

General Education Foundations of Society and Culture (SC) Course Information Sheet
Please submit this sheet for each proposed course

Department, Course Number, and Title _____

1 Check the recommended GE foundation area(s) and subgroup(s) for this course

Foundations of Society and Culture

- Historical Analysis
- Social Analysis

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Do you intend to use graduate student instructors (TAs) in this course? Yes No

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course over the next three years:

2019-20	Fall	_____	Winter	_____	Spring	_____
	Enrollment		Enrollment		Enrollment	
2020-21	Fall	_____	Winter	_____	Spring	_____
	Enrollment		Enrollment		Enrollment	

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes No

If yes, provide a brief explanation of what has changed:

Unit Guidelines: GE courses within the Society and Culture Foundation Area are all at least 5 units.
 Number of Units:

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

Integrative Learning

Ethical Implications

Cultural Diversity

Critical Thinking

Rhetorical Effectiveness

Problem-solving

- ❑ Library & Information Literacy

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- 1. Lecture: _____ (hours)
- 2. Discussion Section: _____ (hours)
- 3. Labs: _____ (hours)
- 4. Experiential (service learning, internships, other): _____ (hours)
- 5. Field Trips: _____ (hours)

(A) TOTAL Student Contact Per Week _____ **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- 1. General Review & Preparation: _____ (hours)
- 2. Reading _____ (hours)
- 3. Group Projects: _____ (hours)
- 4. Preparation for Quizzes & Exams: _____ (hours)
- 5. Information Literacy Exercises: _____ (hours)
- 6. Written Assignments: _____ (hours)
- 7. Research Activity: _____ (hours)

(B) TOTAL Out-of-class time per week _____ **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week _____ **(HOURS)**

CUTF Syllabus for AN NE 98TW

How Smell Shapes the World

Decolonizing ‘the senses’ in Ancient Egypt and Today
Spring 2021

Instructor: Robyn Price
Email: rsprice@ucla.edu
Office: Kaplan A67a
Office Hours: TBD
Time & Location: TBD

Credit: 5 units (15 hours/week)
GEs: Historical Analysis
Social Analysis
Writing II Credit

Required Text:

- Classen, Constance. 1994. *Aroma*. Routledge: London.
- All other assigned readings and homework will be posted to CCLE or linked in the syllabus [CCLE link].

Course Description:

The manner in which a culture constructs their ideological, economic, social, and political (IESP) systems is inevitably affected by the way people understand sensory experience. This course is designed to explore the implications of this statement with a case study on smell. We will begin by exploring the silent role smell plays in the US and how it has contributed to the organization of a variety of IESP concerns of which we typically are not even aware. In this first half of the course, you will self-reflect on how scent figures in your own life and experiences, noting how it contributes to your daily routines and beliefs about concepts like hygiene, social relationships, and material wealth.

In the middle of the quarter, I will bring in the academic jargon to describe the theories and methods we will have been practicing thus giving you the language to articulate your findings to an academic audience. Armed with this new understanding, we will then dive into the world of the ancient Egyptians to understand how their view of scent compares to our own and how their understanding of scent contributed to the organization of their society.

Largely through primary sources, we will explore what we can actually learn about the past, particularly in reference to sensory experience. Lectures will be accompanied by images of artifacts, art, and ancient texts in illustration of where knowledge of the past comes from, while discussions will focus on teasing out information from your assigned readings of both primary and secondary source material. The limitations and biases of such source material will be explored through in-class activities, where we will question what can we know about the past. How do modern biases affect your ability to analyze the material critically? Through both practical demonstration and experimentation, you will learn to analyze historical evidence critically and to employ it in your own research.

The bottom line is that this course is about power; sensory experience is a valuable tool in the controlling of populations through informing people’s beliefs. This phenomenon thus is a form of colonialism and so is the overarching theme of the course. Your final assignment is to take the

theories and methods presented in this course and apply it to your own case study exploring the effects of sensory experience on systems of power in a culture of your choice.

Course Objectives:

Course Objectives are a concise way of me communicating my goals to you. The assignments, assessments, daily activities, and lectures are organized to reflect these goals.

