as well as their impact on social life – offers insight into the impact of Roman imperial administration and technological developments on systems of civic water management and conditions of life in the provinces.

ROBERT J. KACHINSKY COLLECTION

The family of the late Robert J. Kachinsky has generously donated his large collection of books about Egypt and archaeology to the Joukowsky Institute. The Kachinskys offered this explanation of Bob's affection for his collection:

"It is hard to overestimate how much Bob loved books. In third grade, a book about the pyramids of Giza sparked what became a life-long love of Egypt. It prompted him to regularly visit the Museum of Fine Arts in Boston as an elementary student where he befriended the curators of the Egyptology collection. It was here that his book collection began.



Bob went on to earn Bachelors and Masters degrees in Civil Engineering from Northeastern University. During his thirty-eight year career with the engineering firm of Camp Dresser & McKee, Bob traveled the world providing sanitation and clean water to those who need it most. Maybe it was serendipity that his work would bring him to Egypt where he lived and worked for fifteen years. Bob's self-taught knowledge of Egypt's history earned him the respect of many government officials and accomplished archaeologists who granted him the opportunity to participate in mapping sites like the workers' tombs at Giza and protecting Egypt's monuments from flood damage. Truly a dream come true for Bob.

Post retirement, Bob enjoyed sharing his knowledge of Egypt's history by teaching a popular course at UMass Boston. He also enjoyed visiting his grandchildren's elementary schools to answer questions about Egypt. His family often encouraged Bob to pursue a graduate degree in Egyptology at Brown, but instead he tried his best to convince each of his nine grandchildren to earn one instead. Only time will tell if he was persuasive."

To learn more about the Joukowsky Institute, visit www.brown.edu/joukowskyinstitute

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Christopher Tuttle
Visiting Scholar in Archaeology and the Ancient World

Margaret Watters
Adjunct Lecturer in Archaeology

LEARNING TO THINK LIKE AN ARCHAEOLOGIST

The Joukowsky Institute for Archaeology has partnered with Brown University's Haffenreffer Museum of Anthropology and the Rhode Island School of Design's Museum of Art to pilot a 5-session program that teaches sixth-graders how to "Think Like an Archaeologist". In 2010-2011, graduate students and staff of the three partner organizations worked together to visit every sixth grade social studies class at Providence's



Nathan Bishop Middle School – teaching nearly 200 students about how archaeologists use the evidence they find to learn about the cultures of the past.

The classroom sessions are designed to take students through some of the most important aspects of an archaeologist's job -- from the field, to the lab, to the museum. In the first session, the visiting teachers ask groups of students to analyze two "artifacts", to imagine what they may have been, and to use the objects to learn something about the cultures that created them. The next session introduces students to stratigraphy, by examining piles of dirty laundry, and field survey, using candy to signify objects scattered in

a survey area (many new survey archaeologists have been recruited during this session!). The third session is a "dig",



in which students find artifacts from a Native American weetu house by digging through boxes arranged in a grid – and, crucially, charting their finds. Students are "in the lab" for the last classroom session, examining the artifacts they have found and carefully piecing them back together. The final session of the program brings students to the Haffenreffer and RISD Museums, where they think about where the objects on display came from, what they can learn from them, and the ethics of taking objects out of their original contexts.

Chris Audette, one of Nathan Bishop's social studies teachers, remarked that the program "has given us the tools to bring our curriculum to life" and "sparked a new-found interest in archaeology at our school." The guest teachers who have visited confirm that the students treat the archaeologists as a cross between rock stars and treasure hunters – which may be further proof that the students' critical thinking skills and perceptivity have clearly benefited from the program!

