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Italian Protohistory, Bostel and Asiago Plateau (Vicenza, Italy)

Course ID: ARCH 365BS

[Project start/end dates: COMMON ONLINE INTRODUCTION: May 26-30, 2025;
1st SESSION: June 1-22, 2025;
2nd SESSION: June 22-July 13, 2025.
Note: it is possible to participate to just one or to both shifts]

Academic Credits: 8 Semester Credit Units

FIELD SCHOOL DIRECTORS

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OVERVIEW

The settlement of Bostel lays on a sunny promontory ca. 850 m above sea level in the scenic setting of the Asiago plateau (northern Italy) and holds a strategic location connecting the lowlands of Veneto and the Alps. The site was discovered in 1781 and soon after it started to attract the attention of several influential archaeologists and local scholars, especially in the golden age of Italian protohistory in the late 19th century. However, the first scientific excavations were carried out only in 1912 on behalf of the local heritage authorities. After a brief campaign in 1969, the investigations reopened only in 1993 with the scientific direction of prof. Armando De Guio, University of Padova. From 2021, the excavation permission moved first to the University of Sassari, and later to the Ca' Foscari University of Venice with the scientific direction of Dr. Luigi Magnini and Dr. Cinzia Bettineschi.

From a chronological perspective, the area was first frequented during the Late Bronze Age, but all the house units unearthed until now belong to the major occupation cycle of the Second Iron Age (6th-1st century BC), which was abruptly interrupted by a widespread fire in correspondence with the Romanization of the area. From the cultural point of view, the site belongs to the so-called Magré culture, with influences both from the Fritzens-Sanzeno, aka Raetic world (alphabet, ritual activities, ponderal system, building technology) and the ancient Veneto (most common material culture types).

Recently, the site has been the heart of two major POR-FESR regional projects with European fundings, which promoted an innovative communication strategy based on Virtual and Augmented Reality, 3D modeling, immersive cinema, and gamification for the archaeological park and its Museum.

The Bostel di Rotzo excavation forms the heart of a 30-year research project aimed at unraveling the everyday life and identity of pre-Roman inhabitants in a mountainous corner of the Italian pre-Alps. This ancient village continues to offer a stunning control point over the surrounding valleys and during the 1st millennium BCE, it served as a critical waypoint connecting the Po plain of the Ancient Veneti with the Raetic settlements in the Alps. Due to its strategic importance, the area has remained significant throughout history, as evidenced by the abundant traces of trench systems and bomb craters from the First World War, which we explore using Modern Conflict Archaeology approaches.

Our field school stands out by challenging existing narratives of marginality and fostering a deeper understanding of these mountain communities, particularly in the context of the growing economic influence and military presence of ancient Rome in the last occupation phases of the settlement. Currently, our excavations focus on four main sectors, each featuring pit-houses, terraces, infrastructural remains, or craft activity areas.

Students participating in our program will be fully integrated into a cohesive and multidisciplinary research team. They will work alongside experts in landscape and digital archaeology, including UAV surveys, field recording using total stations and drawing, stratigraphy and formation processes, as well as in cleaning, documenting, and cataloguing recovered artifacts. Additionally, students will engage in communication activities aimed at tourists, regional stakeholders, and local communities, enhancing their experience and understanding of the site's historical significance. This comprehensive approach not only provides a unique learning opportunity but offers a rich, hands-on experience in a historically and culturally significant setting.

Practically, the excavation will focus on the following:

- Sector D: This is the largest trench, encompassing a pit house and its immediate surroundings. It provides valuable insights into intra-site logistics and spatial organization. In 2023, we successfully identified the full perimeter of the structure, which features a monumental staircase leading to what is

likely the cellar. This building, currently the deepest identified on the site (approximately 190 cm below the ancient external floor), has strong parallels in the Raetic and Camunian regions of northern Italy. We are currently removing the collapse layers, composed of large stones from the perimeter walls. By the end of 2024, in some areas, we reached the highly deteriorated remains of what appears to be the charred floor of a mezzanine. Excavations in 2025 will focus on thoroughly documenting this situation and completing the removal of the collapsed stones, particularly around the staircase. In the yard outside the house, we excavated two terrace levels and discovered a peculiar square structure measuring 2 m per side, constructed from carefully selected white calcite slabs. Inside, we found two large copper-iron ingots, totaling approximately 15 kilograms. This area has been tentatively interpreted as a storage space or a private shrine, and further excavation campaigns aim to clarify its function.

