

THE INCORONATA PROJECT, ITALY

Course ID: HIST 301IN

May 20-June 18, 2023

Academic Credits: 8 Semester Credit Units (Equivalent to 12 Quarter Units)

School of Record: Iowa Wesleyan University

DIRECTORS:

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Due to the Covid 19 pandemic, only fully vaccinated students will be allowed to attend this program. Please contact CFS Enrollment Department if you have any questions or concerns.



PROGRAM DESCRIPTION

Incoronata is located in southern Italy, near the coast of the Gulf of Taranto (the ‘arch’ of the boot), in today’s Basilicata region. The site is distributed across a vast plateau overlooking the valley where the river Basento flows. In the 7th century BC its prominence likely served to attract travelers from the Aegean, who settled alongside the local community during the earliest phase of the Greek colonization, arguably the most consequential migration event of the ancient Mediterranean. The site offers a superb opportunity to investigate the development of an Early Iron Age Italic community and the culture contact dynamics they established with Greek newcomers at the outset of this historical watershed.

Occupation at Incoronata began at the end of the 10th century BC, the start of the Italian Early Iron Age. A vast cemetery, in use from the 9th to the middle of the 8th century BC, was excavated along the northern edge of the plateau, while remains of a contemporaneous settlement were uncovered nearby. Further evidence of occupation dating to the Early Iron Age was also found on the highest part of the plateau. While the rest of the plateau seems to have been deserted by the middle of the 8th century, this area continued to be used until the beginning of the 6th century, when Incoronata was abandoned. During the last century of its life, this area provides evidence of coexistence between local

people and Aegean newcomers. This period corresponds to the early phase of the Greek colonization, which cast Greek settlers from the Black Sea to Spain and was a key catalyst for the creation of the interconnected, urbanized Mediterranean of the Classical period. At this time, along the Ionian Gulf coast and a few miles sea-ward from Incononata, the colony of Metaponto also flourished, alongside Taranto to the southeast and Siris and Sybaris to the west, making this region the heart of what eventually became Magna Graecia or Greater Greece.

Although the site of Incononata has been under investigation since the 1970s, there remains much to be discovered. The highest part of the plateau itself was the object of numerous excavations throughout the years, most recently by the Université de Rennes 2 (France). The latter, directed by Prof. Mario Denti, began in 2002 and has been running as a field school ever since. To date, the excavation has brought to light several features belonging to the indigenous Early Iron Age phase and the 7th century BC 'mixed' indigenous-Greek phase. These point to a public function of the area under investigation, with evidence of both artisanal production and extensive ritual activities. Among the findings are two paved terraces, a large wall, several ritual pits likely linked to an ancestor cult, an apsidal building with the remains of a ritual, a pottery kiln used to fire both local and Greek-style pottery, and two small furnaces.

The main questions that the excavation seeks to address are:

- What was the function and importance of Incononata with respect to the surrounding region?
- How can we characterize local ritual practices and how did they change with the arrival of the Greeks?
- Who in the local community was directly involved in contact with the Greeks? And who were the people from the Aegean that settled at Incononata?

IMPORTANT DISCLAIMER

The Center for Field Sciences was established to support field training in a range of sciences at sites across the world. Traveling and conducting field work involves risk. Students interested in participating in any CFS program must weigh the potential risk against the value of education provided for the program sites of their choosing.

Risk is inherent in everything we do and the CFS takes risk seriously. A committee of leading scholars review each field school location prior to approval. Once a program is accepted, the CFS continually monitor conditions at the program site, its academic quality and ability to conduct as safe of an experience as possible.

The CFS does not provide trip or travel cancellation insurance. Students are encouraged to explore such insurance policies on their own. Post Covid 19, most basic policies do not cover trip cancellation due to pandemics. If you wish to purchase an insurance policy that cover such contingencies, explore Cancel for Any Reason (CFAR) plans. [insuremytrip.com](https://www.insuremytrip.com) or [Travelguard.com](https://www.travelguard.com) are possible websites where students may explore different insurance policies.

You should be aware that conditions in the field are different than those you experience in your home, dorms, or college town. You will be exposed to the elements, live in rustic accommodation, and expect to engage in physical activity daily.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, personal or weather conditions may force changes. This syllabus, therefore, is only a general commitment. Students should allow flexibility and adaptability as research work is frequently subject to change.

All students must consult medical professionals to ensure they are fit to participate in this program. If you have any medical concerns, please consult your doctor. For all other concerns, please consult with the program director – as appropriate.

