



VASAGÅRD ARCHAEOLOGICAL PROJECT, DENMARK

Course ID: ARCH 365W

June 3 – June 28, 2024

Academic Credits: 8 Semester Credit Units

Tuition covers accommodations, health insurance, instruction, and 8 semester credit units. Students are responsible for the cost of all meals.

FIELD SCHOOL DIRECTOR(S)

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OVERVIEW

Neolithic settlements are among the most frequent types of prehistoric sites. Yet few have been investigated in the Baltic region. Scholars have incomplete understanding of how Neolithic sites were built, how different parts functioned and what activities took place, or how circular structures (identified through timber post holes in a circular form) had developed. This project aims to investigate these issues

at Vasagård, a settlement on the island of Bornholm (Denmark) that corresponds chronologically to the Neolithic period c. 3500-2700 BCE.

The Neolithic dwellings at Vasagård and cultural layers fall broadly into two periods: (1) Early Neolithic B/C to Late Funnel Beaker culture; and (2) Middle Neolithic A-V to Middle Neolithic B-I. The Vasagård Archaeological Project aims to seek more detailed answers to specific questions at the sites and from those, to extrapolate about cultural traditions at the Baltic and North European Neolithic Period. Our goal is not only to explore the richness of the archaeological materials found on Vasagård but also the type and history of interactions among different groups/farming communities in the Baltic, their technology, economy, religion, and social organization.

Vasagård is divided into two distinct sections: (a) Section West with a tomb system, where a dolmen and a passage grave are present and (b) Section East with a settlement system. It is important to note that the proximity of a causewayed enclosure, graves and settlement is unique to the period. During the 2007 excavations of the East and West Enclosures, it was determined that the grave system was replaced by a stockade. The East Enclosure enclosed an approximately 4-hectare area and West Enclosure, a somewhat larger with about 7 hectares area. On each side at least 6 palisades and 3 phases of construction can be detected. Inside and within the palisade fence there is a settlement with traces of burnt offerings - cereal, bones and flint tools. So far, no traces of the characteristic two-aisled longhouses were identified; however, traces of at least 9 circular timber circles were found, seven on the east and two in the West site, but there are certainly more.

During excavations in 2013-2018, nearly 300 broken and complete flat stones were recovered, engraved with patterns of radiating straight lines. Dubbed 'sun stones' or 'solar stones', archaeologists at the Bornholm Museum dated those to c. 2900 BCE. They suggested that these artifacts were part of rituals carried out by Neolithic sun-worshippers. Other engraved stones include symbolic maps of local landscapes, and these were possibly used in rituals by individuals who hoped to magically influence the sun and thus fertility of their farmlands. Our current working hypothesis is that Vasagård was established by a group of early farmers who constructed a fenced stronghold with one public building, possibly a temple. The ornamented wall of the temple can be compared with similar finds at the site of Schalkenburg in Sachsen-Anhalt (Germany), suggesting ritual use.

IFR students have been taking part in the excavation of two of the system graves and the causeways enclosure at Vasagård Vest. A special find from previous seasons was composed of an assemblage of seeds, "sunstones" and ceramics, that corresponds to the Funnel Beaker Culture in other parts of Denmark and overlaps in time with the Pitted Ware Culture and the Early Battle Axe Culture (Middle Neolithic A-V and Middle Neolithic B-I). During 2022 our interest focused on the completion of the excavation on Cultural Layer II (MN A III) and the new section opened at structure XIII.2; and the cultural layers (MN V) in the structure XXXV, where most of the sunstones have been found in Vasagård west. For the 2024 season, Vasagård field school students will participate in the excavation of the main sections of the Vasagård Vest enclosure. We want to understand the deposition process of the layers and the differences in content in contrast with other layers. It is also of interest to the project to understand the time span of the deposition process of each layer and recover all the archaeological material associated with this layer.

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 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). This field school provides a minimum of 360 hours of experiential education. 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 prerequisites for participation in this field school. Field archaeology requires a great deal of physical work and exposure to the elements, and thus requires a measure of acceptance that this will not be the typical university learning environment. Work in field archaeology requires endurance, discipline, and attention to detail.

