

# Cyprus Underwater Archaeology Fieldschool 2016



MARELab, University of Cyprus  
& Nautical Archaeology Society

Supported by the Honor Frost Foundation

## Final Report

## November 2016

## 1. Summary

In 2012 the Honor Frost Foundation provided a grant to the Nautical Archaeology Society (NAS) to help establish a formal partnership between the NAS and the University of Cyprus Maritime Archaeological Research Laboratory (MARELab). Following productive meetings held in September 2013 the two organisations agreed to work together under a Memorandum of Understanding (MoU) that now guides all future collaborative projects by the partners.

The core aims of the agreed MoU were to develop exchanges and co-operation in teaching and research in furtherance of the advancement and dissemination of information in underwater archaeology; and to co-operate to promote, facilitate and implement co-operation in the following programmes and activities.

In 2013 the NAS and the MARELab agreed to the development of collaborative international educational fieldschools in underwater archaeology aimed at students of archaeology at the University of Cyprus, the wider community on Cyprus as well as international participants including students from the Eastern Mediterranean region. The partners also agreed to the establishment, delivery and support for the NAS Training Programme on Cyprus, embedded in the MARELab as a mechanism to learn underwater archaeology fieldwork skills; to identify opportunities for co-operation in joint research and development in the discipline of underwater archaeology; and finally for the promotion of the MARELab as an Eastern Mediterranean regional training centre of excellence in underwater archaeology.

It is the belief of the partners that the activities of the Eastern Mediterranean regional training centre will build strong collaborative relationships between all parties and across geographical boundaries.

The principle aims of the underwater archaeology fieldschools are: a) to develop the underwater archaeological skills of students of archaeology at the University of Cyprus, the wider community on Cyprus, students of archaeology from the Eastern Mediterranean region as well as other international participants; b) to foster and build collaborative relationships between all participants attending fieldschools; and c) to encourage inclusion of professional divers on Cyprus to work together with archaeologists and share their knowledge and skills.

## 2. The 2015 fieldschool

The first Cyprus Underwater Archaeology Fieldschool was held in 2015 and was organised and taught by staff from both the University of Cyprus Maritime Archaeological Research Laboratory (MARELab) and the Nautical Archaeology Society, UK (NAS). The fieldschool took place in August 2015 and was attended by twelve participants from Cyprus, Egypt, Romania, UK, USA and France.

The fieldschool was held on a possible ancient anchorage site on the Xylophagou coast in Larnaca Bay. Participants were able to contribute to genuine research on this interesting site, which is being studied by the University of Cyprus and members of the NAS. The fieldschool was taught in English by NAS and University of Cyprus staff and underwater surveying, photography, illustration, using *Site Recorder* survey software and presentation skills. The fieldschool included excursions to Thalassa museum in Agia Napa and evening talks. NAS certifications were awarded to all the participants.

Thanks to funding from the Honor Frost Foundation [www.honorfrostfoundation.org](http://www.honorfrostfoundation.org), students of underwater archaeology from Cyprus and Egypt were awarded scholarships to support their attendance. All other students were awarded scholarships to support their SCUBA diving equipment hire.

### 3. The 2016 fieldschool

The second Cyprus Underwater Archaeology Fieldschool held in 2016 was again organised and taught by staff from both the University of Cyprus Maritime Archaeological Research Laboratory (MARELab) and the Nautical Archaeology Society, UK (NAS). The fieldschool took place from the Saturday 20<sup>th</sup> August 2016 until the Friday 2<sup>nd</sup> September 2016 and was attended by twelve participants from Cyprus, Greece, Finland, UK, USA and Canada.

The fieldschool was held on a Mazotos shipwreck site, off Cape Kiti, Cyprus. Participants were able to contribute to genuine research on this fabulous wreck site, which is being studied by the University of Cyprus Maritime Archaeological Research Laboratory (MARELab). The fieldschool was taught in English by NAS and University of Cyprus staff and included topics of underwater excavation, photogrammetry, artefact photography, artefact illustration, 3D modeling. NAS certifications were awarded to all the participants.

Thanks to funding from the Honor Frost Foundation [www.honorfrostfoundation.org](http://www.honorfrostfoundation.org), participants from Cyprus were awarded scholarships to support their attendance.

### 4. Fieldschool Staff Team

The Cyprus Underwater Archaeology Fieldschool 2016 was organised and taught by staff from the University of Cyprus Maritime Archaeological Research Laboratory (MARE Lab) and the Nautical Archaeology Society, UK (NAS).

**Dr Stella Demesticha**, Archaeological Research Director - University of Cyprus Maritime Archaeological Research Laboratory (MARE Lab).

Stella Demesticha completed her undergraduate studies in Archaeology in 1992, at the National University of Athens, Greece, (Department of History and Archaeology, Faculty of Philosophy,) and she continued at the Department of History and Archaeology of the University of Cyprus, where she got her PhD in Archaeology, in 2002. She worked for 7 years (2000- 2006) at the Piraeus Bank Group Cultural Foundation, in Athens, Greece (as head of the Museums Department and in 2006, as vice director of the Foundation). In 2006 she taught Maritime Archaeology at the University of Peloponnese, Greece, and since 2007 she lectures at the University of Cyprus.



She specializes in maritime archaeology, with a special interest in shipwrecks, amphorae, ancient seaborne trade routes and economy in the Eastern Mediterranean. Over the past 20 years, she has participated in many land and underwater archaeological projects in Greece and Cyprus. In 2011 she created the MARELab at the Archaeological Research Unit of the University of Cyprus. She currently directs three ongoing underwater field projects (the Mazotos and the Nissia Shipwreck Projects and the Xylophagou Anchorage Project) and coordinates all MARELab research programmes. She teaches both under- and post graduate courses, coordinates a Master's Programme (Field Archaeology on Land and Under the Sea) and supervises PhD students.

#### **Mark Beattie-Edwards**, Fieldschool Director – Nautical Archaeology Society

Mark started working for the NAS in 2001 as the Training Officer, Project Officer, Project Manager, Programme Director and since March 2016 he has been the NAS Chief Executive Officer. Mark is responsible for the day-to-day operation of the NAS office in Portsmouth, UK including overall supervision of all training and project opportunities.

Mark studied Archaeology at Southampton University between 1993 and 1996 and returned to Southampton in 1999-2000 to undertake the MA in Maritime Archaeology (awarded with Distinction). Mark has worked in the Guernsey, Sweden, the Caribbean and throughout the UK. His current projects include work on two of the UK's protected wrecks - the Holland No.5 submarine (lost 1912), the Norman's Bay Wreck (lost c.1690). He has also published on a collection of vessels in Forton Lake in Gosport (UK) and most recently has begun working on a Roman amphorae site in the waters off Guernsey.



