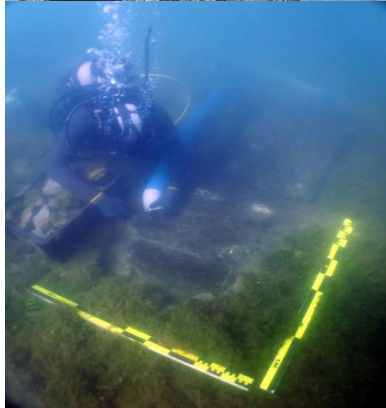


HISTORY 5530
FIELD SCHOOL IN MARITIME HISTORY &
UNDERWATER RESEARCH



SUMMER I SEMESTER, 2023 (MAY 15 – JUNE 20)
ANTIGUA FIELDWORK DATES: JUNE 1 - JUNE 16, 2023

Program in Maritime Studies
College of Arts and Sciences
EAST CAROLINA UNIVERSITY

**FIELD SCHOOL IN MARITIME HISTORY AND
UNDERWATER ARCHAEOLOGY
HIST 6850 -- FALL 2022**

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Local Partners

Research Partners

- Dr. Christopher Waters, Manager of the Heritage Resources Department for the National Parks Authority and UNESCO World Heritage Site
- Ms. Desley Gardner, Heritage Resources Officer, Heritage Resources Department for the National Parks Authority and UNESCO World Heritage Site
- National Parks Authority (NPA)
- Antigua and Barbuda Search and Rescue (ABSAR)

Training Partners

ABDF Coast Guard
Port Authority
Fisheries Division
Soul Immersions
KHood Divers
Dive Carib
Maurice Divers

Emergency Numbers

Hospital and medical services: the closest hospital to the bay is Mount St. John's Medical Center in Michael's Mount, St John's, Antigua and Barbuda. + I 268-484-2700

Pharmacies: The closest pharmacy to the port is Medicare Pharmacy in Temple St. +I 268-562-5769

PREREQUISITES

This field school is a 2-credit undergraduate and graduate level university course. The pre-requisite for the course for divers is COAS 6000 (Scientific Diver Training) for all diving participants and consent of instructor for non-diving participants. All students will also have to provide the Dive Safety Office with appropriate training, contact, and medical information (contact the DSO – 252 328 4041).

The cost for the field school this year is made up of a **\$2000.00** lab fee which covers student expenses like housing, local transportation, etc. Payments are administered by the Division of Continuing Studies and are a prerequisite for participation (Dr. Harris or Dr. Raupp for questions). **Please review your tuition account statement in PiratePort.** The program fee for the field school along with standard tuition and fees will be listed on your tuition statement. Should you have any billing or payment questions regarding the field course or the tuition and fees, please contact: Leslie Spain, Accountant for the Off-Model Programs. Phone 252-328-9156 E-mail spainle@ecu.edu. **You will not be allowed to participate in field school until you have paid the full fee. A deposit of \$500 is due on March 15. See the instructions at the end of the syllabus.**

You will also be financially responsible for your airfare from the US to Antigua, meals, and excess baggage.

Please contact graduate advisor Dr. Todd Bennett bennettm@ecu.edu for questions about your in-state remission status for this semester. For questions about registration contact Karen Underwood underwoodk@ecu.edu or Lisa Marie Hagan hagenl@ecu.edu

CLASS DESCRIPTION

This Summer Session I 2023 the Program in Maritime Studies of East Carolina University will conduct a field school in region [Antigua, a Leeward Island in the Caribbean region](#). Our team will perform a variety of underwater archaeological searching, surveying, mapping, techniques on submerged resources in [UNESCO Antigua Naval dockyard World Heritage Site](#). Both diving and non-diving activities associated with maritime fieldwork will be undertaken. Students will be supervised and attended to by two faculty instructors, a staff archaeologist, a dive safety officer, and two second maritime studies crew chiefs. The Program in Maritime Studies is partnering with Antigua & [Barbuda National Parks Authority](#). NPA is the recognized managing Authority for the UNESCO World Heritage Site in Antigua where we will be working on shipwreck sites and [coastal fortifications](#). We will also be working with a variety of community groups and offering [UNESCO UNITWIN capacity building workshops](#) in the evenings or as part of daily rotations. [Our Program is a full member of this organization](#) that promotes international networking, academic, and community collaborations.

THIS FIELD SCHOOL HAS INTERRELATED TEACHING, RESEARCH, OUTREACH, AND COMMUNITY ENGAGEMENT GOALS.

Please note there will be a lot of swimming and snorkeling. Please make you are in good physical condition for aquatic activity. We will incorporate some fitness exercises into our field school preparation during the semester prior to departing for Antigua.

This expedition will provide field school participants an opportunity to be involved in a project that is engaged and closely integrated with the local community plus service learning. The primary intention of training local people is to build capacity so that may assist heritage managers in the study and management of their underwater cultural heritage in the UNESCO Antigua Dockyard and on related Archaeological sites.

Learning Outcomes

Students will learn to:

- **apply** archaeological skills and techniques learnt in HIST 6820 (Research Methods for Nautical Archaeology), and HIST 5520 (Field School in Maritime History and Underwater Archaeology)
- **modify** skills and techniques and **adapt** to new data sets, sites, and environments.
- **compile** archaeological and historical information.
- **evaluate** and **analyze** archaeological and historical information.
- **create** a scientific report about the project as a team **describing, illustrating, and interpreting** archaeological and historical information
- **present** illustrated talks to the public on the field school research outcomes

We will conduct the following tasks

- Diver search patterns and towing
- Ground truthing, remote sensing target
- Photography, videography, photo mosaics, photogrammetry
- Geo-spatial mapping of the wreck debris fields
- Artifact drawing and photography
- Site plans
- Cannon and anchor recording
- Analyzing site formation processes
- Perform baseline studies of the marine flora and fauna on the sites
- Excavation and site stabilization
- Analyze ship construction
- Compile data sets and design site or feature proformas
- GPS use
- Conduct historical research
- Write a fieldwork report as a team at the end of the project
- Assist faculty and staff in teaching UNESCO workshops
- Additional products such posters, underwater slate maps, videos, websites, blogs, and SHA/ACUA photo entries will be considered.