COURSE OBJECTIVES

The course comprises:

Module 1. **Theoretical Framework and Methods:**

Lectures introducing students to the following:

- Field archaeology and finds processing methods, considering the specifics of excavating a Neolithic settlement
- The archaeology of the Neolithic period in Bornholm with focus on Neolithic settlement patterns, activity areas, pottery, and lithic and other archaeological material

Module 2. **Practical skills and training:**

Lectures, workshops and field training on prehistoric and field archaeology, finds, and samples processing and documentation. Lectures on related topics will be given by guest professors and basic courses in technical skills of GIS, photogrammetry, and use of Total Stations will be given as part of the field and laboratory training.

This Unit will prepare students to perform the following:

- **Excavation:** Students will be involved directly in the systematic excavation of archaeological remains and basic excavation tasks such as using proper excavation tools and techniques, following excavation procedures, recognizing artifacts and ecofacts, and distinguishing archaeological contexts during their involvement in excavation activities.
- **Basic field documentation tasks** during an ongoing excavation project such as using measuring and documentation tools, and creating written, graphic and photographic record
- **Principles of GIS** and its applications in archaeology
- **Finds processing and documentation procedures** such as cleaning, sorting, labeling, documenting, storing archaeological finds, flotation, processing soil samples, studying and recording Neolithic pottery, and other material.
- **Sampling:** Students will receive training on the types of samples that might be collected for research and on the information that can be gained from such sampling. They will learn how to collect such samples and will be able to put this into practice during excavation
- **Recording:** Throughout excavation and post-excavation analysis, students will gain experience in detailed recording techniques necessary for optimum information recovery. This will include

detailed GPS recording of each excavation for digital mapping and the collection of archaeological material information before valuable information might be lost

- Photogrammetry: Students will be taught the basic principles of photogrammetry and practice it by maintaining a photogrammetric record of the areas they excavate.
- Post-excavation analysis: Students will gain experience with post-excavation analysis during the fieldwork by carrying out analysis of the material they excavate

Visits to archaeological sites on the island and the museum. The visits to archaeological sites and the museum will provide the students with a comparative perspective of sites and materials with which they will be working. A small essay of the visit should be included in the final report. **(NOTE: Places to visits to be confirmed)**

Assignments will be allotted to all students, which will consist of editing and processing students' field documentation (field journal, context sheets, drawings, photos, and so on.), and preparing a field report. This will help students learn how to interpret and discuss results in relation to the archaeological and cultural context of the Neolithic period in Denmark.

LEARNING OUTCOMES

Fieldwork will focus on the excavation of the Neolithic settlements and structures of Vasagård, and as such basic excavation techniques as well as screening, sifting, and flotation will be taught in full. It will also impart the development of archaeological field documentation by maintaining a daily field journal, filling context sheets and labels, drawing an elevation plan/ground plan/cross-section, 3D positioning of finds, taking coordinates with a total station, and taking photographs at the site. Courses and seminars will help to understand the theory, the methods, and techniques applied during the fieldwork.

At the end of the fieldwork program, participants are expected to submit a report and present a practical evaluation of their experience.

ASSESSMENT

Assessment	Date	Value
Fieldwork participation, lectures, and laboratory	Throughout the course	50%
Field journal	Second and third week	20%
Field report and material	Final day of course	20%
Practical Exam	Beginning of 3 rd week	10%

Fieldwork participation (50%): Students are required to participate in everyday activities of field school (excavation, laboratory, and lectures). This component will be assessed over the duration of the course and will reflect engagement both in the excavation and post-excavation components.

*Appropriate conduct, work ethic, and teamwork will be evaluated.

Field journal (20%): Students are expected to maintain a field journal which will be submitted at the end of the field school, together with a brief report and archaeological material recovered at their excavation unit. Project staff will instruct and advise students on the requirements for all these processes. The field journal will be a daily journal maintained to record observations, thoughts, conclusions, and so on. It

should also include observations and notes on things learned/experienced during the visits to the sites and the warehouse of the museum. It can include sketches and drawings and/or photographs. If maps were created on GIS, they will also be included. Further specifications will be provided in the beginning of the field school.

The field journal will be reviewed by the staff in order to assist the students in the quality of the information recorded. This will also be reflected in the final report submitted by the students at the end of the course.

At the end of the fieldwork program, students are expected to submit the **Field report** and return the **archaeological material** recovered during the excavation. This is equivalent to **20%** of the evaluation. Reports will be due at the end of the field course and should consist of a formal academic paper. Each report should be 10 pages (approx.) in length and follow the assignment guidelines in terms of format and reference (formatting guide will be provided in the introductory course). These reports should include the full material inventories each student was responsible for (as appendices and not part of the page count) and discussion of their results. Students will also have input their information into the shared database and each student will be responsible for summarizing the results from one component of the analysis (ceramic, lithic, bone, and so on) in their report. Results should be discussed in relation to the archaeological and cultural context of the Neolithic period in Denmark, referring to academic literature whenever possible. Reports will be due at the end of week 4 and be submitted electronically as .doc/.docx files.