By the end of this course, students should be able to:

1. Recognize and weigh the effects of researcher bias in primary and secondary sources
2. Identify and evaluate in writing and through discussion and self-reflection the consequences of how our bodies are at the center of our constructed worlds
3. Implement and integrate a variety of interdisciplinary theories and methods when approaching research questions, namely Decoloniality and Orientalism; and archival, textual, spatial, and material studies.
4. Envision, organize, and complete a writing-heavy research project while employing primary and secondary source material critically

Class Organization and Participation:

Seminar will be held once a week. Every class we will have a 2-3 question reading quiz. Please complete your readings and assignments listed in the schedule for that week before coming to class. Course time will be split up between short lectures, group work activities, discussions, and time for developing your research projects. Your participation each week will be based on your involvement in these activities and performance on the reading quiz.

How to Succeed in this Class:

- Make the time to prepare fully for class and complete your assignments so we can have lively discussions. If you are going to miss a class, let me know as soon as possible (before you miss!) so we can plan for you to catch up.
- Help the class grow together by participating actively in class and listening and responding to your peers' responses. Assume positive intentions and strive for understanding when facing conflict or disagreement.
- Practice academic integrity: To avoid plagiarism, cite everything that is not completely your own (using academic sources and proper format). You can always check with me, but this must be done before submission! The consequences of plagiarism are dictated by the university and are out of my hands. All cases must be reported and are subject to disciplinary action.
 - If you have questions about this, here is a great resource the check out: www.deanofstudents.ucla.edu/academicintegrityvideo. Ignore the "quiz." Please note these times especially: 14min 17 secs (Multiple submissions); 17min (Plagiarism); and 21 min 46 secs (Quoting v. summarizing v. paraphrasing)

Assignment Due-dates:

Week 2: Scent Journal 1

Week 3: Scent Journal 2

Week 5: Project Plan + Annotated Bibliography

Week 7: Literature Review + Theory/Methods

Week 9: Written Drafts due, including revised versions of other assignments.

Finals: Informal Presentations + Final Projects

Grading Breakdown:

<i>% of grade</i>	<i>Type of work</i>
20%	Participation <ul style="list-style-type: none"> • 10% General Participation <ul style="list-style-type: none"> • Please show engagement with the class, either through completing in-class activities, responding/asking questions in class, or having your video on when possible in remote class meetings • 10% Reading Quizzes
20%	Scent Journal 1 (10%) and 2 (10%)
30%	Final Project Scaffolding <ul style="list-style-type: none"> • Annotated Bibliography (5%) • Project Plan (5%) • Theory/Methods Section (5%) • Literature Review (5%) • Peer Review x2 : Week 6 (5%) and Week 9 (5%) <ul style="list-style-type: none"> • Requires submission of draft and annotated bib/project plan on time to receive credit)
30%	Final Project and Presentation

Grading Scale

<i>letter grade</i>	<i>points</i>
A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	0-59

<i>Weekly Schedule</i>			
Date	Assignments Due-dates	Class Plan	Homework (Due the week they are listed)
Week 1		<p>“Foundational Theories on sensory experience”</p> <p>Topic: The “science” of scent and its culturally constructed value (Course Objective 2)</p> <ul style="list-style-type: none"> ➤ Introduction to biology of scent and its effects on memory and emotion; anosmia and disability. ➤ Discussion of nature versus nurture debate and its relevance to understanding sensory experience ➤ Exploration activity of how we ascribe value to our own bodies 	<p>READ Hoffman, <i>et al</i> (2015) Classen <i>et al</i> (1994), Chapter 1.</p> <p>LISTEN or WATCH (choose one) Sofia, <i>Science of Smell</i> (Podcast) Turin, <i>Science of Smell</i> (TED talk)</p>
Week 2	Scent Journal 1	<p>“Setting the scent, scene”</p> <p>Topic: History of Modern Perfume</p> <ul style="list-style-type: none"> ➤ Discussion on the history of the rise of modern perfume and the effects on private/creative scent production (CO 1-2) ➤ Zoom interview with Saskia Wilson-Brown, director of the Institute for Art and Olfaction, Los Angeles 	<p>DO Prepare a question to ask Saskia!</p> <p>READ Classen <i>et al</i>, Chapter 2.</p> <p>WATCH Verbeek, <i>Historical Significance of Smell</i> (TED talk)</p>
Week 3	Scent Journal 2	<p>“Re-inserting the senses”</p> <p>Topic: Spatial awareness and analysis of scent and the construction of spaces</p> <ul style="list-style-type: none"> ➤ Discussion on how scent is valued here today, with specific focus on its expression in advertising campaigns (CO1-2) ➤ Activity exploring personal values re: scent and its reflection in your daily tasks, using scent journals (CO2) and discussion of the CSW’s policy as a primary source. ➤ Introduce annotated bibliography and literature review. Practice activity using course readings. 	<p>READ Merleau-Ponty (2004): Introduction and Chapter 1. Graham (2006)</p> <p>EXPLORE Center for the Study of Woman’s no fragrance policy: https://csw.ucla.edu/about/fragrance-free/</p>

