**Panta rhei**, as Heraclitus’ famous axiom has it, aptly characterizes the Joukowsky Institute this semester more than ever, as minor and not-so-minor innovations are taking hold. Surely the most visible one is our new appearance online, as the Institute’s new website went live at the start of the semester. Not only were the site’s colors and visual layout carefully rebalanced, which included replacing the iconic wreath from Petra with a smart, stylized version, the site’s contents were also thoroughly reviewed, updated, and reorganized over the summer by Sarah Sharpe, our newly minted Assistant Director.

A rather more substantial change is in the making as I sit down to write this short text, as the last two weeks of the semester are dominated by campus visits by candidates for the position of Assistant Professor of Roman Art, Archaeology, and Architecture. This search has been ongoing throughout the semester and is particularly exciting, because it will not only introduce a new colleague into Rhode Island Hall, but it will also deepen and cement our already close collaborations with the Department of the History of Art & Architecture. The appointment will be jointly made by the Institute and the Department, and the appointee will join both faculties. Watch this space for more news next semester!

Meanwhile, the undergraduate curriculum has seen two notable innovations being introduced and confirmed that offer exciting new opportunities for our concentrators. The apprenticeship program enables two students each term – three this semester – to work closely with a faculty member on their research. In this way, they may experience first-hand how research is carried out – some first experiences are described elsewhere in this issue. While this a strictly local initiative of the Institute, the Institute has also joined the University-wide Engaged Scholarship Program, which was founded several years ago and now involves a dozen undergraduate programs.

The program is coordinated by the Swearer Center, which had first awarded Professors Yannis Hamilakis and Matthew Reilly (former Visiting Assistant Professor, now at City College New York) a curriculum development grant to create additional engaged courses and to formulate an Engaged Scholarship program for the Archaeology undergraduate concentration. The program offers students the opportunity to enrich their academic training with social engagement by working with local communities, both in Rhode Island and abroad, through guided coursework, advising, and hands-on experience – in our case, related to students’ involvement in archaeological projects, museum work, heritage, and ethics. The formal approval of the new engaged curriculum in Archaeology by the Swearer Center earlier this semester and the subsequent publication of requirements and criteria on the Institute’s website not only confirm our membership of the Engaged Scholarship Program but also underscore the value we place on connecting archaeology and our own research with meaningful, thoughtful efforts to effect social change.

At the heart of the Institute’s engaged program stands the highly successful and long-running outreach program Think Like an Archaeologist, which is run in close collaboration with the Haffenreffer Museum of Anthropology, the RISD Museum, and our newest partner, the Rhode Island Historical Society. While the Institute’s graduate students remain a cornerstone of the program, increasing numbers of undergraduate students take part – and this Fall our postdoctoral fellows and visiting faculty have joined students and museum staff in teaching sixth-graders at Nathan Bishop and Roger Williams Middle Schools. In a related initiative, we plan to expand our Archaeology of College Hill class and associated excavation this summer through the Summer@Brown program, making the experience available to more students and working to link it with internships for local high school students.

A final transformation I should not neglect to mention is that of Pınar Durgun from graduate student to Visiting Assistant Professor: Pınar is the recipient of a Dean’s Faculty Fellowship and will take up the associated teaching post in mid-January. Her dissertation is described elsewhere in this issue.

Peter van Dommelen
Director, Joukowsky Institute for Archaeology and the Ancient World
Joukowsky Family Professor of Archaeology
Professor of Anthropology and Professor of Italian Studies (by courtesy)
JIAW’s Associate Professor Laurel Bestock’s book has hit bookstores! Violence and Power in Ancient Egypt: Image and Ideology before the New Kingdom (Routledge) addresses the question: why did Egyptians make images of violence, and how did those images operate? As the project originated in Bestock’s long-standing interest in warfare, it came to focus on images because they offer what appears at first glance to be a perplexing disjunction: they look like they are straightforward illustrations of battle and other violent events, such as the king beheading foreigners on the head, but they turn out to be extremely unreliable as historical records. The book focuses on the contexts within which this violent imagery was deployed in order to ask how it can illuminate the ways Egyptians understood the world, violence, kingship, and art itself. An image of a king smiting a foreigner with a mace operates fundamentally differently when it is carved on the interior walls of the king’s own mortuary temple, invisible to almost any living human audience, and when it is carved on the living rock of the Sinai, above a mining site where the Egyptians engaged—probably violently—with a local population.

Each chapter of the book opens with a comparative example of violent imagery, ranging from prehistoric Australian rock art to Delacroix’s Liberty Leading the People to Islamic State beheading videos. The parallels between the video imagery and the Egyptian smiting scene are particularly eye-opening and quite chilling: both were frequently repeated and always recognizable through near pictorial repetition. The same; both used a blank landscape to frame actors distinguished by their posture, their clothing, a weapon, and the viewers’ foreknowledge of the inevitable action; both were initially deployed at a time of state formation as a means of disseminating and enshrining ideological arguments about power and the proper order of the world. The contextual and comparative approaches allow this book to contribute nuance to broader questions about Egypt and beyond. Bestock cautions against too-simple understanding of dichotomies between Egypt/foreign, and order/chaos. The book demonstrates that the development of iconic images of violence was intrinsically linked with the rise of Egyptian power in the fourth millennium BCE, a deliberate tactic of the new state rather than a longer tradition. It shows that the manipulation of images of violence is widespread across cultures, forcing us to examine even in our world how images create and reinforce concepts of right and wrong. The writing of Violence and Power was a process that engaged many at the Joukowsky Institute, from the members of a graduate seminar taught while the ideas were being incubated to the invaluable help of research assistants. The student body—Lizca East, a graduating senior this year, deserves special recognition. And Bestock is by no means finished with the topic of violence; members of the Brown community should expect to see an ancient Egyptian battle waged on the university’s campus this Spring, as the culmination of Bestock’s undergraduate course, ARCH 1630 Fighting Pharaohs: Ancient Egyptian Warfare.