Practical exam (10%): A practical exam will take place in the beginning of the third week of the field school. Questions will address the archaeological context and materials learned through the experience gained after reading, excavating, and acquiring knowledge from the site and its materials.

NOTE:

1. Successful completion of this course requires the student to a) complete all assignments and tests and b) attend and participate in all excavation and laboratory activities. Participation will involve regular recording and data entry. ***If students do not demonstrate adequate effort in these activities, or if there are unaddressed concerns in your handling of archaeological material, marks may be deducted from your overall score in this course.*** All assignments apart from the test will be submitted electronically.
2. Archaeological materials should always be treated with care as they are cultural heritage. In the case of human remains, respect should be presented at all times.
3. Photos of the excavation and archaeological materials can only be used for the purposes outlined as part of the project. They are not for personal use and should not be posted on public forums unless such postings are pre-approved by the staff. Failure to abide by any of these points of practice could result in suspension of activities in the field school and review of further activities
4. Students are expected to interact with visitors during Open days of the excavation as part of the Bornholm's Museum public outreach.

COURSE SCHEDULE

All IFR field schools begin with a safety orientation. This orientation 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.

The field school schedule consists of four units:

Unit One—Theoretical module consisting of three components:

- Lectures and instructions about the field methods and practices.
- Lectures about different aspects of the archaeology of Denmark, Bornholm, and the settlement context.
- Lectures about the history and archaeology of the Baltic region.

Unit Two—Practicum consisting of two components:

- Fieldwork including basic practices of excavation and archaeological records.
- Workshops dedicated to primary archaeological finds processing and documentation.

Unit Three—Visit to sites accompanied by lectures, presentations and behind-the-scenes visit to sites of historical/archaeological significance, such as the Neolithic site of Ringeborg, Excavation Energiø Project, and the medieval Castle of Hammerhus. **(To be confirmed)**

Unit Four—Assignments will be allotted to all students, which will consist of editing and processing students' field documentation (field journal, context sheets, drawings, photos, and so on.), and preparing a presentation and a report.

Date	Morning	Afternoon
Arrival		4.00 pm—pick-up from Rønne airport or ferry. Arrival at the guest house. Welcome meeting.
Day 1	Instructions for housing and field work: hygiene, health, and safety at the site. Basic field methods and practices for excavation and documentation. Use of tools and working techniques.	Orientation at Vasagård archaeological site.
Day 2	Activity: Introduction to the Field Journal; Contextual Sheets, Log Book, and Other Forms. (At Vasagård)	<i>Lecture on Basic Methods for Uncovering, "First Aid", Consolidation in Situ, Cleaning, Sorting, Labelling, Documenting and Storing Lithic and Ceramic Artefacts in the VAP.</i> <i>Lecture: Bornholms Museum - Conservation Field Guide for Archaeologists.</i> (At Vasagård and laboratory)
Day 3	Activity: Excavation—Site recognition, Three-Dimensional Positioning of Finds, Features and Structures. Principles of How to Use a Total Station. (At Vasagård)	<i>Lecture: Stratigraphy of Vasagård</i> (During morning session)
Day 4	Activity: How to draw a ground plan/elevation plan/cross-section using scale excavation (At Vasagård)	<i>Lecture: Danish Pottery and chronology in Denmark during the Neolithic.</i> <i>Danish Lithic industry in Denmark during the Neolithic.</i> (At Vasagård)
Day 5	Activity: Lectures and visit Bornholms Museum	<i>Lecture: Neolithic in Denmark and Bornholm.</i> (At Bornholms Museum) Reading from: Jensen, Jørgen. 2013
Day 6	Day off	Day off

