



## SORTE MULD: AN EARLY VIKING SITE IN BORNHOLM, DENMARK

**COURSE ID: TBA**

**June 7–July 4, 2020**

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

**School of Record: Connecticut College**

### FIELD SCHOOL DIRECTORS:

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Tuition covers accommodations, health insurance, instruction, and cost of credit units. Students are responsible for purchasing their own food & meals.

### INTRODUCTION

**Sorte Muld** is located approximately 30 kms from Rønne, the capital of the island of Bornholm in Denmark, and approximately 2 kms from the city of Svaneke on the eastern side of the island. The literal meaning of Sorte Muld is ‘black soil’. Medieval sources mention that this place is also known as ‘the field of gold’, because of the findings made there since early periods.

Sorte Muld has been inhabited since the Stone Age till recent times, and this can be observed through the materials recovered from the top soil over the years, which were submitted to the Bornholms Museum. However, the most intense use of the area occurred during the Iron Age, especially from the Roman Iron Age through the Migration Period and Late Germanic Iron Age, when Sorte Muld was the supra-regional centre, acting as a unifying force for the surrounding community. The decline of the site seems to roughly

coincide with the establishments of trading centres along the south coast of the Baltic Sea, from late 8th century onwards. This could very well have undermined the financial basis for Sorte Muld as an important intermediate station in the Late Iron Age. Early written sources mention that by the 9th century, ships sailed past Bornholm without stopping, and years later, Sorte Muld was occupied by the Vikings.

During the 275 years of the Viking Age (c. AD 775–1050), the settlement was reduced in size, divided into smaller settlements but still located within the Acropolis of Sorte Muld. In the early days of the Viking Age, Sorte Muld still seemed to be a key player in Bornholm's power structure, evidenced by an abundant, varied pattern of finds reflecting both imported and everyday objects. One of the early written sources from the 9th century mentions that Bornholm had its own king, though we do not know if this refers to Sorte Muld. By late 9th and early 10th centuries, Sorte Muld had lost much of its significance, whereas the satellite settlements of Dalshøj II, Engegård and Ndr. Brændesgård were flourishing. In the late 10th and early 11th centuries, Sorte Muld had become merely the shadow of its heydays. By the late Viking Age, Sorte Muld settlement was constituted by individual farmsteads, the typical pattern across Bornholm during the Middle Ages. It seems that the Viking Age presaged the decline of Sorte Muld and the surrounding settlements, which were apparently unable to exploit the new opportunities created by the trading routes between Hedeby and Birka.

Professional excavations did not take place before Ole Klindt-Jensen explored and excavated the site in the late 1940's and the early 1950's. This was when scholars first came to realize the amount of materials available in the area and their archaeological value. Years later, gold-foil figures were recovered by the Bornholms Museum and a large-scale excavation was conducted from 1985 to 1987. The results of the excavations exceeded expectations as hundreds of gold-foil figures were recovered, in addition to the discovery of many other materials such as spears, lances, garment fasteners, animal bones, glass beads and shards of glass, among others. In 2002, another project was launched as a collaborative effort involving the Bornholms Museum, the University of Copenhagen and the Heritage Agency of Denmark. The aim of the project was to establish an overview of the numerous finds and make them accessible. At the same time, the project aimed to pave the way for the protection of the Sorte Muld area, as one of the largest and finest Iron Age settlements in Denmark.

In 2018, the EU South Baltic Program granted the ArchaeoBalt, a project run by Bornholms Museum and its partners (University of Gdansk, University of Lund, University of Århus and Museum of Gdansk), to carry out an archaeotourism project that included the excavation and preservation of Sorte Muld among its primary objectives.

The chief objective of the excavation is to establish an overview of the Acropolis of the area and its surroundings. This also considers the overview of its collection of archaeological finds dating from the 2nd century BC to the 10th century, i.e., from the early Iron Age to the Viking Age.

To complete the overview of Sorte Muld area, the project also involved detailed surveying work and preparation of maps of the area. This collection of maps is linked to the database, making it possible to see where the objects from specific periods were found within the 200-hectare area. Under the thick cultural layer preserved in the central section of the Sorte Muld complex can be found countless remains of houses and other structures associated with this large settlement.

