SYLLABUS: PRECLASSICAL SEAFARING

ANTH 612 (600) SPRING 2013

Thursdays 8:30 – 11:30 AM Blocker 202

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Office hours: Wednesdays, 3-5 PM. Generally, I am in my office (Room 121 in the INA Offices) on most weekday afternoons. Feel free to drop by. If you want to confirm a meeting, I can be reached at telephone (W) (979) 847-9257 or (M) (979) 574-7693, or via e-mail at (swachsmann@tamu.edu).

SCHEDULE SPRING 2013

(1) January 16th ➢ An Introduction
(2) January 23rd ➢ Reflections on the Evidence
(3) January 30th ➢ On the Trail of the Earliest Mediterranean Seafarers
(4) February 6th ➢ Egyptian Seafaring
(5) February 13th ➢ Syro-Canaanite Seafaring
(6) February 20th ➢ Cypriot (Alashian) Seafaring
(7) February 27th ➢ Minoan/Cycladic Ships & Seafaring
(8) March 6th ➢ Mycenaean/Achaean Seafaring

Spring Break (March 11th - 15th)

(9) March 20th ➢ Class does not meet. Self study.
(10) March 27th ➢ Sea Peoples Seafaring
(11) April 3rd ➢ The Gurob Ship Cart Model and Its Mediterranean Context
(12) April 10th ➢ Bronze Age Shipwrecks
(13) April 17th ➢ Navigation
(14) April 24th ➢ Reports on Seminar Papers
This course is designed to introduce the student to the evidence available for seafaring from earliest times to the beginning of the Iron Age, ca. 1000 BC, primarily, although not exclusively, in the eastern Mediterranean Sea. The course has the following objectives: A) To acquaint students with the rich matrix of seafaring culture related to the peoples of the prehistoric and ancient eastern Mediterranean, B) To integrate these physical remains into an overall humanistic understanding of early seafaring, C) To familiarize the student with the interrelationship of various sources—texts, artifacts, iconography, etc.—for interpreting and understanding the past, D) To supply the student with the tools to evaluate archaeological discoveries in relation to their own future work. There are no prerequisites to taking this course.

**SYSTEM OF GRADING**
Grades in this course will be based 50 percent on the student’s class participation and 50 percent on a term paper, to be submitted at the end of the year.

**PRESENTATIONS**
An important element of class participation is a student’s presentations. These demonstrate the student’s ability to research a topic and present it in a coherent and knowledgeable manner. Each presentation will be of 20 minutes duration. Students should use these opportunities to practice their presentation skills in preparation for speaking at professional conferences. Topics for presentations will be distributed during our first meeting. Following this, each student should meet independently with me to discuss the topics and how best to prepare them.

**THE SEMINAR PAPER**
As seminar paper topic selection can be a difficult process, and lead to procrastination, I encourage you to look over the material that we will cover and select a topic early in the semester. Please drop by to discuss your topic ideas with me. You will be expected to submit a 250-word abstract together with a preliminary bibliography no later than our third meeting (February 30th). Remember, deadlines are our friends.

The choice of a topic for your paper is yours: I am open to any and all reasonable proposals as long as they fit within the chronological (to ca. 1100 B.C.) and geographical limits of the seminar and have something to do with seafaring. The paper should be carefully researched, using primarily original sources and focused on a well-defined topic. In place of a seminar paper I will allow you the option of writing a well-documented and well-footnoted piece of fiction. For a good example of the intended result, see:


Whatever your choice, you must use the Endnote application for references. This program is available to you free for download from the library website (https://software.tamu.edu/sell/student/credentials.aspx). A tutorial at
(http://endnote.com/training/tutorials/EndNote_Basics/EndNote%20Basics.html) covers the application’s basics. You must include a copy of your Endnote library on a CD with your seminar paper. Include at least five Keywords for each reference. For your paper use the American Journal of Archaeology house style. Happily, this is one of the styles supported by Endnote.

Papers are due in my office mailbox on our last day of class by 5:00 PM, Wednesday, April 24th on, which is the date of our last class. A student submitting a paper after this will be automatically docked a grade.

ELECTRONIC COURSE RESERVES
Many of the readings, as well as the syllabus, are on Electronic Course Reserves and can be downloaded as pdf (Acrobat) files. Those documents available have an asterisk “*” behind them.

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 the Office of Support Services for Students with Disabilities in Room 126 of the Koldus Services Building, or call 845-1637.

