ARCH 0678
Underwater in the Mediterranean: An Introduction to Maritime Archaeology

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Office Hours: M, W 12.00-13.00, Rhode Island Hall 207, 60 George Street
Course Meetings: M/W/F 10:00-10:50pm Rhode Island Hall 108, 60 George Street
Course Wiki: http://proteus.brown.edu/maritimearchaeology11/Home

Introduction
The course provides an introduction to maritime archaeology through a focus primarily on seafaring in the ancient Mediterranean from prehistory to Late Antiquity. The course is divided in three major sections:

1) (Weeks 1-5) An Introduction to the Discipline. The first five weeks of the course explore the origins and development of maritime and underwater archaeology as a discipline. It introduces issues of methodology and practice, and considers a range of topics including, but not confined to, the heritage and ethical issues related to work in maritime and underwater archaeology.

2) (Weeks 6-9) Prehistoric and Early Historic Seafaring in the Mediterranean Region. This section of the course explores the dawn of seafaring in the Mediterranean region, through to the end of the Bronze Age (ca. 1200 BCE). We examine the major shipwrecks and ship burials from this period, and the viability of using art (ship iconography), ethnographic analogy and experimental archaeology to study the earliest seafaring in the Mediterranean. We address the ultimate significance of seafaring for Mediterranean societies of these early periods.

3) (Weeks 10-14) Greek, Phoenician and Roman-Late Antique Seafaring. In this section we examine more diverse and abundant evidence, including shipwrecks, historical accounts, literary traditions, harbours, and art, to reconstruct a range of seafaring activity. Commerce, piracy and warfare at sea are all readily accessible to the archaeologist and historian. With this range of evidence we consider more carefully shipboard life in the ancient Mediterranean, whether in contexts of commerce, piracy or war.
The weekly schedule will normally include three 50-minute (lecture) classes, though several of the classes will be devoted to workshops related to the course project.

**Learning outcomes**

- Understanding the basic methodology of underwater and particularly shipwreck archaeology
- Achieving a basic grasp of nautical and seafaring terminology and principles
- Learning how to use diverse categories of source material including excavation reports, literary traditions, historical accounts, data from experimental archaeology and figural representations of ships to address specific problems in maritime archaeology
- Appreciating a seaborne perspective on the social, economic and political history of the Mediterranean region
- Thinking critically about the modern practice, ethics and politics of maritime and underwater archaeology.

**COURSE WIKI**

You and I will make use of a course wiki administered through the Joukowsky Institute’s website to post course materials and readings: [http://proteus.brown.edu/maritimearchaeology11/home](http://proteus.brown.edu/maritimearchaeology11/home).

The course syllabus, assignments, course requirements, announcements, and PowerPoint slides used in lectures will be posted to the ‘Maritime Home’ (the above link). Readings (in addition to the textbooks) will be uploaded to the password protected ‘Maritime Private’ as pdf’s: [http://proteus.brown.edu/maritimeprivate11/admin/viewsignin.html?pageid=14327](http://proteus.brown.edu/maritimeprivate11/admin/viewsignin.html?pageid=14327)

You will need Adobe Acrobat or a similar program to read these files. Acrobat Reader is available as a free download at [www.adobe.com](http://www.adobe.com). ‘Maritime Private’ will also be used as a forum for posting helpful or otherwise interesting resources, advice, etc. related to the course project, as well as a platform to post comments and inspire discussion on assignments (mostly media) viewed outside class.

