



BENEATH HAY BLUFF, UNITED KINGDOM

Course ID: ARCH 365BG

June 30th – August 5th, 2022

Academic Credit Units: 8 semester credit units (equivalent to 12 quarter credit units)

FIELD SCHOOL DIRECTOR(S):

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INTRODUCTION

Since 2010, the Beneath Hay Bluff Project has been investigating the character of prehistoric, and specifically Neolithic activity in southwest Herefordshire, or the border between modern England and Wales. This region has been somewhat neglected by prehistoric archaeology, in part owing to a lack of antiquarian investigations, but it is increasingly clear that it is distinguished by a rich and under-exploited prehistoric record. In seeking to address questions of monumentality, memory, place and material traditions, we have excavated at a number of sites, including the funerary round cairn at Olchon Court and the long mounds, buildings and causewayed enclosure of Dorstone Hill. The region is a rural one, with picturesque villages, castles, abbeys, rolling hills and lush river valleys: it is at once typically 'English' and bordering on rugged Welsh uplands. The field school provides a unique learning experience by drawing on the resources of both the University of Manchester and Herefordshire Archaeology, who contribute facilities, equipment and staff. Many of our supervisory staff are professionals from the world of commercial archaeology, who bring a wealth of experience and know-how. As well as undertaking four weeks in the field, practicing excavation, recording and survey, students spend a week in the very different urban environment of Manchester, taking part in post-excavation tasks in the laboratory.

In detailing the character of Neolithic southwest Herefordshire, the following themes are of central importance to us:

- The chronology of the introduction and transformation of Neolithic innovations in Britain;
- The creation and maintenance of significant places: 'narratives of place';
- The development of monumental landscapes;
- The use of exotic materials (notably rock crystal) and the establishment of inter-regional contacts;
- The formation and maintenance of regional identities in prehistory;
- The place of prehistoric monuments in modern societies.

The Beneath Hay Bluff Project is now entering into a mature phase of investigation, which will seek to broaden our work in southwest Herefordshire, and to characterise Neolithic activity across a broader timescale. Having identified a site of national importance at Dorstone Hill, we will now seek to place this monumental complex into a wider context, by addressing a series of new sites, and seeking to engage our local community to a greater extent. While completing work at Dorstone Hill, we will be expanding our scope to investigate a number of other sites. These will include the major megalithic tomb of Arthur's Stone. This latter will involve an appreciable realignment of our strategy. While the Dorstone complex was unknown before our investigations, Arthur's Stone is a well-known landmark, and a significant marker of local identity. Yet despite this, the monument has been disfigured by antiquarian activity, road-building, and stone robbing. As a result, it is poorly understood, and both its affinities and date are a mystery. In 2021, excavation outside of the scheduled and protected area enclosed by the field boundary (see image above) demonstrated that the mound surrounding the stone chamber was longer than previously imagined, and that it had initially been composed of turf revetted by a timber palisade. Later, an avenue of timbers had been added to the mound, leading toward the valley below.

Excavations in 2022 will for the first time take place in the scheduled area of the site, stripping the topsoil and planning the revealed surface, while removing recent disturbance to the fabric of the monument. We will also make further investigations on the timber avenue. In addition, excavations will

continue at 11th century AD Snodhill Castle (near Dorstone), which is presently being prepared to open to the public. This will foster skills in the excavation and recording of stone buildings, and it is anticipated that significant quantities of small finds (principally Medieval pottery) will be encountered. Students will circulate between these two excavations on a four-day basis.

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 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 this field school. We assume no prior knowledge or skills on the part of the student, although it is possible to tailor the field experience to the requirements of more experienced students.

DISCLAIMER – PLEASE READ CAREFULLY

Our primary concern is with education. Traveling and conducting field research involve risk. Students interested in participating in IFR programs must weigh whether the potential risk is worth the value of education provided. While risk is inherent in everything we do, we do not take risk lightly. 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.

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 or [Travelguard.com](http://travelguard.com) are possible sites where field school participants may explore travel cancellation insurance quotes and policies. If you do purchase such insurance, make sure the policy covers the cost of both airfare and tuition.

Herefordshire is an extremely low-risk fieldwork destination. The threats of crime and violence are absolutely negligible, although the usual precautions should be taken to secure valuables against petty theft. The climate is mild, but we encourage students to dress for both warm sunshine and occasional rain. Our work is subject to rigorous risk assessment overseen by both the University of Manchester and Herefordshire County Council, and we tend to err on the side of caution where student safety is concerned. You will receive a site induction on issues ranging from the safe use of tools, to campsite decorum, appropriate clothing (hats and stout footwear), and respectful conduct in relation to peers and the local community. We ask that you abide by our simple rules.

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 any number of unforeseen circumstances, including revised decisions by local permitting agencies, political unrest, and changes in the weather. While this schedule represents the best of the director(s) intentions, we - students and staff alike - need to be adaptable and tolerant of necessary alterations. This adaptability is an intrinsic part of all field research.

