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COLLEGE OF ARTS & SCIENCES

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January 4, 2013

Administrative Board of the College of Arts and Sciences  
Office of General Education  
UNC-CH

Dear Colleagues,

### **Duke in Crete: The Azoria Field School in Classical Archeology**

The Department of Classics and the Study Abroad Office are seeking your approval for the Duke in Crete: The Azoria Field School in Classical Archeology program. This program is a joint collaboration between Duke University and the University of North Carolina at Chapel Hill: The Archaeological Field School in Crete represents the first field-based and collaborative teaching and research initiative of the Duke-UNC Consortium for Classical and Mediterranean Archaeology (<http://classicalstudies.duke.edu/ccma>). Dr. Donald Haggis (Department of Classics at UNC-CH) serves as the Azoria Project Director.

More information on the program can be found here:  
[http://globaled.duke.edu/Programs/Summer/Duke in Crete](http://globaled.duke.edu/Programs/Summer/Duke%20in%20Crete)

#### *Rationale*

The program was created through the Duke-UNC Consortium for Classical and Mediterranean Archaeology to foster an inter-institutional and interdisciplinary dialogue between departments of classics and art history at the two universities, while enhancing archaeology curricula in the respective programs. The Field School thus builds on the Consortium's already developed classroom discourse—on methods, theory, and practice in classical archaeology—by providing undergraduate students access to field research opportunities, and substantive curricular and extra-curricular interaction with graduate students and faculty in archaeology.

Given that the Project Director is a UNC-CH faculty member, a number of UNC-CH students have petitioned to participate in this summer program. It is then clear that by having this program approved for summer study abroad, it will meet a demand on the part of students in the UNC-CH Department of Classics and related departments.

It is relevant to note that an earlier version of this program was available to UNC-CH students through the Summer School before the Summer School decided to cease offering academic programs abroad during the summer. Dr. Haggis was the last Classics Department faculty member to teach it in 2002-

2006, in the context of the first phase of excavation at Azoria.

### *Description*

The Azoria Field School in Classical Archeology program is a six-week archaeological field studies program on the island of Crete. Based at the site of the Azoria Project, this program introduces students to diverse aspects of an archaeological excavation in Greece, including the stages of recovery, processing and primary study of the artifacts recovered, and interpretation of those objects. The program serves to increase students' knowledge of the general archaeology of Greece in general and Crete in specific, including the periods and cultures to be found at the Azoria site itself. In addition, students are involved in projects aimed at educating the public about the site and at contributing to the conservation of valuable cultural heritage.

The Azoria Project ([www.azoria.org](http://www.azoria.org)) is the on-going excavation of an ancient Greek city (7th-6th c. B.C.). The plan of work for 2013-2017 is to excavate an early Greek temple (ca. 1000-700 B.C.) and several Archaic-period houses (6th and early 5th c. B.C.), and to conduct a number of stratigraphic soundings in the area of the civic buildings in order to refine the understanding of the chronology and history of the site.

### *Courses and Faculty*

All students are registered for a course entitled *Field School in Classical Archaeology, CLST 342A* at Duke. It is taught by Dr. Donald Haggis and will transfer as 6 UNC credits. This course is an introduction to archaeological field methods and excavation techniques, through participation in archaeological excavation.

The central component of the Field School is archaeological fieldwork, in this case, excavation, which is a physically and intellectually arduous endeavor, requiring students to understand and think through complex research questions and practical problems, and then to implement various methods for recovering and interpreting data to begin to answer questions and solve these problems. The Archaeological Field School situation allows students to integrate and make connections between various methods and fields of inquiry, such as biological anthropology, environmental archaeology and historical ecology, botany, zoology, ancient history, and material culture studies. Furthermore, through its practices, the excavation experience requires students to innovate in daily problem solving while digging; to adapt physically, culturally, and intellectually to the daily life in a rural agrarian village; to understand the intensive methodological and practical situations presented by data recovery and the socially and academically challenging environment of a large scale research program.

There are two venues for classwork on this program. One classroom is provided by the excavation site itself where participants are involved in primary excavation, data recovery and processing of artifacts. In addition, classes are taught at the Institute for Aegean Prehistory Study Center for East Crete (INSTAP-SCEC) which provides not only teaching space but also library facilities, lab rooms, archive space and conservation areas.