LEARNT SKILLS

We are aware that many students may not seek academic careers but will pursue employment in the private sector. To that end, we are following the Twin Cairns Skills Log Matrix™ (<https://twin-cairns.com/skill-set-matrix/>) and will provide training for the following skills:

Skill	Skill Definition
Artifact Processing	Safely register, document and store a wide range of artifact types in curation facilities following state and federal laws
Artifact Recovery	Record, safely excavate and properly storage artifacts and ecofacts made of different types of materials (ceramics, metal, lithics, etc.) and various level of fragility
Artifact Washing	Wash different artifact types while maintaining their material characteristics for research purposes
Artifact Illustration	Draw and illustrate different artifact types for report and publications
Large Hand Tools	Operate a pickax, hoe or similar large hand tool to conduct excavations
Understanding Stratigraphy	Understand the relationships between layers of both cultural and natural depositions
Photography	Take clear images of various feature, artifact & soil colors at various light and field depth conditions
Recording Sheets	Understand and properly record excavation process, stratigraphy, sections and artifact documentation
Small Hand Tools	Operate a trowel or similar small hand tool to conduct excavations

COURSE OBJECTIVES

The main objective of the field school is to provide students with a well-rounded understanding of archaeological fieldwork practice in the context of the ancient Mediterranean, from how research is designed and planned, to its every-day routines on and off-site, to its ongoing scientific interpretation. As such, this experience also aims to nurture student’s long-term interest in Mediterranean archaeology, and to allow them to develop the broader skills necessary to work in this and related disciplines, including self-confidence in field data-capture, hypothesis formulation, critical thinking, and teamwork. Students will receive five days of preliminary lectures, where they will be provided with all the information they need to fully engage in the field activities. At the same time, they will help opening the site. During the following three weeks of fieldwork, they will conduct excavation and laboratory work during weekdays, while weekends will be dedicated to on and off-site documentation, museum visits, field trips, and rest.

More specifically, students will participate in the following activities:

Lectures: these will be concentrated in the first week and cover the fundamentals of Italian archaeology and history, provide background on the excavation history of Inconronata, and introduce students to the stratigraphic method of excavation and its single-context recording system. The lectures will take place on the same premises as the field school’s accommodation facilities.

Excavation: students will spend four weeks excavating at Inconronata. The site's stratigraphy is highly variable, which will allow students to gain confidence in digging with every tool available to archaeologists. By working alongside expert trench supervisors, they will learn proper procedures for excavating a diversity of contexts, from large obliteration deposits, to walking surfaces, ritual pits with multiple use phases, and Early Iron Age structures. They will also be taught how to recognize and retrieve all artifacts and ecofacts found on site.

Laboratory: in the afternoon and (depending on progress) some mornings students will also actively participate in laboratory activities. Most of the finds at Inconronata consist of pottery, which can be hand- or wheel-made, local or imported, plain or decorated. During lab hours, students will thus learn to recognize the different pottery types present at the site. Inconronata has also produced a wide array of other finds, including metal ornaments, glass beads, slags, loom weights and spindle whorls, seeds, charred wood and faunal remains. Students will learn how to identify these finds and to clean, catalogue, document and store them.

Documentation: students will learn the different aspects of archaeological documentation, including how to keep an excavation diary, fill-out context sheets, use a level, draw sections, and photograph and draw the contexts that they excavate. During lab work, they will also be taught to catalogue bulk finds and and draw finds.

Field trips: Field trips will be conducted on weekends. They will include: (1) visits to the archaeological museums in the region to allow students to gain familiarity with its ancient material culture; (2) visits to archaeological sites and other ongoing archaeological excavations; and (3) sightseeing of some of the most interesting and beautiful towns in Basilicata, including Matera and Craco. Explanations of the sites will be provided during the visits. Except for the visits to the Archaeological Museums of Metaponto and Policoro, all other field trips are optional and will be decided in consultation with the students.

At the end of the field school, students will be able to:

- ❖ Master with confidence all aspects of stratigraphic excavation, at different levels of detail, using a variety of tools (from brushes to trowels, pick-axes, mattocks, and shovels), in a challenging setting where stratigraphic visibility can be low and the soil very hard.
- ❖ Independently conduct every standard step for proper single-context sheet recording, including mapping with survey equipment, context description and interpretation, and drawing and photography.
- ❖ Know what the proper procedures are for processing, documenting, and storing finds in the lab and how to effectively carry them out.
- ❖ Have a solid grasp of the basics of ceramic analysis, including a working knowledge of the main wares found at Inconronata.
- ❖ Understand the role of Inconronata within the broader framework of southern Italian archaeology.
- ❖ Be able to engage with the theoretical underpinnings of the research at Inconronata, which include migration, culture contact and identity.
- ❖ Have gained familiarity with the culture of southern Italy and in particular the Basilicata region.