STATEMENT ON DIVERSITY
Respect for cultural and human biological diversity is a core concept of Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (Seehttp://diversity.tamu.edu/).

ACADEMIC INTEGRITY
An Aggie does not lie, cheat or steal, or tolerate those who do. For more information regarding academic integrity, please visit the Honor Council Rules and Procedures on the web: http://aggiehonor.tamu.edu). As commonly defined, 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 the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”
GENERAL READING
Brill ‘s new Pauly [electronic resource] : antiquity volumes / edited by Hubert Cancik and Helmuth Schneider.

ABREVIATIONS
ABSA Annual of the British School at Athens
AJA American Journal of Archaeology
AOAT Alter Orient und Altes Testament
AS Anatolian Studies
BASOR Bulletin of the American Schools of Oriental Research
IEJ Israel Exploration Journal
JAEI Journal of Ancient Egyptian Interconnections
JAOS Journal of the American Oriental Society
JCS Journal of Cuneiform Study
JEA Journal of Egyptian Archaeology
JHS Journal of Hellenic Studies
JMA The Journal of Mediterranean Archaeology
JNES Journal of Near Eastern Studies
MM Mariner ‘s Mirror
ANTH 612: Preclassical Seafaring

Navy

OJA
*Oxford Journal of Archaeology*

OLA
*Orientalia Lovaniensia Analecta*

PAP
*Proceedings of the American Philosophical Society*

PPS
*Proceedings of the Prehistoric Society*

RDAC
*Report of the Department of Antiquities, Cyprus*

Res Mycenaeae

RM

S3IBAL

Sandy Pylos

Sea Peoples

SSAW

Steffy

TAM

Thalassa

Thalassocracy

Thera 3(1)

Thera 3(3)
ANTH 612: Preclassical Seafaring

Transition

Tropis 1

Tropis 2

Tropis 3

Tropis 4

Tropis 5

Tropis 6

Tropis 7(1)

Tropis 7(2)
CHRONOLOGY

Time is what keeps everything from happening at once.
Ray Cummings, The Girl in the Golden Atom

AN INTRODUCTION

SESSION 1

Sailing in the sea, beginning the goodly way...

BAR II § 253

GENERAL
Here’s what we are going to do...
Preparation for each session
On writing your seminar paper
On plagiarism
Date for submission of seminar paper synopsis
Date for submission of seminar papers

ON WRITING
Logic in Argumentative Essays.)*

REFLECTIONS ON WRITING

Orwell’s Law of Language1: The great enemy of clear language is insincerity. When there is a gap between one’s real and one’s declared aims, one turns as it were instinctively to long words and exhausted idioms, like a cuttlefish squirting out ink...

Orwell suggested six rules to improve one’s writing:

- Never use a metaphor, simile or other figure of speech, which you are used to seeing in print.
- Never use a long word where a short one will do.
- If it is possible to cut a word out, always cut it out.
- Never use the passive where you can use the active.

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1H. Rawson, 1997. Unwritten Laws: The Unofficial Rules of Life as Handed
Never use a foreign phrase, a scientific word, or a jargon word if you can think of an everyday English equivalent.

Break any of these rules sooner than say anything outright barbarous.

**Assignment: Seafaring in Wenamun**

The eleventh-century B.C. Tale of Wenamun is packed with references pertinent to contemporary seafaring. Read the tale and mark all references pertaining to seafaring in the Tale of Wenamun. After you have collected all details, check under “Wenamun” in S3IBAL ‘s index for pertinent passages you might have missed. We will discuss this at the beginning of next class.

*ANET: 25-29 (Tale of Wenamun).*
**REFLECTIONS ON THE EVIDENCE**

**SESSION 2**

*Ceci n’est pas une pipe.*
Caption in Magritte’s *Les deux mystère*

### GENERAL READING


*SIBAL*: 3-5.*


### TEXTS

*Amarna*: XIII-XXXIX (introduction to the Amarna Letters), L (map of the world reflected in the Amarna Letters).*


### SHIP ICONOGRAPHY AND THE METHODOLOGY OF INTERPRETATION


### EGYPTIAN ART 1


### EGYPTIAN ART 2


REFLECTIONS

_Holmes’s First Law_  
Eliminate all other factors, and the one that remains will be the truth. (From The Sign of the Four). ²

_Holmes’s Second Law_  
It is a capital mistake to theorize before one has data. (From A Scandal in Bohemia).³

_Paster’s Observation_  
In the field of observation, chance favors only the prepared mind.⁴

_Occam’s razor_  
A scientific and philosophic rule that entities should not be multiplied unnecessarily which is interpreted as requiring that the simplest of competing theories be preferred to the more complex, or that explanations of unknown phenomena be sought first in terms of known quantities.