<p>Week 4</p>		<p>“Methods for analysis”</p> <p>Topic: Conducting Interdisciplinary Research</p> <ul style="list-style-type: none"> ➤ Discussion at YRL in using library resources to conduct historical research (CO3-4) ➤ Visit to <i>Library Special Collections</i> for activity in spatial analysis of archival material as a practical exploration of topics discussed in weeks 1-3 (CO 1-3) ➤ Model literature review and discuss how it relates to the annotated bibliography 	<p>PREPARE Project Plan and begin readings for next week</p> <p>READ Classen <i>et al</i>, Chapter 3 and 4.</p>
<p>Week 5</p>	<p>Project Plan AND Annotated Bibliography</p>	<p>“Wait, what is theory and how does it apply?”</p> <p>Topic: It’s all about power. (CO 3-4)</p> <ul style="list-style-type: none"> ➤ I will now provide you with the academic language to define what we’ve been doing all along—exploring power dynamics and how they are created and maintained through perceived/ascribed values of scent. ➤ The word to know: Orientalism and its relationship to other terms possibly familiar to the class already (Critical Race Theory, Anti-Racist theory, Decoloniality) **I will ask what the class already knows about decolonialism and go from there, trying to connect Orientalism to their experiences of current social issues. ➤ Discussion of researcher bias and the complications of identifying it in primary and secondary sources (CO 1) with National Geographic Activity 	<p>READ Classen <i>et al</i>, Chapter 5. Said (1979): summary excerpt</p> <p>EXPLORE National Geographic Images and text: https://www.nationalgeographic.com/magazine/2018/04/from-the-editor-race-racism-history/ https://imgur.com/a/4VijYq7?fclid=IwAR3btIhd3To699nM3LkN5dgljZRt7DPGKKTpgUMiOYK1wH_e9Bnh2JpyQxc</p>

