

# CLAS 240-2/HIST 270-2: Greco-Roman Archaeology: Greek Ships and Sunken Cities

## Introduction:

This course is a focused survey of the maritime archaeological record for the Greek world from the Bronze Age to the Early Hellenistic Period (ca. 300 B.C.). Our main areas of interest will be sunken ships (trading vessels, warships, etc.) and submerged settlement sites (coastal towns, ship sheds, etc.). Therefore, this course will serve as an introduction to the extraordinary field of maritime (and underwater) archaeology. By looking at both purpose-built watercraft and man-made structures lost-to-the-sea students will gain a greater appreciation for the richness and diversity of the artifacts concealed by the Mediterranean. Our main goals are:

1. To gain a basic understanding of the principles and practices of maritime archaeology. What is maritime archaeology, and what do maritime archaeologists do?
2. To explore the rich underwater heritage of the Greco-Roman world.
3. To gain the ability to speak knowledgeably about important underwater archaeological discoveries as remarkable examples of social and technological innovation, enterprise and human culture.
4. To equip our inner archaeo-avatar with the proper tools and prerequisite sense of adventure to explore the exciting and sometimes dangerous archaeological world beneath the Mediterranean's surface.

## Website:

For ALL assignments, course rules, due dates, etc. go to: <http://nauarchos.emmaf.org> and follow the appropriate link. Please check this site regularly.

## Time, Place and Absences:

MWF, 10:00-10:50 am in Wallace Hall 114

You have **TWO** free absences. Every absence thereafter will drop your **Attendance, Participation, and Weekly Reading Responses** grade by a full letter (e.g. 3 absences = B; 4 = C, etc.).

## Instructor:

Dr. Kristian L. Lorenzo  
Department of Classics

[kllorenzo@monmouthcollege.edu](mailto:kllorenzo@monmouthcollege.edu)

Office Hours: Monday and Wednesday, 11:15-12:15 pm, Hewes Library, Room 11A

## Required Text:

Casson, L. 1991. *The Ancient Mariners: Seafarers and Sea Fighters of the Mediterranean in Ancient Times*. 2nd Ed. (ISBN: 9780691014777).

Publisher's site: <http://press.princeton.edu/titles/4886.html>

Amazon: [http://www.amazon.com/gp/offer-listing/0691014779/ref=tmm\\_pap\\_new\\_olp\\_sr?ie=UTF8&condition=new](http://www.amazon.com/gp/offer-listing/0691014779/ref=tmm_pap_new_olp_sr?ie=UTF8&condition=new)

Useful Link: [http://www.reference.com/browse/Glossary\\_of\\_nautical\\_terms](http://www.reference.com/browse/Glossary_of_nautical_terms)

Coming attractions in **CLAS 240-3/HIST 270-3: Ancient Mediterranean Archaeology: Roman Ships and Sunken Cities** running from Oct. 15 through Dec. 7 include:

Cleopatra's Palace  
Roman Warships  
A Roman Emperor's Pleasure Boats  
Carthaginian Warships  
Artwork as Booty Lost at Sea

So sign up for **CLAS 240-3/HIST 270-3: Ancient Mediterranean Archaeology: Roman Ships and Sunken Cities** today! Please visit this course's website for a tentative syllabus.

## Schedule

The course schedule below is a malleable. Please consult it regularly; assignments may be altered not only in response to time constraints, but also to your interest in particular topics. All alterations will be communicated to you via verbal or written notice in class.

**Note 1:** Reading assignments are due the Monday of the week that they are assigned.

**Note 2:** To download the image presentation for a particular day/class look under the **Lectures** area on the website.

**Note 3:** All images on the slides are for educational purposes only, and are not to be used without the written consent of the copyright holder.

Week 1: Casson Ch. 1: 3-5; Ch 3: 22-29; Ch. 14: 170-176 (Please read for Friday the 31<sup>st</sup>)

Aug. 29: Course Introduction

Aug.31: Archaeology and the Sea

Week 2: Casson Ch. 2: 6-22

[http://www.archaeology.org/1001/etc/minoan\\_shipwreck.html](http://www.archaeology.org/1001/etc/minoan_shipwreck.html)

Sept. 4: The Principles and Practices of Underwater Excavation

Sept. 6: Methods of Artifact Conservation

Sept. 8: A Tale of Two Ships: Cape Gelidonya and Uluburun

Week 3: Casson Ch. 4-5: 31-54

Sept. 10: Atlantis: Fact, Fantasy or just plain Fun?