- Sector C1: We have completed the excavation of the pottery workshop. Current efforts are focused on investigating the building's foundation and determining the function of the area prior to its existence. The construction phases of the workshop are particularly significant, because they are generally little documented in the Italian Iron Age.

- Sector C2: This sector is interpreted as the domestic space associated with the C1 workshop. Excavations in the northern area are ongoing and will help clarify the chronological relationship with the adjacent productive space.

- Sector G: Identified in 2017 through remote sensing investigations, this area has proven to be of great interest. Excavations uncovered massive stone walls just 25 cm below the current grass surface. Efforts have been made to identify the full perimeter of the structure, although this is challenging because part of the building extends into adjacent private fields. The structure underwent significant modifications, including the addition of new walls and the lowering of the original ground floor. In 2024, excavations yielded exceptional artifacts, such as fragments of an inscribed Etruscan-Italic amphora and ornaments exhibiting clear Etruscan influences from the Po Plain. This is the only building where Etruscan influences are so prominently evident, contrasting with the predominance of Venetic and Raetic materials observed elsewhere.

- Sector H: This sector was recently identified during preliminary investigations for constructing a replica of Sector C2 for public display. Initial campaigns revealed a notable concentration of metallurgical slags (primarily iron, but also copper) and metal objects. The current hypothesis is that these layers are associated with the "blacksmith's workshop" excavated in 1781 by Agostino dal Pozzo, the abbot who discovered the site and documented his findings in a limited but significant memoir. Future work will adopt a stratigraphic approach to verify this hypothesis and further explore the area.

ACADEMIC CREDIT UNITS & TRANSCRIPTS

Credit Units: Attending students will be awarded 8 semester credit units through our academic partner, Connecticut College. Connecticut College is a highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see assessment, below). 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's home institution at no cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse.

PREREQUISITES

There are no formal prerequisites for participating in our excavation, as the program is designed to provide hands-on, experiential learning also for complete beginners. However, fieldwork involves substantial physical labor and being outdoors, so participants should be prepared for varied environmental conditions (heat, cold, wind, storm) and a different situation compared to typical university settings. Students should expect to get dirty, sweaty, and tired while working under the sun. Working hours are strict and need to be respected. Enthusiasm, collaborative attitude, and a clear understanding that archaeology entails substantial effort—standing, kneeling, digging, and using shovels, picks, or a trowel—are essential. Patience, discipline, and meticulous attention to detail are crucial for success in this field. Additionally, knowledge of Italian is considered an asset (but is not compulsory), because much of the published literature, prior documentation, and community archaeology activities are in Italian. However, since 2023 the excavation is hosting international students with a wide background and thus English has become a favorite language for communication.

COURSE OBJECTIVES

The primary pedagogic objectives for the Bostel di Rotzo field school are to immerse students in hands-on archaeological research, deepen their understanding of Italian protohistory (Bronze and Iron Age), and equip them with a broad set of skills and knowledge applicable to various professional fields.

1. Understanding of Archaeological Research: Students will be taught the fundamental principles of archaeology, including stratigraphy, formation processes, and the significance of material culture. This knowledge will be gained through direct involvement in excavations and artifact analysis.

2. Practical Application of Field Techniques: Students will learn to use modern archaeological tools and techniques, such as UAV surveys, total station recording, and 3D modeling. They will gain practical experience in setting up and conducting excavations, recording findings, and maintaining accurate field notes.

3. Recognizing the relevance of Italian Protohistory: Students will gain introductory knowledge to the archaeology of central and northern Italy in the 2nd and 1st millennium BCE, which will clarify the relevance of this area in the long-distance trade networks connecting central Europe with the Mediterranean and Aegean world.

4. Community and Heritage Engagement: Students will engage with local communities, tourists, and regional stakeholders. They will learn to communicate archaeological findings effectively to a non-specialist audience and understand the importance of cultural heritage preservation.

LEARNING OUTCOMES

TECHNICAL AND FIELD SKILLS

By the conclusion of the field school, students can expect to have acquired the following methods, techniques, competencies, skills, and concepts:

1. Archaeological Methods and Techniques:

- Proficiency in excavation techniques, including stratigraphic excavation, use of Munsell soil color chart, triangle of texture, writing of context sheets.
- Skills in artifact recognition, cleaning, documentation, and cataloging.