### **Rachel Quick, Fieldschool Coordinator – Nautical Archaeology Society**

Rachel started working for the NAS in 2011 as a graduate in Archaeology and Anthropology from Bristol University, and a Masters graduate in Maritime Archaeology from the University of Southampton. Rachel has worked in the field of archaeology for just over 10 years working both terrestrially and in the marine environment. Her main field of interest is the ethnographic recording of not only the boats/ships/vessels but the people and societies that use them. It is clear that she has passion for anything that does or did float on the water.

Rachel is responsible for the organisation, administration and delivery of the NAS Education Programme in the UK to promote nautical archaeology to the general public and beyond. Rachel also works as the NAS in house illustrator, specialising in archaeological illustrations and design for print and media production. Working to open the world of maritime archaeology to all, including through the use of social media – you can often find Rachel tweeting on behalf of the NAS.



### **Andonis Neophytou, Photographer and Instructor - University of Cyprus Maritime Archaeological Research Laboratory (MARELab)**

Andonis is a MARELab associate, as head of the documentation team. He has participated in underwater excavation projects (Mazotos and Nissia shipwrecks), surveys (at Paphos and at Xylophagou) and other maritime related projects like *KARABOI: KAPABOI: The Ship Graffiti on the Medieval Monuments of Cyprus: Mapping, Documentation and Digitisation*.

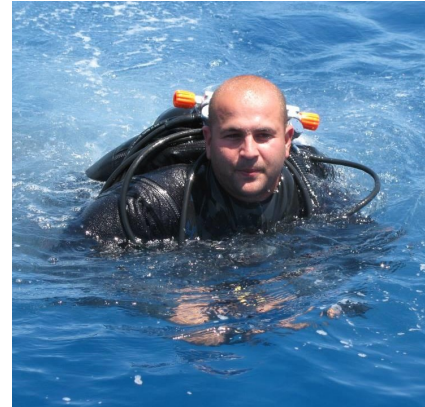
Andonis is a Computer Scientist with specialization in Software Engineering and Database Design. He has been a research affiliate with the Computer Science Department of University of Cyprus and taught computer science courses at Cyprus College/European University in Nicosia. He is an Instructor Trainer in First Aid (EFRIT-634176) and a diving Master Instructor (MI-634176).



**Christos Patsalides**, Chief Diver and Safety Officer - University of Cyprus, Maritime Archaeological Research Laboratory (MARELab)

Christos is a MARELab associate as the chief diver of the lab's underwater projects: since 2008, at the Mazotos Shipwreck project and in 2014 at the Green Bay Shipwreck Project.

Christos has been professionally involved in the diving business in Cyprus since 1999. He is now a SSI Instructor trainer for Technical diving up to Hypoxic Trimix 100m level; Ocean reef full face mask Instructor; Suex Scooters Instructor, DAN Instructor for all levels; PSAI rebreather diver; CMAS Advanced Scientific diver; CMAS Advance Marine Biology diver; CMAS Advance Oceanology diver .



**Robert White**, Fieldschool Assistant, Nautical Archaeology Society

Robert joined the NAS in 2008, he is an NAS Assistant Tutor who holds an NAS Part III certificate. He is currently writing up his NAS Part IV diploma material based on the work done at the Xylophagou Anchorage Project, Cyprus.

He is qualified as a BSAC National Instructor and HSE commercial diver. A composer and musician by profession he is currently studying for a degree with the Open University in classics, material culture/anthropology and archaeology. His deepening interest in marine archaeology was instigated by his discovery of the anchors and anchorage site at Xylophagou beach in 2009. Robert has also worked on the HMS *Invincible* and Norman's Bay wreck in the UK. His special interests are ancient technology and experimental archaeology.



**Nick Hassapis**, Fieldschool Assistant, Nautical Archaeology Society

Nicholas has been an NAS member enjoying the NAS's wide range of courses and projects since 2002.

Nicholas studied Classics at UCL and even managed to include some units in archaeology. He has been involved in the Mazotos Wreck Project and the Xylophagou Anchorage Project since 2011 and has participated in a number of projects in the UK and the Mediterranean. He's a keen diver and diving instructor who rarely missed an opportunity to promote maritime archaeology and diving with a purpose amongst his fellow club members.



**David J Selmo**, Fieldschool Assistant, Nautical Archaeology Society

David came into maritime archaeology through the NAS and earned his Part 3 in 2014. He holds a Master of Science in Maritime Archaeology from the University of Southampton, England and specializes in Underwater Reflectance Transformation Imaging and subaquatic photogrammetry. He is an Open Water scuba diving instructor with both BSAC and PADI and holds a host of technical, commercial equivalency and international scientific diver certifications. He has participated in numerous ancient shipwreck excavations in the Western Mediterranean and has a strong working knowledge of the equipment, mechanics and methodology of subaquatic excavation best practices.



## 5. Participants

The twelve participants who took part in the fieldschool were :

- |                            |  |
|----------------------------|--|
| 1. Constantinos Mardacofta | - Cypriot national                     |
| 2. Demetris Touvannas      | - Cypriot national                     |
| 3. Christos Iliadis        | - Greek national                       |
| 4. Zorpas Eleftherios      | - Cypriot national                     |
| 5. Yiorgos Hadjittofis     | - Cypriot national                     |
| 6. Spyros Syrou            | - Cypriot national                     |
| 7. Dominic Coyne           | - British national                     |
| 8. Raymond LeFrense        | - Canadian national                    |
| 9. Teemu Kerola            | - Finnish national                     |
| 10. Jouni Kalliomäki       | - Finnish national                     |
| 11. Christopher Drew       | - USA national                         |
| 12. Harald Gjermundrod     | - Norwegian national, living in Cyprus |



Image: The Cyprus Underwater Archaeology Fieldschool 2016 team

## Administration

The fieldschool participants were required to sign a participation agreement to confirm their intention to attend the fieldschool. The agreement included the following terms and conditions:

- 1. Proof of Insurance:** all participants must have valid international health and injury and travel insurance and must provide the insurance provider's contact information, as well as the policy numbers. These must be submitted to Fieldschool Coordinator, Rachel Quick by the 3<sup>rd</sup> August 2015, prior to the start date of the fieldschool.
- 2. Release form:** all participants must read and accept the terms and conditions of the Cyprus Underwater Archaeology Fieldschool 2015 Participation Agreement to participate in the fieldschool; a signed form must be submitted to Fieldschool Coordinator, Rachel Quick by the 16<sup>th</sup> March 2015, prior to the start date of the fieldschool.
- 3. Fee Payment:** Participants not offered a full HFF scholarship were required to pay fees of £1,750.00 (GB Pounds)
- 4. Visa's:** It is a participants own responsibility to ensure that they have valid travel documents and to arrange for an appropriate visa for Cyprus if required - UK, EU and US nationals do not require a visa to visit Cyprus; other nationalities should check with their embassies.