**REQUIRED TEXTBOOKS**


**CLASS SCHEDULE, READING AND VIEWING ASSIGNMENTS**

**WEEK 1: Introduction**

**W 7th September:** What is this class all about?

**F 9th September:** Diving in, and what you will find (including the course project)
Reading and viewing
By M 9/12: Bowens, Chapt. 1-2
By M 9/12: Browse Institute of Nautical Archaeology (INA) projects in the Mediterranean:
http://inadiscover.com/projects/world_map/
http://inadiscover.com/photos_and_videos/select_photo_gallery/

WEEK 2: Going deeper
Archaeology beneath the sea: its origins and development
M 12th September: The course project: overview of chronological and regional scope, potential sources and resources
W 14th September: Early underwater excavation before the advent of archaeology
F 16th September: When exploration and salvage evolved into archaeology: the Cape Gelidonya shipwreck expedition/ Q&A for project—getting started (choosing a ship)

Reading and viewing
By F 9/16: Media (out of class): 3-part documentary on YouTube on the earliest archaeological shipwreck excavations:
http://inadiscover.com/projects/all/southern_europe_mediterranean_aegean/cape_gelidonya_turkey/video/

WEEK 3: Methodologies and practice of underwater archaeology
M 19th September: Underwater archaeology in its variety
W 21st September: The interdisciplinary study of maritime archaeology
F 23rd September: Workshop: Choosing your ship

Reading
By F 9/23: Bowens, Chaps. 3, 4, 8, 15 (these are short chapters!)

WEEK 4: Archaeology out of water
M 26th September: The art and science of reconstructing ancient shipwrecks
W 28th September: Guest lecture (Prof. B. Buxton): A day in the life of a shipwreck excavation
F 30th September: Guest lecture (Prof. B. Buxton): Deep water archaeology, and ethical and legal issues raised by shipwrecks

Reading
Week 5: Shipwrecks in popular and political discourse/ first exam

**M 3rd October:** shipwrecks and underwater archaeology in legal discourse and the popular imagination/class discussion

**W 5th October:** Workshop: Research towards ship reconstruction project: ship and ship construction technology (by this point you will have formed your group around a specific ship reconstruction topic/problem)

**F 7th October:** First exam (in class, 50 minutes)

**Reading and viewing**

By **M 10/3:** Bowens, Chapt. 7

By **M 10/3:** Bass, G.F. 2003. ‘The Ethics of Shipwreck Archaeology’, in Zimmermann, L.J. et. al. (eds.) *Ethical Issues in Archaeology.* Walnut Creek: Alta Mira: 57-70

By **M 10/3:** Media (out of class): Mel Fisher and the Atocha ‘excavation’:

http://www.youtube.com/watch?v=jNdi4pbUlwc
http://www.youtube.com/watch?v=qn3i1QpB20s&feature=related

**SECTION 2: Prehistoric and Early Historic Seafaring in the Mediterranean region**

Week 6: The earliest seafarers in the Mediterranean

**M 10th October:** Columbus Day

**W 12th October:** Geographies of ancient seafaring in the Mediterranean/ Neolithic seafaring

**F 14th October:** Earliest iconography of seafaring ships in the Mediterranean region

**abstract and outline due for course project**

**Reading and viewing**

By **W 10/12:** Farr, H. 2006. ‘Seafaring as Social Action’. *Journal of Maritime Archaeology* 1: 85-99

By **F 10/14:** Wachsmann, Chapt. 5

By **F 10/14:** Crumlin-Pedersen, O. 2006. ‘Experimental archaeology and ships—principles, problems and examples’. In L. Blue, F. Hocker and A. Englert (eds.) *Connected by the Sea.* Oxford: 1-7.


By **F 10/14:** Tzalas, H. 1995. ‘On the obsidian trail: with a papyrus craft in the Cyclades’, *Tropis* III: 441-69

**WEEK 7: The river craft and seafarers of Ancient Egypt and Mesopotamia**

**M 17th October:** Boats and barges of the riverine civilizations of Mesopotamia and Egypt

**W 19th October:** Guest Lecture (Prof. L. Bestock): Boats in Egyptian Religion

**F 21th October:** Boats and ships in Early Mesopotamia

**Reading and viewing**

By **W 10/19:** Wachsmann, Chapt. 2

By **W 10/19:** Ward, C. 2000. *Sacred and Secular: Ancient Egyptian Ships and Boats.* Philadelphia (Chapts. 1,4,5)
By F 10/21: Mäkelä, T.T. 2002. *Ships and Shipbuilding in Mesopotamia*. College Station (Chapts. 1,4,5)