- Experience with topographic surveying and digital recording using UAVs, total stations, and mobile GIS.

2. Competencies in Digital Archaeology:

- Ability to create and interpret 3D models and orthophotos.
- Understanding of how to integrate digital tools into archaeological research and public outreach.

3. Communication and Public Engagement:

- Ability to effectively communicate archaeological findings to a non-specialist audience.
- Experience in developing educational content and engaging with social media and community stakeholders.

4. Critical Thinking and Problem-Solving:

- Enhanced skills in critical thinking and problem-solving through hands-on fieldwork.
- Understanding of the importance of cultural heritage and the role of archaeology in preserving it.

DURABLE SKILLS

Given that many undergraduate students may not pursue careers in academia, the field school emphasizes skills and competencies that are transferable to various professional fields. These include:

1. **Team Working**: Participating in the Bostel di Rotzo field school fosters strong team-working skills. Students will collaborate closely with peers, experts, and faculty engaging in activities that require clear communication, coordination, and mutual support. Working as part of a multidisciplinary research team, they will learn to divide tasks, share responsibilities, ask for help, and support each other in achieving common goals, both in the field and in the mission house. This experience will enhance their ability to work effectively in team settings, a critical skill in any professional field.
2. **Adaptability and Resilience**: Fieldwork in archaeology, especially in a challenging environment like the pre-Alps, requires a high degree of physical and mental adaptability and resilience. Students will encounter variable weather conditions, rugged terrain, and physically demanding tasks. Additionally, they will cohabit with other participants for 3 to 6 weeks, which implies a continuous exercise of building and overcoming personal boundaries. Students will learn to adapt to these conditions, maintain productivity, and handle unexpected challenges. This experience builds resilience, teaching students to remain focused and resourceful under pressure, an invaluable trait in any career.
3. **Internationalization**: The Bostel di Rotzo excavation offers an exceptional opportunity for students to gain international experience. Working in Italy, they will engage with local cultures, learn to navigate language barriers, and understand diverse perspectives. They will work side by side with colleagues from different European Universities, benefitting from a varied and inclusive working atmosphere. This exposure to international contexts enhances students' global awareness and prepares them for careers in an increasingly interconnected world.
4. **Interdisciplinary communication**: The field school emphasizes an interdisciplinary approach, integrating methods and theories from archaeology, digital technology, geosciences, biology, history, and heritage management. Students will use advanced technological tools such as UAVs for aerial surveys, total stations for topographic recording, 3D modeling, and GIS software. They

will collaborate to archaeozoological determination and learn how to draw pottery and other artifacts. They will also engage in public communication and heritage preservation activities. This interdisciplinary training equips students with a versatile skill set, making them valuable in various fields beyond archaeology, such as digital humanities, cultural resource management, and public history. The ability to communicate and collaborate with people with different disciplinary backgrounds, will provide an asset for many job applications.

ASSESSMENT

To provide clarity on how student work will be assessed, the following grading rubric outlines the criteria for evaluating participation in field work, assigned readings, and materials covered in lectures. Each component is weighted to reflect the importance of both practical engagement and academic understanding.

Participation and Engagement in Field Work Activities (35%)

Criteria	Excellent (90-100%)	Good (80-89%)	Satisfactory (70-79%)	Needs Improvement (60-69%)	Unsatisfactory (<60%)
Engagement & Effort	Consistently engaged, shows exceptional effort and initiative, goes beyond assigned tasks.	Frequently engaged, shows strong effort, completes tasks reliably.	Generally engaged, shows adequate effort, completes tasks.	Inconsistently engaged, shows minimal effort, requires reminders to complete tasks.	Rarely engaged, shows little effort, often fails to complete tasks.
Teamwork & Collaboration	Always collaborates effectively, supports peers, successfully responds to assigned tasks, and demonstrates leadership.	Collaborates well, supports peers, responds well to assigned tasks, sometimes demonstrates leadership.	Collaborates adequately, generally supports peers, and responds to assigned tasks.	Struggles to collaborate, rarely supports peers, partially responds to assigned tasks.	Does not collaborate, hinders team progress, and responds hesitantly to assigned tasks.
Skill Development	Demonstrates excellent progress and proficiency in field skills.	Shows good progress and proficiency in field skills.	Demonstrates satisfactory progress and some proficiency in field skills.	Shows minimal progress, lacks proficiency in field skills.	Shows no progress, lacks necessary field skills.