UNESCO-UNITWIN Partnership and Alignment with Heritage Department Strategic Objectives

Objective 1: Develop a long-term strategic plan and UNESCO World Heritage Management Plan for the sustainable maintenance and use of the historic buildings in the Dockyard Precinct while protecting and enhancing the OUV

- Collect baseline and intensive data which will inform ongoing management plan upgrades and future planning for the sustainable use of English Harbour
- Collect baseline data for Fort Berkeley erosion to assist in developing and executing a stabilization plan

Objective 2: Record and monitor archaeological sites within the WHS and NDNP while protecting and enhancing the OUV

- Mapping English Harbour for the heritage assets and developing management plans for their protection
- Collect baseline data for Fort Berkeley erosion

Objective 3: Expand research opportunities for secondary, tertiary and professional researchers in heritage, heritage management, culture, archaeology, history, and related subjects with the NPA as an equal partner

- Collaboration with the University of the Antilles and Eastern Carolina University and possible future collaboration in recording, stabilization projects, geographical and geological studies
- Offer training for Antiguan and Barbudan diving operations and other governmental organizations to enhance capacity for the NPA and Antigua and Barbuda
- Generate new interpretation for national and foreign visitors

Objective 4: Enhance development guidelines, development monitoring and development recording within the NDNP

- Increase capacity in baseline data acquisition, management processes and procedures, and recording



Dates

- May 15 – June 15: Research and field preparation activities (dates TBD during first week of fall semester class). **Diving on local NC sites.** All assignments will be coordinated through CANVAS and in-person delivery in Eller house. Organizing, Packing Gear, Title IX brief, alternate weekly class seminars (1 hour): TBD
- Depart for Antigua:
- Field Expedition : June 1 - June 16
- Depart for Greenville: June 16
- Unpack, Clean Gear and Report Compilation: June 16 – June 20

PLEASE NOTE THAT THIS IS A 6-CREDIT FIELD SEMESTER. When we return, we will schedule continued report writing, group work assignments, and data cataloging. At least one day or two days a week will be devoted to these assignments. The first week we meet will include planning to note everyone's class and work schedule and manage team time efficiently.

Daily Plan (subject to weather and sea conditions)

ECU Teams will be split into three parts with 1.) Dockyard quay profile mapping on SCUBA (DSO present) 2.) Target ground truthing diving team (DSO present) 3.) Fort Berkeley erosion assessment snorkel team 4.) Dock fill Bathymetry (DSO present) 5.) Water catchment graffiti documentation 6.) Tow boarding surveys in Freeman Bay 7.) UNESCO training on Galleon Bay wrecks You may be involved in teaching, assisting with teaching, short field assignments or workshops, diving for searches, survey or mapping. **All students will take on leadership roles at some point during the field school.** We will de-brief everyone at 5pm followed by dinner. **Be aware that the work schedule will be intense and you need to be organized and efficient in your time management. Make sure to attend to your health, drink enough fluids, eat properly and get enough sleep.** There are many *distractions* in Antigua! We would like you to meet the locals and support the economy of the local restaurants and dance/music venues (like Sunday night Shirley Heights), but be sure to pace yourself!

<i>Breakfast and Departure:</i> 7:00 am - Self-serve breakfast at Waterfront Inn (PI breakfast meeting), 8:00am load gear and departure to dock or work venue
<i>Fieldwork</i> 9:00 am to 1:00 pm (one or two teams)
<i>Lunch</i> 1:00 to 2:00 pm - students will pack a picnic lunch
<i>Fieldwork</i> 2:00 – 4:00 pm
Fieldwork debrief and brief for following day 5 to 6pm
<i>Dinner:</i> 7:00 pm large group bookings in advance at local restaurants. Waterfront Inn also has a kitchen and refrigerators. Restaurants open later in Antigua.
UNESCO Workshops 7:30 -9:00 pm – Small rotating teams supervised by faculty and staff will instruct training partners who will also be incorporated into fieldwork times as determined by project PIs

Work Areas

- ▶ Red – Target Ground Truthing
- ▶ Orange – Fill Bathymetry
- ▶ Yellow – Seawall or Quay Profile Mapping
- ▶ Green – Fort Berkeley Erosion Assessment and Snorkel Survey/Towboarding
- ▶ Blue – Galleon Bay training wrecks



RESEARCH REQUIREMENTS

Rite in the Rain Notebook

You will be issued a *Rite in the Rain notebook* when you get here - for use during the day, on the dive boat, etc.) You will also want to have a small ruler and a good mechanical pencil to keep/use with your field notebook.

Personal Laptop computer and cameras

If you are able to, it is advised that you bring your own laptop. Individuals with their own underwater camera are welcome to bring them.

ASSESSMENT

THIS SEMESTER LONG COURSE WILL HAVE MULTIPLE COMPONENTS THAT WILL REQUIRE EACH STUDENT'S PARTICIPATION AND FOLLOW THROUGH. FULL DESCRIPTIONS, VALUE AND ASSIGNMENT DUE DATES ARE INDICATED BELOW.

Participation

25%

You are expected to participate in all aspects of the project, and will be assessed according to the quantity and quality of your input, assistance and leadership skills in all areas of the field school. This includes attention to tank filling and map drawing, assistance with boat launching, retrieval and operation, and helping other field school students and personnel carry out activities with efficiency and in a thorough manner. Grade will be assigned at end of semester.