### *Academic Requirements and Credit*

UNC-CH students will need to have a 2.7 GPA and have completed the first semester of freshman year to apply for the program. Although Dr. Haggis is the project leader and main instructor, UNC-CH students are applying to participate in a Duke study abroad program and so will only receive TREQ credit. 1 Duke credit = 3 UNC credits and so students will receive 6 UNC credits. Students will need a grade of C in order for credit to transfer.

A course syllabus and faculty CV are attached in Appendices.

### *Logistics, Health and Safety*

#### Facilities

The program centers on the actual excavation site, and formal presentations are integrated into the work schedule: these include regular afternoon presentations by the instructor and specialist staff. Weekly trench tours given by senior staff and graduate-student trench supervisors provide an overview of the site, methods of interpretation, and the progress of excavation. Occasional visits to other nearby sites offer a broader regional, cultural, and historical perspective.

The second location is the Institute for Aegean Prehistory Study Center for East Crete (INSTAP-SCEC) located near the excavation site, in Pacheia Ammos. The INSTAP SCEC is the research center that provides the Azoria Project storage, processing, and work space; library; laboratories; and conservation and computer facilities. Students will be working regularly in the conservation lab and study areas of the INSTAP SCEC during sessions of finds processing; and will have access to the library and computer facilities during operating hours of the facility. The project will provide transportation to and from the site and the SCEC facility. At the INSTAP SCEC students will also be required to attend all regular afternoon presentations and lectures by the instructors and specialist staff, as well as four formal academic lectures given by archaeologists as part of the Summer Lecture Series of the Institute for Aegean Prehistory Study Center for East Crete.

#### Housing

Students reside in local villages of Pacheia Ammos and Kavousi, both located a few kilometers from the excavation site and the research facility (INSTAP Study Center for East Crete). Students will live in prearranged rental rooms (pensions or small hotels). The rental rooms are very simple, but clean, comfortable, well kept, and secure establishments; and the owners have some 40 years' experience in hosting American archaeologists and students. The room assignments (by gender) are made by the project director. The rooms contain two or three beds, a closet, tables, and bathroom (bathing and toilet facilities). The rooms normally cluster around or connect to a common area with seating, balcony or patio space, refrigerator, and some cooking facilities.

Students will be responsible for providing their own meals. In the villages, there are small grocery stores with packaged food, drinks, and fresh produce of all kinds, bakeries and restaurants and coffee shops. There is a regular bus service between the villages and nearby towns of Ierapetra and Ayios Nikolaos which provide students access to larger super markets, farmers' markets, and bakeries if needed.

## Other activities

On Saturdays, there will be organized tours of Kavousi village and environs (traditional and early modern houses and industrial installations; Roman-Byzantine buildings) and the archaeological sites of Tholos (Roman); Chrysokamino (Early Bronze and Late Bronze Age) and Vronda and Kastro (Early Iron Age). Additionally, Sheila Dillon, contributing faculty in Duke's Art, Art History and Visual Studies department, will lead excursions to see classical collections in the archaeological museums of Ierapetra, Siteia, and Ayios Nikolaos.

In addition to the fieldwork, and organized site and museum tours, it is expected that students will use free time (afternoons and weekends) to visit sites in the immediate region and other areas of Crete. Each student is required to visit three sites of different chronological periods, such as Gournia (Middle Minoan III-Late Minoan I, ca. 1600 BC), Vasiliki (Early Minoan II, ca. 2600 BC), and Lato (Archaic-Early Hellenistic, ca. 700-200 BC). The first two sites are nearby and within walking distance of Pacheia Ammos; the others are accessible by bus or taxi.

## Health and Safety

All archaeological fieldwork carries some risk of medical emergency. However, Dr. Haggis and his colleagues have worked in Crete for the past 26 years and have taken all precautions in managing excavation and student staff to ensure a safe working environment. Students are advised on site-safety: for example, they are told precisely how and where to walk around excavation trenches; what kind of footwear, hat, and other clothing is appropriate for the fieldwork environment and the terrain; the proper use of tools and equipment; water and food consumption; and what to do in case of medical problems (such as accident or allergies).