Essentially, one of the project's tasks for 2020 is to investigate a possible Viking long house related to the main temple of the site. Previous excavations revealed that Sorte Muld must have included several contemporaneous building complexes in the 5th and the 6th centuries and the overlapping of late buildings from subsequent occupations. Until recently, it was not possible to investigate to the extent that would permit detailed conclusions regarding the internal structure. It has been possible to identify the main temple and areas with houses through GPR and core samples from all the sites where the cultural layers are still intact. Magnetometer surveys have helped identify traces of iron extraction in the north-

west edge of the complex. Magnetic maps of the site done during recent prospections showed interesting anomalies in the highest central area of the southern and northern parts, allowing us to make better interpretations of the complex settlement pattern developed throughout the years of the site's occupation.

During the first season of 2019, it was possible to detect the outer limits of the main temple, and part of the ongoing excavation in the main temple and architectural structure led us to the decision to excavate the long house close to the temple, which added a new element to our research as it would not only help in understanding the use but also in figuring out the activity areas in the Acropolis of Sorte Muld.

The method of excavation is nearly the same as that employed in the excavation of the Iron Age settlements; however, the topsoil of the area will not be cleared by machinery; the remains of culture layers and old humus layers are removed by shovels and smaller equipment. The layers in and around the temple seem to be well-preserved, but the way the deposition process took place varied and is very complex to interpret even for expert archaeologists. Therefore, meticulous and sometimes slow excavation is performed. Due to the conditions of the context, it is necessary to practice water sieving, in order to recover materials that are hard to detect during the excavation process. The analysis is made based on the material found and the considerations made during the process of excavation.

Standard and 3D comprehensive recording and mapping material already collected is being worked upon simultaneously with current fieldwork findings. The preparation of local chronology, based on C-14 dating, is also underway, considering that Bornholm has to some degree undergone a different course of development than the rest of Denmark.

All materials are stored and subjected to basic analysis at the Bornholms Museum, unless they require special treatment or further analysis.

#### **ACADEMIC CREDIT UNITS & TRANSCRIPTS**

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

**Transcripts:** An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One more transcript may be sent to the student home institution at no cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: <http://bit.ly/2hvurkl>.

#### **PREREQUISITES**

There are no 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 archaeology also requires endurance, discipline, and attention to detail.

#### **DISCLAIMER – PLEASE READ CAREFULLY**

Our primary concern is with education. Traveling and conducting field research involves risk. Students interested in participating in any IFR program must weigh whether the potential risk is worth the

value of education provided. While risk is inherent in everything we do, we take risk seriously. The IFR engages in intensive review of each field school location prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it complies with all our standards and policies, including student safety.

The 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.

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

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

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

## **COURSE OBJECTIVES**

### **1. To introduce students to the following:**

- Field archaeology and finds processing methods, considering the specifics of excavating a Viking a Long house.
- The archaeology of the Viking period in Bornholm with focus on settlement patterns, activity areas, pottery and other archaeological materials

To 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, labelling, documenting, storing archaeological finds, flotation, processing soil samples, studying and recording Iron Age-Viking pottery, and other material.

- **Sampling:** Students will receive training on the types of samples that might be collected for research and in 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

**2. Lectures and workshops.** Lectures on related topics will be provided by guest professors and basic courses in the technical skills of GIS, photogrammetry, and principles of the use of Total Station will be given as part of the field and laboratory training.

**3. Visits** to archaeological sites in the island and the archaeological warehouse of the museum. The visits to archaeological sites and the warehouse from the museum will provide the students with a comparative perspective of sites and materials they will be working with.

### LEARNING OUTCOMES

The fieldwork will focus on the excavation of the Viking settlements and structures of Sorte Muld, 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 field journal on a daily basis, 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.

### GRADING MATRIX

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 <sup>rd</sup> 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 Early Viking 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 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 visitor during Open days of the excavation as part of the Bornholm's Museum public outreach.