∞∞∞

²Ibid.: 116.
³Ibid.
⁴Ibid.: 183.
ON THE TRAIL OF THE Earliest Mediterranean Seafarers

SESSION 3

Some went down to the sea in ships...

Psalms 107: 23

GENERAL READING
Flood: 73-92.
S3IBAL: 41, 69.

THE MEDITERRANEAN

CYPRUS
Flood: 73-92.

THE AEGEAN
Davis, J.L., 1992. Review of Aegean Prehistory I: The Islands of the Aegean. AJA 96: 699-756. [Read the parts dealing with the period prior to the Bronze Age]*


PALEOLITHIC SETTLERS IN CRETE?


THE FLOODING OF THE BLACK SEA


Flood.
THE "ARABO-PERSIAN GULF OASIS"

THE EGYPTIAN/MESOPOTAMIAN CONNECTION
MIMA: 55-62.*
SSAW: 11-29.

PLEISTOCENE SEAFARING

∞∞∞
EGYPTIAN SEAFARING

SESSION 4

Sailing, arriving in peace, journeying to Thebes with joy of heart...

From the scene of Hatshupsut’s Punt ships at Deir el Bahri
BAR II: § 266

GENERAL READING
S2IBAL: 9-38, 256-262.*

HISTORICAL BACKGROUND

EARLY DYNASTIC AND OLD KINGDOM
MIMA: 55-62.*
SSAW: 16-22.
Steffy: 23-33.
**EGYPTIAN SEAGOING SHIPS/PUNT**


Fattovich, R. and K. A. Bard, 2006. Joint Archaeological Expedition at Mersa/Wadi Gawasis (Red Sea, Egypt) of the University of Naples “L’Orientale” (Naples, Italy), Instituto Italiano per l’Africa e l’Oriente (Rome, Italy), and Boston University (Boston, U.S.A.) - 2005-2006 Field Season.*


Faulkner, R.O., 1940. Egyptian Seagoing Ships. *JEA* 26: 3-9 and pls. II-IV.*


Navy: 8-30.*

*SIBAL: 9-29.*


NILOTIC VESSELS
Doyle, N., 1998. Iconography and the Interpretation of Ancient Egyptian Watercraft. (MA, Texas A&M University.)*

EGYPTIAN ANCHORS
SIBAL: 255-262.*

EGYPT IN ASIA DURING THE NEW KINGDOM & EXPEDITIONS TO SINAI
Gardiner, A., 1917. The Tomb of a Much-Traveled Theban Official. JEA 4: 28-38, pls. VI-VII.*
Navy: 31-49.*
*BASOR* 238: 43-46.* 
*SIBAL*: 32-38.*
SYRO-CANAANITE SEAFARING

SESSION 5

If his ship comes back from Crete...

RS 16.238 + 254

GENERAL READING

SYRO-CANAANITE SHIPS
MIMA: 62-66.*
Navy: 49-70.
Porada, E., 1984. The Cylinder Seal from Tell el-Dab'a. AIA 88: 485-488, pl. 65, figs. 1-3.*
$S^3IBAL$: 39-60.*

THE RIB-ADDI CORRESPONDENCE IN EL AMARNA ARCHIVES

UGARIT
*S3IBAL: 333-344.*

**SYRO-CANAANITE RELIGION AND THE SEA**

**ANCHORS OF THE SYRO-CANAANITE COAST**
Hirschfeld, Y. The Anchor Church at the Summit of Mt. Berenice, Tiberias. *BA* 57: 122-133.*
*S3IBAL: 262-274.*
**CYPRIOT (ALASHIAN) SEAFARING**

**SESSION 6**

*A ship from Alas[hia....] which is in Atallig...
KTU 4.390*

**GENERAL READING**

**THE HISTORY OF CYPRUS**

**CYPRIOT SHIPS**
Westerberg, K., 1983. Cypriote Ships from the Bronze Age to c. 500 B.C. Gothenberg. (Use with caution as some of the depictions are foreign, mainly Mycenaean/ Sea Peoples ships found in Cyprus. Compare with S3IBAL: 123-176).
*S3IBAL: 61-67.*

**CONCERNING ALASHIA**
*Amarna*: XIII-XXXIX (introduction to the Amarna Letters), L (map of the world reflected in the Amarna Letters), EA 33-40, 114.
*S3IBAL: 295-296.*

**CYPRIOT TRADE**


**Cypriot anchors**


*SIBAL:* 273-281.*

MINOAN/CYCLADIC SHIPS & SEAFARING

SESSION 7

The arrival in peace of the chiefs of Keftiu-land (and) the islands which are within the Great Sea...

