

The Azoria Project on the Island of Crete, Greece

Course ID: ARCH XL 159

May 27-July 14, 2017

FIELD SCHOOL DIRECTORS:

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This field school is seven weeks long. Tuition covers accommodations, cost of 12 credit units & instruction. Students will pay for their own food.

INTRODUCTION

The context of the Azoria Project Field School is the archaeological excavation of the Early Iron Age-Archaic site of Azoria (ca. 1200-500 B.C.) on the island of Crete in the Greek Aegean (www.azoria.org). The aims of the Azoria Project are to document the form of an early Greek (Archaic-period) city (ca. 600-480 B.C.) and to investigate urbanization and sociopolitical changes in the 7th and 6th centuries B.C. Ongoing excavations at the site (2002-2016) have produced evidence of an archaic urban center, established at the end of the 7th century and occupied throughout the 6th century until its abandonment and burned destruction at the end of the period. While much of our work centers on reconstructing the archaic city, and relating the material remains to models of integration in the archaic period on Crete, no less important is the study of settlement development in the Early Iron Age—using archaeology to trace processes that might reflect settlement mobility and changing sociopolitical

structures leading up to the establishment of the archaic settlement. Fieldwork in 2017 will investigate 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, the Duke-UNC Consortium for Classical and Mediterranean Archaeology, and the American School of Classical Studies at Athens (ASCSA); 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 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, involving the intensive recovery and study of 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.

ACADEMIC CREDIT UNITS & TRANSCRIPTS

Credit Units: Attending students will be awarded 12 quarter credit units (equivalent to 8 semester units) through our academic partner, UCLA Extension. UCLA is a top ranked research university and its archaeology program is ranked amongst the best in the country. All IFR field schools instructors and curricula are approved both by the corresponding academic department and the Academic Senate at UCLA. This field school provides a minimum of 160 direct instructional hours.

Transcripts: Transcripts are available through UCLA UnEX and instructions for ordering transcripts may be found at <http://bit.ly/2bD0Z3E>. Grades will be posted and transcript available usually within six weeks after the end of this field school. All IFR field schools are designated XL classes – courses that are equivalent to undergraduate courses offered by the UCLA regular session. All XL courses are transferable for unit and subject credit toward the Bachelor's Degree at all campuses of the UC and CSU systems. Classes numbered 100 to 199 are considered upper division (junior/senior). For more information, go to <http://bit.ly/2bjAqmy>.

UCLA students: Students can take classes through UCLA Extension to complete requirements. However certain considerations must be taken into account. For more information, go to <http://bit.ly/2bJWeHK>.

Credit Units Transfer: Most universities accept UCLA credit units – there are very few exceptions. Students are strongly encouraged to discuss the transferability of the credit units with school officials BEFORE attending the field school.

COURSE OBJECTIVES

The Field School consists of the following primary components: archaeological fieldwork; finds processing; weekly meetings with the Project Director; and biweekly trench tours and seminar presentations. The 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 archaeological excavation. A secondary aim is to introduce the student to the archaeology of Crete and Greece, and the culture-periods 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 work as assistants to field archaeologists and various specialists (e.g., surveyor, architect, palaeoethnobotanists, zooarchaeologist, biological anthropologist, lithics specialist, and conservators),

learning excavation, recording, and conservation techniques first-hand. The normal work schedule (Monday-Friday) is excavation, site conservation, 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 in the AM—led by the trench or area supervisors and other senior Project staff members, the week’s work is presented in summary form, 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 discussions and presentations are integrated into the work schedule and attendance is required of all students:

- (1) Introductory presentations by instructors and specialist staff members—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 direction and reflection on field and lab methods.
- (2) Weekly meetings with the Project /Field School director to review the progress of student work; and the content and direction of journals.
- (3) Biweekly trench tours are formal presentations by graduate-student trench supervisors, director and field director, providing an overview of the site, methods and problems of interpretation, and the progress of excavation.
- (4) Evening seminars are formal presentations by various project senior staff (e.g., zooarchaeologist, architect, archaeobotanist, and pottery specialist) on material, technical, and methodological aspects of their work and its relevance to current excavation.
- (5) Occasional visits to other nearby sites and museums offer a broader regional, cultural, and historical perspective.