Contribution to Site Report

30%

You will be required to write a portion of the final site report (specific components to be determined).

All written assignments are to be written STRICTLY and EXCLUSIVELY using the SHA style guide which can be found at www.sha.org. All papers will be typed, double spaced, paginated, and grammatically correct. This is a second-year assignment, and you should be aiming to produce something of publishable quality.

Underwater Archaeology Field Diary

25%

Students are expected to keep a comprehensive field notebook of all of the activities carried out at the field school (a blank notebook, as well as examples will be given you to you). Criteria to keep in mind are comprehensiveness, presentation, legibility and organization. Notebooks will become a part of the project archive and will become the property of the Primary Investigators (Drs. Harris and McKinnon). Copies of notebooks will be made for those students wishing to keep a record of the field school.

Presentation

20%

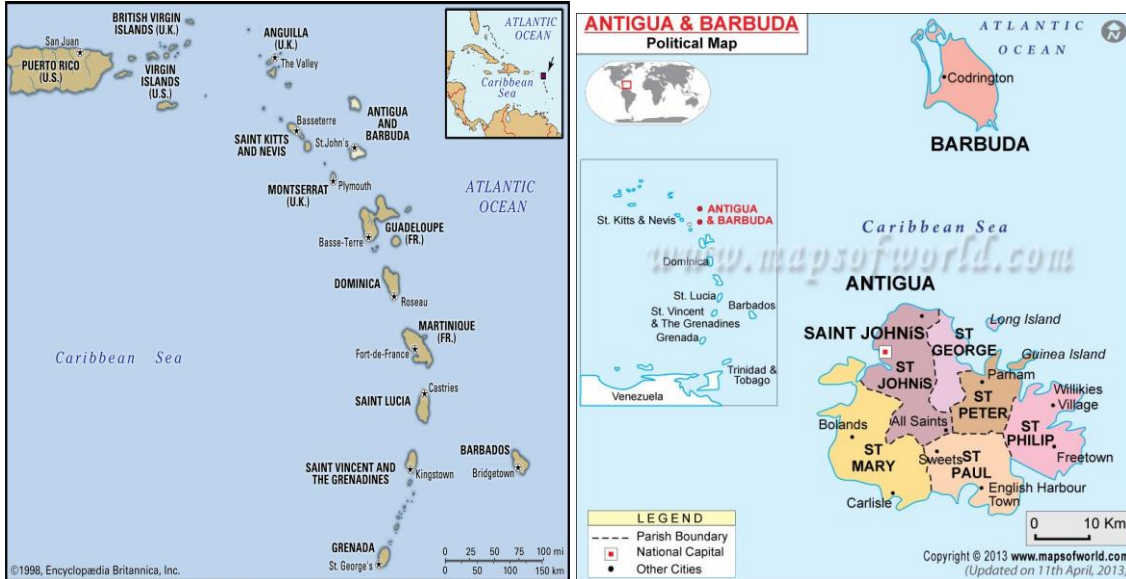
At a date toward the end of semester, each student will present a 20–25-minute PowerPoint at UNESCO workshop event (venue and date/time TBD).

ANTIGUA, THE DOCKYARD AND ACCOMMODATION

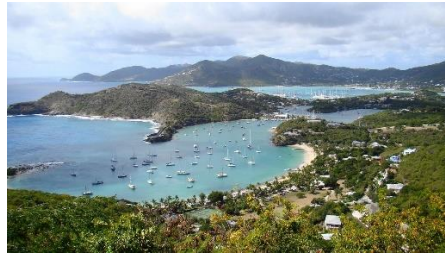
Antigua and Barbuda is an independent Commonwealth country comprising its 2 namesake islands and several smaller ones. Positioned where the Atlantic and Caribbean meet, it's known for reef-lined beaches, rainforests and resorts. Its English Harbour is a yachting hub and the site of historic Nelson's Dockyard. In the capital, St. John's, the national museum displays indigenous and colonial artifacts.

FUN FACTS

- Antigua is the largest of the English-speaking Leeward Islands. However, it is still small, at 14 miles long by 11 miles wide. Antigua & Barbuda includes the uninhabited island of Redonda, a less than 1 square mile nature reserve.
- The country is nicknamed “Land of 365 Beaches” due to the many beaches surrounding the islands.
- Antigua is Spanish for “ancient” and Barbuda is Spanish for “bearded.”
- The island of Antigua was explored by Christopher Columbus in 1493 and named for the Church of Santa Maria de la Antigua in Seville.
- It is pronounced: Antigua, An-TEE’ ga! It is also known as “Waladii or Wadadii” by the indigenous population.
- After 349 years as a British colony, Antigua and Barbuda gained independence in 1981.
- Citizens of Antigua and Barbuda are known as Antiguan or Barbudans, depending on which island they are from. The culture is predominantly a mixture of West African and British cultural influences.
- Cricket is the national sport. Other popular sports include football, boat racing and surfing. Antigua and Barbuda are one of the Caribbean’s most prosperous nations, thanks to its tourism industry and offshore financial services.
- With “one beach for every day of the year”, the country attracts more than 700,000 visitors every year.



Waterfront Inn Accommodations



You will be sharing a room or dormitory with other students. There is a large water view terrace patio with free Wi-Fi and a kitchen for guest use.

<https://www.thewaterfrontantigua.com/>

“An iconic traveler’s inn in the heart of the Caribbean sailing mecca. For affordable accommodation this is one of the best locations in Antigua. It is situated on one of the most beautiful beaches in the southern Caribbean with direct access to the ocean. Enjoy our stunning view of Falmouth harbor and Antigua Yacht club.”