Adherence to Protocols	Consistently follows all protocols and safety guidelines.	Follows protocols and safety guidelines with few reminders.	Generally follows protocols and safety guidelines.	Occasionally disregards protocols and safety guidelines.	Frequently disregards protocols and safety guidelines.

Assigned Readings and Materials Covered in Lessons and Invited Lectures (20%)

Criteria	Excellent (90-100%)	Good (80-89%)	Satisfactory (70-79%)	Needs Improvement (60-69%)	Unsatisfactory (<60%)
Preparation	Consistently completes readings on time, deeply understands material.	Completes readings on time, shows good understanding of material.	Generally completes readings, shows satisfactory understanding.	Inconsistently completes readings, shows limited understanding.	Rarely completes readings, shows poor understanding.
Discussion Participation	Actively participates in discussions, provides insightful contributions.	Frequently participates in discussions, provides relevant contributions.	Occasionally participates in discussions, providing some relevant contributions.	Rarely participates in discussions, contributions are limited.	Does not participate in discussions, contributions are irrelevant or absent.
Application of Concepts	Consistently applies concepts from readings to field work and discussions effectively.	Frequently applies concepts from readings to field work and discussions.	Occasionally applies concepts from readings to field work and discussions.	Rarely applies concepts from readings to field work and discussions.	Does not apply concepts from readings to field work and discussions.

Criteria	Excellent (90-100%)	Good (80-89%)	Satisfactory (70-79%)	Needs Improvement (60-69%)	Unsatisfactory (<60%)
Attendance	Attends all lectures, arrives on time, fully participates.	Attends most lectures, usually on time, generally participates.	Attends lectures with occasional absences, participation is satisfactory.	Frequently absent or late, rarely participates.	Rarely attends lectures, does not participate.
Engagement with Material	Shows excellent engagement	Shows good engagement with lecture	Shows satisfactory engagement	Shows limited engagement with lecture	Shows no engagement with lecture

	with lecture material, asks questions, and contributes to discussions.	material, occasionally asks questions, and contributes to discussions.	with lecture material, sometimes asks questions.	material, rarely asks questions.	material, does not ask questions.
Understanding of Material	Demonstrates a deep understanding of lecture content, and integrates into field work.	Demonstrates a good understanding of lecture content, generally integrates into field work.	Demonstrates a satisfactory understanding of lecture content, occasionally integrating into field work.	Demonstrates limited understanding of lecture content, rarely integrates into field work.	Demonstrates no understanding of lecture content, does not integrate into field work.

Written Assignments (35%)

Criteria	**Excellent (90-100%)**	**Good (80-89%)**	**Satisfactory (70-79%)**	**Needs Improvement (60-69%)**	**Unsatisfactory (<60%)**
Reflection Journals	Entries are detailed, insightful, well-illustrated, and consistently connect theory with practice.	Entries are detailed, illustrated, and generally connect theory with practice.	Entries are adequate with occasional connections between theory and practice.	Entries are brief, with few connections between theory and practice.	Entries are incomplete or lack depth, with no connections between theory and practice.
Research Reports	Report is well-researched, clearly written, and demonstrates a strong synthesis of field observations and scholarly literature.	Report is well-researche d and written, with a good synthesis of field observations and literature.	Report is adequately researched and written, with some synthesis of field observations and literature.	Report shows minimal research and synthesis, with poor writing quality.	Report is poorly researched and written, with little to no synthesis of field observations and literature.

Practical Exercises (10%)

Criteria	**Excellent (90-100%)**	**Good (80-89%)**	**Satisfactory (70-79%)**	**Needs Improvement (60-69%)**	**Unsatisfactory (<60%)**

Fieldwork Skills Assessment	Demonstrates exceptional proficiency in fieldwork skills, completing tasks with high accuracy and efficiency.	Demonstrates strong proficiency in fieldwork skills, completing tasks accurately and efficiently.	Demonstrates adequate proficiency in fieldwork skills, completing tasks satisfactorily.	Demonstrates minimal proficiency in fieldwork skills, completing tasks with difficulty.	Lacks proficiency in fieldwork skills, unable to complete tasks accurately or efficiently.

