**Welcome to the Berry Site!**

We are very pleased to have you join us at the Berry site for the Summer 2024, Warren Wilson College Archaeology Field School.  The field school is a large project; each week we will have 15 - 20 participants.  You will have an opportunity to meet and work with interesting and fun people. Please read the following documents carefully. If you have any questions, please contact Dr. David Moore at dmoore@warren-wilson.edu or at 828-713-6348.

**Field School Requirements:**

 This is an intensive course in archaeological field methods.  Some participants are taking the course for credit and a grade; others are there for a non-credit learning experience.  Those taking the course for credit receive more intensive instruction.  Most importantly, we want you to come prepared to work and learn.  Please be aware that the work pace sometimes moves slowly and at other times more quickly and there may be a variety of tasks going on at the same time.  It will be important to follow directions carefully and be sure to ask questions when you have them.  We are all working to learn!

 Please carefully review the course syllabus below as it provides more detail about the course and our activities. The grading details in the syllabus apply only to those students who take the course for credit. Non-credit students participate in the same field work but are not required to complete any other assignments.

**Site Conditions**

All field equipment and supplies will be provided.  You should be prepared to work outside, and we recommend participants wear appropriate work clothes.  We also recommend appropriate and comfortable shoes.  You do not need heavy work boots; sneakers are fine.  We also recommend hats to protect against sun exposure.  Sunscreen and insect repellent are often useful.  You may also wish to bring a pair of work gloves.  Making and receiving phone calls, text messages, tweets, etc. on site is limited to break times only.  However, you may use phones and cameras for taking personal photos.  It is essential that each student remains aware of the activities around them; therefore, it is not possible to listen to music or other audio programming with earphones.

Most of our time is spent working in a pastured or plowed field.  However, there will be certain tasks that may require working in the woods, around brush, or even some brush clearing.  Poison ivy is always a possibility in these kinds of environments.  As in any field, footing may be uneven; please use care as you move around the work site.

 Portable toilets are provided on site.

**Housing at the Wall Center for Archaeological Research**

Students enrolled for Warren Wilson College academic credit and will be staying at the Wall Center for Archaeological Research in Morganton (about a 20-minute drive to the site) during the field school.  Our address is 220 New Street.  (Directions to the Wall Center are found at the bottom of this document).  There are also a limited number of spaces available at the Wall Center for non-credit students.

 The Wall Center is the home of the Exploring Joara Foundation, a non-profit organization formed in 2007 to support the field school and to create a regional public archaeology program.   The Center is a converted 4600 square foot office building which now includes dormitory space for 23 students and staff, archaeology lab space, office, and storage space.  The Wall Center is fully handicapped-accessible.

There is a weekly $85.00 housing fee.  This fee includes the cost of dinners Monday – Thursday (catered by local family-style restaurant).  This fee must be paid along with your registration (see registration form).

The weekly rosters will change but each week we may have as many as 23 folks in the house.  This will necessitate a great deal of cooperation and sensitivity so that we all enjoy each other as much at the end of the month as at the beginning.  There are two large dorm rooms for up to eight people and two smaller rooms for up to 4 people.  Bunk beds and mattresses will be available for everyone.  However, you will need to bring your own linens and towels.  All dorm rooms are gender specified.   You will be assigned a room by field school staff.

Each week, the field school staff will assign basic daily cleaning tasks to all students to keep our living and working spaces clean and hygienic to ensure a healthy living and learning environment.

There is a large kitchen and dining area, and we have a designated open room for hanging out.  There is also an office for evening work.  We have space outside for relaxing and even enough room in the parking lot for Frisbee and basketball.

The kitchen has three refrigerators, a microwave, two dishwashers, a stove, and plenty of cabinet and shelf space to allow each student to keep their supplies well organized.  All kitchen utensils are provided.  We will buy some group items such as coffee, peanut butter, condiments, etc. but each student is responsible for her/his own breakfast and lunch.  There are several nearby grocery stores at which to shop.  Dinners are catered from a local “family style” restaurant.

You are welcome to bring music in whatever format you use, just remember that we will all have to share the “air space.”

Crew members and students may stay at the field camp over the weekends if they choose to do so.  Non field school guests are not allowed to visit the Wall Center without permission from David Moore or Rachel Briggs.