**TRAVEL & MEETING POINT**

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

The guest house is in the city of Åkirkeby, approximately 15km from the capital of the island of Bornholm. The island of Bornholm is located to the northeast of Denmark. Students are expected to arrive at the

Bornholm Airport or port in the city of Rønne on or before June 7, 2020. It takes approximately three hours for passengers and freight to travel between Copenhagen and Rønne via Ystad in Sweden by train or bus and then by ferry. There are also frequent flights between Bornholm Airport and Copenhagen Airport (25 minutes flight). It is important to check the low-cost flight options. Students will be met at the airport or the ferry dock by the project's staff and taken to the guest house.

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

### **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.

### **ACCOMMODATIONS**

The guest house is in the city of Åkirkeby in 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 doing the 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). Food stores are within a walking distance from the guest house.

### **COURSE SCHEDULE**

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

The Field School schedule consists of Four Units:

**Unit One**—Theoretical module consists of three components:

Lectures and instructions about the field methods and practices;

Lectures about basic aspects of the Viking archaeology of Denmark, Bornholm, and the settlement context.

**Unit Two**—Practicum consists of two components:

Field work including basic practices of excavation and archaeological records; <sup>[1]</sup><sub>[SEP]</sub>

Workshops dedicated to primary archaeological finds processing and documentation. <sup>[1]</sup><sub>[SEP]</sub>

**Unit Three**—Visit to sites accompanied by lectures, presentations and behind-the-scene visit to sites of historical/archaeological significance as the cemetery Bøgebjerg in Østerlars, the central fortress Gamleborg in Almindingen, places with runic stones, medieval round churches and the Castle of Hammershus.

**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 presentations and reports.

Date	Morning	Afternoon
Arrival		4.00 pm—pick-up from Rønne airport or ferry. arrival at the guest house. Welcome meeting.
Day 1	Orientation at Sorte Muld archaeological site. 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.	Visit to: Bornholm Museum  <i>Lecture during the visit to the BM: Vikings in Denmark and Bornholm.</i> <i>Lecture: Sorte Muld</i> (At Bornholm Museum)
Day 2	Activity: Introduction to the Field Journal; Contextual Sheets, Logbook, and Other Forms. (At Sorte Muld and Laboratory)	<i>Lecture on Basic Methods for Uncovering, "First Aid", Consolidation in Situ, Cleaning, Sorting, Labelling, Documenting and Storing Artefacts in the SMAP.</i> (At Sorte Muld 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 Sorte Muld and Laboratory)	<i>Lecture: Stratigraphy of Sorte Muld</i> <i>Recommended Reading from: Dafydd Davies.</i>  (During morning session)
Day 4	Activity: How to draw a ground plan/elevation plan/cross-section using scale excavation (At Sorte Muld)	<i>Lecture: Danish Pottery and chronology in Denmark during the Iron Age and Viking Periods.</i> (At Sorte Muld)
Day 5	Activity: Excavation sampling in archaeology. (At Sorte Muld)	<i>Lecture: Danish Metal industry in Denmark during the Viking Period.</i> (At Sorte Muld)
Day 6	Day off	Day off
Day 7	Day off	Day off
Day 8	Activity: Excavation. (At Sorte Muld)	<i>Workshop: Finds Processing</i> (Morning session at Sorte Muld)
Day 9	Activity: Excavation. Post-excavation work and analyses. Field work Instruction: Principles of field Photogrammetry. (At Sorte Muld)	*Cleaning, sorting ceramic and lithic artefacts. (Morning session at Sorte Muld)
Day 10	Activity: Excavation (At Sorte Muld)	Laboratory*: cleaning, sorting, and/or photography of ceramic and lithic artefacts. Recording information: database, journal.