5. **Weather:** As principally an outdoor activity, the Cyprus Underwater Archaeology Fieldschool 2015 is at the mercy of the weather. If work on site has to cease or if bad weather disrupts our time on site, we cannot offer refunds.

6. **Travel:** Participants are responsible for arranging their own travel to Cyprus and must be in Oroklini and the fieldschool accommodation by the evening of Sunday 16<sup>th</sup> August 2015. Whilst on the site, or travelling to the site, the organizers are not responsible for any accident, injury, loss or damage to person or property caused directly or indirectly by actions of third parties.

7. **Timetable:** The organizers reserve the right to modify the content of the syllabus of the Cyprus Underwater Archaeology Fieldschool 2015. The organizers will keep all participants informed of proposed alteration to the syllabus.

8. **Equipment:** Participants will be required to confirm in writing that any SCUBA equipment that they bring with them is suitable and safe to use. The organizers do not accept any liability for incidents resulting from a participants own personal equipment.

9. **Liability:** The organizers do not accept any liability for damages to or loss of personal items which are brought to the fieldschool. The participant will be held liable for injury to persons caused by the neglect of health, safety and working instructions provided by the fieldschool staff members.

10. **Behaviour:** The organizers reserve the right to exclude anyone from the fieldschool if they are believed to be acting in an offensive, abusive, dangerous or illegal manner. No refund will be given. Repatriation (if required) is at the participant's own expense.

11. **Damage to property:** Participants must pay the full cost of any damage they cause to property.

12. **Attendance:** Participants will be required to attend all components of the Cyprus Underwater Archaeology Fieldschool 2015. Participants will be required to contribute towards an online blog/diary about the fieldschool.

13. **Reporting:** Participants will be required to attend all components of the Cyprus Underwater Archaeology Fieldschool 2015. Participants will be required to contribute towards an online blog/diary about the fieldschool.

14. **Promotion:** The organizers may take promotional photographs and video footage of participants

15: **Copyright / Use of images:** The participants agree not to publicize any monument/artefact/ecofact that is found/documented/conserved/restored/visited during the fieldschool and any scientific results from the fieldschool activities.

All graphic, textual, photographic and video documents related to the fieldschool shall be considered as property of the University of Cyprus Maritime Archaeological Research Laboratory (M.A.RE Lab) and the Nautical Archaeology Society.

All graphic, textual, photographic and video documents related to the fieldschool must be submitted to the fieldschool coordinator by the end of the fieldschool. Participants keep the right to use these documents for non-commercial purposes. If any participant intends to distribute or publish photos/videos of the site/parts of the fieldschool they must communicate the request with the research director or fieldschool director in advance.

16: **Vis Major:** The organizers not be responsible for any failure to comply with any of its obligations (and therefore shall not be required to provide any compensation) if the failure is occasioned by any cause beyond the organizers reasonable control. Nor shall the organizers be responsible for any costs incurred by or on behalf of the student as a result of any such cause. Such causes shall include but shall not be limited to war, threat of war, riot, civil strife, industrial dispute, terrorist activity, natural or nuclear disaster, unusually adverse weather conditions and infectious diseases.

## Fieldschool Programme – Elearning Courses

Prior to the start of the fieldschool nearly all the participants were registered on the NAS ELearning Training Programme undertaking the “Introduction to Maritime Archaeology” and “Introduction to Underwater Archaeology” online courses. Two of the participants had already undertaken these courses and so did not need to do the online courses.

## Fieldschool Formal Taught Elements

Based on the experience of running the 2015 fieldschool and due to weather conditions in Cyprus the formal taught elements of the fieldschool were scheduled to take place in the afternoons. The mornings were spent out on the Mazotos Wreck. Participants were given days off diving to off-gas and were able to either spend the day on the boat or back in the conservation facility or in the office.

The taught elements consisted of lectures and practical sessions on a variety of different topics. These included:

Lecture: The Mazotos Shipwreck  
Practical: Archaeological Photography  
Lecture: Underwater Excavation: basic methodologies and tools  
Lecture: Photogrammetry  
Lecture: Conservation of Waterlogged Artefacts  
Practical: Pottery Recording  
Practical: Artefact Photography  
Practical: 3D Recording  
Practical: Artefact Illustration

As well as the above classes, the participants were also required to undertake the NAS practical skills classes to accompany the ELearning courses

### Instructors

Andonis Neophytou (AN), Christos Patsalides (CP), Dimitris Skarlatos (DS), Eleni Loizidou (EL), Irene Katsouri (IK), Mark Beattie-Edwards (MBE), Rachel Quick (RQ), Stella Demesticha (SD).

Saturday, August 20 <sup>th</sup>	Sunday August 21 <sup>st</sup>	Monday August 22 <sup>nd</sup>	Tuesday August 23 <sup>rd</sup>	Wednesday August 24 <sup>th</sup>
Morning on the Mazotos site				
	Introduction dives	Tagging artefacts / taking notes	Photography / excavation	Photography / excavation
Afternoon Lectures / Activities				
Welcome <b>(MBE, SD, CP, AN)</b>  Lecture: <i>The Mazotos Shipwreck</i> <b>(SD)</b>	Lecture and Dry Practical: <i>Site Documentation and Mapping</i> <b>(MBE+RQ)</b>	Logbooks  Familiarisation with the camera + Photo tagging <b>(AN)</b>  Lecture: <i>Archaeological Photography</i> <b>(AN)</b>	Tagging / Finds Cataloguing / Logbooks  Photography Tagging <b>(AN)</b>  Lecture: <i>Underwater Excavation: basic methodologies and tools</i> <b>(MBE)</b>	Tagging / Finds Cataloguing / Logbooks   Lecture: <i>Photogrammetry</i> <b>(DS)</b>
Thursday August 25 <sup>th</sup>	Friday August 26 <sup>th</sup>	Saturday August 27 <sup>th</sup>	Sunday August 28 <sup>th</sup>	Monday August 29 <sup>th</sup>