“A 5-minute walk will take you past lots of great restaurants and bars. We are just a 10-minute walk to the UNESCO World Heritage Site, Nelson's Dockyard as well as 15-minute walk to one of the best beaches in Antigua, Pigeon Beach.”



Waterview Terrace Patio and Kitchen



Dormitory and Single rooms

HEALTH AND MEDICAL ISSUES

F.A.Q for travelers to Antigua and Barbuda

Antigua and Barbuda's Latest Travel Advisory 2022

<https://visitantiguabarbuda.com/travel-advisory/>

CDC Antigua and Barbuda Health

<https://wwwnc.cdc.gov/travel/destinations/traveler/none/antigua-and-barbuda>

If traveling with prescription medication, check with the [government of Antigua and Barbuda](#) to ensure the medication is legal in Antigua and Barbuda. Always carry your prescription medication in original packaging with your doctor's prescription.

The following diseases are present:

- Chikungunya
- Dengue
- Zika

Vaccinations: Be up-to-date on all [vaccinations](#) recommended by the U.S. Centers for Disease Control and Prevention.

TRAVEL IN ANTIGUA

ECU will coordinate transportation with some assistance from our research partners in Antigua. There are **bus services on the island**. Buses might be 15-passenger minivans.

https://travel.usnews.com/Antigua/Getting_Around/

CLOTHING AND EQUIPMENT NEEDS

Daily high temperatures are around 86°F, rarely falling below 83°F or exceeding 89°F. Daily low temperatures are around 78°F, rarely falling below 74°F or exceeding 81°F. You'll be kept cool by easterly winds as well as pleasant breezes if you're on the coast.

You are limited to **ONE piece of personal luggage and ONE dive bag**. Other things to bring include:

Personal Gear:

- Medicines: Anti-diarrheal and z-pac (anti-biotic) recommended (see travel doctor)
- Diverse array of clothes (plan warm, and wet weather)
- Sun hat
- Rain umbrella
- Sun screen (lots of this!)
- Water bottle (consider water filtration system)
- Swim wear
- Small (soft) cooler for lunches
- Sunglasses
- Rain gear (light – it is hot)
- Long sleeve shirt (sun protection on site)
- Sleeping clothing
- Ear wash/medicine (a must!)
- Beach towels
- Cell phone adjusted for Antigua calls
- ATM or credit cards (notify your bank you will be in Antigua)

Dive/Field Gear:

- Dive bag and back pack (land work)
- BC (back-inflate recommended)
- Regulators & Gauges
- Mask, Fins & Snorkel (don't forget your snorkel!)
- Weight (please only bring 5 lbs)
- Dive gloves (light gloves or gardening gloves -- you do not want to touch anything underwater with your bare hands)
- Wet suit/skin (adequate for expected environment)
- Dive watch/bottom timer/dive computer (any one of these is acceptable)
- Booties
- Closed-toed shoes for the boat
- Dive knife (scissors or shears recommended)
- Dry bag for the boat

YOU WILL BE ASSIGNED YOUR OWN NUMBERED MEASURING TAPE AND DIVE SLATE WHICH YOU WILL BE RESPONSIBLE FOR REPLACING IF YOU LOSE OR BREAK IT.

DIVING

Antigua is a very popular snorkeling and SCUBA diving venue with numerous shipwreck and reef sites <https://www.sandals.com/blog/scuba-diving-antigua/>.

We will center our diving in Tank Bay, in historic English Harbor, one of the largest, most sheltered, and secure bodies of water in the Lesser Antilles. Tank Bay is located northwest of Nelson's Dockyard. Tank Bay hosts a few anchorages for sailboats that border the area where the wreck is located to the southwest. To the northeast, a mangrove area borders the site. The wreck is located in 3 to 4 m of water.

We will be working aboard the diving boats of the National Parks Authority. [Soul Immersions will provide SCUBA tanks and airfills](#) .

FORTIFICATIONS

“English Harbour was protected by a network of small coastal fortifications. **Fort Berkeley** is the oldest fortification in English Harbour, dating to 1704. As with all of Antigua’s early fortifications, Fort Berkeley was constructed by the colonial government and manned by gunners and matrosses hired by the government—not soldiers. As English Harbour became more important with the expansion of the Dockyard in the 1740s, more fortifications were constructed to protect the naval installation. This included a dramatic expansion of Fort Berkeley to the size and scope it is today. However, the project was marred by miscommunications between the colonial government and Royal Navy. There are key differences in the construction styles between the colonial government’s section and the Royal Navy’s expansion. The colonial government at the time was looking to save money while the Royal Navy design was battle ready. A visit to the site will highlight these differences. Fort Berkeley was officially handed over to the Crown in 1784 after the end of the American Revolution, and the British military took the station over. The military added the gunpowder magazine in 1807. Today the fortification is accessible along a short nature trail. Visitors often go to the fortification to look back at English Harbour, greet vessels as they arrive, and watch Antigua’s many world-class sailing regattas.”

Website: <https://www.nationalparksantigua.com/forts/>



Fort Berkeley

REQUIRED TEXTS & OTHER SOURCES

THERE ARE NO REQUIRED TEXTS FOR THIS CLASS. THE FOLLOWING READINGS WILL BE POSTED IN CANVAS AND SERVE AS DISCUSSION TOPICS FOR OUR ALTERNATE WEEKLY MEETINGS IN ELLER HOUSE CLASSROOM

Coad, J., 2009. Evaluate, conserve, adapt: a future for the historic bases of the Royal Navy. *Historic Environment*, 22(2), pp.12-16.

Coats, A.V., 2011, September. A threatened global legacy: naval dockyard cities' heritage. In *Proceedings of the Institution of Civil Engineers-Municipal Engineer* (Vol. 164, No. 3, pp. 175-184). Thomas Telford Ltd.