Day 11	Activity: Excavation (At Sorte Muld)	Laboratory*: cleaning, sorting, and/or photography of ceramic and other artefacts. Recording information: database, journal.
Day 12	Activity: Excavation (At Sorte Muld)	<i>Review Field Journal</i> (At Bornholm Museum)
Day 13	Visit to Madsebakke /Hammerholm – Hammerhus	*Recording information: database, journal.
Day 14	Day off	Day off
Day 15	Activity: Excavation <i>Practical exam</i> (At Sorte Muld)	Laboratory*: cleaning, sorting, and/or photography of ceramic and other artefacts. Recording information: database, journal.
Day 16	Activity: Excavation  (At Sorte Muld)	Laboratory*: cleaning, sorting, and/or photography of ceramic and other artefacts. Recording information: database, journal.  <i>Lecture: Vikings in their homelands and abroad.</i> (At Bornholm Museum but may change from day)
Day 17	Activity: Excavation (At Sorte Muld)	Laboratory*: cleaning, sorting, and/or photography of ceramic and other artefacts. Recording information: database, journal.
Day 18	Activity: Excavation (At Sorte Muld)	Laboratory*: cleaning, sorting, and/or photography of ceramic and other artefacts. Recording information: database, journal.
Day 19	Activity: Excavation (At Sorte Muld)	Laboratory*: cleaning, sorting, and/or photography of ceramic and other artefacts. Recording information: database, journal. <i>Review Field Journal</i>
Day 20	Visit to the site of Bøgebjerg and Gamleborg in Almindingen.	Evening off
Day 21	Day off	Day off
Day 22	Activity: Excavation (At Sorte Muld)	Laboratory*: cleaning, sorting, and/or photography of ceramic and other artefacts. Recording information: database, journal.
Day 23	Activity: Excavation (At Sorte Muld)	Laboratory*: cleaning, sorting, and/or photography of ceramic and other artefacts. Recording information: database, journal.
Day 24	Activity: Excavation (At Sorte Muld)	Laboratory*: cleaning, sorting, and/or photography of ceramic and other artefacts. Recording information: database, journal. <i>Lecture: The late Iron Age in Northern Europe.</i> (At Bornholm Museum)
Day 25	Activity: Excavation	Laboratory*: cleaning, sorting, and/or photography of ceramic and other artefacts.

	(At Sorte Muld)	Recording information: database, journal.
Day 26	Activity: Excavation (At Sorte Muld)	Recording information: database, journal. (At Bornholm Museum)
Day 27	Activity: Excavation (At Sorte Muld)	<i>Presentation of the Excavation's results. Evaluation meeting &amp; submit of the journal. Dinner and farewell party.</i>
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.

### Typical Working Day

6:30-7:30 am	Breakfast
7:45am	Transportation to the site
8:00am – 3:30pm	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)
3:30 pm-4:00 pm	Transportation to the guest house
4:00pm-5:30 pm	Dinner
5:30pm-7:30 pm (When applies)	Lectures/Workshops/ Finds processing/ Journal Night snack

### 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\*
- Nalgene bottle
- Any required medication for the duration of the field school (controlled medication should have a medical prescription) \*.
- Passport\*
- 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)
- Notebook, pencil, pen, and eraser.
- Laptop or tablet

## REQUIRED READINGS

Adamsen, Christian, *et.al.*

2009 *Sorte Muld. Wealth, Power and Religion at an Iron Age Central Settlement on Bornholm*. Bornholms Museum-Forlaget Wormianum-Kulturarvsstyrelsen - ISBN 978-87-88179-45-3.

## RECOMMENDED READINGS

British Archaeological Job Resources

2004 *Short Guide to GPS*. BAJR Practical Guide Series. Read Pp. 2-12.

Davies, Dafydd

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

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).

Jensen, Jørgen

2013 "The Late Iron Age and the Vikings". In *The Prehistory of Denmark from the Stone Age to the Vikings*. Gyldendal. København. Pp. 829-1038.

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.

Renfrew, Colin and Paul Bahn

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

Tarnow Ingvardson, Gitte and H.C. Gulløv (red.)

2014 *Trade and Power – Bornholm in the late Viking Age. Northern Worlds – landscapes, interactions and dynamics*, The National Museum of Copenhagen, s. 325-337. 2014. ISBN: 978 87 7674 824 1. F.

Tarnow Ingvardson, Gitte and Finn Ole Sonne Nielsen:

2015 *100 Viking Age hoards of Bornholm. Status, challenges and perspectives*. In: Lars Larsson, Frederik Ekengren, Bertil Helgesson & Bengt Söderberg (ed.): *Small Things Wide Horizons. Studies in Honour of Birgitta Hårdh*. p. 27-34. Archaeopress Archaeology Oxford 2015. F. ISBN-13: 978-1784911317

World Heritage Organization.

2016 *Archaeological Excavation*. [http://www.worldheritage.org/articles/Archaeological\\_excavation](http://www.worldheritage.org/articles/Archaeological_excavation)  
Pp. 1-49.