Morning on the Mazotos site				
Photography / excavation	Photography / excavation	Photography / excavation	Photography / excavation	Photography / excavation
Afternoon Lectures / Activities				
<p>Tagging / Finds Cataloguing / Logbooks</p> <p>Practical: <i>Artefact Photography</i> <b>(AN)</b></p>	<p>Tagging / Finds Cataloguing / Logbooks</p> <p>Practical: <i>Pottery Recording (SD)</i></p>	<p>Tagging / Finds Cataloguing / Logbooks</p> <p>Lecture: <i>Shipwreck Archaeology</i> <b>(SD)</b></p> <p>Group Project Preparation</p>	<p>Tagging / Finds Cataloguing / Logbooks</p> <p>Group Project Preparation</p>	<p>Tagging / Finds Cataloguing / Logbooks</p> <p>Practical: <i>Artefact Drawing</i> <b>(RQ)</b></p>
Tuesday August 30 <sup>th</sup>	Wednesday August 31 <sup>st</sup>	Thursday September 1 <sup>st</sup>	Friday September 2 <sup>nd</sup>	Saturday September 3 <sup>rd</sup>
Morning on the Mazotos site				

Photography / excavation	Photography / excavation	Photography / excavation	Photography / excavation	No diving  Tagging / Finds Cataloguing / Logbooks
Afternoon Lectures/ Activities				
Tagging / Finds Cataloguing / Logbooks	Tagging / Finds Cataloguing / Logbooks	Tagging / Finds Cataloguing / Logbooks	Tagging / Finds Cataloguing / Logbooks	
Lecture: Conservation of Waterlogged Artefacts <b>(EL)</b>	3D Recording <b>(IK)</b>	Group Project Preparation	Project Presentations	End of the Fieldschool

## Fieldschool Experience working on the Mazotos Wreck

The Cyprus Underwater Archaeology Fieldschool 2016 fieldschool was held on the Mazotos Shipwreck in 45m of water off the coast of Cape Kiti. By choosing this site, participants were able to contribute to genuine research on this important site, which is being studied by the University of Cyprus Maritime Archaeological Research Laboratory.

Research at the Mazotos Shipwreck began in 2007. It is conducted under the direction of Dr Stella Demesticha, in collaboration with the Department of Antiquities of Cyprus. This is the first underwater archaeological research conducted by Cypriot institutions, thus establishing the foundations for the development of maritime archaeology on the island.

It is a shipwreck of a commercial ship dated to the late classical period. It is the first shipwreck of that period located in the South East Mediterranean carrying Chian amphorae, at a depth where divers can work. This is of noteworthy scientific significance as its research could shed light on issues concerning the sea routes and trade relations between the peoples of the Aegean and the S.E Mediterranean during this period.

This report on the delivery of the 2016 fieldschool will not deal with the research findings.

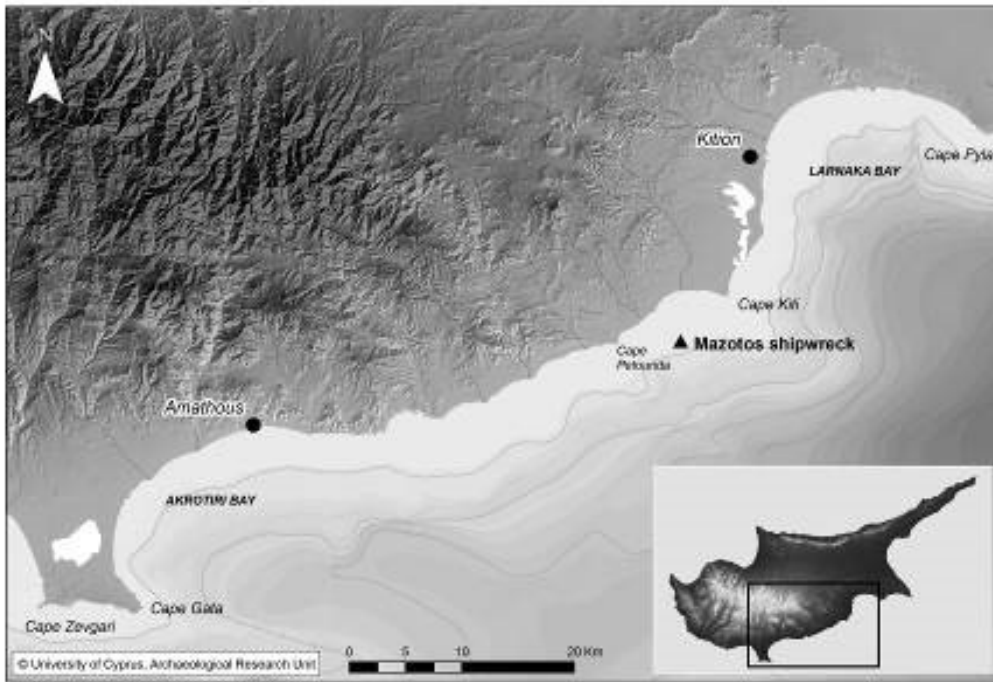
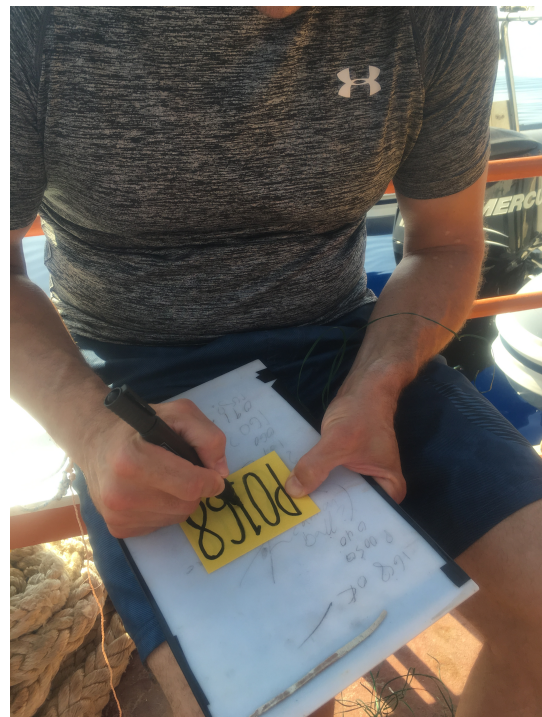


Image: Map of Cyprus showing the Mazotos wreck site © University of Cyprus MARE Lab



Images: Participants were able to be involved in every stage of working on the excavation of the Mazotos wreck site



Image: Artefact photography class, taught by Andonis Neophytou from the UoC MARE Lab



Image: Class on Conservation of Waterlogged Material, taught by Dr Eleni Loizidou, Cyprus Department of Antiquities



Image: The Recording Pottery class with Dr Stella Demesticha



Image: At the end of each day, the teams were required to brief Dr Stella Demesticha and here assistant, Irene about their work in their trench.