Cross, E., 2020. The Last French East India Company in the Revolutionary Atlantic. *The William and Mary Quarterly*, 77(4), pp.613-640.

De Albuquerque, K. and McElroy, J.L., 1995. *Antigua and Barbuda: a legacy of environmental degradation, policy failure, and coastal decline* (No. 1792-2016-141988).

Foy, C.R., 2016. The Royal Navy's employment of black mariners and maritime workers, 1754–1783. *International Journal of Maritime History*, 28(1), pp.6-35.

Giffin, K.L., Swanston, T., Coulthard, I., Murphy, A.R., Cooper, D.M. and Varney, T.L., 2017. Skeletal lead burden of the British Royal Navy in colonial Antigua. *International Journal of Osteoarchaeology*, 27(4), pp.672-682.

Guibert, J.S., 2014. A Question That Counts in French West Indies Maritime Archaeology: Linking Historical and Archaeological Sources. *ACUA. Underwater Archaeology Proceedings*.

Guibert, J.S., Guérout, M., Guillaume, M., Bolle, A., Leroy, F. and Serra, L., 2019. An overview of maritime archaeological research of the colonial period in the French Antilles. *International Journal of Nautical Archaeology*, 48(1), pp.123-150.

Guibert, J.S., Stouvenot, C. and Leroy, F., 2017. Formation processes of maritime archaeological sites in Guadeloupe (French West Indies): A first approach. In *Formation Processes of Maritime Archaeological Landscapes* (pp. 189-209). Springer, Cham.

James, F.A., 2021. Making Money from the Royal Navy in the Late Eighteenth Century: Charles Kerr on Antigua 'breathing the True Spirit of a West India agent'. *The Mariner's Mirror*, 107(4), pp.402-419.

Jane, C.W., 1982. *Shirley Heights: The Story of the Redcoats in Antigua*. Reference Library, Nelson's Dockyard National Park Foundation.

L'hour, M. and Richez, F., 1990. An 18th century French East Indiaman: the Prince de Conty (1746). *International Journal of Nautical Archaeology*, 19(1), pp.75-79.

- Martin, A.M., Ferrence, W. and Russell, D., 1995. Nelson's Dockyard National Park, Antigua, WI: a case study in economic diversification. *Nelson's Dockyard National Park, Antigua, WI: a case study in economic diversification.*, (107).
- Nicholson, D.V., 1991. *The Story of English Harbour, Antigua, West Indies*. Historical & Archaeological Society.
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- Özveren, Y.E., 2000. Shipbuilding, 1590-1790. *Review (Fernand Braudel Center)*, pp.15-86.
- Peterson, C.E., 1992. The Royal Dockyards 1690-1850.
- Russell, D., Martin, A.M. and Ferrance, W., 1996. Striving for Sustainability and Financial Self-Sufficiency: Nelson's Dockyard Park, Antigua. In *Practicing responsible tourism: international case studies in tourism planning, policy, and development* (pp. 216-238). John Wiley & Sons.
- Snow, H., 2021. Fugitive Harbour: Labour, Community, and Marronage at Antigua Naval Yard. *Slavery & Abolition*, 42(4), pp.803-826.
- Syrett, D., 1975. D'Estaing's Decision to Steer for Antigua 28 November 1778. *The Mariner's Mirror*, 61(2), pp.155-162.
- Tinnermon, S.O., 1989. Nelson's Dockyard National Park. In *Proceedings of the Workshop on Coastal Protected Areas in the Lesser Antilles: July 1986, University of the Virgin Islands, St. Thomas, US Virgin Islands* (p. 17). Cooperative Extension Service in conjunction with the Eastern Caribbean Center, the University of the Virgin Islands.
- Tweedy, M.T., 1981. *A History of Barbuda under the Codringtons 1738-1833* (Doctoral dissertation, University of Birmingham).
- Vaughan, H.R.H., 1925. THE OLD DOCKYARD at ENGLISH HARBOUR, ANTIGUA. *The Mariner's Mirror*, 11(3), pp.301-306.
- Waters, C.K., 2018. *Putting Forts in their Place: The Politics of Defense in Antigua, 1670-1785* (Doctoral dissertation, Syracuse University).
- Waters, C.K., 2020. Re-Contextualizing Mortality Rates and Population Trends of Enslaved Africans in Antigua. *Journal of Caribbean History*, 54(1), pp.1-29.
- Waters, C.K., 2019. Indefensible Landscapes. *Power, Political Economy, and Historical Landscapes of the Modern World: Interdisciplinary Perspectives*, p.153.
- Weaver, D.B., 2002. English Harbour, Antigua: the rise and fall of a strategic military site. *Caribbean quarterly*, 48(4), pp.1-11

Wilson, L., 2015. *No Man's Paradise: Lead Burden and Diet Reconstruction from Human Skeletal Remains in a Colonial Cemetery from Antigua* (Doctoral dissertation, University of Saskatchewan).

Woodfine, S., 2005. The Nelson Touch: Exhibition at the Royal Naval Museum at Portsmouth Historic Dockyard.

LINKS

"French Merchant east indiaman 'Le Beaumont' (1762)". three decks.org. Retrieved 27 October 2021.

"Excitement over wooden shipwreck found in Antigua's seabed". BBC News. 24 July 2021. Retrieved 27 October 2021.

Dudley, William S.; Crawford, Michael J. (2001). The Early Republic and the Sea: Essays on the Naval and Maritime History of the Early United States. Brassey's. p. 57. ISBN 978-1-57488-371-8.

"French Fourth Rate ship of the line 'Le Beaumont' (1770)". three decks.org. Retrieved 27 October 2021.