Overall Grade Calculation

- Participation and Engagement in Field Work Activities: 35%
- Assigned Readings and Materials Covered in Lessons and Invited Lectures: 20%
- Written assignments: 35% (10% journal; 25% final report)
- Practical Exercises: 10%

COURSE SCHEDULE

All IFR field schools begin with an orientation that addresses local and program protocols concerning student behavior, appropriate attire, local practices and sensibilities that may be unfamiliar, potential fauna and flora hazards, IFR harassment and discrimination policies, and the student Code of Conduct.

Please note that the schedule outlined in this syllabus can be disrupted by unforeseen circumstances, including weather, revisions by local permitting agencies, or conditions onsite. While this schedule represents the intentions of the program, adaptability is an intrinsic part of all field research, and necessary alterations to the schedule may happen at any time.

WEEK 0: Online Introduction (26-30 May, 2025, all times in Eastern Daylight Time - EDT)

Monday (May 26)

8:30-10 am: LECTURE 1 – Introduction to archaeology and field program by Cinzia Bettineschi and Luigi Magnini

10.30-12 am: LECTURE2 – Introduction to Italian Protohistory, and the Pile-dwellings Culture by Cinzia Bettineschi

1-4 pm: independent reading **Cardarelli**, 2009

Tuesday (May 27)

8:30-10 am: LECTURE 1 – The Terramare culture of the Italian Bronze Age by Cinzia Bettineschi

10.30-12 am: LECTURE2 – The Villanovian culture and the Etruscan of the Po plain by Cinzia Bettineschi

1-4 pm: independent reading **Lomas**, 2017; **Magnini** et al., in press

Wednesday (May 28)

8:30-10 am: LECTURE 1 – Ancient Veneti by Cinzia Bettineschi

10.30-12 am: LECTURE2 – The Raeti and Bostel intro by Cinzia Bettineschi

1-4 pm: independent reading **Marzatico** et al., 2018; **Magnini** et al., 2019

Thursday (May 29)

8:30-10 am: LECTURE 1 – Introduction to Excavation, Stratigraphy, and Formation Processes: part 1 by Luigi Magnini

10.30-12 am: LECTURE2 – Introduction to Excavation, Stratigraphy, and Formation Processes: part 2 by Luigi Magnini

1-4 pm: independent reading **excavation manual**

Friday (May 30)

8:30-10 am: LECTURE 1 – GIS and digital methods for Fieldwork documentation by Luigi Magnini

10.30-12 am: LECTURE2 – The Archaeology of the First World War by Luigi Magnini

1-4 pm: independent reading **Magnini** et al., 2024; **Magnini** et al., 2022

Weeks 1 to 3 will have the same structure in both shifts, what will change are the invited lecture topics and the destination of the excursions organized.

SHIFT 1

Date	**Time**	**Activity**
June 1st (Sunday)	afternoon	Arrival in Vicenza, transfer to Rotzo, and room assignment
June 2nd (Monday)	Morning Afternoon	Preliminary briefing on site security and opening of the excavation Guided tour of the site and the Museum
June 3rd (Tuesday)	All day	Fieldwork (or lab work according to the weather conditions)
June 4th (Wednesday)	All day	Fieldwork (or lab work according to the weather conditions)
June 5th (Thursday)	All day Evening	Fieldwork (or lab work according to the weather conditions) Evening Lecture
June 6th (Friday)	All day	Fieldwork (or lab work according to the weather conditions)
June 7th (Saturday)	All day	Fieldwork + public outreach activities (or lab work according to the weather conditions)
June 8th (Sunday)	All day	Free time
June 9th (Monday)	All day	Fieldwork (or lab work according to the weather conditions)
June 10th (Tuesday)	All day	Fieldwork (or lab work according to the weather conditions)