Image: NAS Recorder course practical site sketching exercise



Image: Assistance Professor Dimitris Skarlatos, Cyprus University of Technology teaching a class on photogrammetry



Image: Morning dive briefing for the team from Excavation Director, Dr Stella Demesticha



Image: Artefact Illustration course



Image: Fieldschool participants post-dive debriefing with Irene



Image: Helping to remove marine growth from amphora before they are transported ashore.

## Participant Presentations

From the very beginning of the fieldschool the participants were briefed that they would be expected to give a team presentation at the end of the two weeks. The three teams were provided with access to the archive of photographs and videos from the fieldschool that were stored on an external data drive that could be shared between them.



Image: Participant presentations being given at the end of the fieldschool.



Image: Participants were able to provide feedback to the fieldschool organisers as part of the presentation evening

## Awards Ceremony

At the end of the fieldschool the participants were presented with their certificate of attendance as well as individual reports on their "Participation Report". The awards ceremony took place in the village of Mazotos alongside the village's own awards ceremony for school children that had received college and university places. The awards ceremony included the showing of the fieldschool movie which had been made by one of the participants, Christopher Drew.

Subjects areas graded in the participation reports were their attitude to

1. Fieldwork
2. Post-Fieldwork
3. Educational Learning
4. Other (diving abilities, social skills, etc.)

The participation reports were drafted by the instructor team from the NAS and the MARE Lab and hopefully included positive advice for each participant for their future participation in underwater archaeology projects.



Image: Fieldschool participants receiving their certificates

## Publicity and Dissemination

In preparation for the fieldschool the NAS created a webpage with information about the fieldschool [www.nauticalarchaeologysociety.org/archcyprus16](http://www.nauticalarchaeologysociety.org/archcyprus16) but this webpage was not used as a primary mechanism for dissemination and publicity about the fieldschool. This was achieved via an online Blog which was created and maintained by the fieldschool team. Each day a fieldschool participant was required (with the help of instructors or other participants) to write the blog. The blog was hosted on WordPress meaning that anyone would be able to find and read it <https://archcyprus16.wordpress.com>

August 21<sup>st</sup>: <https://archcyprus16.wordpress.com/2016/08/21/so-they-let-me-come-back/>

August 22<sup>nd</sup>: <https://archcyprus16.wordpress.com/2016/08/22/much-better-visibility-than-my-last-fieldschool/>

August 23<sup>rd</sup>: <https://archcyprus16.wordpress.com/2016/08/23/the-beautiful-complexity-of-surveying/>

August 24<sup>th</sup>: <https://archcyprus16.wordpress.com/2016/08/24/another-day-of-diving-into-history/>

August 25<sup>th</sup>: <https://archcyprus16.wordpress.com/2016/08/25/160/>

August 26<sup>th</sup>: <https://archcyprus16.wordpress.com/2016/08/26/another-interesting-day-for-the-field-school-participants-as-two-amphorae-saw-the-light-of-day-for-the-first-time-in-about-2500-years/>

August 27<sup>th</sup>: <https://archcyprus16.wordpress.com/2016/08/27/diving-is-passion/>

August 28<sup>th</sup>: <https://archcyprus16.wordpress.com/2016/08/28/2016-mazotos-ship-wreck-excavation-the-unfinished-journey/>

August 29<sup>th</sup>: <https://archcyprus16.wordpress.com/2016/08/29/my-journey-to-mazotos/>

August 30<sup>th</sup>: <https://archcyprus16.wordpress.com/2016/08/30/entering-a-45m-below-sea-level-time-capsule/>

August 31<sup>st</sup>: <https://archcyprus16.wordpress.com/2016/08/31/mazotos-2016-incredible-teamwork/>

September 1<sup>st</sup>: <https://archcyprus16.wordpress.com/2016/09/01/dive-into-history/>

September 2<sup>nd</sup>: <https://archcyprus16.wordpress.com/2016/09/03/divers-up/>

Before the fieldschool had started the NAS posted four blogs to provide a background to the 2016 event.

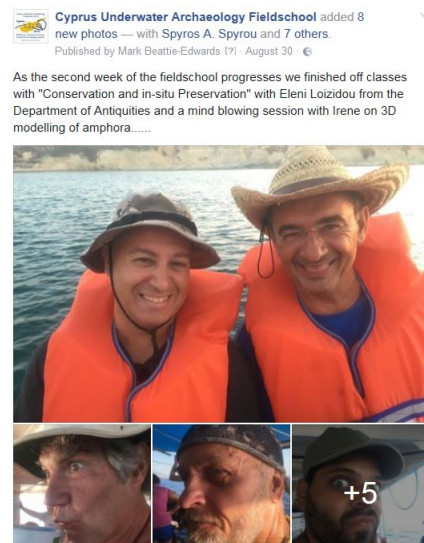
Our Sponsors - <https://archcyprus16.wordpress.com/2016/07/19/blog-post-title-2/>

Meet the Team - <https://archcyprus16.wordpress.com/2016/07/19/meet-the-team/>

The 2016 Fieldschool - <https://archcyprus16.wordpress.com/2016/07/19/the-2016-fieldschool/>

The Mazotos Shipwreck - <https://archcyprus16.wordpress.com/2016/07/19/the-mazotos-shipwreck/>

The NAS managed to update social media feeds nearly every day of the fieldschool. The primary social media outlet was a Facebook page created to host text, images and videos on the fieldschool. This page can be found at: <https://www.facebook.com/archcyprus/> . To increase the readership of posts to the Facebook page the NAS shared posts with its own followers and to other relevant pages.



As of 28<sup>th</sup> November 2016, the Facebook page had 1103 likes. Although the NAS did not create a specific Twitter profile for the fieldschool we did use the hashtag #ArchCyprus16 when posting online.



Nautical Arch Soc @NautArchSoc - Aug 24  
Yogog has volunteered on the project since 2010 #ArchCyprus16  
[archcyprus16.wordpress.com/2016/08/24/ano...](http://archcyprus16.wordpress.com/2016/08/24/ano...)



Nautical Arch Soc @NautArchSoc - Aug 27  
"Underwater archeology is highly addictive" #archcyprus16 blog now online  
[archcyprus16.wordpress.com/2016/08/27/div...](http://archcyprus16.wordpress.com/2016/08/27/div...)