Students may bring their cars.  The closest airports are Charlotte, NC (CLT) and Asheville, NC (AVL). There is no easy public transportation between either of the airports and Morganton. You may wish to rent a car, but we are usually able to provide round trip transportation from either airport for $85 (each direction).

If you choose this option, we must receive a reservation from you at least three weeks in advance of your arrival. Also please note that you should plan your arrival so that you can be picked up by 5:00 pm on the Sunday prior to your Monday start and your return should be scheduled for the Saturday following your last day in field school. We cannot guarantee other time schedules.

Every Sunday night we will hold an orientation meeting at 8:00 p.m. to review the weekly schedule including Berry site and Wall Center protocol. This meeting is recommended for all field school students registered for the upcoming week.

**Work Schedule:**

Our field school schedule (Monday - Friday) is 8:00 am – 4:30 pm.  We will leave the Wall Center promptly at 8:00 am so that we may be ready to work at 8:30.

We will take a half-hour lunch break around noon and generally leave the site before 4:00 pm. You will need to bring your own lunch and snacks.  We always have water at the site; you are welcome to bring any other non-alcoholic beverages.

We will generally spend one day per week at the Wall Center, where students will learn to wash, sort, and catalog the excavated material.

Work schedules may be interrupted by weather. For instance, in case of rain, we will meet at the site but may decide to work on lab chores at the field camp.  In case of rain showers and sprinkles, we often stay on site and work around or through them, depending on what tasks are underway.

**Need More Information?**

Please contact David Moore at Warren Wilson College (cell # 828-713-6348); email: dmoore@warren-wilson.edu.  You may also wish to visit our web site at www.warren-wilson.edu/~arch/ where you may read about the Berry site and view images from previous field schools [Please Note: this site is currently being updated].  ***We are pleased to have you join us and look forward to seeing you in Morganton****!*

**Getting to the Wall Center and the Berry site and Local Accommodations**

If you need information about local accommodation, please contact David Moore.

**Automobile Directions to Wall Center for Archaeological Research**

From West of Morganton

Take I-40 east to Exit 103.  Turn left onto Burkemont Avenue.  Go 0.7 miles (passing Western Piedmont Community College on the right) to the intersection with US 64/70 Bypass.  Stay straight on Burkemont Avenue another 0.5 miles to New Street on the right.  Turn right onto New St. and go 0.2 miles (2 blocks) to the Wall Center for Archaeological Research on the right.  It is the two-story, red brick building on the right, just past the sign for the Furniture Warehouse.

From East of Morganton

Take I-40 west to Exit 103.  Turn right onto Burkemont Avenue.  Go 0.7 miles (passing Western Piedmont Community College on the right) to the intersection with US 64/70 Bypass.  Stay straight on Burkemont Avenue another 0.5 miles to New St. on the right.  Turn right onto New St. and go 0.2 miles (2 blocks) to the Wall Center for Archaeological Research on the right.  It is the two-story, red brick building on the right, just past the sign for the Furniture Warehouse.

**Directions to Berry site:**

Directions to the Berry site from west of Morganton.

On I-40, take the Jamestown Road Exit (Exit 100).  Turn left and follow Jamestown Road to US 70.   Continue straight (road changes to Freedom Dr.).  Turn left at the Hardees onto NC 181, and you’ll see the K-Mart Plaza on the right.  From K Mart plaza, continue north on Hwy. 181 for 4.1 miles to Goodman Lake Road on right.  Take Goodman Lake Road 1.6 miles to end; turn right on Henderson Mill Road; go 1.9 miles to the Berry site on right; follow parking signs.

Directions to the Berry site from east of Morganton.

On I-40, take Exit 105, turn right and follow NC 18 into City of Morganton.  In town, NC 18 will become S. Green St. (one-way) and after you pass the court house, NC 18 and NC 181 will diverge.  Follow NC 181 North, cross the Catawba River to the intersection with Freedom Dr. (Hardees on the left) Continue north on 181 past the K-Mart Plaza. Continue north on Hwy. 181 for 4.1 miles to Goodman Lake Road on right.  Take Goodman Lake Road 1.6 miles to end; turn right on Henderson Mill Road; go 1.9 miles to the Berry site on right; follow parking signs.

Directions to the Berry site from Lenoir.

