Florida Atlantic University
Exploring Ancient Sicily at Paliké
Summer 2 Semester – May 14 – June 17, 2017
Program Leader: Brian E. McConnell, Ph.D., RPA

ARH4957 for Undergraduate Students
ARH6913 for Graduate Students

Unified Course Syllabus

Description: This course offers an introduction to the concepts and practices of archaeological research by engaging in fieldwork at the site of Rocchicella di Mineo, ancient Paliké. As the location of a sequence of human occupation that ranges from prehistoric antiquity to medieval times and the premier sanctuary of Sicily’s indigenous Sikeli people, who are well known in ancient Greek and other historical sources, the Rocchicella site offers a rich range of structures, features, and archaeological materials for students to discover and treat according to the tenets of contemporary field and laboratory methods. The experience of fieldwork is enriched by lectures on relevant historical and technical subjects, and visits to nearby museums and archaeological sites will serve to broaden students’ understanding of the context of their own work and the challenges that are being addressed by contemporary cultural resource management in the Mediterranean.

As an active contribution to the development of the archaeological site by the Sicilian Regional government, the activities at Rocchicella di Mineo also offer a fruitful opportunity for academic service-learning (see below). Rocchicella di Mineo is a premier location for the study of indigenous Sicilian culture and its interaction with other Mediterranean cultures (Greek, Phoenician, Roman) in Antiquity. Archaeology is a subject taught regularly in Sicilian schools and universities, and participation in active field research directed by relevant agencies of the Sicilian Regional government is rapidly becoming a standard part of secondary and post-secondary curricula. While Sicilians generally do not identify themselves directly with the ancient peoples that are the subject of archaeological research, Sicilians do hold strongly to their island’s cultural heritage, and many people visit archaeological sites, including Rocchicella di Mineo, on their own. For this reason, cultural heritage is considered to be an important economic base for the region, and the Sicilian Regional government considers archaeological fieldwork to be a significant form of collective investment and a means to coordinate the protection of the island’s ancient remains with economic development in other sectors of the economy.
Course credit for participation in the program, which in its entirety is also an academic service-learning project, is offered according to the appropriate enrollment status (undergraduate or graduate). In both cases, four academic credits are required for participation. Students are engaged in the excavation roughly four days per week for six hours per day (excluding transportation to and from the program base at Catania), and roughly one day per week is dedicated to academic visits to nearby locations. Of the four days on-site, the total of 120 hours is credited both as academic contact hours and as 120 hours that may be logged as academic service-learning using the program NobleHour (see below). Documentation of academic contact-hours and academic service-learning hours is provided by the program leader, and an additional certificate can be issued upon request by the relevant agency of the Sicilian Regional government upon the student’s successful completion of the program.

Credit is given for participation in all regularly scheduled activities of the excavation, including: scientific evaluation of the terrain, use of excavation tools and the development of work-rhythms, note-taking and graphic documentation of archaeological features and finds, manual instruments and techniques of basic map-making, primary analysis and cataloguing of archaeological finds, principles of conservation and restoration of finds and archaeological structures. Grading will be based on the performance evaluation of academic service-learning fieldwork and collaborative teamwork and (in the case of information content) on a series of quizzes and examinations focused on field methods and an historical outline of Sicily’s culture-sequence and contemporary issues in Sicilian archaeology.

Students will also submit an extended written summary of the academic service-learning project experience, including periodic diary entries and concluding remarks. The purpose of this exercise is to permit students to consider how their perspectives on the location and their activities have developed over the course of their stay and have had an impact on the community. It is expected that such reflection will include the way in which they have acquired new skills and site-specific knowledge, as well as the degree to which they think that they will return to their home realm(s) with a different, perhaps improved or more profound, understanding of themselves and their potential in whatever field they choose to pursue.