June 11th (Wednesday)	All day	Visit to Verona (especially Archaeological Museum)
June 12th (Thursday)	All day Evening	Fieldwork (or lab work according to the weather conditions) Evening Lecture
June 13th (Friday)	All day	Fieldwork (or lab work according to the weather conditions)
June 14th (Saturday)	All day	Fieldwork + public outreach activities (or lab work according to the weather conditions)
June 15th (Sunday)		
June 16th (Monday)	All day	Fieldwork (or lab work according to the weather conditions)
June 17th (Tuesday)	All day	Fieldwork (or lab work according to the weather conditions)
June 18th (Wednesday)	All day	Visit to Este (especially Archaeological Museum)
June 19th (Thursday)	All day Evening	Fieldwork (or lab work according to the weather conditions) Evening Lecture
June 20th (Friday)	All day	Fieldwork (or lab work according to the weather conditions)
June 21th (Saturday)	All day	Fieldwork + public outreach activities (or lab work according to the weather conditions)
June 22th (Sunday)	Morning	Transfer to Vicenza

SHIFT 2

Date	**Time**	**Activity**
June 22nd (Sunday)	afternoon	Arrival in Vicenza, transfer to Rotzo, and room assignment
June 23rd (Monday)	Morning Afternoon	Preliminary briefing and opening of the excavation Guided tour of the site and the Museum
June 24th (Tuesday)	All day	Fieldwork (or lab work according to the weather conditions)
June 25th (Wednesday)	All day	Fieldwork (or lab work according to the weather conditions)
June 26th (Thursday)	All day	Fieldwork (or lab work according to the weather conditions)

	Evening	Evening Lecture
June 27th (Friday)	All day	Fieldwork (or lab work according to the weather conditions)
June 28th (Saturday)	All day	Fieldwork + public outreach activities (or lab work according to the weather conditions)
June 29th (Sunday)	All day	Free time
June 30th (Monday)	All day	Fieldwork (or lab work according to the weather conditions)
July 1st (Tuesday)	All day	Fieldwork (or lab work according to the weather conditions)
July 12nd (Wednesday)	All day	Visit to Padova (especially Archaeological Museum)
July 3rd (Thursday)	All day Evening	Fieldwork (or lab work according to the weather conditions) Evening Lecture
July 4th (Friday)	All day	Fieldwork (or lab work according to the weather conditions)
July 5th (Saturday)	All day	Fieldwork + public outreach activities (or lab work according to the weather conditions)
July 6th (Sunday)		
July 7th (Monday)	All day	Fieldwork (or lab work according to the weather conditions)
July 8th (Tuesday)	All day	Fieldwork (or lab work according to the weather conditions)
July 9th (Wednesday)	All day	Visit to Venice (especially Archaeological Museum)
July 10th (Thursday)	All day Evening	Fieldwork (or lab work according to the weather conditions) Evening Lecture
July 11th (Friday)	All day	Fieldwork (or lab work according to the weather conditions)
July 12th (Saturday)	All day	Fieldwork + public outreach activities (or lab work according to the weather conditions)
July 13th (Sunday)	Morning	Transfer to Vicenza

REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students. Program participants are expected to be prepared to engage in discussions led by facilitators, all of whom will be looking for compelling evidence that students have read and thought about the assigned readings prior to the scheduled day on which they are first discussed.

Introductory:

Cardarelli A. (2009). The collapse of the Terramare culture and growth of new economic and social systems during the Late Bronze Age in Italy. Scienze dell'Antichità, 15, pp. 449-520.

Lomas, K. (2017). The Veneti. In *The Peoples of Ancient Italy* (pp. 701–718). De Gruyter. https://doi.org/10.1515/9781614513001-034

Marzatico, F., Endrizzi, L., & Degasperi, N. (2018). Aspects of cult in the Southern Alps during the Bronze and Iron Age. In *Archäologie im Landkreis Dingolfng-Landau* (pp. 122–141). Verlag Marie Leidorf GmbH.

Field manual for archaeological excavation

Bostel-related:

Magnini, L., Bettineschi, C., De Guio, A., Burigana, L., Colombatti, G., Bettanini, C., & Aboudan, A. (2019). Multisensor-Multiscale Approach in Studying the Proto-historic Settlement of Bostel in Northern Italy. Archeologia e Calcolatori, 30, 347–365. https://doi.org/10.19282/ac.30.2019.20

Magnini, L., De Guio, A., & Bettineschi, C. (2024). Remote Sensing and Artificial Intelligence for Mountain Archaeology. In The Oxford Handbook of Mountain Archaeology. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780197608005.013.19

Magnini, L., Michelin, A., & Bettineschi, C. (in press). Cultural Entanglements in pre-Alpine Iron Age Veneto: the case of the Margé group. In E. Sacarsella & C. Zeviani (Eds.), A Blessing and a Course: Mediterranean Mountains between Idlily and Violence in Later Prehistory. Cambridge University Press.