"Archaeologists hail discovery of colossal centuries-old ship in dockyard". Antigua Observer Newspaper. 24 June 2021. Retrieved 27 October 2021.

<https://www.archaeology.org/news/9810-210625-antigua-wooden-hull>

<https://www.bbc.com/news/world-latin-america-57878969>

UNESCO

<https://whc.unesco.org/en/list/1499/>

<http://www.underwaterarchaeology.net/UniTwin.htm>

<http://www.underwaterarchaeology.net/MEMBERS.htm>.

Research Partners

Barbuda National Parks Authority <https://www.nationalparksantigua.com/>

<https://www.nationalparksantigua.com/acts-and-regulations/>.

UNESCO Antigua Naval dockyard World Heritage Site <https://whc.unesco.org/en/list/1499/>

University of Antilles, West Indies <http://www.univ-antilles.fr/>

ECU ATTENDANCE POLICY (FACULTY SENATE)

A student's participation in the work of a course is a precondition for receiving credit for the course. Students are expected to attend punctually all lecture and laboratory sessions and field experiences and to participate in course assignments and activities as described in the course syllabus. Absences are counted from the first class meeting after the student registers. Students registering late are expected to make up all missed assignments in a manner determined by the instructor.

Each instructor shall determine the class attendance policy for each of his or her courses as long as the instructor's policy does not conflict with university policy. The instructor's attendance policy, along with other course requirements, will be provided to the class on a syllabus distributed at the first class meeting. Class attendance may be a criterion in determining a student's final grade in the course if the instructor provides a written statement to this effect in the course syllabus. In determining the number of unexcused absences which will be accepted, the instructor should consider carefully the nature of the course, the maturity level of the students enrolled, and the consequent degree of flexibility included in the instructor's policy.

Students should consult with their instructors about all class absences. It is the responsibility of the student to notify the instructor immediately about class absences, to provide appropriate documentation for an absence, and discuss any missed class time, tests, or assignments. Except in the case of university-excused absences, it is the decision of the instructor to excuse an absence or to allow for any additional time to make up missed tests or assignments. Excused absences should not lower a student's course grade, provided that the student, in a manner determined by the instructor, is able to make up the work that has been missed and is maintaining satisfactory progress in the course.

Student Health Services does not issue official written excuses for illness or injury, but will, upon request at the time of the visit, provide a note confirming that the student has received medical care. In the event that the student is seriously ill or injured at the time of final examinations the Student Health Service or the Center for Counseling and Student Development, on request of the student, may recommend a medical incomplete. Instructors should normally honor written medical excuses from a licensed medical or psychological practitioner that states the student was too ill or injured to attend class and provides the specific date(s) for which the student was unable to attend class due to the medical or psychological problem.

The Dean of Students may authorize university-excused absences in the following situations:

1. Student participation in authorized activities as an official representative of the university (i.e. athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances).
2. Participation in other activities deemed by the Dean of Students to warrant an excused absence.
3. An extreme personal emergency about which the student is unable to speak directly to the instructor.
4. The death of an immediate family member (such as parent, sibling, spouse or child)
5. Student participation in religious holidays.

It is the student's responsibility to obtain verification of a university-excused absence by contacting the Dean of Students. Faculty requests for university-excused absences should be submitted according to the timeline established by the Dean of Students. Requests submitted after the fact will be disapproved unless circumstances made prior approval impossible.

Instructors are expected to honor valid university-excused absences, and to provide reasonable and equitable means for students to make up work missed as a result of those absences. Students who anticipate missing 10% or more of class meeting time as a result of university-excused absences are required to receive approval from the instructor at the beginning of the semester. Student experiences that cannot be made up should be discussed at the onset of the course to ensure that continued enrollment is feasible while there is still the opportunity to drop the course within the schedule change period.

No instructor should urge a student to take part in an extracurricular activity at the expense of the student's class work or expect the student to appear at any practice or rehearsal if he or she has a scheduled class at that time. No class absences will be excused for practices or rehearsals. Only absences for performances and necessary travel to and from performances are excused.

A student who believes that he or she has been treated unfairly concerning absences or has been misinformed by the instructor regarding that instructor's absence policy shall have the right to appeal. The appeal shall be in writing to the instructor's department chairperson or school director, and in the event the resolution is not satisfactory, the final decision rests with the academic dean.

GRADING

F: 0-75%

Marking protocol (written assignments): No attempt to answer the question; total misunderstanding of it; plagiarism; factual errors/bias so gross that they distort the essay.

C: 76-85%

Marking protocol (written assignments): Low C: An answer to the question which covers to a degree several of the major issues in a relevant way and has only minor errors of fact, language and structure, and references. High C: A fuller and better expressed essay with evidence of wider reading, diligence, and thoroughness, which deals with the major areas and points of view, with few omissions.

B: 86-92%

Marking protocol (written assignments): An essay displaying qualities of intellectual curiosity and originality (which can compensate for minor errors in other areas), as well as adequate reading, expression, construction, illustration (where appropriate) and referencing. Clear understanding of aims and approaches, strengths and weaknesses, of sources used.

A: 93-100%

Marking protocol (written assignments): An essay addressing those matters detailed under Grade B but also clearly covering all the relevant issues, arguments, and available texts, showing original thought and approach to the information. The information is well organized, well argued, well presented, shows extensive research, uses a high quality of English expression and shows good attention to detail in referencing and placing the issues within an understanding of a larger, global context.

IN CASE OF POSSIBLE CLOSINGS

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in the course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should log onto Canvas and read any announcements and/or access alternative assignments. (<http://www.ecu.edu/alert>).