By F 10/21: Media (out of class) Reconstructing and sailing a ‘Punt expedition’ ship

Week 8: Bronze Age seafaring along the coasts of Syro-Palestine and in the Aegean

M 24th October: A technical assessment of Egyptian boat construction
W 26th October: Setting the Scene: the dawn of a cosmopolitan Mediterranean/ Seagoing ships and seafaring in the Bronze Age Mediterranean
F 28th October: Seagoing ships and seafaring in the Bronze Age
Mediterranean/introductions to the Cape Gelidonya and Uluburun shipwrecks

Reading


By W 10/26: Wachsmann, Chapts. 3, 6, 7

Week 9: A closer look at the Late Bronze Age shipwrecks/ Ships (and enigmas) of the Sea Peoples

M 31st October: The Uluburun and Cape Gelidonya shipwrecks
W 2nd November: Aegean shipbuilding tradition and the ships of the marauding ‘Sea Peoples’
F 4th November: Second exam (in class, 50 minutes)

Reading and viewing
By M 10/31: Wachsmann, Chapters 8, 9


By W 11/2: Media (out of class) Uluburun shipwreck and reconstruction documentaries

SECTION 3: Seafaring in the Greek-Hellenistic, Phoenician-Carthaginian, Roman

Week 10: Setting the scene: Phoenicians and Greeks across the Mediterranean (Part 1: ca. 1100-500 BCE)

M 7th November: Setting the scene: Phoenicians and Greeks across the Mediterranean (1100-500 BCE)
W 9th November: What does Homer say about seafaring?
F 11th November: Veteran’s Day

Reading
By W 11/9: Casson, Chapter 4, Chapter 10 appendix 2

Week 11: Phoenician commerce, shipwrecks and ship sheds

M 14th November: Phoenician ships and seafaring
W 16th November: Phoenician commerce, shipwrecks and ship sheds
F 18th November: Final workshop for the project

Reading and viewing:

See also: for preliminary report on Bajo de la Campana:
http://nautarch.tamu.edu/cmac/report3.shtml
(scroll down)

And preliminary report on Ma’agan Mikhael shipwreck:

Week 12: Ships of war in the ancient Mediterranean

M 21st November: Archaeology of ships of war in the ancient Mediterranean
W 23rd November: Thanksgiving
F 25th November: Thanksgiving

Reading and viewing
By M 11/21: Casson, Chapter 5
By W 11/23: (YouTube) Olympias trireme trials:
http://www.youtube.com/watch?v=ZcsrNnRkQis
By W 11/23: (YouTube) Battle of Salamis:
http://www.youtube.com/watch?v=nENUmbsdAPw

Week 13: Ships, seafaring and shipwrecks during the ‘Golden Age’ and Hellenistic periods
**M 28th November**: Seafaring during the Classical Period: an overview

**W 30th November**: A closer look at Classical Period shipwrecks (Tektaş Burnu and Alonnesos)

**F 2nd December**: Was the Hellenistic Kyrenia shipwreck a victim of piracy?

**Reading**


**By W 11/30**: Hadjidaki, E. 1996. ‘Underwater Excavations of a Late 5th Century Merchant Ship at Alonnesos, Greece’, *BCH* 120.2: 561-91


**Week 14: Life on board an ancient merchantman; Roman seafaring**

**M 5th December**: Life on board an ancient Mediterranean merchantman

**W 7th December**: Guest Lecture: Bryan Brinkman, ‘Connecting the Empire: Roman Seafaring’

**F 9th December**: Guest Lecture: Bryan Brinkman, ‘Seafaring in Everyday Life and Imagination in the Roman Empire’


**By W 12/07**: *The Periplus of the Erythraean Sea*


**By F 12/09**: Tatius

**Week 15: Reading Week**

Final exam (TH 15th December, 2-4 p.m., Wilson Hall 301)

**GRADING**

Final grades will be based on the following:

1) 15% First examination (Friday, October 7th)
2) 15% Second examination (Friday, November 4th)
3) 30% Final examination (Thursday, December 15th)
4) 10% Class Participation
5) 30% Project (due Wednesday, December 7th, 5 p.m.)