The villages (Pacheia Ammos and Kavousi) and towns (Ierapetra and Ayios Nikolaos) are relatively rural and safe places, in terms of routine safety of person and property. No persons who are not members of the project staff are allowed on the site, into the SCEC research facility, or the student residences, without prior permission of the project director.

All students are required to have full medical insurance to participate in the project, and to work at the INSTAP Study Center for East Crete (SCEC). Students will also be asked to disclose any known potentially life-threatening or problematic physical preconditions (e.g., allergies; diabetes/blood sugar; susceptibility to heat stroke; autoimmune diseases; recent joint inflammation and broken or fractured bones; and drug allergies; etc.).

The excavation site and research facility are located approximately equidistant from two hospitals in the towns of Ierapetra (ca. 14.8 km; 20 min) and Ayios Nikolaos (21 km; 24 min), both with full 24-hour/day emergency, triage, and ambulance staff and facilities. Both towns have private physicians as well, including offices with 24-hour services.

On site and at INSTAP SCEC, there is a complete basic medical kit for routine injuries, and two local excavation staff members are Red-Cross certified in CPR and minor trauma response. Students are asked to bring any and all special medications they might need while in Greece, and to assume responsibility for their personal health and well-being.

*Conclusion*

We hope this proposal has given a clear representation of the Azoria Field School in Classical Archeology program in Crete. The Classics Department is enthusiastic about the opportunity this will give UNC-Chapel Hill students to participate on a program directed by one of its professors where they will get hands-on experience in archeological field work. We are happy to provide you with any additional information you might need to aid in your evaluations of this proposal.

Sincerely,



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Dr. James Rives, Chair, Department of Classics

11 January 2013

Date



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Dr. Robert Miles, Associate Dean: Study Abroad and International Exchanges

1.15.13

Date

Appendices: Course syllabi and Faculty CV

Prospective Syllabus (March 3, 2012)

## Archaeological Field School in Crete

### *Field School in Classical Archaeology, CLST 342A*

Excavations at Azoria, East Crete 2013-2017

**Academic Credit:** 2 credits for Field School in Classical Archaeology. No prerequisites. Previous coursework in archaeology or related fields desirable, but not required.

**Dates:** June 1-July 16, 2013

#### **The Project**

The basis of the Field School is the archaeological excavation of the Early Iron Age-Archaic site of Azoria (ca. 1200-475 B.C.) on the island of Crete in the Greek Aegean ([www.azoria.org](http://www.azoria.org)). The aims of the Azoria Project are to document the form of an early Greek city, reconstructing the sociopolitical and economic organization, and studying the process of urbanization. The Excavation investigates the transition from the Early Iron Age to Archaic periods, the early development of the city, and the material correlates for emerging social and political institutions in the Archaic period. The excavation is conducted under the auspices of the University of North Carolina at Chapel Hill and the American School of Classical Studies at Athens, by permission of the Greek Ministry of Culture, and with the support of the Institute for Aegean Prehistory Study Center for East Crete (INSTAP- SCEC).

The focus of excavation is the Archaic-period city (ca. 600-480 B.C.) and the investigation of the process of urbanization and sociopolitical changes in the seventh c. B.C. work at Azoria constitutes the first site-level archaeological test case of urbanization in the Aegean, studying changing land use, social and political structure, and economic organization, by means of an integrated multidisciplinary program of fieldwork—a dialectic between faunal, botanical, environmental, archaeological and historical data. The Azoria Project traces the development of a single polity, testing the hypothesis of change from small-scale domestic production characteristic of Early Iron Age (ca. 1200-700 B.C.) villages to centralized and corporate food distribution systems of an emerging city-state.

#### **Required Readings**

As background for the fieldwork and research program, students should have read the article (Azoria Project Overview) on the Azoria Project website ([www.azoria.org](http://www.azoria.org)) and the Azoria article on Wikipedia (<http://en.wikipedia.org/wiki/Azoria>). It is also required that students read the most recent field reports of the excavation. These articles can be read either on-line or as a download from the Azoria Project Archive of the Carolina Digital Repository (<https://cdr.lib.unc.edu/>):

D.C. Haggis, M.S. Mook, R.D. Fitzsimons, C.M. Scarry, L.M.Snyder, and W.C. West, "Excavations in the Archaic Civic Buildings at Azoria in 2005-2006," *Hesperia* 80 (2011) 1-70.