DISCLAIMER – PLEASE READ CAREFULLY

Archaeological field work involves physical work in the outdoors. You should be aware that conditions in the field are different than those you experience in your home, dorms or college town. This program operates at a typical coastal valley environment in Crete. During the day, temperatures under the shadow fluctuate between 80°-90°F. However, under the sun they may reach 100°F. In order to be protected from sunburn and/or insects it is strongly recommended that one not work in shorts or tank tops at the site. Information on proper attire is provided on the Project’s General Information Sheet and will be reviewed during orientation sessions before excavation and regularly in the trenches.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the project director – as appropriate.

PREREQUISITES

There are no prerequisites for this program. All instruction will be provided in the field. As an experiential and field research-immersive course, it is expected that students be prepared to engage with the process of conducting fieldwork, and to develop over the course of the field season an understanding of excavation methods, techniques, and applications, and their relationship to the practice of archaeological research, that is, what archaeologists do and why they do it.

LEARNING OUTCOMES

It is expected that by the end of the field school students will have learned (1) the basic methods of archaeological excavation, specifically the techniques appropriate to Bronze Age, Iron Age, and classical

sites in the Greek Aegean; and the principal concepts of excavation as a tool of archaeological research in the Mediterranean; (2) the basic concepts and problems in recovering and interpreting archaeological contexts; (3) the meaning of archaeological context as a construct of archaeological research and concept of archeological theory and practice.

GRADING MATRIX

The final evaluation for the course will derive from an assessment of the student's involvement in the excavation—especially the daily fieldwork and finds processing—and one's level of engagement in meetings, trench tours and evening seminars. The evaluation will be conducted by the Field School director, in consultation with the field director, archaeobotanist, zooarchaeologist, ceramics specialist, and the trench supervisors. Each staff member will evaluate the students' interest, developing abilities, and level of engagement in learning and applying field methods; understanding and following instructions; visualizing, thinking about, and articulating the purpose of field methods and practices; and understanding basic concepts of archaeological context and formation processes.

Course Grade Evaluation (performance and level of engagement)

Fieldwork (excavation) 40%

Finds Processing 40%

Trench tours and seminars 10%

Written journal and discussion with Project Director 10%

Fieldwork

The site of Azoria is today a rural environment with rough and rocky terrain typical of the Cretan landscape. 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 actual excavation (digging) and assisting with sieving and recording on site for most of the morning and early afternoon, followed on occasion by the processing of finds in the late afternoon. That is, students should be prepared to work eight to ten hour days. Students receive instruction from their assigned trench supervisor as well as the Project Director and other senior specialist staff. Moreover, regular tours of the site as well as reports by the various senior and specialist staff members 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 fieldwork.

The fieldwork component of the course is active and engaged participation in the daily excavation. Each student will be a trench assistant, that is, a formal staff member of the project. Trench assistants will be assigned to a specific trench master (trench supervisor), an experienced graduate-student supervisor who will be in charge of the excavation of his or her unit or trench, and responsible for primary recording, documentation, and processing of material from that trench. In turn, the trench supervisors are supervised by the director, field director and assistant director, and occasionally various specialists.

One's performance in the daily excavation process will be assessed by the Project director, field director, the trench master(s), and any senior staff members whom one assists on-site on a regular basis (e.g. the site architect, zooarchaeologist, palaeoethnobotanist, physical anthropologist, etc.). Your willingness and ability to perform the necessary tasks of an assistant (class participation), your mastery of the assigned tasks, appropriate displays of initiative, and evidence of intellectual growth as an excavator 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, depending on the work load, one week will be spent on site excavating and the other in the Institute for Aegean

Prehistory Study Center for East Crete (INSTAP SCEC) 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, stone tools, or other artifacts; processing and labeling digital photographs; helping the registrar, assisting in the pottery-shed or in conservation. Students are also asked to assist the archaeobotanist and zooarchaeologist in sorting and recording botanical and faunal remains. As with the fieldwork component, students will be given instruction and presentations at the SCEC by various specialists and/or senior staff.

As with the on-site fieldwork, 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 field director, pottery specialist, archaeobotanist, 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 methods, applications and purpose, will be the basis for the finds processing component of your grade.

Trench tours and seminars

Throughout the field season, formal presentations, lectures, trench tours, and informal demonstrations or discussions will be conducted by the director, 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 and participate by listening, asking questions, and contributing observations. One may also choose to use your journal (see below) to take notes or to discuss the content of these lectures and presentations and the resulting discussions.