Follow NC 18 south from Lenoir and turn right on Piedmont Road. Follow Piedmont Road about 4 miles.  You will pass Arney’s Chapel Methodist Church on the right and then turn left at the next road - Henderson Mill Rd (Worry Crossroads).  Go about 0.7 miles (you will pass a nursery on the left and then a small bridge over Upper Creek.  The road will curve to the left and then sharply to the right.  Drive slowly and be careful of traffic in this curve since you will turn left into the farm road just as the curve straightens out (There are two farm roads adjacent to each other in the middle of the curve.  Take the second one.).  Follow the dirt road about 200 feet and there we are.   Welcome!

**SYLLABUS: ANT 3400  Berry Site Archaeology Field School**

**Warren Wilson College,**

**Monday, June 3- Friday, June 28, 2024**

*Location:* Berry site, Morganton, NC

*Time*:  Monday-Friday 8:00 am – 4:30 pm

*Instructors*: Dr. David Moore (Warren Wilson College); Dr. Robin Beck (University of Michigan); Dr. Christopher Rodning (Tulane University); Dr. Rachel Briggs (University of North Carolina at Chapel Hill)., Michelle Pigott (Tulane University).

*Phone:* David Moore    Office: 828-771-2013, cell phone: 828-713-6348.

*Email*: dmoore@warren-wilson.edu

**COURSE DESCRIPTION:**

We are pleased to have you join us at the Berry site for the 2024 Warren Wilson College Archaeology Field School.  You are joining a long-term research project that began in 2001.  We have a large group of participants and look forward to an exciting summer of new explorations.

This is an intensive, hands-on, experiential course; it is more than an introduction to archaeological field methods.   Since the Berry site project is an established research project with long-term research designs and objectives, students are exposed to different excavation situations each year.  While each student may not complete the same tasks, each student will be exposed to all aspects of the excavation. Students will learn basic concepts of field methods and will practice these methods daily. The class will also consider the role that archaeological methods play in developing research designs and in explaining archaeological phenomena.  Finally, this class will also involve an introduction to basic lab methods of cleaning, cataloguing, and analyzing excavated materials.

**Please Note**: A student who registers for 1-2 weeks will have fewer opportunities than students who register for 3-4 weeks. Students who register for 3-4 credits will also be able to conduct an independent research project in Week 4.

Class activities consist of instruction in all usual excavation methods used at the Berry site and may also include more detailed instruction in feature excavation and water-screening/flotation methods. Regular instruction and activities will include all varieties of site documentation including notetaking, mapping, and photography as well as field records management.

**COURSE SCHEDULE**

**Week 1, June 3 – 7, Activities this week include:**

Introduction to Berry site.

Introduction to excavation basics such as using tools, excavation forms, understanding the grid system and total station, mapping, and photography.

Excavation of plowzone units.

Washing and cataloging artifacts.

**Week 2, June 10 – 14, Activities this week include:**

For new students

Introduction to Berry site.

Introduction to excavation basics such as using tools, excavation forms, understanding the grid system and total station, mapping, and photography.

Excavation of plowzone units.

For continuing students

Advanced excavation focused on archaeological features.

Introduction to water screening and water flotation.

Continued washing and cataloging artifacts.

**Week 3, June 17 – 21, Activities this week include:**

For new students

Introduction to Berry site.

Introduction to excavation basics such as using tools, excavation forms, understanding the grid system and total station, mapping, and photography.

Excavation of plowzone units.

For continuing students

Advanced excavation focused on archaeological features.

Water screening and water flotation.

Continued washing and cataloging artifacts.

**Week 4, June 24 – 28, Activities this week include:**

For all students

Completion of summer artifact catalog.

Individual project to include artifact analysis and mapping.

**BERRY SITE BACKGROUND**

Following the conquest of the Aztecs in Mexico and the Inka in South America, Spain looked to “La Florida” for more land and riches. Hernando de Soto and his army traveled from Florida through North Carolina in 1540 on their way to the Mississippi River.  In 1566, Captain Juan Pardo left the Spanish town of St. Elena on the South Carolina coast and traveled into North Carolina in search of an overland route to Mexico.  Scholars have debated the routes of Soto and Pardo for years but archaeological investigations at the Berry site (31BK22), north of Morganton in Burke County, provide evidence that both of these Spanish expeditions passed through the Catawba River valley.