D.C. Haggis, M.S. Mook, R.D. Fitzsimons, C.M. Scarry, and L.M.Snyder, "Excavation of Archaic Houses at Azoria in 2005-2006," *Hesperia* 80 (2011) 431-489.

Other recommended readings (articles and chapters provided as pdf documents):

Kotsonas, A. 2002. The Rise of the Polis in Central Crete, *Evlimene* 3, pp. 37-74.

Small, D.B. 2010. "The Archaic Polis of Azoria: A Window into Cretan 'Polital' Social Structure," *Journal of Mediterranean Archaeology* 23.2, 197-217.

Wallace, S. 2010. *Ancient Crete: From Successful Collapse to Democracy's Alternatives, Twelfth to Fifth Centuries BC* (Cambridge: Cambridge University Press 2010).

Whitley, J. 2009. "Crete," in *A Companion to Archaic Greece*, ed. K. A. Raaflaub and H. van Wees, West Sussex, pp. 273-293.

### **Instructors**

Donald C. Haggis, Project Director; Nicholas A. Cassas Professor of Greek Studies; Professor of Classical Archaeology; Professor, Curriculum in Archaeology; Research Associate, Research Laboratories of Archaeology, University of North Carolina at Chapel Hill

Carla Antonaccio, Field School Director, Professor of Archaeology; Professor and Chair of Classical Studies, Duke University.

Sheila Dillon, Associate Professor and Director of Undergraduate Studies; Department of Art, Art History & Visual Studies, Duke University

### *Principal participating senior staff*

Mook, M.S., Field Director; pottery specialist; Associate Professor of Classical Studies, Department of World Languages and Cultures, Classical Studies Program, Iowa State University.

Scarry, C.M., Palaeoethnobotanist; Associate Professor of Anthropology, Department of Anthropology and the Curriculum in Archaeology; Research Associate in the Research Laboratories of Archaeology at the University of North Carolina at Chapel Hill.

Fitzsimons, R.D., Architect; Associate Professor, Department of Ancient History and Classics, Trent University.

Mylona, D., Zooarchaeologist; Swedish Institute at Athens; Kalauria Research Program.

Ntinou, M. Wood and charcoal specialist; Archaeologist, 12th Ephorate of Prehistoric and Classical Antiquities, Ioannina, Greece.

Perlman, P.J., Historian and epigraphy specialist; Professor of Classics, Department of Classics, The University of Texas at Austin.

Tsoraki, C., Ground stone specialist; University of Sheffield and AEGIS Research Group, Université Catholique de Louvain, Archaeology and History of Art.

### **The Research Facility and Library**

The Institute for Aegean Prehistory Study Center for East Crete (INSTAP-SCEC) (<http://www.instapstudycenter.net/>) is the research center that provides the Azoria Project and Field School storage, processing, and work space; library; laboratories; and conservation and computer facilities. Students in the Field School will be working regularly in the conservation lab and study areas of the INSTAP SCEC during finds processing (see below); and will have regular access to the library and computer facilities during operating hours of the facility.

### **The Field School**

The Field School has four primary components, outlined below: archaeological fieldwork, finds processing, site and museum visits, and a written journal/day book. The primary purpose of the program is to introduce students to the diverse aspects of archaeological excavation in Greece, including stages of recovery, processing and primary study and interpretation through "hands-on" experience as a staff member of an excavation. A secondary aim is to expand one's knowledge of the archaeology of Crete and Greece, and the periods and cultures represented by the site of Azoria itself. It is expected that the student will carry out to the best of one's abilities all of the duties and assignments outlined in the syllabus.

Students will have the opportunity to work as assistants to field archaeologists and various specialists—surveyors, archaeological architects, illustrators, palaeoethnobotanists, zooarchaeologists, biological anthropologists, lithics specialists, and conservators—learning excavation, recording, and conservation techniques first-hand. The normal work schedule (Monday-Friday) is excavation, conservation on site, or lab work 7:00 AM – 2:30 PM, with occasional lab work as needed in the afternoon. Saturdays are half days devoted to trench tours—led by the trench or area supervisors and other senior staff, the week's work is presented in summary, providing a context for the open

discussion of context and interpretation. Sundays are free days.

