

ANNUAL REPORT: GONIES ARCHAEOLOGICAL ETHNOGRAPHY FIELD SCHOOL 2014

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Field school students and staff at Knossos

The 2014 Gonies Archaeological Ethnography Summer School brought together a relatively small group of students from various disciplines in a difficult but rewarding research environment. Our research goals for Gonies are twofold. First, we wish to establish a degree of local community involvement with all aspects of archaeological and other heritage. Second, we wish to involve locals in devising strategies for the promotion of local heritage and to meet sustainable economic growth goals for the community.

The 2014 research season was remarkably successful on both fronts. Our ethnographic team carried out an impressive amount of interviews, participated in a series of focus groups, conducted a number of social needs questionnaires. At the same time, the team compiled notes on participant observation while in the village and on heritage sites around the prefecture of Heraklion.

The presence of an ethnographic team created opportunities for empirical research and brought forth voices not previously part of our discussions with the community. Relatively non-vocal groups – such as the village women – were encouraged to step forward and participate more actively in meetings, focus groups and public presentations. This opened up a significant amount of new ethnographic data and at the same time enabled us to empower female voices in important decisions over the location, documentation and presentation of heritage in the village.

An integral part of our research is the ethnographic interview. Our students acquired the necessary experience to conduct such interviews by participating in real research meetings with interlocutors in the village done through the aid of a translator. Student notes and questions gave us a different perspective on the cultural position of both researcher and interlocutor, and

enabled us to better understand the role of research in shaping the answers we got in the first place. The student's effort to familiarize themselves with the mores of a different society, and the personal expectations of each individual, as they are carved by social factors, enabled us to approach the research encounters with a much deeper ethical commitment.

For the first time this year, we carried out an extensive programme of ethnographic art installations. Students worked with consultation with local informants to create a series of site-specific artistic interventions in the village based on already acquired ethnographic data. Those interventions allowed the team to further engage inhabitants and visitors in dialogue, and to highlight overlooked aspects of local heritage.

One of the major outcomes of this season is the creation of an online digital map of the village. The map pinpoints material heritage within the village and associates sites with the narratives that surround them, tracing interconnections between places and people. We have already disseminated a version of this map in print format – as a leaflet tracing a heritage trail of the village for potential visitors. Versions of this map – both in Greek and English – were handed to villagers and visitors and a number were left on site to ensure dissemination to relevant audiences.