<p>Week 6</p>		<p>“What do you already know about Egypt?”</p> <p>Topic: Introduction to studying Ancient Egypt and the ideology of scent according to them.</p> <ul style="list-style-type: none"> ▶ Introduction to Ancient Egyptian Life: Timeline, Geography, Social Life, and Language ▶ Discussion on the methods used to study history and its implications for “sensory archaeology” (CO 3) (text, image, and material). In particular, we will read some theory/method sections and literature reviews in preparation for your next assignment. ▶ Activity: I will return your Project Plans and Bibliographies with my notes. We will do a peer review exercise where you will give/receive some feedback on your project ideas (CO 4). This activity will also incorporate a chance for you to share your ideas regarding your next assignment and to discuss the transition you’ll need to make as you begin writing. We will begin this activity with a mindfulness meditation to help visualize these next steps. 	<p>READ Kemp (1995)</p> <p>WATCH “What is Archaeology: Understanding the Archaeological Record.” 24 Nov 2017. https://www.youtube.com/watch?v=nvc1xIyntC0.</p> <p>Green, John. “Ancient Egypt: Crash Course World History #4.” 16 Feb 2012 https://www.youtube.com/watch?v=Z3Wvw6BivVI</p> <p>LISTEN Ward, Alie. “Egyptology (Ancient Egypt) with Kara Cooney.” <i>Ologies</i>, 18 Sept 2018, https://www.alieward.com/ologies/2018/9/17/egyptology-ancient-egypt-with-kara-cooney.</p>
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<p>Week 7</p>	<p>Theory/Method Section and Literature Review</p>	<p>“This perfume comes all the way from...”</p> <p>Topic: The economics and politics of ancient Egyptian scent</p> <ul style="list-style-type: none"> ➤ Explore how trade and exchange worked in Ancient Egypt. We will focus on how they accessed scented materials and the propaganda campaigns of the New Kingdom and beyond (CO 1- 2) ➤ Examine the similarities and differences between the Tale of Wenamun (a literary story) and the Amarna Letters (administrative documents) to discuss what we can and cannot learn from ancient primary documents re: ancient Egypt 	<p>READ</p> <p>Secondary sources: Price (2018) Classen <i>et al</i>, Chapter 6.</p> <p>Primary sources [CCLE]: Amarna letter selections (Rainey <i>et al</i> 2015)</p> <p>Tale of Wenamun (Lichtheim 1980)</p>
<p>Week 8</p>		<p>“Carpe Diem! Sex, drugs, and rock’n’roll harp songs”</p> <p>Topic: The social life of ancient Egyptian scent</p> <ul style="list-style-type: none"> ➤ We will investigate how the experience of scent and its manipulation figures in areas such as medicine, sex, leisure, humor, literature, and art through the primary sources you’ve read for today. In particular, we will focus on how to read ancient Egyptian art and what we can and cannot learn from such documents. ➤ Note: I will provide you with written feedback on your Week 7 assignments. 	<p>READ</p> <p><i>Primary Sources</i> (link to CCLE) “Songs of the Harper” “Hymn to the Aten” “Tale of the Shipwrecked Sailor” [Translations from Lichtheim 1975-1980, vol 1-3]</p> <p><i>Secondary Sources</i> Kroeter (2014) Nyord (2013)</p> <p>EXPLORE</p> <p>Images of offering scenes on CCLE [link] with Nyord article re: methods of reading ancient Egyptian art</p>

<p>Week 9</p>	<p>Written Drafts due, including revised versions of other assignments.</p>	<p>“A <i>lotus</i> by any other name would smell as sweet...”</p> <p>Topic: A deep dive on some scent case studies from ancient Egypt followed by individual meetings and a peer review session.</p> <ul style="list-style-type: none"> ▶ Presentation on 2 case studies on how to study scent in an ancient context: the lotus and the unguent cone (CO 1-4) ▶ The rest of this class will be spent in peer review. You will give and receive feedback from several of your peers at this time using the worksheet guides I will handout. I will also be meeting briefly with each of you in class to discuss your projects. 	<p>[Intentionally left blank]</p>
<p>Week 10</p>		<p>“Let’s bring it all together”</p> <p>Topic: Egyptomania</p> <ul style="list-style-type: none"> ▶ Reviewing all the topics we’ve covered this quarter, our discussion will focus on applying the theories and methods we’ve now seen in action re: sensory experience to modern, popular depictions of ancient Egypt. 	<p>FIND, ANNOTATE AND BRING one example of Egyptomania (a modern, popular interpretation of ancient Egypt) to class. Bonus if it has to do with sensory experience.</p> <p>READ Reinarz (2014). Humbert (2015).</p>
<p>Finals Week</p>	<p>Short Student Presentations of final projects</p>	<p>“We did it! Let’s celebrate”</p> <ul style="list-style-type: none"> ▶ We will share our final projects with one another in an informal setting, breaking into small groups to share and discuss the process of carrying out these projects. 	<p>Please bring headphones to class if possible</p>
<p>**CO # = “Course Objectives” particularly important for that topic, refer to list near beginning of the syllabus</p>			

*Assignment Descriptions (Full Descriptions to be handed out in class)**Scent Journal 1 (10%)*

You are to keep a scent journal for one day, taking care to be aware of the scents around you and commenting on how they affect your current mood and thoughts. Be sure to STAY VIGILANT throughout the day, focusing your mind on the scents that surround you, but do not go out of your way to smell anything. Lengths of your assignment will vary, please do not make up anything to fill in the space, but do take ample time to explore your sentiments regarding your experiences. Suggested Length 3-4 pages)

For example, one portion might read:

I woke up today at 7:30, though I am unsure whether it was the fatty scent of frying bacon or the acrid scent of coffee which brought me back into consciousness.