Sept. 12: Underwater Mycenaeans: Pavlopetri

Sept. 14: Review: First Exam

Week 4: Casson Ch. 7-8: 61-96

Sept. 17: First Exam

Sept. 19: Warships I: The Bronze Age

Sept. 21: Warships II: the Persian Empire

Week 5: Casson Ch. 10-11: 118-142

Sept. 24: Warships III: Classical Greeks

Sept. 26: A Trireme's Home: the Zea Harbor Project

Sept. 28: Ships of War IV: Alexander the Great and the Hellenistic Greeks

Week 6: Casson Ch. 15: 177-183

Oct. 1: Pirates Ahoy! The race to Kyrenia

Oct. 3: Artifact Spotlight: the Antikythera Device

Oct. 5: "A Shipwreck the Size of a City:" Ancient Helike

Week 7:

Oct. 10: Review

Oct. 12: Final Exam

## **Course Requirements**

### **Attendance, Participation, and Weekly Reading Responses: 25%**

Both attending class and completing the assignments is **HIGHLY** recommended for the following reasons. First, some of the material on the exams will be covered only during class. Second, attending class and completing the assignments will get you a better grade, and make this class much more enjoyable. Third, the class is partly designed to be responsive (where and when possible) to your interests. If you are not there, your interests will not count. If you are having trouble or have any questions or concerns at anytime during the semester please contact me ([kllorenzo@monmouthcollege.edu](mailto:kllorenzo@monmouthcollege.edu)), so we can talk about your situation.

Class participation (i.e. active involvement and engagement in the classroom during each class meeting) will also be pivotal to your enjoyment of and success in this class. If you actively participate in class the time spent in class will go quicker, and it will facilitate not only your grasp of the material but that of others as well. As a prompt for class participation you will bring to class every Monday a 1-2 page (no more, no less) double-spaced reading response done with 1 inch margins and 12 point Times New Roman font.

Your reading response must address the following:

1. What aspect(s) of this week's readings most intrigued or fascinated you?
2. What aspect(s), despite brief attempts at resolving the question or issue via the internet or library research, most confused or perplexed you?
3. When possible compare, contrast and/or comment on broader themes of technological, social or cultural advancement both within individual cultures and between different cultures mentioned in the readings.

Only FIVE reading responses are due. Grading will be based on two factors (1) that you addressed the requirements above, and (2) the number of reading responses completed. The possible grades are as follows:

A = 4-5  
B = 3  
C = 2  
D = 1  
F = 0

### **Group Presentation: 25%**

Each of you is now a member of a crew. Each crew must collectively produce a project on a topic which either (A) falls within both the foci of this class and the time period assigned to your crew OR (B) falls within both the foci of this class and educates the class about an aspect of maritime archaeological research (e.g. robotics, sonar, etc.). All crew members will receive the same grade, so teamwork is an essential part of the assignment. Your project may present a straight forward overview of an aspect of ancient Mediterranean maritime culture, a modern debate about an aspect thereof, a recreation of an event or piece of technology, etc. Your crew must decide the form of the project: you are free to produce a video, a slide presentation, an in-class discussion or debate, an in-class reenactment, an illustrative poster series, or whatever your crew feels both presents the material well and showcases your creativity. If you need help coming up with a topic please SEE ME. For the schedule of crew presentations with assigned time periods, see below, and see the course schedule.

Crew 1: Bronze Age (1800-1100 B.C.): Sept. 14<sup>th</sup>  
Ryan Cameron, Kaitlyn Pfau, Preston Butner, Ashley Hettinger

Crew 2: Archaic Period (900-480 B.C.): Sept. 21<sup>st</sup>

Bill Armonda, Kim Newlan, Robert Cook, Kyle Warwick

Crew 3: Classical Period (479-323 B.C.): Sept. 28<sup>th</sup>

Kyle Dickson, Rachael Lang, Kathleen Tischer, Joseph McGavin

Crew 4: Early Hellenistic Period (322-200 B.C.): Oct. 5<sup>th</sup>

Andrew MacPhail, Zoe Sutton, Emmery Schuytema, Clark Hilliard

Rules and Parameters:

TOPICS: must be approved by me at least ONE week in advance.

TIME LIMIT: Presentations must be 20-25 minutes long (no more, no less). You should be prepared for questions and/or discussion afterwards. Presentations which are either too long or too brief will lose points.

MATERIAL: must include a slide presentation/handout/video, etc. that the other members of the class can use to prepare for the next exam.

EVALUATION: Grades are based on the clarity and conciseness of the presentation and whether or not the rest of the class understands the topic presented better afterwards.

### **Two Exams: 50%**

Students will take two exams. The first exam will cover all material presented in class from Aug. 28<sup>th</sup> until September 14<sup>th</sup>. The second exam will cover from September 19<sup>th</sup> until October 5<sup>th</sup>.