Magnini, L., Rovera, G., De Guio, A., & Azzalin, G. (2022). A Digital and Archaeological Perspective of the World War One Veneto-Trentino Front Line Trench Systems in Northern Italy. In A. Bondesan & J. Ehlen (Eds.), Military Geoscience in Peace and War (pp. 83–106). Springer. https://doi.org/10.1007/978-3-030-79260-2_6

RECOMMENDED READINGS

English

Cupitò, M., Dalla Longa, E., & Balista, C. (2020). From Valli Grandi Veronesi system to Frattesina system : observations on the evolution of the exchange system models between Veneto Po Valley area and the Mediterranean world during the Late Bronze Age. *Rivista Di Scienze Preistoriche*, *LXX*(S1), 293–310. https://www.torrossa.com/it/resources/an/4918597

Farney, G. D., & Bradley, G. (Eds.). (2017). *The Peoples of Ancient Italy*. De Gruyter. https://doi.org/10.1515/9781614513001

Harris, E. C. (1989). *Principles of Archaeological Stratigraphy*. Elsevier. https://doi.org/10.1016/C2009-0-21688-6

Lucas, G. (2012). *Understanding the Archaeological Record*. Cambridge University Press. https://doi.org/10.1017/CBO9780511845772

Martinelli, N. (2019). Prehistoric pile-dwellings in northern Italy: an archaeological and dendrochronological overview. In L. Shindo, J.-L. Edouard, F. Sumera, M. Bailly, & A. Hartmann-Virnich (Eds.), *ARCADE. Approche diachronique et Regards croisés :Archéologie, Dendrochronologie et Environnement* (pp. 69–78). Direction régionale des Affaires Cuturelles de Provence-Alpes-Côte d'Azur.

Pallottino, M. (2014). *A History of Earliest Italy (Routledge Revivals)*. Routledge. https://doi.org/10.4324/9781315778556

Perego, E. (2014). Final Bronze Age and social change in Veneto. *Mélanges de l'École Française de Rome. Antiquité*, *126–2*. https://doi.org/10.4000/mefra.2503

Sullivan, A. P., & Dibble, W. F. (2014). Site Formation Processes. In *Encyclopedia of Global Archaeology* (pp. 6687–6701). Springer New York. https://doi.org/10.1007/978-1-4419-0465-2_211

Verhoeven, G. (2011). Taking computer vision aloft – archaeological three-dimensional reconstructions from aerial photographs with photoscan. *Archaeological Prospection*, *18*(1), 67–73. https://doi.org/10.1002/arp.399

Zamboni, L., Fernández-Götz, M., & Metzner-Nebelsick, C. (Eds.). (2020). *Crossing the Alps. Early Urbanism between Northern Italy and Central Europe (900-400 BC)*. Sidestone Press.

Italian

Bettineschi, C., Angelini, I., & Gratuze, B. (2021). Sulle tracce dei più antichi vetri dell'Altopiano dei Sette Comuni Vicentini. In L. Magnini, C. Bettineschi, & L. Burigana (Eds.), *Traces of Complexity. Studies in honour of Armando De Guio/ Studi in onore di Armando De Guio* (pp. 261–278). SAP.

Bettineschi, C., Fiorentin, E., Magnini, L., Marchesini, M., & De Guio, A. (2023). Tecnologia edilizia e determinazione dei resti lignei da una struttura produttiva della seconda età del Ferro al Bostel di Rotzo (VI). In C. Previato & J. Bonetto (Eds.), *Terra, legno e materiali deperibili nell'architettura antica. Volume 1. L'età preromana* (pp. 121–130). Edizioni Quasar.

De Guio, A. (1994). Dal Bronzo Medio all'inizio dell'età del Ferro. In *Storia dell'Altopiano dei Sette Comuni. Territorio e Istituzioni* (pp. 157–177). Neri Pozza Editore.

De Guio, A., Bressan, C., Ferrari, G., Mantoan, R., Gamba, M., Migliavacca, M., Padoan, C., & Nicosia, C. (2011). Bostel di Rotzo (VI) - Stato di Avanzamento delle Ricerche. *Quaderni Di Archeologia Del Veneto*, *XXVII*, 168–183.

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