When brushing my teeth, I noticed how the minty-ness of the toothpaste both seemed to begin waking me up further, like clearing my mind, but also the taste was refreshing in my mouth. I think the intersection of scent and taste in my morning routine is particularly interesting and brings me back to whether the bacon and coffee scents have similar, physical effects.

Walking on the sidewalk to the bus, I noticed the perfume of someone else getting on the bus. I think it might have been patchouli because at that moment I thought about how I needed to call my mom because it has been awhile since we talked, and she always wears patchouli perfume. Etc.

Scent Journal 2 (10%)

Unlike your first scent journal where you were asked to remain passive as you take notice of the smells with which you ‘naturally’ come into contact, now I would like you to take an active role in describing the scented world you live in. This time I ask that you go up to and smell different things in your environment throughout the day (within reason!), and don’t shy away from “bad” smells. How are the different spaces you spend time in constructed by the scents found in them? How are other people interacting with these scents and where does smell seem to be actively taking a roll, where does it seem to be more passive? Discuss AT LEAST three different spaces. Suggested Length: 2-3 pages.

For example: In my office, sitting at my desk, my neighbor applies lotion to her hands. The scent of it is strong and sweet and her application of it draws my focus to her. Another officemate is making coffee, but I don’t think it is very good coffee because the smell is burnt and acrid and fills the room. The blending of these scents is not pleasant. Etc.

Final Project (50%)

This project is the chance for you to implement all the strategies we will be learning in class on interdisciplinary research. You are to pick a culture, either ancient or modern, in which to investigate the role to scent for that culture. You are asked to consider the implications that the experience of smell has in political, economic, social, and/or ideological contexts. Your overall goal of the investigation is to explore the course objectives for this class (particularly 1 and 2) and see for

yourself their applicability to other cultures, beyond the US and Ancient Egypt. Full descriptions for each aspect of your project will be given out separately. I would be happy to meet with you to help you plan the technical aspects of your final project and will certainly be sharing resources available to UCLA students that are free and on campus.

Annotated bibliography (5%): 8 sources. 4 primary, 4 secondary.

Literature Review (5%): Review of the source material for your topic, drawing from the sources found for your annotated bibliography.

Theory/Methods Section (5%): An explanation of the theory and methods used in the course of your research project.

Project Plan (5%): A timeline and outline for your final project, including use of sources and media types.

Peer Review x2 (10% total): In-class activities where you will provide feedback on your peer's work. You must have turned in your draft and annotated bibliography in order to participate.

Final Project (30%): Video Essay, Podcast, or traditional essay. Play to your strengths.

Expected length: 10-12 pages. We will discuss in class (and office hours!) equivalencies for podcast scripts and/or storyboarding for video essays.

**Please note that the draft is not graded, but a requirement. Not submitting a complete draft at the due date will result in a 10% decrease of your final project submission and a loss of participation points for not being able to participate in peer review (5%).

Miscellaneous Policies:

Contacting me	Technology Policy	Late Work
<p>The best way to contact me is over email. Please allow 24 hours for me to respond to emails, though I am generally quicker. I typically do not attend to my emails over the weekend, so expect longer response times then.</p>	<p>I have no problems with you using your devices in class as long as all activity is strictly restricted to course materials (e.g., your readings and reading notes, written assignments, following the PowerPoint, etc.). Please be respectful of my and your peers' time by focusing on the course material when in class. For example, during discussion it is best that you close your laptop to facilitate conversation.</p>	<p>The deadlines I have set for you are spread out to ensure completion of all the assignments (from readings to final project), without requiring you to pull any all-nighters. If you start to fall behind or an emergency comes up that will prevent you from submitting on time, please let me know as soon as possible so we can come up with a solution together. No discussion with me will result in a daily decrease of 5% on the assignment.</p>

Campus Resources and Support

Accessibility

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

Assault, Harassment, and Discrimination

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1stFloor Wooden Center West, CAREadvocate@caps.ucla.edu, (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491. Please note, I am legally required to share information of this nature with the Title IX office.

Basic Needs/Food Resources

If you find yourself having difficulty accessing meals and/or groceries, go to this link for information on a variety of on- and off- campus resources available to students: www.basicneeds.ucla.edu/Hungry/Resource-List.