Images above: The fieldschool #archcyprus16 Twitter feed



## Feedback

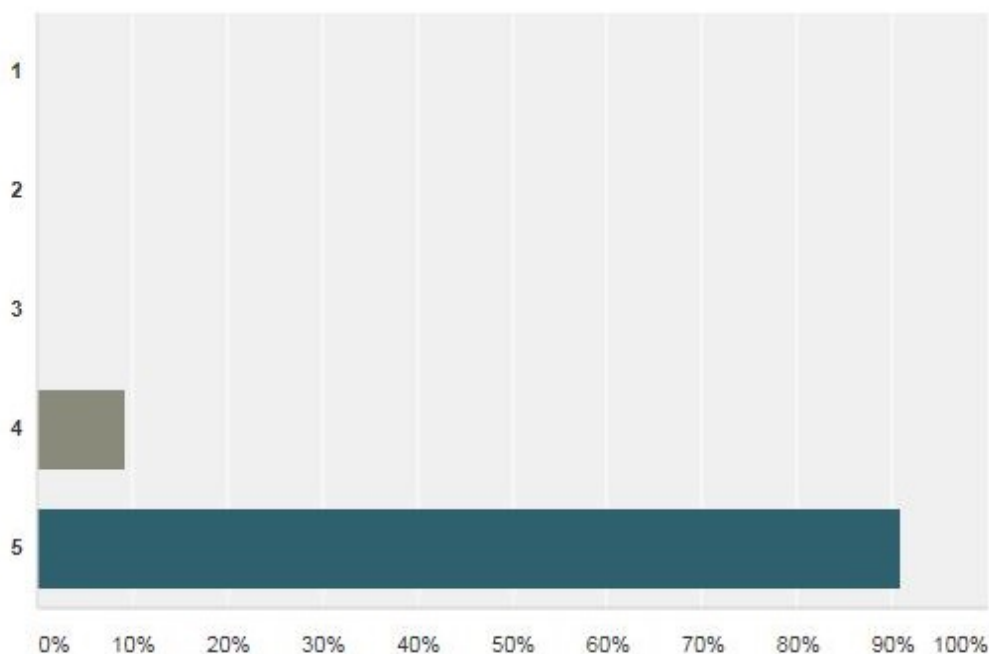
Following the fieldschool the participants were asked to complete a short questionnaire on SurveyMonkey ([www.surveymonkey.com](http://www.surveymonkey.com)) about their experience. The questions asked were:

- Q.1. How would you rate your fieldschool experience?
- Q.2. Did the fieldschool meet your expectations? If no please indicate why.
- Q.3. Please comment on the fieldschool timetable – for example was it too intense, too simple, too short?
- Q.4. What skill would you have wanted to spend more time perfecting?
- Q.5. Were you provided with adequate information in advance of the fieldschool?
- Q.6. How would you rate the fieldschool food?
- Q.7. How would you rate the fieldschool accommodation?
- Q.8. Please provide a quote regarding what you gained most from the fieldschool (max 100 words).

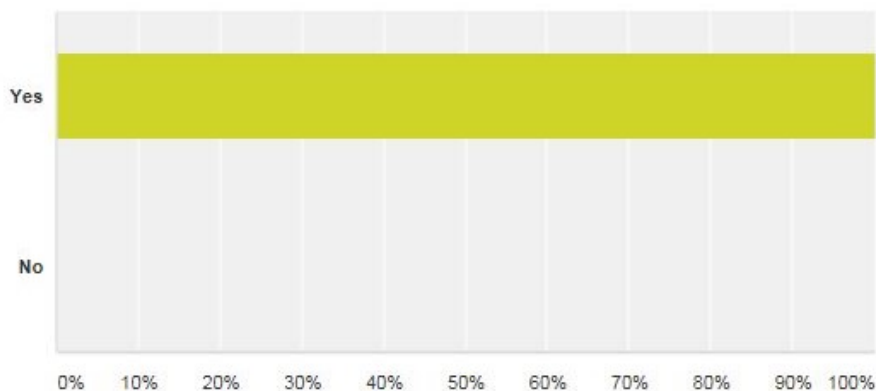
As of the 24<sup>th</sup> November 2016, 11 of the 12 participants had completed the questionnaire. The results are summarized below.

### Q. 1. How would you rate your fieldschool experience? 1 being poor, to 5 being excellent

Excellent	10 responses
Good	1 response



**Q. 2. Did the fieldschool meet your expectations?**



Yes            11 responses  
No             1 response

In addition three comments were received:

*The fieldschool exceeded my expectations. I was uncertain of the degree of hands on involvement we would have in the work being conducted on the wreck; if we would be observing or actually participating. I was pleasantly surprised that the entire fieldschool body was utilized in a hands on capacity.*

*Above and beyond my expectations!*

*It was better than what I expected*

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**Q.3. Please comment on the fieldschool timetable**

11 comments were provided.

*Yes some days were too intense because we did not have enough time between diving and lessons.*

*Lot of time on board Queen Zenobia with nothing to do. Some of the exercises done at the classroom could have been done on board during the days.*

*I wish there was a way to go through more theoretical lessons, but I understand that time was limited, in terms of the excavation, schedule to keep up, weather depending etc. I can't believe anyone would be complaining about something, apart from the desire to have been given more knowledge...*

*Too intense but totally worth it!*

*I felt the time table was too short for some of the academic portions. The illustration class was condensed from the typical NAS format and the photogrammetry presentation was way too short to take away much useful knowledge.*

*Definitely a better timetable (time management) needs to be drawn, taking into consideration the hours spent at the dive site. There were so many interesting topics, but due to lack of time, we just touched them. I am sure that there are quite more interesting subjects in the field of marine archaeology, that were not part of the course.*

*Timetable may have been slightly too short -- there was so much to cover in so little time! I realize that a lot of effort goes into planning a class-window for a fieldschool, so I certainly can't complain. We got just about everything done.*

*Very good. It was really nice to be able to do volunteer work right after the fieldschool.*

*It was tiring after spending whole day on the day and have late afternoon theory lessons.*

*It was intense, but I wouldn't have wanted to remove anything.*

*It was intense but incredibly rewarding*

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**Q. 4. What skill would you have wanted to spend more time perfecting?**

11 comments were provided.