All tools, supplies and reading materials will be supplied by the instructor, who serves as the instructor of record, while stationary and any related materials for the extended written summary are the responsibility of the student. Handwritten assignments are acceptable. It is not expected that students bring computers or submit computer-generated assignments.
**Academic Service-Learning Statement**

"Due to the nature of the course content, this course is designated as an "academic service-learning" course. The assistance you provide to the agency/organization during your academic service-learning experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in academic service-learning activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your academic service-learning experience and the impact on the community as well as your professional development."

"To receive academic service-learning notation of hours on your transcript, your hours must be logged electronically through NobleHour, www.noblehour.com, while completing your academic service-learning project. Also, pre-assessment and post-assessment surveys are required to be taken by academic service-learning students. Please visit the Weppner Center for LEAD & Service-Learning website, www.fau.edu/leadandserve, for instructions on how to log hours through NobleHour and the links for the surveys. Once your hours have been approved and both surveys have been completed, you will receive an academic service-learning notation on your transcript."

**Recommended Preparatory Reading:**
Robert Leighton, *Sicily Before History.*

**Clothing Appropriate for Fieldwork:** While there is no specific dress-code for archaeological fieldwork, it is recommended that all students wear long pants and sturdy, closed shoes, as well as substantial shirts, possibly with long sleeves. Sandals or other form of open shoes, even with socks, are not permitted on the site. Head-covering, dark glasses, and sunscreen are also recommended for working in areas exposed to the hot, Mediterranean sun. Beachwear or similar clothing is not acceptable on the excavation site or any other archaeological location.

**Participation and Appropriate Behavior:** Students are expected to participate for the complete, five-week duration of the program, barring emergencies or particular personal circumstances. Any violation of Italian, Sicilian Regional or local municipal law, rules for FAU study abroad programs, and/or rules and regulations established by the host authority (see below) constitute grounds for
immediate expulsion. The FAU Code of Academic Integrity applies to all examination or other situations where academic credit is involved:

**Regulation 4.001 Code of Academic Integrity (from the FAU website)**

(1) Purpose. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility.

(2) Definitions. The FAU Code of Academic Integrity prohibits dishonesty and requires a faculty member, student, or staff member to notify an instructor when there is reason to believe dishonesty has occurred in a course/program requirement. The instructor must pursue any reasonable allegation, taking action where appropriate. Examples of academic dishonesty include, but are not limited to, the following --

(A) Cheating: The unauthorized use of notes, books, electronic devices, or other study aids while taking an examination or working on an assignment. Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment. Having someone take an exam or complete an assignment in one's place. Securing an exam, receiving an unauthorized copy of an exam, or sharing a copy of an exam.

(B) Plagiarism: The presentation of words from any other source or another person as one's own without proper quotation and citation. Putting someone else's ideas or facts into your own words (paraphrasing) without proper citation. Turning in someone else's work as one's own, including the buying and selling of term papers or assignments.

(C) Other Forms of Dishonesty: Falsifying or inventing information, data, or citations. Failing to comply with examination regulations or failing to obey the instructions of an examination proctor. Submitting the same paper or assignment, or part thereof, in more than one class without the written consent of both instructors. Any other form of academic cheating, plagiarism, or dishonesty.

(3) Procedures.

(A) If the instructor determines that there is sufficient evidence to believe that a student engaged in dishonesty, the instructor will meet with the student at the earliest possible opportunity and provide notice to the student of the instructor's perception of the facts, the charges against the student, and the sanction. The instructor may not remove the student from the course until the appeal process has come to a conclusion.

(B) If, after this meeting, the instructor continues to believe that the student engaged in dishonesty, the instructor will provide the student written notice of the charges and the penalty. A copy of this statement shall be sent to the chair of the department or director of the school/program administering the course.
(C) The student is entitled to an opportunity to be heard at a meeting with the instructor and chair/director to review and discuss the instructor's charges/statement. Such request for a meeting must be made in writing and received by the chair/director within five (5) business days of receipt of the instructor’s charges/statement. The purpose of the meeting is to discuss the facts and to advise the student of the appeal process. The chair/director will provide the student, the instructor, and the dean of the college administering the course a summary of both the student’s position and the instructor’s position.