Trench tours, conducted at least four times during the course, consist of on-site seminars, and include the entire Project staff. They are conducted on Saturdays from 9:00 AM until 1:00 PM, and consist of three hours of intense discussion of the progress and results of excavation within each trench. This would include a formal presentation by the trench supervisor at each trench, followed by a period of questions, comments, and follow-up discussion by senior and student staff on field methods, interpretive problems, and how the results relate to the broader research questions of the trench, the excavation, and the Project's research design and current narratives.

Four formal evening seminars are presented in the course of the season. These consist of presentations by specialists—archaeobotanist, zooarchaeologist, ceramics specialist, and architect—introducing students to each specialization, while discussing in detail methodological problems relevant to the current work on site and the research design of the project.

Weekly meetings with the Project/Field School director

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 the student to record and discuss his or her own experiences on site (fieldwork), at the Center (finds processing at the SCEC), and during group or individual field trips to archaeological sites. Each section of the journal should be dated and given a descriptive heading; there is no necessary or restrictive order or organization of the sections. The journal may be treated as a daybook detailing one's experiences, observations during excavation, describing the methods learned and the progress of excavation, as well as comments on context and interpretations. These may be based initially on one's observations and as the result of discussion with the Project director, trench supervisors, and specialists. The notebook should also be used as a journal describing the aims and process of each finds-processing activity.

The Project/Field School director will meet with students once every week to discuss the progress and process of the excavation and the journal, while introducing students to relevant readings on the definition, construction, and interpretation of archaeological context. The most important part of the

journal, which will be discussed in greater detail in the course of the excavation season, is to verbalize and explain the relationship between the process of excavation—the methods, decisions, sampling strategies in the field (that is what one is doing in the field)— and the results, or how we perceive and interpret archaeological context. Students should use the journal to record the main questions and problems are in the trench, both in general and in specific, and then verbalize how and why we are implementing the field methods. Questions could include:

- (1) why are we digging in this specific locale (what was there at the start of excavation, and what is the rationale for the trench/sample unit selection)?
- (2) what are the main research questions in your trench, and how do they relate to broader spatial and archaeological contexts on the site, and the goals of the season or the project in general? And how do these goals and questions remain the same, or change as you dig?
- (3) what are the procedures of excavation in your trench, and how do they relate to the goals of the work; how have these methods, strategies, or procedures changed, when, and why?
- (4) what is archeological context, and how does the concept relate to the process of interpretation, during excavation and in the daily documentation (your trench master’s notebook and narrative of excavation)?

Students will be asked to read articles which will help to shape the discussion; reflection on this discussion and its relevance to the work in the field should be elaborated in the journal.

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 to expose students to the field methods and methodological and philosophical debates surrounding archaeological conservation and site preservation. While this is not a mandatory part of the Field School, students will have the opportunity to work alongside local villagers, members of local and regional cultural groups, and researchers, with the goal of preserving and presenting the site and the results of excavation to the scholarly world and general public. One purpose of work in 2017 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.

TRAVEL & MEETING POINT

Students should plan to arrive to Crete on Saturday, May 27. Students may fly to Herakleion International Airport (HER). A project staff member will meet students at the arrival area of the airport. Please email project director your flight arrival information (airline, flight number and date/time of arrival). If you plan to arrive by some other means (boat from Piraeus; traveling on Crete before the 27th, etc.), please let us know when you plan to arrive in Kavousi village. For information on travel to Crete and the village of Kavousi, see the appropriate sections below.

If you missed your connection or your flight is delayed, please call, text or email project director immediately. A local emergency cell phone number will be provided to all enrolled students.

GETTING TO KAVOUSI

From Heraklion, you can get to Kavousi by bus or taxi. A taxi will cost ca. €80-100 (ca. 1.25-1.5 hours). The taxi stand and line will be visible on the street directly in front and a little to your left as you come out of the terminal at the main arrivals. Please note: the last bus to eastern Crete passes the Heraklion airport at about 6:45-7:00pm, if you arrive in Heraklion later than 6:30pm, you will have to take a taxi to Kavousi.