While the program will center on the actual fieldwork, formal presentations are integrated into the work schedule and attendance is required of all students:

- (1) Regular afternoon presentations and lectures by the instructors and specialist staff—field archaeologists (trench supervisors; ceramic/pottery specialist; architect; lithics specialist), scientific staff (archaeobotanist; zooarchaeologist; biological anthropologist), and technical staff (registrar and finds manager; surveyor; architect; conservator; illustrator; and photographer)—offer reflection on problems of methodology, interpretation and synthesis.
- (2) Weekly trench tours given by graduate student trench supervisors provide an overview of the site, methods of interpretation, and the progress of excavation.
- (3) Four formal academic lectures by archaeologists, given as part of the Summer Lecture Series of the Institute for Aegean Prehistory Study Center for East Crete
- (4) Occasional visits to other nearby sites and museums offer a broader regional, cultural, and historical perspective.

**Service Learning component: Archaeological Site conservation, preservation, and heritage management.**

An important aspect of field work at Azoria, and indeed the program of the Field School, is local and international public outreach and education by conserving, fencing, and creating permanent signage (informational maps and plans) and access paths on site. Students will work along side local villagers, members of local and regional cultural groups, and researchers, with the goal is of preserving and presenting the site and the results of excavation to the scholarly world and general public.

A goal of the project is to implement a program of systematic site preservation and public programming, as a service-learning and engaged research component of the project. This program consists of architectural conservation and design of permanent signage and access paths on site. Site preservation is conducted along with excavation and study phases of the project. In January of 2012, the Azoria Project was the recipient of the Archaeological Institute of America's Best Practices in Site Preservation Award, which identifies and promotes best practices in the interdisciplinary fields of archaeological conservation and public programming. The purpose of work in 2013 is to create and implement a plan of long-term site management, integrating participation from the Field School. The goal is to encourage local ownership of the site as a cultural and educational resource in the region, while establishing sustainable local, national, and international government and private sources of financial support for site upkeep and maintenance, and educational programs.

**Evaluation:**

The final evaluation for the course will derive from an assessment of your involvement in the excavation—especially the daily fieldwork and finds processing—and the quality of your journal (see written work below).

Course Evaluation:

Fieldwork (and on-site lectures and trench tours)	45%
Finds Processing (and on-site lectures and presentations)	45%
Written Journal	10%

*Fieldwork*

The site of Azoria is today a rural environment with rough and rocky terrain typical of the Cretan landscape. And while beaches are nearby, Cretan summers are dry and hot and students should expect to work long and physically as



well as intellectually demanding days. A usual day of work would involve digging or assisting with sieving and recording on site for most of the morning and early afternoon, followed by the processing of finds in the late afternoon. Regular tours of the site as well as reports by the various senior and specialist staff of the project will provide students exposure to an on-going discussion on archaeological methods, the historical and archaeological significance of the site and its region, and problems in archaeological field work.

The fieldwork component of the course is participation in the daily excavation of the site of Azoria. Each student in the course will be a trench assistant. Trench assistants will be assigned to a specific trench master, an experienced student supervisor who will be in charge of the excavation, recording and documentation, and primary processing of material from that trench. Occasionally trench assignments will vary depending upon where help is most needed. It is the responsibility of the assistants to aid the trench master by excavating; taking elevations; labeling pottery bags, soil samples, bone bags, and objects; working the rocker screens; keeping track of matrix volumes (counting buckets of dirt); maintaining a clean trench; keeping track of and carrying tools and other supplies; and carrying the supplies to the truck at the end of the excavation day. Instruction in the various tasks will be given by the trench master, field director, specialist or director on site each day. Students may also be asked to assist the architect (with wall cleaning, setting up drawing lines, elevations, etc.), the field director, or one of the specialists with various tasks. Students will rotate on a weekly basis between the excavation on-site and the finds processing (see below).