Each exam has three sections, which are discussed below however

Important points:

1. All images from in-class presentations can be downloaded via the appropriate link on the schedule page.
2. Make-up exams will not be given, without *documented* evidence of alien abduction, interdimensional gallivanting, time travel, zombification, dismemberment or death.
3. In providing dates, precision COUNTS. Dates can be given in the following ways:
  1. Excellent: absolute dates (e.g. 1300 B.C.; 266 B.C.)
  2. Good: centuries (e.g. 3<sup>rd</sup> c. B.C.; late 11<sup>th</sup> c. B.C.)
  3. Mediocre: periods (e.g. Late Bronze Age; Hellenistic Period)
4. In writing image identifications and short answers please use full sentences and good grammar, syntax and punctuation. Legible handwriting is also requested and will be greatly appreciated. If I am unable to read your answer, I will not be able to evaluate its merits and award all the points deserved.

Format:

Part I: Image Identifications/Descriptions (IDs) (35%)

FIVE images will be shown for 2 minutes each and then once again for 30 seconds. Excellent image identifications consist of a few sentences providing the object/monument/artifact's name, date, culture and importance for our understanding of maritime archaeology and/or the underwater heritage of the Greco-Roman world.

#### Part II: Multiple Choice (30%)

Answer 15 multiple choice questions drawn from topics presented in class and in the readings.

#### Part III: Short Answer (35%)

Choose and answer TWO out of three short, thematic questions. Successful answers show a thorough command of the material, and incorporate information from both the lectures and readings.

#### Final Grades:

I will use the 4.0 scale to calculate the average of your Attendance/Participation/Reading Response, Group Presentation and Exam grades. Those grades on the cusp of for example B+ or A- or D+ or C- will receive the higher grade.

#### **Academic Honesty:**

Students in this course are encouraged to do their homework together. All other class work except group work, especially quizzes and exams, must be the student's own work. Plagiarism, i.e., copying someone else's work without giving credit, is to be avoided. Such copying--from a book, another classmate's paper, or any other source--is dishonest.

At Monmouth College we view academic dishonesty as a threat to the integrity and intellectual mission of our institution. Any breach of the academic honesty policy – either intentionally or unintentionally - will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the college. It is each student's responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined in the Scots Guide (<http://department.monm.edu/stuserv/student-handbook/academic.htm>) and to the specific guidelines for each course, as elaborated on the professor's syllabus.

The following areas are examples of violations of the academic honesty policy:

1. Cheating on tests, labs, etc;
2. Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;
3. Improper collaboration between students, i.e., not doing one's own work on outside assignments unspecified as group projects by the instructor;
4. Submitting work previously submitted in another course, without previous authorization by the instructor.

(This list is not intended to be exhaustive.)

### **Writing Center:**

The Monmouth College Writing Center offers unlimited, free peer tutoring sessions for students at MC. Peer writing tutors work with writers from any major, of any writing ability, on any type of writing assignment, and at any stage of their writing processes, from planning to drafting to revising to editing. We are located on the 3rd floor of the Mellinger Teaching and Learning Center, and we are open Sunday-Thursday 7-10pm and Monday-Thursday 3-5pm on a first-come, first-served basis. No appointment necessary! Contact [bdraxler@monmouthcollege.edu](mailto:bdraxler@monmouthcollege.edu) or visit our website <http://writingatmc.wordpress.com/writing-center/> for more information.

### **Teaching and Learning Center (TLC):**

The Teaching and Learning Center offers various resources to assist Monmouth students with their academic success. All programs are FREE to Monmouth students and are here to help you excel academically. Our services are not just for struggling students, but designed to assist all students to get better grades, learn stronger study skills, and be able to academically manage your time here. Visit them at the 2nd floor of Poling Hall from 8am-4:30pm or on line at <http://www.monmouthcollege.edu/academics/support/tlc>. They can also be reached at: [tlc@monmouthcollege.edu](mailto:tlc@monmouthcollege.edu) or 309-457-2257. They want to help you – it’s COOL to get the help early!

### **Disability Support Services:**

Monmouth College wants to help all students be as academically successful as possible. It is the goal of Monmouth College to accommodate students with disabilities pursuant to federal law, state law, and the college’s commitment to equal educational opportunity. Any student with a disability who needs an accommodation should speak with the Teaching and Learning Center. The Teaching and Learning Center is located on the 2nd floor of Poling Hall, 309-457-2257, or <http://www.monmouthcollege.edu/life/disability-services>.

### **Course Engagement Expectations (CLAS 240/HIST 270)**

This course meets 3 times a week for 50 minutes for half a semester. You should expect to spend on course reading, homework and assignments approximately three hours outside of class for every hour in class. I fully realize that each student may take more or less time to finish; however, as the course is designed the weekly average for all students enrolled should be 10 hours. Further estimates:

In class activities	2.5 hours
Regular Reading	4.0 hours
Writing assignments	1.5 hours
Review of Class Materials and Class Prep	2.0 hours
<b>Average per week</b>	<b>10.0 hours</b>