



THE ORIGIN OF GREEK COLONISATION OF SOUTHERN ITALY: THE INCORONATA PROJECT

Course ID: TBA

May 17-June 20, 2020

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

School of Record: Connecticut College

FIELD SCHOOL DIRECTORS:

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INTRODUCTION

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 antiquity, the river was navigable and the position of the site would have allowed its inhabitants to control river traffic between the mountainous interior and the nearby coast. 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. Abandoned at the beginning of the following century, and undisturbed by later occupation, the site of Incoronata has been the focus of extensive excavations, which

have uncovered abundant evidence of occupation dating from the 10th century BC to the beginning of the 6th. As such, 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 Inconronata 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 hill of 'Inconronata Greca' (or Greek Inconronata: 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 end of the 7th century-beginning of the 6th, when Inconronata was permanently abandoned. During the last century of its life, the site 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 Inconronata, 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 Inconronata has been under investigation since the 1970s, there remains much to be discovered. The hill of 'Inconronata Greca' itself was the object of numerous excavations throughout the years, by the local *Soprintendenza* (heritage authority), the University of Texas at Austin, the Università degli studi di Milano (Italy) and, most recently, 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 a number of 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 large paved terraces, 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 Inconronata 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 Inconronata?
- What attracted the Greek migrants to Inconronata?

ACADEMIC CREDIT UNITS & TRANSCRIPTS

Credit Units: Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units) through our academic partner, Connecticut College. Connecticut College is a private, highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see grading assessment and matrix). This field school provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institution prior to attending this field school.

Transcripts: An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One more transcript may be sent to the student home institution at no cost.

Additional transcripts may be ordered at any time through the National Student Clearinghouse:
<http://bit.ly/2hvurkl>.

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 a number of 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.

DISCLAIMER – PLEASE READ CAREFULLY

Our primary concern is with education. Traveling and conducting field research involves risk. Students interested in participating in any IFR program must weigh whether the potential risk is worth the value of education provided. While risk is inherent in everything we do, we take risk seriously. The IFR engages in intensive review of each field school location prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it complies with all our standards and policies, including student safety.

The hill of Incoronata has no trees to provide natural shade. A tent is mounted on site to provide shade during breaks, but the excavation itself is in the sun. It can also become quite windy on occasion, so please be prepared to withstand sun and dust.

The IFR does not provide trip or travel cancellation insurance. We encourage students to explore such insurance on their own as it may be purchased at affordable prices. [AON Student Insurance](#), [Insuremytrip.com](#) or [Travelguard.com](#) are possible sites where field school participants may explore travel cancellation insurance quotes and policies. If you do purchase such insurance, make sure the policy covers the cost of both airfare and tuition. See this [Wall Street Journal article about travel insurance](#) that may help you with to help to decide whether to purchase such insurance.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, and 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.

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

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

four 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 photograph and draw special finds.
- **Seminars:** the research project at Inconronata has long held a series of collaborations with international researchers, who have focused on different aspects of the excavation and/or on specific topics related to the archaeology of the region. During the field season, several of them will be invited to give a more in-depth seminars about their own research to the students. This is an opportunity to introduce them to the realities of day-to-day research in the area, and to allow them to hear about the most recent developments there.
- **Field trips:** Field trips will be conducted during the first week and 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 in the course of the visits. Except for the visits to the Archaeological Museums of Metaponto and Policoro, which take place during the first week, all other field trips are optional and will be decided in consultation with the students.

PROJECT 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 are very proud of our heritage and culture. We fervently believe in our values and our way of conducting archaeological work. We hope you will find our way intriguing and our enthusiasm and passion captivating and worth emulating.

LEARNING OUTCOMES

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 Incononata.
- Understand the role of Incononata within the broader framework of southern Italian archaeology.
- Be able to engage with the theoretical underpinnings of the research at Incononata, which include migration, culture contact and identity.
- Have gained familiarity with the culture of southern Italy and in particular the Basilicata region.

GRADING MATRIX

- 60% participation: active involvement in all activities fostered by the field school, both on site and off site.
- 20% field notebook: all students will be asked to keep a journal of their excavation activities, thoughts and discoveries.
- 20% short assignment (individual research). The PI at the field school will work with the students to select a suitable subject for a short written assignment in line with their specific interests, to be submitted within the following semester.