- Help and information for DE courses: <https://www.ecu.edu/cs-acad/fsonline/customcf/miscacademicpolicies/instructionplan.pdf>
- Register for Alerts: <https://www.ecu.edu/alert/>

ADA COMPLIANCE

East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must be registered with the Department for Disability Support Services located in Slay 138, 252-737-1016. Accommodation Information & Processes: <https://accessibility.ecu.edu/students/dss-guidelines/>.

ECU ACADEMIC INTEGRITY POLICY (I.E. PLAGIARISM)

Academic integrity is a fundamental value of higher education and East Carolina University; therefore, Dr. Harris and Dr. McKinnon will not tolerate acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize or falsify. Should we determine that an academic integrity violation has taken place, we reserve the right either to assign a grade penalty or to refer the case to the Office of Student Rights and Responsibilities for an Academic Integrity Board hearing. We will assign a grade penalty up to an F for the assignment or course. Should it come to my attention that you have had a prior academic integrity violation, or if there are other aggravating circumstances, we will refer the case directly to the Office of Student Rights and Responsibilities. Should the Academic Integrity Board determine that you committed an academic integrity violation, you may be assigned a grade penalty and/or any other sanction allowed in the student Code of Conduct, up to and including suspension from the University. The Student Handbook is online at http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm.

CIVIL AND RESPECTFUL CLASSROOM BEHAVIOR

Professionalism and behavioral requirements as academic competencies.

This course requires specific behaviors, including but not limited to:

- Appropriate relations with colleagues (fellow students, instructors, supervisors, crew chiefs, and other professionals), including written communication and face-to-face (verbal and non-verbal communication)
- Appropriate relations with the public, including boundaries, respect, care and nondiscrimination

Examples of unacceptable/unprofessional behaviors

- Inappropriate/aggressive physical or verbal behavior

- Repeated tardiness or unexcused absences
- Misrepresentation of self, qualifications, and/or competencies
- Criminal behavior
- Disrespectful behavior, which includes impugning the character or professional qualifications of another without clear evidence to support the complaint
- It is also important that we have a classroom atmosphere that optimizes teaching and learning and we all share the responsibility for creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in a manner that does not disrupt teaching or learning. Behavior which disrupts the learning process may lead to disciplinary action and/or removal from class as specified in university policies, including the Student Code of Conduct, which is available here: http://www.ecu.edu/cs-studentlife/policyhub/conduct_code.cfm. Here are some guidelines for classroom behavior:
- Be on time to class. Class starts promptly at the prescribed time. You should be in your seat and ready to begin class at this time. Class ends at the prescribed time. Packing up your things early is disruptive to others around you and to the instructor.
- Classroom participation is a part of your grade in this course. To participate you must attend class having prepared the materials for the day. Questions and comments must be relevant to the topic at hand.
- Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.
- Any discussion from class that continues any listserv or class discussion list should adhere to these same rules and expectations.
- Electronic devices such as cell phones and pagers must be turned off during class.
- A schedule of course activities and assignments either weekly or by class meeting. Include detailed information about assignments and the requirements for completing them

NOTE: There is a 5% per day late assignment penalty and a zero or failing grade for non-submissions.

ASSESSMENT DOCUMENTATION TO BE COMPLETED FOR EACH STUDENT

LEADERSHIP AND PARTICIPATION RUBRIC -- MA IN MARITIME STUDIES

Student's Name:

Class name:

Faculty Member:

Semester/School year:

	A (4/4)	B (3/4)	C (3/4)	F (1/4)	Score (out of 4)
Peer interaction	<i>Actively supports, engages, and listens to peers</i>	<i>Makes sincere effort to interact with peers</i>	<i>Limited interaction with peers</i>	<i>Virtually no interaction with peers</i>	
Preparation	<i>Arrives prepared at every class/project session</i>	<i>Arrives mostly, if not fully, prepared</i>	<i>Preparation is inconsistent</i>	<i>Rarely or never prepared</i>	
Participation	<i>Plays an active role in discussions and activities</i>	<i>Participates constructively in discussions or activities</i>	<i>When prepared participated constructively in discussions or activities</i>	<i>Comments vague if given; frequently demonstrates lack of interest</i>	
Contribution to class	<i>Comments and activities advance class/project efforts</i>	<i>Relevant comments or activities are based on task or assigned material</i>	<i>When prepared, comments or actions are based on task or assignment</i>	<i>Demonstrates a noticeable lack of interest on occasion</i>	
Group dynamics	<i>Group dynamic, discussion, and activity are often better because of student's presence</i>	<i>Group dynamic, discussion, and activity are occasionally better, but not worse, because of student's presence</i>	<i>Group dynamic, discussion, and activity are sometimes disrupted by student's presence</i>	<i>Group dynamic, discussion, and activity are often disrupted by student's presence</i>	
Accumulated score (out of 20)					