(D) The student may appeal in writing to the dean of the college administering the course. The appeal must be received by the dean within five (5) business days of receipt of the chair/director’s summary from the review meeting. The dean will convene a Faculty-Student Council (“Council”), which will be composed of the dean (or designee), two faculty members, and two students. The dean (or designee) will act as chair of the Council, direct the hearing, and maintain the minutes and all records of the appeal hearing, which will not be transcribed or recorded. The hearing is an educational activity subject to student privacy laws/regulations, and the strict rules of evidence do not apply. The student may choose to be accompanied by a single advisor, but only the student may speak on her/his own behalf. The student and instructor may present testimony and documents on his/her behalf. Additional witnesses may be permitted to speak at the dean’s (or designee’s) discretion and only if relevant and helpful to the Council. The Council will deliberate and make a recommendation to the dean to affirm or void the instructor’s findings of academic dishonesty. The dean (or designee) will inform the student and instructor in writing of his/her findings of academic dishonesty after receipt of the Council’s recommendation.

(E) The student may request an appeal in writing of the dean’s findings of academic dishonesty to the University Provost (or designee) and include relevant documentation in support of such appeal. The University Provost (or designee) will notify the student, dean, and instructor of his/her decision in writing. This decision by the Provost (or designee) constitutes final University action.

(F) If there is a finding that the Code of Academic Integrity has been violated, the chair will notify the University Registrar that the following notation be included on both the student's official transcript and on the student’s internal record: “Violation of Code of Academic Integrity, University Regulations 4.001.” If such violation is appealed and overturned, the dean or University Provost (or their designees) will notify the University Registrar that such notation should be removed from the student’s transcript and internal record.

(4) Penalties.

(A) The instructor will determine the penalty to be administered to the student in the course. Penalty grades cannot be removed by drop, withdrawal, or forgiveness policy. Students should be aware that, in some Colleges/programs, failure in a course or a finding of dishonesty may result in other penalties, including expulsion or suspension from the College/program.
(B) In the case of a first offense, the student may elect to complete a peer counseling program administered by the Division of Student Affairs by the end of the semester following the semester in which the dishonesty occurred. Upon successful completion of this program, the notation regarding violation of the Code of Academic Integrity will be expunged from the student’s official transcript. The grade, however, will remain unchanged and cannot be removed by drop or forgiveness policy. Also, the notation will remain in internal University student records.

(C) In the case of a repeat offense, even if the notation of violation of the Code of Academic Integrity from the first offense had been expunged from the official transcript as a result of successful completion of the peer counseling program, the student will be expelled from the University.

Specific Authority: Article IX of the Florida Constitution, 1001.706, 1001.74 F.S., Board of Governors Regulations 1.001, 6.010, and 6.0105. History—New 10-1-75, Amended 12-17-78, 3-28-84, Formerly 6C5-4.01, Amended 11-11-87. Formerly 6C5-4.001. Amended 5-26-10.

**Please Note:** The activity of the program Exploring Ancient Sicily at Paliké is regulated by authorization of the Sicilian Regional government. It is a requirement that all students follow the rules and regulations established by the Regional government and the authorized personnel of its dependent agencies, who are absolved of all responsibility for injuries that may occur in the course of fieldwork to the participants, who are held to provide [personal] insurance at their own expense. Each participant is personally responsible for eventual damage, direct or indirect, suffered by persons, property and archaeological finds. The Regional government requires adherence to specific safety rules for work in excavation and/or other areas of the archaeological site in accordance with a safety plan that is filed prior to the start of the program. Also note that it is a crime in Italy to detain archaeological property of any sort beyond the twenty-four-hour period allowed for its consignment to the appropriate government authorities (the local mayor, law enforcement agencies, or government agencies charged with the protection of cultural resources).