COURSE SCHEDULE

Because Inconronata offers an excellent opportunity to study interaction dynamics, most of the training in the field school will revolve around the key themes of mobility, culture contact and identity. We will explore, in multiple settings, the ways in which migrations have shaped the history of Italy from the Bronze Age to present day; how have population encounters changed ideas about and perception of

collective identities; how can we, as archaeologists, study these phenomena; and how is our research both informed by, and useful to, our understanding of a present still shaped by these same processes.

Week 1:

During the first week students will be engaged in a series of lectures that will provide the necessary background to understand the country they are in, the characteristics of archaeological research in the area, the site they will excavate, and the methodology that they will use to do so.

Day	Interaction with Course Content/Activities	Time on Task	Example/Comments
Day 0 (Sun)	8:00pm Welcome Dinner	90 min	At field house
Day 1 (Mon)	7:20 am Breakfast	50 min	At field house
	8.10 am Departure to site	20 min	Using project vehicles
	8:30 am Orientation	1 hour	on site
	9:30 am Site opening	3 hours	One 15 minutes coffee break
	12:30pm Lunch	1 hour	
	1:30 pm Site opening	1 hour	
	2.30 pm Return to field house	20 min	
	3:15 pm Lecture	2 hours	Italy, one or many countries? A history of connectivity and fragmentation
	7:30pm Aperitif	1 hour	Time to socialize
	8:30pm Dinner	1 hour	
Readings:			
<ul style="list-style-type: none"> • Yntema, D. 2013. The Archaeology of South-East Italy in the First Millennium BC. Greek and Native societies of Apulia and Lucania between the 10th and the 1st century BC. Amsterdam: Amsterdam University Press. Chapters 2-5 (pp. 9-164). 			
Day 2 (Tus)	6:50 am Breakfast	50 min	At field house
	7:40 am Departure to site	20 min	Using project vehicles
	8:00 am Site opening	4 hours	One 15 minutes coffee break
	12:30 pm Lunch	1 hour	
	1:30 pm Site opening	1 hour	
	2.30 pm Return to field house	20 min	
	3:15 pm Lecture	3 hours	Introduction to the archaeology of southern Italy, from Prehistory to the Roman Empire.

	7:30 pm Aperitif	1 hour	
	8:30 pm Dinner	1 hour	
	<p>Readings:</p> <ul style="list-style-type: none"> • Yntema, D. 2013. The Archaeology of South-East Italy in the First Millennium BC. Greek and Native societies of Apulia and Lucania between the 10th and the 1st century BC. Amsterdam: Amsterdam University Press. Chapters 2-5 (pp. 9-164). 		
Day 3 (Wed)	6:50 am Breakfast	50 min	At field house
	7:40 am Departure to site	20 min	Using project vehicles
	8:00 am Site opening	4 hours	One 15 minutes coffee break
	12:30 pm Lunch	1 hour	
	1:30 pm Site opening	1 hour	
	2.30 pm Return to field house	20 min	
	3:15 pm Lecture	3 hours	The Greek colonization: theoretical debates
	7:30 pm Aperitif	1 hour	
	8:30 pm Dinner	1 hour	
		<p>Readings:</p> <ul style="list-style-type: none"> • Burgers G-J. 2004. Western Greeks in their regional setting: Rethinking early Greek-indigenous encounters in southern Italy. <i>Ancient West and East</i> 3: 252–282. • Carter, J.C. 2006. <i>Discovering the Greek Countryside at Metaponto</i>. University of Michigan Press: Ann Arbor. Chapter 2 (pp. 51-89). 	
Day 4 (Thr)	6:50 am Breakfast	50 min	At field house
	7:40 am Departure to site	20 min	Using project vehicles
	8:00 am Site opening	4 hours	One 15 minutes coffee break
	12:30 pm Lunch	1 hour	
	1:30 pm site opening	1 hour	
	2.30 pm Return to field house	20 min	
	3:15 pm Lecture	3 hours	Introduction to the Incononata project: site, research questions and excavation
	7:30 pm Aperitif	1 hour	
	8:30 pm Dinner	1 hour	