The bus from Herakleion to Kavousi is ca. €10 one way (ca. 2 hours). The stop is directly across the street from the airport. Walk out of the airport and in front of you to the right, you will see a gate in the fence and cross walk. The bus stop is clearly marked with a wooden kiosk and is directly across the main road in front of the airport, near arrivals--it is situated below the car-rental parking lot (stairs to reach the rental car parking are in the vicinity). Buses stopping here will head east for Agios Nikolaos (Ayios or Hagios Nikolaos), Ierapetra or Siteia. If you get a bus that goes to Siteia, you can take it all the way to Kavousi (it will stop in Agios Nikolaos first).

You purchase the ticket from the kiosk--the vender speaks English--or on the bus. Ask the vender what the schedule is for Siteia or Ierapetra, or Ayios Nikolaos. If you get on a bus to Agios Nikolaos or Ierapetra, you will need to get on a different bus in Agios Nikolaos, one that goes to Siteia (and purchase another ticket). In all cases, keep your bus ticket as control agents regularly board the bus to make sure passengers have purchased tickets; you will be asked to show your ticket. If you take the bus, your large luggage will go into storage under the bus, not in the passenger compartment (be sure to keep your passport, cash, other i.d. etc. with you!).

If you can only get a bus to Ierapetra, you may also get off in Pacheia Ammos, and then call one of us to come and get you to bring you up to Kavousi.

VISA REQUIREMENTS

A passport is necessary to travel to Greece. American citizens do not need a visa to enter Greece, but stays longer than 90 days do require a residence permit. If you currently have a valid passport, but one that will expire within 90 days (three months of your departure), you need to get a new one--according to [Schengen rules](#): "entry into any of the 26 European countries in the Schengen area for short-term tourism, a business trip, or in transit to a non-Schengen destination, *requires that your passport be valid for at least three months beyond your intended date of departure*. So regardless of the length of your trip, you have to have at least three months on your passport to be accepted into Europe.

Citizens of other countries are asked to check the Peruvian Embassy website page at their home country for specific visa requirement.

ACCOMMODATIONS & FOOD

Accommodations: Rooms are provided in local pensions and hotels (rental rooms) in the village of Kavousi. Students will share a room with one or two other project members. All facilities provide basic sheets, pillows and blankets, and have attached toilet and shower facilities. Sheets will be changed by the pensions weekly. Soap and toilet paper are sometimes provided, but are never sufficient for American consumers, so expect to be buying your own soap and most of your own toilet paper (available at markets within the village).

Food: Food **will not** be provided by the project. Students should allocate additional \$1,400-\$1,600 for food for the duration of the project. Small markets for buying sundries, breakfast and lunch supplies, as well as a bakery, are located in Kavousi. We will facilitate a visit to the bakery every morning before work. For evening meal, it is recommended that students patronize the local tavernas and other eating establishments where a variety of short-order and prepared food can be found. There are presently three cafes in the plateia (Central Square) of the village that will prepare food in the evening; two tavernas on the main highway in the village and one at the Tholos Beach Hotel, where most students will be staying.

COURSE SCHEDULE

Excavation and processing will take place from Monday to Friday each week (May 29 to July 14), with site visits on Saturday. Sundays are always free days. The student departure date will be July 17. Earlier

departures are permitted, but normally no earlier than July 14, and only by prior permission of the Field School director.

On-site work or finds processing will take place each day from 7:00 AM until 2:30 PM, with some additional finds processing conducted in the afternoons (3:00-5:00 PM).

Wednesday meetings with the Project and Field School Director will take place from 4:00-7:00 PM at the Tholos Beach Hotel, the INSTAP Study Center for East Crete, or on occasion an archaeological site in the vicinity of Kavousi and the Mirabello area.

Saturday May 27: students arrive in Kavousi village and are escorted to their rooms; and given instructions for the next day's orientation session.

Sunday May 28: Orientation Session at the INSTAP Study Center for East Crete; orientation by the director or assistant director of the INSTAP-SCEC.