Day 7	Day off	Day off
Day 8	Activity: Excavation. (At Vasagård)	<i>Workshop: Finds Processing</i> (Morning session at Vasagård)
Day 9	Activity: Excavation. Post-excavation work and analyses. Field work Instruction: Principles of field Photogrammetry. (At Vasagård)	Cleaning, sorting ceramic and lithic artefacts*. (Morning session at Vasagård)
Day 10	Activity: Excavation (At Vasagård)	Laboratory*: cleaning, sorting, and/or photography of ceramic and lithic artefacts. Recording information: database, journal.
Day 11	Activity: Excavation (At Vasagård)	Laboratory*: cleaning, sorting, and/or photography of ceramic and lithic artefacts. Recording information: database, journal.
Day 12	Activity: Excavation (At Vasagård)	<i>Review Field Journal</i> (Visit Bornholm Museum)
Day 13	Visit to Energiø Project /Hammerholm – Hammerhus (To be confirmed)	Recording information: database, journal*.
Day 14	Day off	Day off
Day 15	Activity: Excavation <i>Practical exam</i> (At Vasagård)	Laboratory*: cleaning, sorting, and/or photography of ceramic and lithic artefacts. Recording information: database, journal.
Day 16	Activity: Excavation (At Vasagård)	Laboratory*: cleaning, sorting, and/or photography of ceramic and lithic artefacts. Recording information: database, journal.
Day 17	Activity: Excavation (At Vasagård)	Laboratory*: cleaning, sorting, and/or photography of ceramic and lithic artefacts. Recording information: database, journal.
Day 18	Activity: Excavation (At Vasagård)	Laboratory*: cleaning, sorting, and/or photography of ceramic and lithic artefacts. Recording information: database, journal.
Day 19	Activity: Excavation (At Vasagård)	Laboratory*: cleaning, sorting, and/or photography of ceramic and lithic artefacts. Recording information: database, journal. <i>Review Field Journal</i>
Day 20	Day off	Day off
Day 21	Day off	Day off
Day 22	Activity: Excavation (At Vasagård)	Laboratory*: cleaning, sorting, and/or photography of ceramic and lithic artefacts. Recording information: database, journal.
Day 23	Activity: Excavation (At Vasagård)	Laboratory*: cleaning, sorting, and/or photography of ceramic and lithic artefacts. Recording information: database, journal.
Day 24	Activity: Excavation (At Vasagård)	Laboratory*: cleaning, sorting, and/or photography of ceramic and lithic artefacts. Recording information: database, journal.

Day 25	Activity: Excavation (At Vasagård)	Laboratory*: cleaning, sorting, and/or photography of ceramic and lithic artefacts. Recording information: database, journal.
Day 26	Activity: Excavation (At Vasagård)	<i>Evaluation meeting & submit of the journal.</i> Farewell meeting.
Day 27	Departure: take students to Rønne airport or ferry for departure.	
Day 28	Departure: take students to Rønne airport or ferry for departure.	

Course structure may be subject to changes contingent upon directors' discretion.

* Evening activities in the laboratory and processing data will depend on the amount of the activities carried out daily.

** If weather conditions do not allow work at the excavation sites, it will be substituted by laboratory activities.

Regular Working Day

6:30-7:30 am	Breakfast
7:30am	Transportation to the site
8:00am – 3:00pm	Fieldwork, including a 15-minute break and a 30-minute break for lunch, and some lectures on field archaeology methods and practices (at the site)
3:00 pm-3:30pm	Transportation to the guest house
3:30pm-5:30pm	Dinner
5:30pm-7:30pm (when applicable)	Lectures/Workshops/ Finds processing/ Journal Night snack (when applicable)

REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students via a shared Dropbox folder. Students are encouraged to download and/or print readings prior to traveling. Course participants are expected to be prepared to engage the 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.

Anders, N. H. 1982. A Neolithic causeway camp at Trelleborg near Slagelse, West Zealand. *Journal of Danish Archaeology* 1, Pp. 31-33.

Jensen, Jørgen. 2013. *The Prehistory of Denmark from the Stone Age to the Vikings*. Gyldendal. København. Parts I and II (Pp. 67-117).

Madsen, T. 1988. Causewayed enclosures in South Scandinavia. In C. Burgess *et al.* (eds.): *Enclosures and Defenses in the Neolithic of Western Europe*. BAR International Series 403, pp. 301-336.

Nielsen, Poul Otto. 2012. Causewayed camps, palisade enclosures and central settlements of the Middle Neolithic in Denmark. *Journal of Nordic Archaeological Science* 14, pp. 19-33.

Nielsen, F.O. and P. O. Nielsen. 1991. The Middle Neolithic Settlement at Grødbygård, Bornholm. In K. Jennbert *et al.* (eds.): *Regions and Reflections in Honor of Märta Strömberg*. Acta Archaeologica Lundensia Series in 8, N.20, pp. 51-65. Lund.