	Readings: <ul style="list-style-type: none"> • Denti, M. 2013. The contribution of research on Incononata to the problem of the relations between Greeks and non-Greeks during proto-colonial times. <i>Ancient West and East</i> 12: 71-116. • Denti, M. 2018. Aegean Migrations and the Indigenous Iron Age Communities on the Ionian Coast of Southern Italy: Sharing and Interaction Phenomena. In É. Gailledrat, M. Dietler and R. Plana-Mallart (eds), <i>Trade and Colonization in the Ancient Mediterranean: The Emporion, from the Archaic to the Hellenistic period</i>. Montpellier: Presses universitaires de la Méditerranée, pp. 207-218. 		
Day 5 (Fri)	6:50 am Breakfast	50 min	At field house
	7:40 am Departure to site	20 min	Using project vehicles
	8:00 am Site opening	4 hours	One 15 minutes coffee break
	12:30 pm Lunch	1 hour	
	1:30 pm site opening	1 hour	
	2.30 pm Return to field house	20 min	
	3:00 pm Lecture	3 hours	Introduction to excavation methodology and lab procedures
	7:30 pm Aperitif	1 hour	At field house
	8:30 pm Dinner	1 hour	At field house
	No Readings		
Day 6 (Sat)	7.30 am Breakfast	45 min	At field house
	8:30 am Departure to site visit	30 min	Using project vehicles
	9:00am Site Visit	4 hours	Visit to the Archaeological Museum of Policoro
	12:30pm Lunch	1 hour	At field house
No Readings			
Day 7 (Sun)	Rest day – No activities		

Weeks 2-4

Monday through Friday are full days of excavation, while Saturday morning will be dedicated to documentation on site and in the lab. Saturday afternoons and Sundays will be devoted to fieldtrips, sightseeing and resting.

Course structure may be subject of change upon directors' discretion.

TYPICAL WORKDAY

Interaction with Course Content/Activities	Time on Task	Example/Comments
6:50 am Breakfast	50 min	At field house
7:40 am Departure to site	20 min	Using project vehicles
8:00 am Start excavation	9 hours	two 15 minutes coffee breaks, one 1 hour lunch break
4:45 pm Return to field house	20 min	Using project vehicles
7:30pm Aperitif	60 min	Time to socialize
8:30pm Dinner	60 min	

In case of rainy days, lectures and lab work will be performed.

GRADING MATRIX

Students will be graded based on their work as follows.

- 70% participation: active involvement in all activities fostered by the field school, both on site and off site.
- 30% field notebook: all students will be asked to keep a journal of their excavation activities, thoughts and discoveries.

SKILLS MATRIX LEVELS

The school instructors will evaluate the level each student achieved on the list of skills provided above. Each skill will be graded on one of the following three levels:

Basic: Can perform the skill/task with some supervision.

Competent: Can perform the skill/task without any supervision.

Advanced: Can perform the skill/task and teach others how to do it.

ATTENDANCE POLICY

The required minimum attendance for the successful completion of the field school is 85% of the course hours. Any significant delay or early departure from an activity will be calculated as an absence from the activity. An acceptable number of absences for a medical or other personal reason will not be taken into account if the student catches up on the field school study plan through additional readings, homework or tutorials with program staff members.

PREREQUISITES

There are no knowledge prerequisites to participate in the field school. All the necessary information will be provided in the introductory lectures and through hands-on learning during fieldwork. Students should, however, be prepared to withstand physical work in the sun (and wind) for several hours every day. According to the rules of the Italian Soprintendenza (heritage authority), every participant must provide us with a letter from their primary care physician confirming that their health is such that they can withstand these conditions. The certificate should also confirm they have had an obligatory tetanus vaccination or up-to-date booster.

PROGRAM ETIQUETTE

This project is carried out by an international team, many of whom are Italian and French. We share a culture of hospitality and will strive to make everyone feel welcome and at home. At the same time, note that both cultures are quite warm, and physical contact is accepted and common among friends

and colleagues, without this being in any way perceived or intended as harassment. Most people coming to our Mediterranean culture slip right in and enjoy the informal atmosphere and joie de vivre attitude. Learning about the other includes learning about people in the past as well as about contemporary people and cultures that are different than your own. We hope you will find our way intriguing and our enthusiasm and passion captivating and worth emulating.