FIELD DIARY RUBRIC -- MA IN MARITIME STUDIES

Student's Name _____

Class name _____

Faculty Member _____

Semester/School year _____

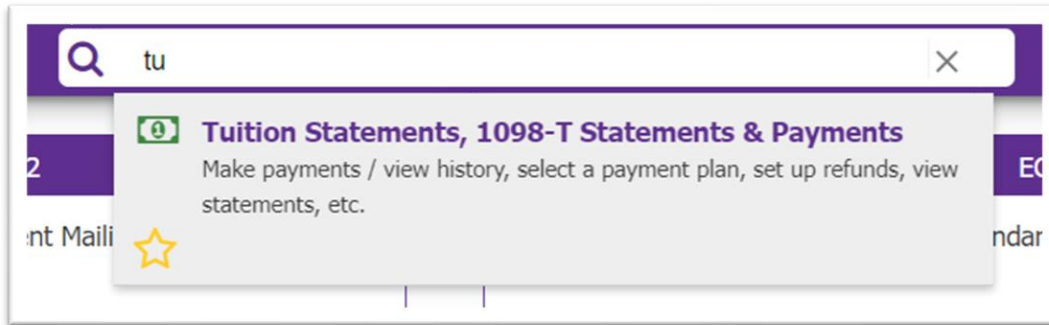
	A (4/4)	B (3/4)	C (2/4)	F (1/4)	Score (out of 4)
Comprehensiveness	<i>Each entry is written comprehensively. Includes highly relevant data and observations.</i>	<i>Most entries written comprehensively with most relevant data and observations included.</i>	<i>Entries rarely comprehensive. Periodically omits relevant data and observations.</i>	<i>Entries are not comprehensive. Consistently omits relevant data and observations.</i>	
Presentation	<i>Content is very effectively presented with good use of illustration.</i>	<i>Content is well presented with periodic use of illustrations.</i>	<i>Content is presented adequately. Illustrations are rare and/or ineffective.</i>	<i>Content is presented poorly. Few to no illustrations.</i>	
Legibility	<i>All content is consistently legible and neat.</i>	<i>Most content is legible.</i>	<i>Content is often illegible.</i>	<i>Content is consistently illegible.</i>	
Organization	<i>Content is well organized. Includes a detailed table of contents. Makes excellent use of titles and chronological notations to organize content.</i>	<i>Content is mostly organized. Includes a table of contents. Makes some use of titles and chronological notations to organize content.</i>	<i>Content is rarely organized. Periodic use of titles to differentiate daily activities, data, or observations.</i>	<i>Content is disorganized. May make no use of table of contents, or titles to organize diary content.</i>	
Consistency	<i>Diary contains entries for each day with consistent content.</i>	<i>Diary contains entries for most days with mostly consistent content.</i>	<i>Diary misses many days, and content included is inconsistent.</i>	<i>Diary misses entries on most days with erratic content.</i>	
Accumulated score (out of 20)					

MAKING DEPOSIT PAYMENTS for FIELD COURSES/SCHOOLS: MARCH 15 DUE DATE FOR \$500 DEPOSIT

Log-in to PiratePort

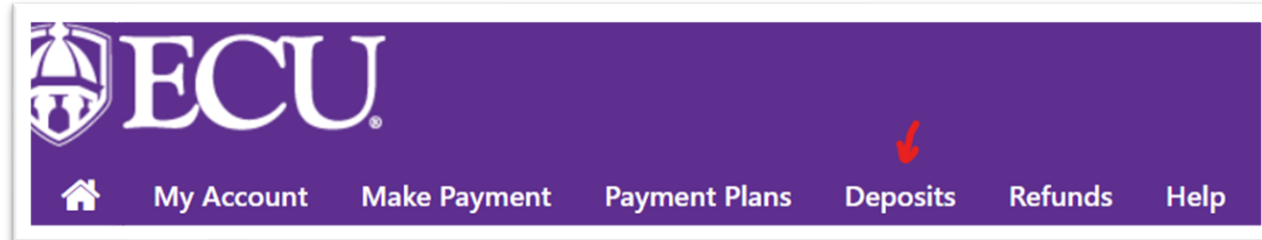
<https://pirateport.ecu.edu/>

Go to the search field at the top of the page and start typing the word Tuition. Click on the Tuition Statements widget.



This will take you to the TouchNet payment system. Log-in using your ECU credentials, if prompted. Once logged-in, you will be on the Student Account Home page.

Click on the “Deposits” option located in the purple banner.



You will then be directed to the Deposit Payment page. Select the term you are wanting to deposit for. Then select “Field Study Deposit” then click select.

You will then need to complete the Payment amount (deposit amount) you are paying and follow the payment prompts. Deposits can be made in various amounts, and you may submit multiple deposits within the deposit system. You may also review your deposit history on the Deposit History tab- on the Deposit Payment page.

A few things to keep in mind.

There are several methods of payments which can be used to make online student account payments and deposits.

<https://financialservices.ecu.edu/payment-information/>

2.85% additional charge will be added to payments made via credit card.

The University has out-sourced credit card payment processing for tuition, fees, housing, and meal plan charges to TouchNet. To cover its operating costs associated with processing card payments and with maintaining its information and technology infrastructure, TouchNet charges a 2.85% fee on credit card transactions processed. The convenience fee was determined by TouchNet as part of the outsourcing agreement for services.

If paying by electronic check, there is no added 2.85% fee.

Students and authorized users can pay online using E-check without incurring additional costs. Please confirm with your banking institution that the eCheck bank account, or a savings account, can be used to make ACH payments. ECU utilizes the TouchNet ACH Validation Process when a student or authorized user submits an E-check payment in TouchNet. Students and authorized users, when submitting a payment in Touchnet, will be prompted to enter a valid bank account number, not a debit card number, and a routing number associated with the bank account number. Debit card account numbers cannot be used in place of a checking account number. Bank drafts returned for non-payment

for any reason will result in a returned check charge of \$35.00 and this charge will post to the student's account.

If paying by electronic checks an actual account number and routing number is required. This information can be found on a physical check or contact your banking institution for your account information.

The diagram shows a check form with the following fields and values:

- YOUR NAME: 678 Main Street, Anywhere, MI 12345
- DATE: _____
- 123 (in the top right corner)
- PAY TO THE ORDER OF: _____
- \$ _____
- _____ DOLLARS

At the bottom, the MICR line is shown with three highlighted sections:

- Routing Number:** 123456789010 (highlighted in red)
- Account Number:** 1234567890101234567890 (highlighted in green)
- Check Number:** 123 (highlighted in blue)

If you have any additional questions regarding payment and billing of your field course, please contact Leslie Spain, spainle@ecu.edu 252-328-9516 or the ECU Cashier's Office at cashier@ecu.edu 252-737-6886 or 1-888-331-5328