Inscription from the Theban Tomb of Rechmire

GENERAL READING
S3IBAL: 69-121, 243, 351-352 n. 1, 275-281.*

EARLY BRONZE AGE AEGEAN SHIPS & SEAFARING
MIMA: 76-93.*
S3IBAL: 69-82.*

THE THERAN NAVAL FRESCOES AND MINOAN SHIP REPRESENTATIONS
Casson, L., 1975. Bronze Age Ships. The Evidence of the Thera Wall Paintings. IJNA 4: 3-10.*


*MIMA:* 93-132.*


*SI BAL:* 83-121.


**THE PSEIRA ISLAND, CRETE & KOULENTI, LACONIA CARGO SITES/SHIPWRECKS (?)**


**ON HUMAN SACRIFICE IN THE MINOAN/MYCENAEAN CULTURES**


*SI BAL:* 113-122.


**MINOANS IN THE EAST**


Evans, A., 1936. Some Notes on the Tal Atchana Pottery. *JHS* 56: 133-134, pls. VI-VII.*

*SIBAL*: 84-85.*


**WHO WERE THE AEGEANS DEPICTED IN THE THEBAN TOMBS?**


*SIBAL*: 351-352 note 1.*

*SIBAL*: 85-86.*


**THE DATE OF THE DESTRUCTION OF THERA**


**TELL EL DA‘BA/AHOTEP’S SILVER (MINOAN) SHIP MODEL**


MINOAN THALASSOCRACY: MYTH OR REALITY?


MYCENAEAN/ACHAEAN SEAFARING

SESSION 8

Rows to Pleuron/going...

PY An 1

GENERAL READING

S3IBL: 123-161, 275, 279-281.*

GENERAL

Sandy Pylos: 53-144.

MYCENAEAN SHIPS: THE CASE OF THE HEADLESS OARSMEN


MIMA: 140-154.*

of Archaeology, 14-18 April 2004). I.) R. Laffineur and E. Greco, eds. Liège and Austin, University of Liège Histoire de l’art et archéologie de la Grèce antique and University of Austin Program in Aegean Scripts and Prehistory: 423-427, pls. XCV-XCVIII.*


**SEAFARING IN MYCENAEN LINEAR B TEXTS**


**THE PYLOS ROWER TABLETS AND THE END OF PYLOS**


THE AHHIYAWA
S3IBAL: 128-130.*

AMARNA: THE MISHI-PEOPLE & MYCENAEAN MERCENARIES?
Navy: 64-67.*
S3IBAL: 130.*
CLASS DOES NOT MEET: SELF STUDY

SESSION 9

SEA PEOPLES SEAFARING

SESSION 10

Now, the seven ships that are approaching have done evil things to us.

RS 20.238

GENERAL READING

*S²IBAL:* 163-204, 343-344.*

ABOUT THE SEA PEOPLES


THE SHIPS OF THE SEA PEOPLES AT MEDINET HABU

*S²IBAL:* 163-174, 317-319.*
THE SHIPS OF THE SEA PEOPLES, SUPPLEMENTARY
Basch, L., 1997. Une représentation de navire de type égéen dans l’ ‘oasis de Dakhleh
Lenz, J. R., 1998. Homer’s nysι koronisιν. In S. Wachsmann, Seagoing Ships and
Seamanship in the Bronze Age Levant. College Station and London: 199-200.*
J.-C.: Histoire et archéologie (Actes du colloque international, Paris 28 juin - 1
MIMA: 66-69.*
SIBAL: 175-197, 201-204, 343-344.*

A NORTHERN EUROPEAN CONNECTION?
Bouzek, J., 1985. The Aegean, Anatolia and Europe: Cultural Interrelations in the
Bouzek, J. 1994. Late Bronze Age Greece and the Balkans: A Review of the Present
Picture. ABSA 89: 217-234.
Scandanavia. (Papers from an International Research Seminar at the
Danish National Museum, Copenhagen, 5th-7th May 1994). Eds. O.
and Catalogue. Copenhagen.
University).*
SIBAL: 174-176, 177-183.*