EQUIPMENT LIST

- Steel-toed boots
- Appropriate clothing for excavation (shirts, light sturdy pants)
- Hat or handkerchief to protect from the sun
- Work gloves if you use them
- Sunscreen (high protection)
- Sunglasses
- Rain jacket
- A notebook, pen, pencils, and an eraser
- Hiking boots or sturdy sneakers for sightseeing
- Insect repellent
- Bathing suit if you want to enjoy the swimming pool or the sea
- Prescription medication for the duration of the field school – if you need any

TRAVEL & MEETING POINT/TIME

We suggest you hold purchasing your airline ticket until six (6) weeks prior to departure date. Natural disasters, political changes, weather conditions and a range of other factors may require the cancellation of a program. The CFS typically takes a close look at local conditions 6-7 weeks prior to program beginning and makes a Go/No Go decision by then. Such time frame still allows for the purchase deeply discounted airline tickets while protecting students from potential loss of airline ticket costs if CFS is forced to cancel a program.

Basilicata is one of Italy's most rugged regions, and travel to the site takes some time – about 5 hours from Rome, for example. Students should make their way to **the Termini Train station in Rome**, where they will be picked up and by one of the staff who will travel with them to Ferrandina. The meeting point is 2.30 pm at the right entrance of Borri's Books, entering the train station from Piazza dei Cinquecento. Once in Ferrandina, they will be picked up and driven to the agriturismo, which is about 20 minutes away.

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.

VISA REQUIREMENTS

There are no special visa requirements for American citizen travelling to Europe, as long as they do not stay longer than 3 months. Passport's expiration date should exceed the stay by at least 3 months. Citizens of other countries are asked to check the embassy website page at their home country for specific visa requirements

MEALS & ACCOMMODATION

Throughout the whole duration of the field school, we will be staying at the agriturismo (farm-hotel) Fontanalapetra (<https://www.fontanalapetra.it>), located in the valley of the Basento river. Three or four students normally share a room with en-suite bathroom. The bedrooms are basic but comfortable.

The agriturismo has a restaurant that provides us with excellent, locally-sourced food for dinner. The cook can prepare vegetarian or gluten-free diets, but please note that more specific (e.g., vegan or religion-based) dietary requirements can unfortunately not be accommodated.

All formal lectures, training and lab work takes place on the premises of the agriturismo. For moments of relaxation the agriturismo also has a swimming pool. The sea is about 20 minutes away by car.

PRACTICAL INFORMATION

International dialing code: +39

Money/Banks/Credit Cards: Italy's currency is the Euro, which has an exchange rate of ca. 1.18 US\$. Banks can be found in Pisticci and Bernalda, 15 minutes away from our accommodation, and most shops/supermarkets accept major credit cards (with the exception of American Express, which is not always accepted). However, credit cards are not commonly used for small purchases (for example coffee at a café).

ATM Availability: ATMs can be found in any town in our vicinity and at some gas stations.

Local Language: Italian. Our fieldschool however is multi-lingual: we speak French, Italian and English.

Measure units: degree Celsius (°C), meter (m.), gram (gr.), liter (l).

ACADEMIC CREDITS & TRANSCRIPT

Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units). Students will receive a letter grade for attending this field school based on the assessment matrix (above). This program provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and the registrar at their home institutions prior to attending this program.

Students will be able to access their transcript through our School of Record – Iowa Wesleyan University. IWU has authorized the National Student Clearinghouse to provide enrollment and degree verification (<https://secure.studentclearinghouse.org/tsorder/schoolwelcome?ficecode=00187100>). Upon completion of a program, students will get an email from IWU with a student ID that may be used to retrieve transcripts. The first set of transcripts will be provided at no cost, additional transcripts may require payment. If you have questions about ordering a transcript, contact the IWU office of the registrar at registrar@iw.edu.

REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students via a shared Dropbox folder.

Burgers G-J. 2004. Western Greeks in their regional setting: Rethinking early Greek-indigenous encounters in southern Italy. *Ancient West and East* 3: 252–282.

Carter, J.C. 2006. *Discovering the Greek Countryside at Metaponto*. University of Michigan Press: Ann Arbor. Chapter 2 (pp. 51-89).

Denti, M. 2013. The contribution of research on Incoronata to the problem of the relations between Greeks and non-Greeks during proto-colonial times. *Ancient West and East* 12: 71-116.

Denti, M. 2018. Aegean Migrations and the Indigenous Iron Age Communities on the Ionian Coast of Southern Italy: Sharing and Interaction Phenomena. In É. Gailledrat, M. Dietler and R. Plana-Mallart (eds), *Trade and Colonization in the Ancient Mediterranean: The Emporion, from the Archaic to the Hellenistic period*. Montpellier: Presses universitaires de la Méditerranée, pp. 207-218.