TRAVEL & MEETING POINT

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 field school. The IFR typically takes a close look at local conditions 6-7 weeks prior to program beginning and make Go/No Go decisions by then. Such time frame still allows the purchase deeply discounted airline tickets while protecting students from potential loss if airline ticket costs if we decide to cancel a program.

Basilicata is one of Italy's most rugged regions, and travel to the site takes some time. A member of our team will meet in Rome with the students and they will make their way by train to the *agriturismo* together. The meeting point is at **2.30 pm at Termini train station in Rome**, at the right entrance (coming from Piazza dei Cinquecento, which is the square in front of the station) of the bookstore **Borri Books**. The trip takes about 5 hours and a half. They will be picked up at the station of Ferrandina and driven to the *agriturismo*, which is about 20 minutes away.

If you miss the meeting, please get in touch with us and we will give you directions to reach us independently.

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. Passports expiration date should exceed the stay by at least three months. Citizens of other countries are asked to check the embassy website page at their home country for specific visa requirements.

ACCOMMODATIONS

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.

COURSE SCHEDULE

All IFR field schools begins with safety orientation. This orientation includes proper behavior at the field area, proper clothing, local cultural sensitivities and sensibilities, potential fauna and flora hazards, review IFR harassment and discrimination policies and review of the student Code of Conduct.

Because Inoronata 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 and museum visits 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.

Arrival Day (Sunday)

- Evening: Welcome

Day 1:

- Morning:
Orientation

- Afternoon:

Italy: one or many countries? A history of connectivity and fragmentation.

Day 2

- Morning:
Site opening and topographical orientation

- Afternoon:
Introduction to the archaeology of southern Italy, from Prehistory to the Roman Empire.

Readings:

• 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).

Visit the temple of Hera and the Archaeological Museum in Metaponto.

Day 3

- Morning:
Site opening

- Afternoon:
The Greek colonisation: theoretical debates

Readings:

• 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).

Day 4

- Morning:
Site opening

- Afternoon:
Introduction to the Incononata project: site, research questions and excavation

Readings:

• Denti, M. 2013. The contribution of research on Incononata 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.

Day 5

- Morning:
Site opening

- Afternoon:
Introduction to excavation methodology

Day 6

Visit to the Archaeological Museum of Policoro

- **Weeks 2-5**

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.

Typical weekday schedule:

- 6.45 am: breakfast
- 7.30 am : departure from the *agriturismo*
- 8.00 am: start digging
- 10.00-10.15 am: coffee break with biscuits and fruit
- 10.30-12-30: digging
- 12.30-1.15 pm: lunch break
- 1.15-4.45 pm: digginig
- 5 pm: return to the *agriturismo*
- 5-6 pm: break
- 6-7.30 pm: lab work
- 20.00 pm: aperitif
- 21.00 pm: dinner

Possible destinations for weekend field trips

- Matera, the *Sassi* and the Park of the rock-cut churches (Parco Archeologico Naturale delle Chiese Rupestri)
- The National Archaeological Museum of Potenza
- The archaeological site and medieval Sanctuary of Santa Maria d'Anglona, the Arab quarter of Tursi
- The Agri valley and the historical village of Guardia Perticara
- The abandoned village of Craco
- The archaeological sites of Francavilla Marittima and Sibaris
- The National Archaeological Museum in Sibaris
- The city of Taranto and its MarTà (the Archaeological Museum)

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 and 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

PUBLIC OUTREACH

The field school prides itself for its close relationship with the people of Basilicata. Our special connection with the inhabitants of Pisticci was crystallized in 2015, when Prof. Mario Denti was awarded the honorary citizenship of the town, and in general we are honored to have the continuing support and friendship of the local communities.

This ongoing relationship is nurtured every year through a number of initiatives, to which the students are invited to participate. They include guided tours of the excavation, a yearly soccer match between archaeologists and *Pisticcesi* followed by a barbeque, an ongoing initiative to re-plaster the town's houses, and a series of events where we provide the public with updates from the excavation. These events are fun and offer a precious opportunity to contribute to and be involved in the life of the local population that hosts us every year.

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 Inoronata 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 Donnellan, 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.