The Berry site is a large (nearly 12 acres) Mississippian site that dates to the Burke phase (15th and 16th centuries A.D.) and is believed to represent an ancestral Catawba Indian town.  We believe this site is the location of the native town Joara, at which Pardo built Fort San Juan in 1567.  Pardo also renamed the Native settlement Cuenca, after his hometown in Spain.  Our excavations have revealed the presence of five burned structures in this area.  We believe these burned structures represent the domestic remains of the Spanish compound at Fort San Juan.

In 2013, we documented a portion of the moat that surrounded Fort San Juan.  This was the first direct evidence of the fort we discovered, and the news was reported in the New York Times (July 23, 2013) and many other news sources around the world.  The Jan/Feb issue of Discover Magazine listed the discovery of Fort San Juan as Number 29 on their 100 biggest stories of 2013.

Quenca and Fort San Juan represent the earliest European settlement in the interior of what is now the United States.   We are quite excited to be back to learn more about the site in 2021.  This summer we will concentrate on studying features associated with buildings outside and adjacent to the fort.

**LEARNING OUTCOMES**

This class is taught with variable credit (1-4 credits; 1 week is 1 credit hour).  Each week, new students will begin with basic excavation techniques and will have the opportunity to gain more detailed experience with each successive week.  A student who takes the course for 1 or 2 credits is not expected to develop the same skills as a student who takes the course for 3 to 4 credits.  The following learning outcomes are expected for the cumulative number of weeks.

After taking this course for 1 week, students will be able to…

 a.  understand the site grid and how to establish excavation units using a triangulation method as well as a transit.

 b. excavate a unit from plow zone to subsoil.

 c. clean an excavation unit for photographs and mapping.

 c. identify the basic variety of artifacts found at the Berry site.

 d.  understand the process of documentation (maps, drawings, field notes, photographs) associated with basic unit excavation

After taking this course for 2 weeks, students will be able to do the above as well as…

 a.  map profiles and plan views of excavation units

 b.  process plow zone materials through water-screening.

 c.  develop a proficiency in unit excavation and profile cutting.

 d.  complete the documentation (maps, drawings, field notes, photographs) associated with basic unit excavation.

After taking this course for 3 weeks, students will be able to do the above as well as…

 a.  demonstrate a mastery of basic unit excavation and recording techniques.

 b.  conduct basic mapping techniques with the use of the site computer mapping programs.

c.  understand basic feature excavation techniques including associated water-screening procedures.

d. understand basic lab cataloging procedures.

After taking this course for 4 weeks, students will be able to do the above as well as…

1. demonstrate a mastery of basic feature excavation techniques.
2. demonstrate a mastery of basic lab cataloging and analysis procedures.
3. complete a brief research report including artifact analysis, figures, and maps.

**CLASS SCHEDULE:**

Our field school schedule (Monday – Friday) is 8:00 am – 4:30 pm.  We will leave the Wall Center promptly at 8:00 am so that we may be ready to work at 8:30. One day each week, we work in the Lab at the Wall Center from 1:00 pm – 4:30 pm.

We will take a half-hour lunch break around noon and generally leave the site before 4:00 pm.

We will always work on the site unless there is a formal announcement of a change of plans.  For instance, in case of rain, we will meet at the site but may decide to work on lab chores at the field camp.  In case of rain showers and sprinkles, we often stay on site and work around or through them, depending on what tasks are underway.

**READINGS:**   There will be a variety of short reading assignments made in the field and reading materials will be made available to all students.  The following readings should be completed before the end of the first week in the field. The readings are available on the Google drive.

1. *Berry Site Field Excavation Manual.* (attached)

2. *Identifying Fort San Juan,* Southeastern Archaeology, Summer 2006.

3. *Spain’s Appalachian Outpost*, Archaeology, July/August 2009.

4. *Contact and Conflict*, American Archaeology, Spring 2008.

**COURSE GRADING**:  Grades are earned based on students’ individual performance on all field and lab tasks and activities, a creative project report, and a daily journal. See the course requirements below. Please be sure to refer to the grading for your respective number of credits.

Regular daily attendance is mandatory (with the obvious exception of medical situations).

**Grading for 4 Credits**

1)  Daily field and lab activities and assignments (60% of class grade). Grading is based on the degree to which each student makes an earnest effort to take part in and successfully complete these tasks.   Regular daily attendance is mandatory (with the obvious exception of medical situations).