Yntema, D. 2013. *The Archaeology of South-East Italy in the First Millennium BC. Greek and Native societies of Apulia and Lucania between the 10th and the 1st century BC*. Amsterdam: Amsterdam University Press. Chapters 2-5 (pp. 9-164).

RECOMMENDED READINGS

Boardman, J. 2014. Teaching in the West. *Ancient West and East* 13: 213–214.

De Angelis, F. 2016. E pluribus unum: the multiplicity of models. In L. Donnellan, V. Nizzo V and G.-J. Burgers (eds.) *Contextualising early colonization, Vol. 2, Conceptualising early colonization*, 97–104. Brepols: Turnhout.

Denti, M. 2015. *Archilochos did not Sail Alone to the Bountiful Shores of Siris: Parian and Naxian Potters in Southern Italy in the 7th Century BC*. In D. Katsonopoulou (dir.), « Paros IV, Paros and its Colonies, Fourth International Conference on the Archaeology of Paros and the Cyclades », Paros 11-14 June 2015, Athens 2018 (The Institute for the Archaeology of Paros and the Cyclades), pp. 39-63.

Denti, M. 2016. *Ritual practices of “preservative” obliteration in the Iron Age. An archeological perspective on the choice of colors and materials*. In Ph. Jockey, H. Glanville, C. Seccaroni (dir.), « L’Éclat. Brilliance and its erasure in society, past and present: vocabulary, operations, scenographies, meanings », « Kermes » XIX, n. 101-102, gennaio-giugno 2016, p. 67-77.

Denti, M. in press. *Ritual and craftsmanship at the core of social interaction and construction of elite identities in a mixed center of the South Italian Iron Age*. In E. Kistler, P. van Dommelen (dir.), « The production of locality and empowerment in the archaic western Mediterranean », International Conference in Innsbruck, 2017.

Dietler, M. 1995. The cup of Gyptis: Rethinking the colonial encounter in Early Iron Age western Europe and the relevance of world-system models. *Journal of European Archaeology* 3,2: 89-111.

Hall, Jonathan M. 1998. "Ethnic identity in Greek antiquity." *Cambridge Archaeological Journal* 8.2 (1998): 265-283.

Hodos T. 2009. Colonial engagements in the global Mediterranean Iron Age. *Cambridge Archaeological Journal* 19.2: 221-241.

Knapp, A. B. and P. Van Dommelen, eds. 2010. *Material Connections in the Ancient Mediterranean: Mobility, Materiality and Mediterranean Identities*. London: Routledge.

Malkin I. 1994. Inside and outside: colonization and the formation of the mother city. In *AION Archeologia e Storia Antica* 16: 1–9.

Malkin I. 2002. A colonial middle ground: Greek, Etruscan, and local elites in the bay of Naples. In C.L. Lyons and J.K. Papadopoulos (eds.). *The Archaeology of Colonialism*, pp. 151-181. Los Angeles: Getty Research Institute.

Malkin, I. 2005. Networks and the Emergence of Greek Identity. In I. Malkin (ed.), *Mediterranean Paradigms and Classical Antiquity*, pp. 56-74. London and New York: Routledge.

Osborne R. 1998. Early Greek colonisation? The nature of Greek settlement in the west. In N. Fisher, H. van Wees (eds.), *Archaic Greece: New Approaches and New Evidence*, pp. 251–269. Duckworth: London.

Ridgway, D. 2004. Euboeans and others along the Thyrrenian seaboard in the 8th century BC. In K. Lomas (ed.), *Greek Identity in the western Mediterranean. Papers in Honour of Brian Shefton*, pp. 15-33. Leiden. Brill.

Saltini Semerari, G. 2015. A gendered perspective on Greek-Indigenous intermarriage. In Donnelan, L., Nizzo, V. and Burgers, G.-J. (eds), *Conceptualizing Early Colonisation*, pp. 77-88. Brussels: Belgisch Historisch Instituut te Rome.

Van Dommelen P. 1997. Colonial constructs: Colonialism and archaeology in the Mediterranean. *World Archaeology* 28: 305–323.

Vos, B.L. 2015. What's New? Rethinking Ethnogenesis in the Archaeology of Colonialism. *American Antiquity* 80.4: 655-670.

Yntema D. 2000. Mental landscapes of colonization. *Bulletin Antieke Beschaving* 75: 1–50.

Yntema D. 2011. Archaeology and the Origo myths of the Greek Apoikiai. *Ancient West and East* 10: 243–66.