ANTH316 – Introduction to Nautical Archaeology – Spring Semester, 2013

Instructor: Dr. C. Wayne Smith
Classes: Tuesdays & Thursdays – 12:45 – 2:00 pm
Location: Bldg: ______ - Room: ______
Office Hours: Bolton Hall, room 209 - Tuesdays, 9:00am – 11:00 am or by appointment (979) 845-6692. If alternate office hour visits are necessary, please contact me by e-mail to make arrangements.
E-mail contact: silicone@tamu.edu

NOTE: Notes distributes for class use are intended to outline what I consider to be important (date to enter) supplemental readings. Do not skip classes thinking you can pass tests using only supplemental readings.

There are no prerequisites for this class. This course will look at the history and theoretical underpinnings of nautical archaeology. We will study the history of seafaring and examine the role of vessels in commerce, war and long-distance trade. We will discuss ships in the Egyptian desert, horses walking on water and aspects of Viking-age expansion. The best way to enjoy this class is to simply attend classes regularly and take notes – good class attendance is essential.

Course Objectives and Description
This course will give you a broad overview of how maritime cultures, the history of seafaring, ancient civilizations, laws, language and trade networks have shaped modern society. There are no prerequisites for this class. This course will look at the history and theoretical underpinnings of nautical archaeology. We will study the history of seafaring and examine the role of vessels in commerce, war and long-distance trade. We will discuss ships in the Egyptian desert, horses walking on water and aspects of Viking-age expansion. The best way to enjoy this class and possibly maintain a good grade point average throughout the semester is to simply attend classes regularly and take notes – regular class attendance is essential.

The course includes in-class discussions and quizzes, as well as lectures. There is no prerequisite for this course.

Learning Outcomes
Upon completion of ANTH316, students will:
• Define, understand and describe a range of underwater archaeological excavations competently, be proficient in examining the diverse connections between American social infrastructure, maritime trade, development of ship types and global entrepreneurialism.
• Comprehend and appreciate the historical underpinnings of international trade, the basis of our laws and language and our social responsibilities.
• Demonstrate and utilize critical thinking skills as part of the archaeological process. Students will be able to data analysis and synthesis of information are critical components of the course materials.
• Evaluate and analyze data empirically and quantitatively as part of archaeological site analysis.
By the end of this course, students should be able to:

1. Demonstrate social and cultural competence
   - Define, understand, and use concepts and terms relevant to the study of state and local government in the United States;
   - Comprehend origins and evolution of state political systems with a special emphasis on Texas including a study of political institutions, constitutions, and federalism;
   - Understand the opportunities for citizens to participate in government at the state and local level by understanding differences in mechanisms and patterns of participation thus making them more responsible citizens.

2. Demonstrate critical thinking
   - Appreciate that political actors and analysts do not share a common vocabulary and sometimes use unique definitions;
   - Identify biased or incomplete use of empirical information.

Text Book
There are a number of textbooks that present topics covered in this course. The assigned book for this class is:


Occasional handouts and assigned report (on the web) may also be assigned.

Examinations & Grading
The class will be taught in lecture / seminar format using PowerPoint presentations. Three tests will be given. The first and second exams will be completed during regularly scheduled class time. The final exam date is set in the university final exam schedule. Two hours are allotted for completion of this exam. For each examination, you are required to bring a full-page scantron (8.5 inches X 11 inches). Students are required to hand in the question sheet and scantron upon completion of the exam.

Each examination consists of fifty (50) questions. Each examination counts for thirty percent (30%) of your grade. The final ten percent (10%) of your total grade will be assigned from two (2) pop quizzes, each worth 5%.

Rescheduling exams is time-consuming and complicated – unless you have a university sanctioned activity or medical slip, please do not ask to have an alternate test schedule.

Grading 90-100% - A, 80-89% - B, 70-79% - C, 60-69% - D, 59% and below – F

Missing Exams, Assignments and Classes

Anyone missing a scheduled examination or pop quiz due to a sanctioned university activity, may complete the missed examination or quiz within 30 calendar days from the last day of the absence. Absence from classes and labs will be accepted for students who have legitimate excuses as defined in the TAMUS Student Rules, specifically Rule 7 (http://student-rules.tamu.edu/rule07).

Exam Schedule: use an 8.5X11 scantron for all exams
   First Examination – (date to enter) regular class time (8.5 X 11)
   Second Examination – (date to enter) regular class time (8.5 X 11)
   Third and Final Examination – (date to enter) (2 hour) (bring full page scantron (8.5 X 11)
   Reminder – do not skip classes
Lecture Schedule – Changes are Inevitable to include pertinent global developments

Class 1
Class – please take notes
Nautical Archaeology: The Discipline, Techniques and Technologies
Survey, excavations, mapping techniques, conservation reconstruction, and analysis of artifacts and sites
Intent - to outline basic areas of the discipline

Class 2
Ships and Seafaring in the Bronze Age Mediterranean
Iconography – Predynastic Egyptian ships and seafaring
Intent - look at drawings as texts we can read and compare them to a real vessel

Class 3
Kufu and the Great Pyramid
Intent - look at drawings as texts we can read and compare them to a real vessel

Class 4
Dashur Boats - We will discuss ‘the ship’ as icon, the role of ships in religious ceremonies and why we find ships in terrestrial settings.
Intent - compare working funerary craft to that of a deity

Class 5
Ship Burials – Cheops, (KUFU)
This life and the next... archaeology and mythology.
Intent - Icons, mythology and sources of information. Can a clay pot tell a story?