2)  Complete a creative project of your choice reflecting on your experience at the Berry site (10% of class grade).  This project will include images and text and may involve the production of a poster, a short (1-2 minute) video, or a PowerPoint slide show.  Students will receive a more complete project guide for this assignment.

3) Lab activities and final report (30% of class grade). We will spend a part of each Wednesday working in the lab as well as for the entire 4th week. The final report will be a short report that summarizes the summer field work and includes a report of independent artifact analysis. Grading is based on the degree to which each student makes an earnest effort to take part in and successfully complete these tasks.

4) Each student must adhere to the guidelines for behavior at the site and at the Wall Center outlined in the attached Welcome Brochure.  Failure to adhere to these guidelines may result in the student being removed from the field school and receiving a grade of “F” for the course.

**Grading for 1-3 Credits**

1)  Daily field and lab activities and assignments (60% of class grade). Grading is based on the degree to which each student makes an earnest effort to take part in and successfully complete these tasks.   Regular daily attendance is mandatory (with the obvious exception of medical situations).

2)  Complete a creative project of your choice reflecting on your experience at the Berry site (10% of class grade).  This project will include images and text and may involve the production of a poster, a short (1-2 minute) video, or a PowerPoint slide show.  Students will receive a more complete project guide for this assignment.

3) Lab activities (30% of class grade). We will spend each Wednesday afternoon working in the lab as well as for the entire 4th week. Grading is based on the degree to which each student makes an earnest effort to take part in and successfully complete these tasks.   Regular attendance is mandatory (with the obvious exception of medical situations).

4) Each student must adhere to the guidelines for behavior at the site and at the Wall Center outlined in the attached Welcome Brochure.  Failure to adhere to these guidelines may result in the student being removed from the field school and receiving a grade of “F” for the course.

**SPECIAL NEEDS**

If you have specific physical, psychiatric, or learning disabilities, and believe that you may need accommodations in this class, please talk with David Moore before class begins so that your learning needs may be appropriately met.

**MORE INFORMATION**

If you have not already seen our website (**www.warren-wilson.edu/~arch**), I would urge you to visit.  There you can read some of our presented papers, look at the daily photo logs from previous field schools, and learn about the *Exploring Joara Foundation, Inc.*, a not-for-profit organization dedicated to public archaeology in the western Piedmont region.  The following articles can be seen at the website.

General Introduction to Berry site.   <http://www.warren-wilson.edu/~arch/berrysite>Article on Berry site from Smithsonian Magazine, 2006.  <http://www.warren-wilson.edu/~arch/berrysitepress/smithsonian2006>Article on Berry site from Antiquity Magazine, Online, 2004.  <http://antiquity.ac.uk/ProjGall/moore/>Feel free to look at other news reports on the Berry site:
<http://www.warren-wilson.edu/~arch/berrysitepress/>

If you would like more comprehensive sources on the Berry site and Fort San Juan, we recommend the following:  *Fort San Juan and the Limits of Empire*, by Robin A. Beck, David G. Moore, and Christopher B. Rodning, University of Florida Press; *Catawba Valley Mississippians*, by David Moore, University of Alabama Press; and *The Juan Pardo Expeditions*, by Charles Hudson, Smithsonian Institution Press.  A larger reading list can be found at our website.

**Berry Site Project Directors**

**David G. Moore, Warren Wilson College**  (Ph.D., UNC-Chapel Hill 1999)

David Moore is a Professor of Anthropology at Warren Wilson College, in Asheville, North Carolina. David is the author of *Catawba Valley Mississippians: Ceramics, Chronology, and Catawba Indians*, published by the University of Alabama Press in 2002.  He has written numerous book chapters and articles for peer-reviewed journals including Southeastern Archaeology.  His edited volume, *The Conference on Cherokee Prehistory,* was published by Warren Wilson College in 1986.

David has been actively involved in the archaeology of North Carolina’s mountain and western Piedmont regions since 1978.  He served for 18 years with the N.C. Office of State Archaeology and has been teaching full-time at Warren Wilson College since 2000.  He has directed major excavations at numerous sites in North Carolina including Hardaway, Warren Wilson, and Berry. His work in the upper Catawba Valley began in 1986 with excavations at the Berry site as part of his dissertation research. He returned to the Berry site in 1997 with Robin Beck and Thomas Hargrove for a preliminary proton-magnetometer survey and has directed the WWC field School annually since 2001.  In 2000, Moore formed the Upper Catawba Archaeology Project with Robin Beck and Christopher Rodning.