= Total: 100%

**BREAKDOWN OF GRADING**

1) 15% First examination (Friday, October 7th)
In class (50 minutes)
On material covered in class through October 5th
Short answers, identification

2) 15% Second examination (Friday, November 4th)
In class (50 minutes)
Short answers, identification
On material covered in class between October 10th and November 2nd

3) 30% Final examination (Thursday, December 15th)
Two hours, 2 pm
Short answers, identification, short essay
First half on material covered since November 7th; second half on overarching topics and themes

4) 10% Class Participation
Based on attendance, contributions to the wiki private forum, general participation in class

5) 30% Project (due Monday, December 5th)

THE COURSE PROJECT (30% OF GRADE)
You will be asked, in a group of 4 (3 or 5 if need be), to design an ancient ship and to reconstruct the circumstances of its construction and use in the Mediterranean region. Every aspect of the design, construction and use of the ship, as well as the historical and social context of its construction and use, needs to be based on sound evidence ranging from archaeological, historical, art historical, experimental and ethnographic data. You will be asked to produce (as a group) four core pieces of work, with the understanding that there will be some content overlap between the different pieces of work:

1) A formal essay (4000 word limit) discussing the historical context of the construction of the ship. Here you are to address questions like who commissioned its construction, and why? What was this ship meant to do? This aspect of the project will be assessed on your ability to critically evaluate and appropriately cite historical and archaeological sources, and to synthesize this material in a coherent narrative with appropriate citations.

2) A presentation of the construction of the ship. This should be presented in a sequence, i.e. beginning with the very first stage of construction and ending with the finishing touches. Visual media are optional, but advisable. Every stage of construction needs to be based on some evidence, which needs to be properly cited. The evidence can be archaeological, historical, art-historical, experimental or ethnographic.

3) A presentation of the design of the ship. This closely corresponds with the construction of the ship, though construction is more concerned with the process, while design is more concerned with the result. Here, you need to be able to communicate what the ship looks like (using appropriate nautical terminology), including everything from the rigging to the shape of the keel. Every aspect of the design needs to be based on some evidence, which needs to be properly cited. The evidence can be archaeological, historical, art-historical, experimental or ethnographic. Visual media are necessary in this aspect of the presentation. Options for visual media can be discussed in a case by case basis.
4) A reconstruction of the use of the ship (4000 word limit). This closely corresponds with the historical context of the construction of the ship. Here, you are to describe how the ship was sailed, as well as life on board the ship and the activities of the ship and crew at sea (martial? piratical? commercial? all of the above?!). What was the itinerary of this ship? What did the crew of the ship do when it was at port? This can be presented as a formal academic essay (again, based on evidence that needs to be cited); but I also encourage fictional narratives that are nevertheless properly cited like an academic essay (e.g. every reconstruction in the fictional narrative needs to be based on archaeological, historical, experimental or ethnographic evidence).

Assignments 1 and 4 overlap as do assignments 2 and 3. Alternatively your group can combine 1 and 4 in a larger piece of work (8000 word limit), and can combine 2 and 3 also.

**Grading the final project**

Everyone will receive two grades: one based on your individual contribution to the group project, and an overall grade for the group. The two will be weighted equally, and averaged for your final project grade. The assessment will be based on the originality of the project, the level of complexity of construction and design (a trireme will receive higher marks than a dugout canoe), the thoroughness of research, and the presentation.