RECOMMENDED READINGS

Anders, N. H. 1997. The Sarup Enclosures. *Jutland Archaeological Society Publications* 33:1. Århus.

Davies, Dafydd. 2002. *Stratification Theory*. BAJR Series, Guide 40. Read Pp. 1-94.

Joukowsky, Marta and Graydon Wood. 1980. *Complete Manual of Field Archaeology: Tools and Techniques of Fieldwork for Archaeologists*. A Spectrum Book. Read Pp. 132-149.

Hvass, Steen and Birger Storgaard (eds.). 1993. *Digging into the past. 25 years of Archaeology in Denmark*. The Royal Society of Northern Antiquaries and The Jutland Archaeological Society. Chapters 1, 2 and 3 (Pp. 16-126).

Renfrew, Colin and Paul Bahn. 2000. *Archaeology: Theories, Methods and Practice*. Thames and Hudson, UK (Third Edition). Read Pp. 49-170.

World Heritage Organization. 2016. *Archaeological Excavation*.

http://www.worldheritage.org/articles/Archaeological_excavation. Pp. 1-49.

PART II: TRAVEL, SAFETY & LOGISTICS

NOTICE OF INHERENT RISK

Traveling and conducting field research can involve risk. The IFR engages in intensive review of each field school location and programming prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it still complies with all our standards and policies, including those pertaining to student safety. Participants should also take every reasonable step to reduce risk while on IFR programs, including following the safety advice and guidelines of your program director, being alert to your surroundings and conditions, letting someone know where you will be at all times, and assessing your personal security.

The IFR does not provide trip or travel cancellation insurance. We strongly encourage participants to consider purchasing this insurance, as unexpected events may prevent your participation or cause the program to be canceled. Insurance is a relatively small cost to protect your educational investment in an IFR program. When comparing trip cancellation insurance policies, make sure the policy covers the cost of both airfare and tuition.

We do our best to follow a schedule of activities, methods training, and programming as outlined in this syllabus. However, this schedule can be easily 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.

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

PROGRAM SPECIFIC FIELD CONDITIONS

The average summer temperature in the island is 21°C/68° F. Although summers in Bornholm are pleasant, weather conditions may change. Students should plan accordingly by bringing clothes and sunscreens suitable for hot, sunny, humid weather, but should also consider the possibility of rainy, windy and chilly days.

It is important to remember that field work in Bornholm implies a high level of outdoor physical activity, including walking, lifting, shoveling, troweling, and kneeling. Participation in the project is not recommended for individuals with solar allergies or other special illnesses that might be exacerbated during the intensive outdoor activities. Working conditions also include digging in soil and contact with human remains that have been buried in the soil. All injuries or allergies (however minor) should be reported to one of the field school directors. An up-to-date tetanus shot is necessary.

VISA REQUIREMENTS

All students are required to have a valid passport when traveling to Denmark. US citizens should ensure that their passport is valid for 6 months after their planned trip before traveling to Denmark. Citizens of EU, EEA, USA, Canada, Japan, Republic of Korea, Australia, New Zealand and some countries in Latin America do not need a visa to Denmark for this field school. Citizens of other countries may need a visa, so we recommend consulting the nearest Danish embassy website for specific visa requirements. Where necessary, the BARC can send an official invitation letter that should be used at the relevant embassy to

secure a visa to the program.

STUDENT HEALTH

An IFR field school is designed to provide safe, positive, and constructive experiences for participating communities, students, and researchers. We are committed to protocols and practices that support the health and well-being of all involved in our field school projects, including the members of the community in which these projects take place.

We recommend that students adopt best-practices for arriving in a good state of health to protect themselves and their peers' readiness to set about the work of the field school. A thriving field camp environment is a constant exchange of energy, patience, effort, respect, and service. Arriving healthy is every student's first act of service — their first opportunity to behave in a way that respects the safety and wellness of one another.

IFR programs follow the health requirements and guidelines of local health authorities. You may also wish to consult recommendations from the US Centers for Disease Control at:

<https://wwwnc.cdc.gov/travel/destinations/list>

TRAVEL (TO AND DURING THE PROGRAM)

Natural disasters, political changes, weather conditions and various other factors may force the cancellation or alteration of a field school. IFR recommends students only purchase airline tickets that are fully refundable and consider travel insurance in case a program or travel plans must change for any reason. General information for this program is below, but keep in mind we will discuss any updated travel information and regulations during the required program orientation, which could affect travel plans.