**A New Doctor of Archaeology**

Pinar Durgun

Mortuary Places, Rituals, and Memories: Anatolian Cemeteries in Context

Cemeteries are places designated for a specific purpose: to bury the dead. But cemeteries are also places of remembering and forgetting; places of mourning and celebrating. Most importantly, cemeteries are social places, bringing together both old and young, dead and living.

This dissertation aims to understand the functions of cemeteries and mortuary practices in the social and symbolic life of Bronze Age Anatolian communities. By examining the role of landscape, rituals, and memories in the formation of mortuary traditions of Bronze Age Anatolia, Durgun evaluates how social and ritual change operated and were expressed materially in cemeteries, and how these expressions continued over time. Through an electronic platform, she challenges the widely held notion in Anatolia that burials were direct expressions of an individual’s wealth and identity. Durgun’s research demonstrates that, despite local diversity in the styles of burial objects, mortuary practices shared clear similarities across sites in western and central Anatolia and over long periods of time. Mortuary data from third and second millennium cemeteries show that burial objects and forms were strongly influenced by social memories, local choices, and ritual practices more than by individuals’ economic statuses. She concludes that the communal aspect of mortuary rituals and the location of cemeteries played key roles in maintaining the continuity of cemeteries as important social and symbolic places.

**The Professor’s Apprentice**

This fall semester, JIAW’s pilot apprenticeship program took off. The program pairs undergraduate Archaeology concentrators with institute faculty members to conduct research on a topic of their choice. The hope is for the undergraduates to form stronger research skills, as well as help professors with existing projects.

Ciara Hayden, a senior concentrator, paired with Professor Peter Van Dommelen to create a website for his decade-long project, the Terralla Rural Settlements Project. This involved Hayden analyzing field reports, funding reports, published articles, photographs, and diagrams to present the information simply, but in-depth. With the creation of this new site, information on past and future field seasons is now accessible in one place.

**Advocacy Committee**

Mary Beaudry
Professor, Department of Archaeology, Brown University
Gina Barreto
Curator, Rhode Island School of Design Museum
Natalie Bashir
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Susan Ashbrook Harvey
2008 Outstanding Archaeologist, Smithsonian Commendation, Smokey Professor of Religious Studies, Brown University
Martha Sharp Joukowsky
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Gil Stein
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Peter van Dommelen
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This Fall was the third year of excavation of the Sack family house at Moses Brown School in Providence, RI, for ARCH 1900: The Archaeology of College Hill. The thirteen students in this year’s class excavated three trenches inside the footprint of the house, then processed and analyzed the finds. The course took them through all steps of a field project, from archival research and archaeological survey to the creation of final reports and presentations for the public.

The excavation turned up nearly 850 artifacts, including ceramics, glass, bone, industrial slag, bricks, nails, and slate roof tiles. Two of the trenches also contained portions of the house’s exterior wall foundations of mortared local stone, which extended down at least a meter and were accompanied by significant amounts of architectural rubble. The most unexpected find of the season was the brass .22 bullet casing that turned up in the uppermost layer of Trench 5! Other contenders for “find of the season” include an iron spreading knife, a decorated shard of purple flat glass (possibly from a lamp), an ungulate scapula, and a mysterious blue painted rock.

One new development this semester was the listing of ARCH 1900 as an Engaged Scholarship course through Brown University’s Swearer Center. In tandem with this, the course increased its emphasis on Providence’s history and on historical archaeology in New England. Public engagement was also prioritized, with several students creating public-facing final projects, including lesson plans about historical archaeology for use at Moses Brown School, a public website for the excavation, and an educational video on archaeological science.

Additionally, each student was responsible for helming the excavation’s Facebook page (facebook.com/archofcollegehill) for one week. Their contributions included posts about the progress on site and what they learned about in lab, numerous photos of archaeologists in action, and several videos capturing the excavation and lab experience (including one breaking news style dramatization of one week’s finds!).

Other highlights from the semester included a very well-attended Community Archaeology Day (despite some bad weather), a trip to learn how to analyze artifacts using pXRF, and a growing fan base of local kids (including JIAAW’s own young archaeologists, Rose and Norah).

The class had its fair share of archaeology concentrators, but also included students concentrating in everything from neuroscience to English and from computer science to ceramic production. This diversity in academic backgrounds led to both a high degree of collaborative learning and a number of surprising epiphanies, such as the resigned-turned-excited proclamation that labwork is “meticulous… but rewarding!”