*Taking pictures for photogrammetry.*

*Conserving, underwater photos*

*the drawings.... especially underwater ones! also to play with the cameras and make our own photogrammetry photos from start, but as I said, times would not allow this to us...*

*To expert your skills, experience is a must, and experience comes with lots of archeology diving projects!*

*Photography, photogrammetry (specifically the application of the software).*

*Speaking only and specifically on the archaeological aspect, as a beginner, it is hard to decide right now. Going over the various phases once more, will help "the penny drop".*

*Photogrammetry and ROV operations. More specifically, what happens next after making the basic model! (Mesh editing, aligning library shapes with the mesh, etc. We touched on those and it gave me enough info to know where to pick back up online at the library). I was really looking forward to learning the best way to integrate an ROV with dive team operations, since my team back here in the states is getting a new ROV. However I completely understand that*

*technical problems happen and that the project ROV wasn't working for much of the time. I still had a blast and learned heaps!*

*We did not really perfect any skills, just lead the rudimentary basics. All of the skill could be learned better. However, there was not really any time for deeper learning or practicing with new skills.*

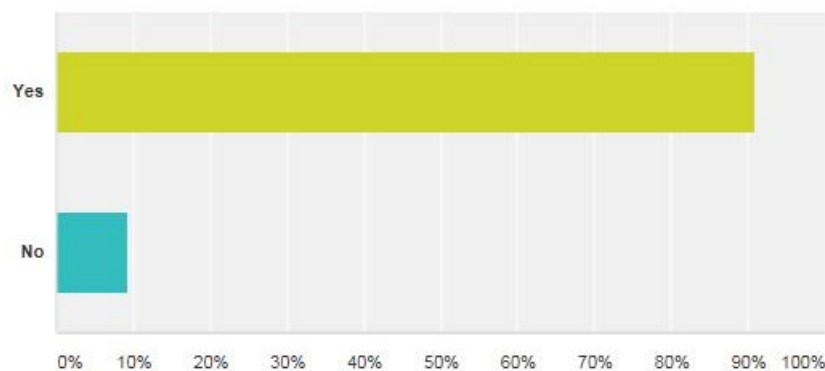
#### *Photodocumenting*

*Would have liked to spend more time in the water and how to handle the artifacts in-situ. However, due to the depth I understand why this was difficult to accommodate.*

#### *Excavation*

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#### **Q.5. Were you provided with adequate information in advance of the fieldschool?**



Yes 10 responses  
No 1 response

Four comments were provided:

*I wish I had gone through the e learning a lot earlier...*

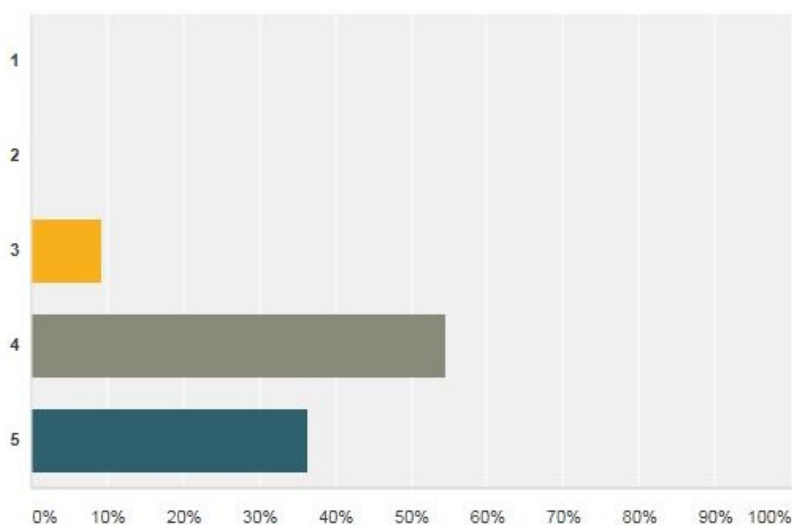
*The online course gave a broad view as to what marine archaeology is, even though some aspects, especially laws, do not apply locally.*

*You could have mentioned that all decos would be done with surface lines and there would be no need to carry your own stage regulator set with you.*

*It would have been helpful if we were given a list of the Software products that we would be introduced to during the school, in addition to where we could install them from. Then we would have been more prepared for some of the lessons and could have familiarized us with the products before the school.*

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**Q.6. How would you rate the fieldschool food? 1 being poor, to 5 being excellent**



Excellent      4 responses  
Good            6 responses  
Acceptable    1 response

Three comments were received:

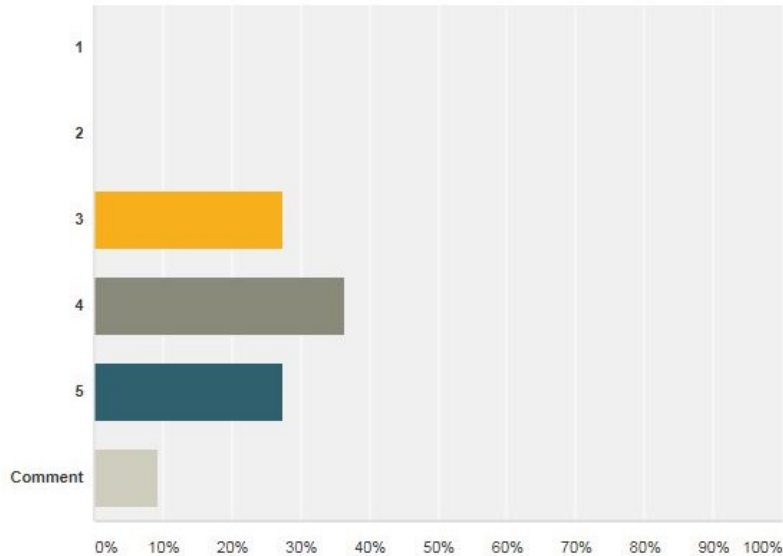
*It was ok. sometimes had some hungry "bears" left with half empty - half full stomach, but it was ok ;)*

*It was an amazing experience and I met so many great people who are passionate about diving and marine archaeology. I would highly recommend this experience to anyone.*

*Hard to judge on sample size one, when not really knowing what would be customary in such field work.*

**Q.7. How would you rate the fieldschool accommodation? 1 being poor, to 5 being excellent**

Excellent      3 responses  
Good            4 responses  
Acceptable    3 responses



One comment was received

*It was ok. Internet was a bit weird, but ok in general. I believe it would have been better to arrange students together in the same flat, as they would have had more time to discuss things further, and this might have been more productive.*

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**Q.8. Please provide a quote regarding what you gained most from the fieldschool (max 100 words).**

11 quotes were received:

*I started working on the Mazotos Project in 2010. The field-school gave me the opportunity to understand better all those jobs that have been assigned to me in the past and why we need to undertake these tasks each day. The field school was an excellent opportunity for me to learn new things as regard Archaeology.*

*Good meaningful dives with many new friends*

*"It blew my mind away" - totally changed the approach on underwater findings and how to protect them.*

*Great experience digging the past, with great people/divers.*

*What I gained most from the fieldschool is an understanding of the complexity and intricacies of the logistical planning and support which must be organized to support a project of this size.*