The island of Bornholm is located to the east of mainland Denmark. Students coming from the United States or other countries (except Sweden) should book airfare to Copenhagen, Denmark. From Copenhagen, travelers can take one of two routes to reach Bornholm (see below): 1) take a train from Copenhagen to Ystad, Sweden, and then catch a ferry from Ystad to the city of Rønne (on Bornholm); or 2) fly from Copenhagen to Bornholm Airport.

Students are expected to arrive by ferry at the port in Rønne or by plane at the Bornholm Airport on or before June 3, 2024. Students will be met at the airport or the ferry dock by the project directors or staff and taken to the guest house in Åkirkeby.

If you missed your connection or your flight (or ferry) is delayed, please call, text or email the project directors or staff immediately. A local emergency cell phone number will be provided to all enrolled students.

1. Traveling from Copenhagen to Bornholm via Ystad in Sweden

Take the Øresund train from Copenhagen to Sweden. At Malmö C, Hyllie or Triangeln you will need to switch to Skånetrafikens Pågatåg (commuter rail), which runs the rest of the way to Ystad, where the ferry is. A ticket is always required for the ferry. The trip by train and ferry and both trains can be booked together via DSB, link further down this page. Tickets are available from DKK 149, - one-way.

Total travel time from Copenhagen: Approx. 3 hours and 45 minutes.

Advantages of taking the train to Bornholm (<https://bornholm.info/en/>)

- You can take the bus, train and metro to and from the station in your area of departure (<https://bornholm.info/en/>)
- Seat reservation is required Monday - Friday
- On Bornholm, your ticket is valid for all buses to and from the ferry on departure dates
- The ferry Ystad / Rønne is included in the price (<https://www.bornholmslinjen.com>)

**Remember to bring and always have at hand your passport for the border control on the Danish-Swedish border.

2. Traveling from Copenhagen Airport to Bornholm Airport

There are frequent flights between Bornholm Airport and Copenhagen Airport (25 minutes flight). Be sure to check the low-cost flight options. (<https://dat.dk>)

ACCOMMODATIONS

The camping site is in the city of Åkirkeby, approximately 15 km from the capital of the island of Bornholm. It has been adapted into comfortable cabins with beds (bathrooms with shower, WC, and heating system) in the guest house, which also provides free Wi-Fi. Participants are expected to bring sleeping bags and personal towels. Students will share a room based on gender and room size. Food is not included within the program due to the high cost involved to hire a cook or catering service. The house is, however, properly furnished with all the cooking appliances and refrigerators, so students can share the tasks of shopping and cooking their own meals at a lower price.

In the city, there are several options of places where food can be bought for affordable prices (approx. 15 to 20 US dollars per day). Food stores are within a walking distance from the guest house.

Staying at Aakirkeby Campsite

- Accommodation will be 2 students in 4-person cabins and 3 students in 5-person cabins
 - Cabins contain sleeping spaces but not toilets or bathrooms.
- All cabins (incl. linens) are cleaned before arrival.
 - It is the guests' responsibility to keep the cabin clean during the stay.
 - Cleaning and sanitizing supplies will be provided by the project.
- Toilets / bathrooms are in a separate building and shared by residents of all cabins.
- Toilets, kitchen and the common room are cleaned every day but should not be assumed to be completely disinfected at all times.
- Stay responsible to yourself and others

These guidelines may be updated before and/or during your stay, if necessary – or, potentially, requested by the authorities.

EQUIPMENT LIST

Participants will use the tools and equipment provided by the project and available at the site. Students are not expected to bring any additional working equipment, but personal tools and gloves are recommended. The following items are required (*) and recommended:

- Good walking/work boots*
- Sunscreen and hat*
- Raincoat/rain gear*
- Any required medication for the duration of the field school (controlled medication should have a medical prescription; bring the written prescription with you) *
- Passport*
- Notebook, pencil, pen, and eraser*
- Laptop or tablet (highly recommended)
- Nalgene/water bottle
- Student card
- Archaeological-standard trowel (Marshalltown Pointing Trowel—5" by 2" or WHS trowel)
- Leaf trowel for finer work
- Dental picks and wooden picks
- Plumb bob
- Paintbrushes in a range of sizes for excavation and cleaning purposes
- A set of digital calipers (preferably carbon fiber to avoid damage to bone)
- Mask or other personal protective equipment