Monday May 29: excavation begins

Wednesday May 31: meeting with director

Saturday June 3: free day/long weekend

Wednesday June 7: meeting with director

Saturday June 10: trench tours (evening seminars)

Wednesday June 14: meeting with director

Saturday June 17: free day/long weekend

Wednesday June 21: meeting with director

Saturday June 24: trench tours (evening seminars)

Wednesday June 28: meeting with director

Saturday July 1: free day/long weekend

Wednesday July 5: meeting with director

Saturday July 8: trench tours

Wednesday July 12: meeting with director

Monday July 10-15: final week of digging, processing, and conservation; closedown of trenches

Saturday, July 15: final trench tour and end of excavation party

Sunday, July 16: students sleep in, pack and prepare rooms for Monday departure

Monday, July 17, all students depart. *Students are not permitted to stay on in the villages, on site, or in the INSTAP-SCEC after this date.*

EQUIPMENT LIST

The following items are required or recommended (*) for all participants. More detailed information may be found on the Project's [General Information Sheet](#).

- Sturdy work or hiking boots
- Wide-brimmed hat or comparable head covering
- Sunscreen*
- Daypack/backpack

- Any medication you need and prescription medication to last for the duration of the field school
- Water bottle, at least 1 liter*
- Marshalltown Pointing Trowel - 5" x 2"*
- Sun glasses with UV protection*

MANDATORY READINGS

Basic background reading on Azoria (required):

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); the [Azoria article on Wikipedia](http://en.wikipedia.org/wiki/Azoria) (<http://en.wikipedia.org/wiki/Azoria>); the [Blackwell Encyclopedia of Ancient History article](#). It is also required that students read the most recent summer field reports of the excavation available at www.azoria.org. 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.

Readings relevant to understanding archaeological context (selections from this list):

G. Bailey, "Time perspectives, palimpsests and the archaeology of time," *JAA* 26 (2007) 198-223.

L. Foxhall, "The Running Sands of Time: Archaeology and the Short-Term," *World Archaeology* 31, No. 3 (2000), *Human Lifecycles* (Feb., 2000), pp. 484-498.

D.C. Haggis, "Destruction and the formation of static and dynamic settlement structures in the Aegean," in J. Driessen ed., *Destruction. Archaeological, philological and historical perspectives* (Louvain-la-Neuve: Presses Universitaires de Louvain, 2013) 63-87.

J.M. Hall, *Artifact and artifice: Classical archaeology and the ancient historian*, Chicago, London: The University of Chicago Press, 2014.

G. Lucas, *Understanding the Archaeological Record* (Cambridge 2012).

P.A. McAnany and I. Hodder, "Thinking about stratigraphic sequence in social terms," *Archaeological Dialogues* 16 (1) (2009) 1-22.

D. Papaconstantinou, "Archaeological Context as a Unifying Process: An Introduction," in Demetra Papaconstantinou, ed., *Deconstructing context: A critical approach to archaeological practice*. Oxford: Oxbow, 2006.

Other readings (articles, chapters, and sections of books with specific reference to the Azoria Project; will be provided as pdf documents as appropriate):

Creekmore, A., and K. Fisher, eds. 2014. *Making Ancient Cities: Space and Place in Early Urban Societies*, Cambridge: Cambridge University Press.

Gaignerot-Driessen and J. Driessen (eds). 2014. *Cretan cities: Formation and transformation. Lectures at UCLouvain (Aegis 7)*, (Louvain-la-Neuve: Université Catholique de Louvain).

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

Pilz, O., and G. Seelentag (eds.). 2014. *Cultural practices and material culture in Archaic and Classical Crete: Proceedings of the international conference, Mainz, May 20-21, 2011* (Berlin: Walter de Gruyter).

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

Whitley, J. 2009. "Archaeology," in *The Oxford Handbook of Hellenic Studies*, ed. G. Boys-Stones, B. Graziosi, and P. Vasunia, Oxford, 720–733.

RECOMMENDED READINGS

Bintliff, J. L. 2012. *The Complete Archaeology of Greece: From Hunter-Gatherers to the 20th Century A.D.*, Chichester. Birch, J., ed. 2013. *From Prehistoric Villages to Cities: Settlement Aggregation and Community*, New York.

Erickson, B. 2010. *Crete in Transition: Pottery Styles and Island History in the Archaic and Classical Periods, Hesperia Supplement 45* (Princeton: American School of Classical Studies at Athens).

Gagarin, M. and P. Perlman. 2016. *The Laws of Ancient Crete, c.650-400 BCE* (Oxford: Oxford University Press).

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*, eds. K. A. Raaflaub and H. van Wees, West Sussex, 273–293.