LGBTQIA Resources

The UCLA LGBT Campus Resource Center (www.lgbt.ucla.edu) provides a range of services supporting intersectional identity development as well as fostering unity, wellness, and an open, safe, and inclusive environment. UCLA also has a range of policies and services especially relevant to transgender students here: www.lgbt.ucla.edu/Trans-At-UCLA.¹

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, depression, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. UC offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, consider utilizing the confidential mental health services available on campus. I encourage you to reach out to the Counseling Center for support (www.counseling.ucla.edu and 310-825-0768, available 24/7). An on campus counselor or after-hours clinician is available 24/7.

Undergraduate Writing Center

The Undergraduate Writing Center offers UCLA undergraduates one-on-one sessions on their writing. The Center is staffed by peer learning facilitators (PLFs), undergraduates who are trained to help at any stage in the writing process and with writing assignments from across the curriculum. PLFs tailor appointments to the concerns of each writer. Sessions can focus on how to approach an

¹ Language adopted with permission from Amelia M.J. Hill.

assignment, on formulating a thesis, on fleshing out a plan/outline for a draft, on reading a draft with the writer to check for clarity and flow, on incorporating and citing sources, on revising a paper based on instructor feedback, or on tackling grammar or sentence structure problems. You can make in-person appointments, walk-in appointments, or online sessions. <https://wp.ucla.edu/wc/>

Check out this link for more resources around campus: <https://ceils.ucla.edu/resources-for-your-students/>.

Reading List

- Classen, Constance, David Howes, and Anthony Synnott. 1994. *Aroma*. London: Routledge.
- Graham, Mark. 2006. "Queer Smells: Fragrances of Late Capitalism or Scents of Subversion?" In *The Smell Culture Reader*, edited by Jim Drobnick and David Howes, 305-320. Oxford: Berg.
- Hoffman, Donald, Manish Singh, and Chetan Prakash. 2015. "The Interface Theory of Perception." *Psychonomic Bulletin and Review* 22: 1480–1506
- Humbert, Jean-Marcel. 2015. "Egyptomania: Fascination for Egypt and Its Expression in the Modern World." In *A Companion to Ancient Egyptian Art*, edited by Melinda Hartwig, 465-481. Hoboken, New Jersey: John Wiley & Sons, Ltd.
- Kroeter, Chloe. 2009. "The Sensual Banquet Scene: Sex and the Senses in Eighteenth Dynasty Theban Tomb Paintings." *St. Andrews Journal of Art History and Museum Studies* 13:47-57.
- Lichtheim, Miriam. *Ancient Egyptian Literature*. Vol. 1-3. Berkeley, Los Angeles, and London: University of California Press, 1975-1980.
- Merleau-Ponty, Maurice. 2004. *The World of Perception*. Introduction by Thomas Baldwin. Translated by Oliver Davis. London and New York: Routledge.
- Nyord, Rune. 2013. "Vision and Conceptualization in Ancient Egyptian Art." In *Sensuous cognition: explorations into human sentience: imagination, (e)motion and perception*, edited by Caballero, Rosario and Javier E. Díaz-Vera, 135-168. Berlin; Boston: De Gruyter Mouton.
- Price, Robyn. 2018. "Sniffing out the Gods: Archaeology with the Senses." *Journal of Ancient Egyptian Interconnections* 13: 137–155.
- Rainey, Anson F., William M. Schniedewind, and Zipora Cochavi-Rainey. 2015. *The El-Amarna Correspondence (2 Vol. Set)*. Leiden, The Netherlands: Brill.
- Reinarz, Johnathan. 2014. "Conclusion: Beyond the Foul and Fragrant." In *Past Scents: Historical Perspectives on Smell*, 209-18. Chicago: University of Illinois Press.
www.jstor.org/stable/10.5406/j.ctt7zw5zg.11.