CREMATION BURIALS IN THE EAST/AN ISRAELITE SEA PEOPLE?
Bible (Cremation of Saul and his sons): Compare I Samuel 31: 8-13 with I Chronicles 10:
8-12.
Ingholt, H., 1940. Rapport prélminaire sur sept campagnes de fouilles à Hama en Syrie
(1932-1938). Copenhagen: 69-84, pls. XX-XXVI.(Niveau F particularly)*
Papers on Israel and the Ancient Near East. Ed. F.E. Greenspahn. New
York: 294-310.*
THE GUROB SHIP-CART MODEL AND ITS MEDITERRANEAN CONTEXT

SESSION 11

The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down what seemed to be a very deep well.

From Alice’s Adventures in Wonderland by Lewis Carroll

GENERAL READING

THE MODEL

THE ICONOGRAPHIC EVIDENCE

WHY WHEELS?
Wachsmann, Gurob Ship-Cart Model, pp. 85-162 (Ch. 3. Wheels, Wagons and the Transport of Ships Overland), 202-204 (Conclusions).

TO WHOM DID THE MODEL BELONG?
Wachsmann, Gurob Ship-Cart Model, pp. 163-199 (Foreigners at Gurob), 204-206 (Conclusions).
BRONZE AGE SHIPWRECKS

SESSION 12

...copper is lost in a ship...

KTU 4.394

GENERAL READING
S^3IBAL: 205-212, 281-293.*

THE CAPE GELIDONYA WRECK

THE ULUBURUN WRECK


Pulak, C., 2001. The Cargo of the Uluburun Ship and Evidence for Trade with the Aegean and Beyond. In Italy and Cyprus in Antiquity 1500-450 BC. L. Bonfante and V. Karageorghis, eds. Nicosia13-60.*


S3IBAL: 206-208 (see notes for additional bibliography).*

**ON THE ROLES OF SYRO-CANAANITES AND MYCENAEANS AS SEA TRADERS**


S3IBAL: 39-40, 154-155.*


**OTHER BRONZE AGE WRECK SITES**

**Dokos**

**Sheytan Deresi**

**Cape Iria**

Israel
NAVIGATION

SESSION 13

They looked at the sky... they looked at the land...
From the Tale of the Shipwrecked Sailor

GENERAL READING

SIBAL: 295-301 (Navigation), 247-254 (Propulsion), 327-332, (particularly 330-331) (Conclusions).*
Davis, D., 2009. Commercial Navigation in the Greek and Roman World. (PhD Dissertation, University of Texas at Austin.)*

SAILING SEASONS


THE ART OF NAVIGATION

Lewis, D., 1975. We, the Navigators. Honolulu: 45-82.

INTRODUCTION OF THE BRAILED SAIL ca. 1200 B.C. AND SAILING TO WINDWARD

Roberts, O.T.P., 1991. The Development of the Brail into a Viable Sail Control for
Aegean Boats of the Bronze Age. In: Thalassa: 55-60, pls. XVII-XX.
Sherratt, S., and A. Sherratt, 1993. The Growth of the Mediterranean Economy in the
Early First Millennium BC. World Archaeology 24: 361-378.

SEA ROUTES
A&M University.)*
Davis, D., 2009. Commercial Navigation in the Greek and Roman World. (PhD
Dissertation, University of Texas at Austin.)*
Georghiou, H., 1997. Seafaring, Trade Routes, and the Emergence of the Bronze Age:
and the Eastern Mediterranean from Prehistory to Late Antiquity.
(Proceedings of the Second International Symposium “Cities on the Sea,”
Nicosia, Cyprus, October 18-22, 1994, Nicosia, Cyprus). Eds. S. Swiny,

DEEP WATER ROUTES & WRECKS
Scholastic/Madison Press. (NB: This is a children’s book, but with neat images
for presentation.)
Ashkelon, Israel. AJA 106: 151-168.
Israel Exploration Journal 13: 13-19, pl. 5.
Garden City, Doubleday & Company, Inc.: 1-84 (note particularly chapter V, pp.
71-84.
Carthage and an Ancient Trade Route near Skerki Bank off Northwest Sicily.
(Journal of Roman Archaeology, Supplemental Series 13 Ann Arbor
Foundation. (Second Printing, Revised.)
REPORTS ON SEMINAR PAPERS

SESSION 14

And write us about what you have heard to cause our hearts to be elated...

LRL 12 (Year 2 of Renaissance)

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