Your performance in the daily excavation process will be assessed by the project director, field director, leader of the Field School, the trench master(s) with whom you work, and any senior staff members whom you assist on-site on a regular basis (e.g. the site architect, zooarchaeologist, palaeoethnobotanist, physical anthropologist, etc.). Your willingness to perform the necessary tasks of an assistant (class participation), your mastery of these tasks, appropriate displays of initiative, and intellectual growth as an excavator involved in the recovery process will be the basis for the fieldwork component of your grade.

### *Finds Processing*

Students will rotate on a weekly basis between excavation and finds processing. That is, one week will be spent on site excavating and the other in the Institute for Aegean Prehistory Study Center for East Crete (INSTAP SCEC)—the dig house and field laboratories for the project—conducting finds processing. Finds processing consists of a variety of tasks: working the floatation tank (water sieve); sorting the coarse fraction of the residue from the sieve; hand-washing bone, pottery (sherds), stone tools, or other artifacts; processing and labeling digital photographs; helping the registrar, assisting in the pottery-shed or in conservation. As with the fieldwork component, students will be given instruction at the SCEC by various specialists and/or senior staff.

So too, one's performance in daily finds processing will be assessed by the senior staff members with whom you work on a regular basis (e.g. the palaeoethnobotanists, zooarchaeologist, physical anthropologist, etc.). Your willingness to perform the necessary tasks of finds processing, your mastery of these tasks, appropriate displays of initiative, and your understanding of the contribution these finds make to interpreting the archaeological record will be the basis for the finds processing component of your grade.

### *Site and Museum Visits*

During the course of the excavation season there will be weekly site lectures (trench tours); organized tours of Kavousi village; the Early Iron Age sites of Vronda and Kastro; as well as other archaeological sites (Tholos and Chrysokamino). Visits to area archaeological museums of Ierapetra, Ayios Nikolaos, and Siteia will be scheduled as time permits.

In addition to the fieldwork and required lectures on site, it is expected that students will use free time (afternoons and weekends) to visit sites in the immediate region and other areas of Crete. Each student is required to visit three sites of different chronological periods, such as Gournia (Middle Minoan III-Late Minoan I, ca. 1600 BC), Vasiliki (Early Minoan II, ca. 2600 BC), and Lato (Archaic-Early Hellenistic, ca. 700-200 BC). The first two sites are nearby and within walking distance of Pacheia Ammos.

### *Written Work*

Each student will be given a notebook at the beginning of the project to serve as a journal. The purpose of the journal is for you to record and discuss your work on site (fieldwork), at the Center (finds processing at the SCEC), and during field trips to archaeological sites and museums. Each section of the journal should be dated and given a descriptive heading of some sort; there is no necessary or restrictive order or organization of the sections; simply write the entries as you do the various activities. Treat the journal as a daybook detailing your experiences, observations during excavation, describing the methods learned and the progress of excavation, as well as any comments on the historical context and any interpretations you wish to make. These may be based on your own observations and as the result of discussion with the trench master(s) and specialists. The notebook should also be used as a journal describing the aims and process of each finds-processing activity in which you are involved. Finally, you should take the journal to the museums and archaeological sites you visit. In each museum choose an artifact or assemblage and describe it and something of its historical or archaeological significance. At each archaeological site, describe what you see, the physical context of the site itself (its topography, architecture, and physical surroundings), and compare or contrast the site with Azoria, in terms of size, architecture, organization and environment and physical context. What kinds of conclusions might you draw concerning how the site was used or the conditions in which its inhabitants lived from this kind of visual and contextual analysis?

The journal should be turned in to the leader of the Field School or the project director before your departure. Students are expected to write in the journal regularly, daily when in the field excavating. In the Center, during finds processing, it is not necessary to record your experiences daily, if your tasks remains largely the same during the course of the week one entry for the week will suffice, although you are encouraged to include entries dealing with your experiences in the villages where you work and stay and your travel experiences. There will also be regular presentations—which will take the form of lectures, trench tours, and informal demonstrations or discussions—by the field director, trench supervisors, and senior specialist staff; while you are not expected to record in note form the content of these presentations, you are expected to attend all such presentations. One may also choose to use your journal to take notes or to discuss the content of these lectures and presentations.

### *Lectures*

Attendance and participation is mandatory at occasional lectures at the INSTAP-SCEC and regular presentations by senior project staff, specialists, and trenchmasters (weekly trench tours).