**Robin A. Beck, University of Michigan** (Ph.D., Northwestern University 2004)

Robin Beck is an Associate Professor of Anthropology and Associate Curator of North American Archaeology at the University of Michigan.  Rob is the author of *Chiefdoms, Collapse, and Coalescence in the Early American South* (Cambridge University Press, 2013).  He has written numerous book chapters and articles for peer-reviewed journals such as Current Anthropology, American Antiquity, Latin American Antiquity, Ethnohistory, Southeastern Archaeology, and Native South.  His edited volume, *The Durable House: House Society Models in Archaeology* (Center for Archaeological Investigations Press, Southern Illinois University, Carbondale), was published in 2007.

Rob has been a member of the Upper Catawba Valley Archaeology project since 2000. In 1996, as part of his M.A. project at the University of Alabama, he directed a settlement survey of Upper Creek-Warrior Fork, the tributary of the upper Catawba River along which the Berry site is located. He co-directed a proton magnetometer survey at the Berry site in 1997, and it was during this survey that the burned structures were first identified. He co-directed excavations at Berry in 2002-2014, and he has conducted extensive research and published on the routes taken by early Spanish expeditions through the southeastern United States. Rob has also conducted extensive research and written on Mississippian chiefdoms in the Southeast, including a recent article in *American Antiquity*, flagship journal of the Society for American Archaeology. Since 1998, he has also worked in the Lake Titicaca Basin of Bolivia and Peru, and from 2000-2001 directed excavations at the site of Alto Pukara in Bolivia as part of his dissertation research.  In 2005, Rob received the Visiting Scholar post-doctoral fellowship to the Center for Archaeological Investigations at Southern Illinois University.

**Christopher Rodning, Tulane University** (Ph.D. UNC-Chapel Hill, 2005)

Christopher Rodning is an Associate Professor of Anthropology, Tulane University.  Chris is the author of numerous book chapters and articles for peer-reviewed journals such as American Antiquity, American Anthropologist, Journal of Anthropological Archaeology, Southeastern Archaeology, and Journal of Cherokee Studies.  His edited volume, *Archaeological Studies of Gender in the Southeastern United States* (co-edited with Jane Eastman) was published by the University Press of Florida in 2001.  His book manuscript, *Center Places in the Cherokee Landscape*, is currently under contract at the University of Alabama Press.

Chris has been involved in the archaeology of western North Carolina and the Appalachian Summit area since 1994. He has been a member of the Upper Catawba Valley Archaeology Project since 2000, and co-directed Berry site excavations in 2001-2004, 2007-2014.

**Rachel V. Briggs, University of North Carolina-Chapel Hill** (PhD University of Alabama, 2017)

Rachel Briggs is a lecturer in the Department of Anthropology at UNC-Chapel Hill. As an undergraduate at Warren Wilson College, Rachel worked at the Berry site from 2006-2008 and rejoined the project as a Co-director in 2015. Rachel specializes in gender studies, foodways, and ceramic technology. Rachel has published numerous of articles, an edited volume (in press), and is lead author in an upcoming article in *American Anthropologist:*  "Fear the Native woman: Femininity, food, and power in the sixteenth-century North Carolina Piedmont."

**Field School Staff Members**

 **Michelle Pigott**

 Michelle is a Ph.D. candidate in archaeology at Tulane University. She has been a field school staff member since 2018.

**Ali Minnihan**

Ali is a 2023 Warren Wilson College graduate. She attended the Berry site field school in 2021 and 2022 and served on the staff in 2023.

**David Heavner** (volunteer, water screen supervisor)

David is a local resident who attended his first field school in 2002.  He has served as a volunteer or staff member ever since.  He is also a former member of the Board of Directors of the Exploring Joara Foundation.

**Mike Carpenter** (volunteer, flotation supervisor)

Mike is a local resident who attended his first field school in 2021.  He serves as the flotation supervisor.  He is also a member of the Board of Directors of the Exploring Joara Foundation.