*There was a lot of behind the scenes prep work which was required to make this operation a success. As someone who hopes to run a project of his own in the near future it has shown me the importance of the ground work which must be laid well in advance of the project time line.*

*The fieldschool helped put in context what I have been experiencing during the marine excavations I have been experiencing. I have been diving at the Mazotos wreck since 2010. During this time, I have been trying to understand myself what was going on and try to make the best of what I could grasp here and there. The fieldschool has provided an insight in a structured manner and the foundations for further involvement in a lot of subjects, which previously were considered as black boxes or no go areas. I have really enjoyed it and many thanks.*

*The Cyprus fieldschool on the Mazotos shipwreck was an absolutely amazing experience to learn critical archaeological skills; all while having the opportunity to work on an actual archaeological site and contribute key data to an ongoing international project. In particular, I found the photogrammetry and survey practices to be very valuable, as well as the in-situ photo-documentation and the excavation training. Having these skills will allow me to join more projects back home while helping to ensure preservation of the site context... and gradually uncover the fascinating stories behind them!*

*You do not make measurements on the field any more, you do it from the photogrammetry models.*

*Appreciation of our underwater environment and antiquities.*

*Respect for the amount of time and effort required in order to do a proper underwater excavation*

*I gained the ability to work on challenging underwater sites and it was an experience I could not get anywhere else.*

## Lessons Learnt

The delivery of the second Cyprus Underwater Archaeology Fieldschool in 2016 was always going to be a learning experience for everyone; the participants, the instructors as well as the organizers as it was the first time that a fieldschool had been held on the Mazotos shipwreck, and the first time the NAS has run such an event on such a deep site. On the whole the organizers were pleased with the honest feedback received from the participants.

As part of the closing ceremony the organizers made comments about how they felt the fieldschool went and lessons that they and learnt. At the same time the participants were also given the opportunity to provide suggestions for future fieldschools.

It is certainly not easy to create an effective class on such an important, complex and deep site, with so many different students and a team of instructors that were working together for the first time. Therefore, the feedback received is a great testament to the efforts of the organisers and everyone who assisted in the development and delivery of the fieldschool.

As with the 2015 fieldschool, an interesting aspect of the 2016 fieldschool was its inter-cultural character. Apart from different nationalities, students also came from different cultures and with expectations of an academic fieldschool. This must always be taken into consideration since one of the project's objectives is to create a training programme for the Eastern Mediterranean region.

## Budget

The 2016 fieldschool and Mazotos Wreck Project received a total of £47,494.04 in grant support from the Honor Frost Foundation, and an additional £5,995.96, which was an under-spend from the 2015 event also supported by the Foundation. An additional £11,700 was raised by charging participation fees. The University of Cyprus MARE Lab covered costs amounting to 12,129.97 euros (exchange rate value of £10,433.36), so a total of £75,623.36 was available for the organisation and delivery of the fieldschool. See full detailed budget supplied.

### Income:

HFF Grant 2016:	£47,494.04
HFF Grant 2015 underspend:	£5,995.96
Participant fees:	£11,700.00
University of Cyprus MARE Lab:	£10,433.36 (12,129.97 euros)
<b>Total:</b>	<b>£75,623.36</b>



### **Expenditure:**

The costs were divided into staffing (including organisation and delivery), travel (including travel to Cyprus and domestic travel on Cyprus and RIB fuel for transporting ship to shore), fieldschool equipment purchase and hire (on site and for the classroom), accommodation, food, and other ancillary costs (shipping, bank charges, consumables).

The actual costs of delivering the 2016 Cyprus fieldschool and Mazotos Shipwreck Project were.

Direct staff: £9,700.00

Contracting staff: £4,179.96

Travel including international, domestic and RIB fuel: £7,194.57

Boat Charter: £23,628.10

Accommodation: £7,267.25

Subsistence: £6,490.12

Equipment purchases/hire: £913.56

Other ancillary costs including fees and charges: £242.00

**Total: £59,615.56**

### **Support in Kind:**

Much of the costs of the fieldschool were offset by in-kind support from staff from the NAS and University of Cyprus MARELab, NAS members acting as fieldschool assistants and from the donation of equipment including the RIB for ship to shore transportation and a compressor for filling diving tanks.

NAS staff: £1,100.00

University of Cyprus staff: £9,100.00

University of Cyprus boat: £7,750.00

University of Cyprus compressor: £2,016.00

NAS fieldschool assistants: £2,200.00

**Total: £22,166.00**

The actual monetary spend of £59,615.56 to organize and deliver the 2016 fieldschool and Mazotos Wreck Project has resulted in an under-spend of £16,007.80. It is suggested by the organizers that the under-spend could be used to contribute toward the planned activities as part of the planned Cyprus Underwater Archaeology Fieldschool in 2017.

### **Future Plans – 2017 Fieldschool**

It is the wish of the fieldschool organizers, NAS and MARELab, to host another underwater archaeology fieldschool in the July 2017, supported by the Honor Frost Foundation.

At a meeting with representatives of both organizations held during the 2016 fieldschool it was felt that an “Advanced” fieldschool that again involved teaching the underwater excavation of a site would a great follow-on experience following the 2015 fieldschool which was aimed at students of maritime archaeology with little or no fieldwork experience. The Advanced fieldschool in July 2017 would be targeted at those 12 participants who attended the 2015 fieldschool before being issued to over possible audiences.

The proposed site thought most appropriate for the 2016 fieldschool is the Nissia Shipwreck, at Paralimni, Cyprus. This is a wreck dated to the Ottoman period. It lies at a depth of around 28 metres, on a flat sandy sea bottom and has been known to the diving community since the late 1980’s. As a result it has been heavily looted and when the MARELab team arrived at the site, in 2014, only wooden fragments of the ship structure and three cannons were visible. However, with the support of HFF, MARELab conducted a short, preliminary field season in September 2014, with very good results: the team assessed better the site, public awareness was raised, students were trained and an in situ preservation programme was initiated.

The Nissia shipwreck site is appropriate for an Advanced Field School in Underwater Archaeology, for several reasons: (i) it is well preserved but not too deep, (ii) it is a real excavation project, not only a site for training, (iii) the sediment above the hull is only 15cm thick, so in two weeks time it is possible to progress significantly, and (iv) the parallel programmes of public awareness and *in-situ* preservation will provide the trainees with more insights into the world of underwater archaeology.

### **Acknowledgements**

The Cyprus Underwater Archaeology Fieldschool 2016 would not have been possible without the help of:

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The Nautical Archaeology Society

Cyprus University of Technology

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University of Cyprus  
Archaeological Research Unit



Nautical  
Archaeology  
Society



The crew of the MV Queen Zenobia

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