Additional Media

- "Daily Life in Ancient Egypt with 32 paintings illustrating the life, culture, and history of the Egyptians." *National Geographic Society*.
https://imgur.com/a/4VijYq7?fbclid=IwAR3btIhd3To699nM3LkN5dgljZRt7DPGKKTpgUMiOYK1wH_e9Bnh2JpyQxc.
- "Share the Air." Center for the Study of Women, 2020. <https://csw.ucla.edu/about/fragrance-free/>.
- "What is Archaeology: Understanding the Archaeological Record." 24 Nov 2017.
<https://www.youtube.com/watch?v=nvc1xIyntC0>.
- Green, John. "Ancient Egypt: Crash Course World History #4." 16 Feb 2012
<https://www.youtube.com/watch?v=Z3Wvw6BivVI>
- Sofia, Maddie. "The Science of Smell and Memory." *Short Wave*. Podcast audio, November 29, 2019.
<https://www.npr.org/2019/11/18/780416661/the-science-of-smell-and-memory>.
- Turin, Luca. "The Science of Scent." *TED talk*, 2005, 12:05,
https://www.ted.com/talks/luca_turin_the_science_of_scent?language=en#t-213048.
- Verbeek, Caro. "The Historical Significance of Smell." *TED talk*, 2016, 11:08,
https://www.ted.com/talks/caro_verbeek_the_historical_significance_of_smell.
- Victor, Daniel. "National Geographic Acknowledges Its Racist Coverage." *New York Times*, March 13, 2018. <https://www.nytimes.com/2018/03/13/business/media/national-geographic-race.html>.
- Ward, Alie. "Egyptology (Ancient Egypt) with Kara Cooney." *Ologies*, 18 Sept 2018,
<https://www.alieward.com/ologies/2018/9/17/egyptology-ancient-egypt-with-kara-cooney>.



New Course Proposal

Archaeology 98TW

How Smell Shapes our Worlds: Decolonizing "the senses" in Ancient Egypt and Today

Course Number Archaeology 98TW

Title How Smell Shapes our Worlds: Decolonizing "the senses" in Ancient Egypt and Today

Short Title

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

Course Description Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. We will explore how smell influences the construction of society by comparing our daily life experiences with those of the ancient Egyptians. Students will investigate the manipulation of scent in the construction of religion, social relationships, and material wealth.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File [Syllabus_Price.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Instructor (Robyn Price) UID:704864260
Professor Willeke Wendrich is the faculty mentor for this course.
UID:102976663
Approved by the Collegium of University Teaching Fellows Faculty Advisory Committee on April 13, 2020

Grading Structure 30% Participation
15% General Participation
10% Reading Quizzes
5% Peer Review(Requires submission of Written Draft)
20% Scent Journal 1 (10%) and 2(10%)
20% Final Project Scaffolding(Annotated Bibliography (5%);Project Plan (5%);Theory/Methods Section (5%); Literature; Review (5%)
30% Final Project and Presentation

Effective Date Spring 2021

Discontinue Date Summer 1 2021

Instructor	Name	Title
	Robyn Price	Teaching Fellow

Quarters Taught Fall Winter Spring Summer

Department Archaeology

Contact	Name	E-mail
	ALISON FEDYNA	afedyna@teaching.ucla.edu

Routing Help

ROUTING STATUS

Role: Department/School Coordinator - Palomo, Pia F. (ppalomo@college.ucla.edu) - 61667

Status: Pending Action

Role: L&S FEC Coordinator - Corrado, Leah Marcos (lcorrado@college.ucla.edu) - 310/825-1021

Status: Returned for Additional Info on 9/8/2020 2:11:12 PM

Changes: No Changes Made

Comments: For writing approval.

Role: Department/School Coordinator - Fedyna, Alison (afedyna@teaching.ucla.edu) - 310/825-9149

Status: Approved on 9/4/2020 5:57:11 PM

Changes: No Changes Made

Comments: on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee

Role: L&S FEC Coordinator - Corrado, Leah Marcos (lcorrado@college.ucla.edu) - 310/825-1021

Status: Returned for Additional Info on 9/4/2020 3:32:32 PM

Changes: No Changes Made

Comments: Edit department for 98T to Archaeology on the syllabus.

Role: CUTF Coordinator - Fedyna, Alison (afedyna@teaching.ucla.edu) - 310/825-9149

Status: Approved on 9/3/2020 12:39:17 PM

Changes: No Changes Made

Comments: on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee

Role: Initiator/Submitter - Fedyna, Alison (afedyna@teaching.ucla.edu) - 310/825-9149

Status: Submitted on 8/31/2020 4:58:40 PM

Comments: Initiated a New Course Proposal

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