Class 6
Late Bronze Age Shipwrecks at Cape Gelidonia, Cape of what you say?
Intent - This class will look at the humble beginnings of underwater excavations.

Class 7
Uluburun Shipwreck
Today we run the gamut of ideas including ox hide ingots and computer technologies.
Intent – Cape Gelidonia started the ball rolling – Uluburun expands the idea of early trade

Class 8
Greek Merchantmen – expansionism and the driving pressures of growing populations
Intent – the expand the picture of Western Mediterranean trade

Class 9
Ships and Seafaring during the Archaic and Classical Period

Class 10
**Kyrenia Shipwreck – Film** – Take notes because this material will be on the exam.

Intent - In this class, we will discuss archaeological processes and some of the important considerations that made these excavations so successful.

NOTE: this movie is an information-packed review for your first examination.

Class 11 - **FIRST EXAMINATION** - bring a full page scantron (8.5 X 11)

Class 12

**Roman Ships and Seafaring**

Intent - rise of urban centers and the rise of citizen needs

Class 13

**Early Mediterranean warships**

Intent - All roads lead to Rome, at least in this class. We will look at a great ship that had libraries, gymnasiums, and many important design ideas.

Class 14

**Anchors and Roman Harbors**

Intent - ideas last a long time. Today’s class will look a moving goods and people and how the need to transport materials continues to affect the designs of watercraft.

Class 15

**Yassiada 7th century shipwreck** - **Early Medieval Ships and Seafaring in the Mediterranean**

Intent - Today we look at the ‘story power’ of an assemblage of artifacts.

Class 16

**Late Medieval Ships and Seafaring in the Mediterranean - Serce Limani Shipwreck**

Intent – Glass, glass and more glass – ships, people and ideas of commerce

(is applicable) SPRING BREAK – NO CLASSES

Class 17 - **SECOND EXAMINATION** - bring a full page scantron (8.5 X 11)

Class 18

**Early Viking Ships – Cowboys and Vikings….. Really?**

A film on Lief Eriksson will be shown. This is a fun film. You will be amazed by the Icelandic Sagas, the beginnings of our legal system and lapstrake vessel construction.

Take notes….

Class 19

**Scandinavian and Early Medieval Ships and Seafaring in Northern Europe Iconography and study of Nordic Traditions**

Intent - From burial sites on land to a castle moat, we will look at several vessels and their unique assemblages of artifacts.
Class 20

Skuldelev Ships
This is a big lecture and may be divided into a film class and a lecture class.
Intent - Amazing technologies that Texans have adopted for excavations off the coast of Texas.

Class 21

Hulks, Cogs and Carracks
Time permitting; we will spend a lot of time looking at these vessels.
Intent - a brief look at the diversity of water craft designed to expand trade and travels

Class 22

The Great Ship Vasa - movie
The story of the Vasa is one of majesty and tragedy. The design of this vessel affirms why we should all be kings and queens. Take many notes.
Intent - lots to be learned about integrity, the blame game and who should not build ships

Class 23

The Mary Rose
How one of England's top archaeologists excavated and recovered a magnificent floating fortress.
Intent - women in archaeology, the role of technology and much more

Class 24

Excavations at Seventeenth Century Port Royal, Jamaica
This class is about ten years of excavations by TAMU professors and field school students. This English settlement was known as the 'wickedest city in Christendom.'

Class 25

When Horses Walked on Water - Burlington, Vermont Horse Ferry, the work of Dr. Kevin Crisman, Texas A&M University
Intent - archaeology does not just cover catastrophes

Class 26

H.L. Hunley and the Silent Service - submarine
Intent - aspects of the Civil War life-ways you may not have considered

Class 27

USS Monitor and the Monitor National Marine
Intent - New vessels and new naval strategies

Class 28 FINAL EXAM REVIEW and Mystery Talk
This is a special day because I will answer any questions you have to prepare for the final exam. After the class is dismissed, many students stay for my 'mystery talk.' This is optional and has no bearing whatsoever on class content or exams. In the past, students have found this talk to be inspirational.
REDEFINED DAY (Friday classes)

EXAM (EXAM 3) 2 hours allotted - (bring full page scantron)

The Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit: http://disability.tamu.edu.

TAMU Plagiarism Policy
The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly deemed, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult: http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#plagiarism

Academic Integrity - Aggie Code of Honor
‘An Aggie does not lie, cheat, or steal or tolerate those who do.’ The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. Foremost, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

http://compliance.tamu.edu/CodeConduct.aspx and
http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx

Each year, students wait until late in the semester to come and discuss problems that they are having in their studies. The end of the semester is usually too late to help someone improve his or her grade potential. Come early in the semester and we will try to assist you. Note, I do not give extra assignments to help students improve their grades. This is not fair to other students in the class. Pop quizzes are given at the end of class. If you come and report that you missed a quiz, this means you also missed the lecture. Get notes from someone in class and if you have a doctor’s note or official university activity absence slip, you must make up the missed exam / quiz within 30 calendar days from the last day of the absence. (student rules 7)