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

COURSE OBJECTIVES

This field course aims to introduce students to the archaeology of Herefordshire and the borderland between England and Wales, to a series of current issues in the archaeology of Neolithic Britain, and to the techniques and methodologies employed in the study of prehistory in Britain, both in the field and in the laboratory. As a subsidiary issue, students will be introduced to the contrast between the landscapes and archaeology of a picturesque rural area and a densely populated modern city (Manchester, the world's first industrial city). Learning will therefore take a series of different forms: readings provided before the start of the field school; excavation and survey experience in the field; lectures; informal teaching sessions in the field; post-excavation experience in the laboratory; trips to sites, monuments and museums, both in Herefordshire and Manchester. In the field, students can expect to take part in both shovel-test and stratigraphic excavation, to record contexts and finds, to make use of both total station and GPS survey equipment, and to draw plans and sections. Student progress in the acquisition of skills in the field and the laboratory will be monitored through the use of a personal Archaeological Skills Passport.

LEARNING OUTCOMES

By the end of the field school, students should:

- Have acquired a broad familiarity with the archaeology and landscapes of the southern borderland between England and Wales, from prehistory to the Medieval period;
- Be familiar with some of the key issues in the archaeology of Prehistoric Britain;
- Be familiar with the main excavation, survey and recording methodologies employed in British prehistoric archaeology;
- Have acquired a basic level of competence in a variety of archaeological field skills (including, for example: troweling, mattocking, shoveling, barrowing, test-pit excavation, feature excavation, section drawing, planning, total station survey, GPS survey, laying out a grid, soil sieving, feature photography, context recording, finds recording), and should understand their appropriate use;
- Have been introduced to a further series of methodologies conducted by specialist staff in the field (such as drone photography and photogrammetry, environmental sampling, geophysical survey, etc.);
- Have acquired a basic level of competence in a variety of post-excavation skills conducted in a laboratory environment (including, for example: wet sieving and flotation; archive digitization, digitization of field drawings, finds processing).

ASSESSMENT

- 40% Active fieldwork participation
- 60% Assessed fieldwork report

TRAVEL, ROOM & BOARD, & SAFETY LOGISTICS

Disclaimer for 2022 Season. The logistics outlined below for this IFR field school were written according to the most current and accurate information available to IFR. We recognize that the best practices for preventing the transmission of the coronavirus may change in the coming months. The IFR will be revisiting program-specific plans periodically throughout the enrollment period and will update program details according to new developments, such as the presence and availability of a vaccine, new travel protocols, and updated local policies.

An IFR field school is designed to provide positive, constructive experiences for communities, students, and researchers. Amid the COVID-19 pandemic, the following protocols have been developed based on the assumption that any participant in an IFR field school may be an asymptomatic carrier of SARS COVID-19 and any of its variants. Our goal, with these protocols, is to reduce the possibility for COVID-19 transmission among participants, staff, and local community members. IFR depends on the complete and sustained commitment of all students to stay healthy and to help others stay healthy. On enrollment, students commit to comply with all aspects of the IFR COVID-19 avoidance policy as well as any/all policies specific to their respective IFR field school.

PRIOR TO TRAVEL

We ask that all students participating in IFR programs be **fully vaccinated** prior to travel. Furthermore, all eligible vaccinated students are **required to have received a vaccination booster**.

Students must arrange a test for current infection for COVID-19 through a RT-PCR test for themselves in their home location within 72 hours prior to arrival at the destination and upload proof of negative result to their IFR application portal.

After demonstrating they tested negative, students must take all precautions possible to ensure they remain COVID-19 free prior to and during travel to the field school. Students should plan to travel in the safest manner that they are able (e.g., avoid flights with long layovers and multiple connections). In addition, we require the following from all students: use of a face mask during travel to, from, and on airlines, ferries, trains, buses, and the like; regular washing of hands; and, in so far as possible, maintain social distancing of 6 feet / 2 meters in airports and other spaces.

VISA REQUIREMENTS

To enter the United Kingdom, all U.S. citizens who do not also hold UK citizenship must present a valid U.S. passport to enter and depart. Your passport must be valid for the entire duration of your planned stay. U.S. and Canadian citizens can stay in the UK for up to 6 months, but check this frequently because

regulations change, often with little notice.

Citizens of other countries are asked to check the embassy website page at their home country for specific visa requirements.

TRAVEL (TO AND DURING THE PROGRAM)

Due to ongoing uncertainties regarding the travel regulations related to COVID-19, IFR will assess the local conditions closer to the travel date (5–6 weeks prior to the program beginning) and will make Go/No Go decisions then. You are required to participate in the mandatory orientation meeting when we will discuss the latest travel information and regulations. We also suggest you consider postponing the purchase of your airline ticket until *after* the program orientation.

We will be meeting all participating students at Manchester Airport, and conveying them from there directly to the field camp in Dorstone village by minibus, at a date and time to be decided closer to the field season. This will be roughly a three-hour drive. If you wish to make other arrangements (for instance, arriving early in the UK), we can arrange to meet you at Hereford railway station.

At the time of writing, it is not known what the state of the COVID-19 pandemic will be by July 2022. We hope that the current Omicron wave will have burned itself out, and that as in 2020 and 2021, the summer will be a period of low infection. The UK has a very advanced programme of vaccination and booster shots, but we would like to warn potential participants that it may not be possible to proceed with fieldwork if the pandemic has become appreciably worse by the summer. This might occur, for instance, if a further new variant were to emerge in the new year.

The excavation site is very close to the camp site. While it could be walked in under half an hour, we will convey all personnel to site by minibus each day.

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

While the COVID-19 pandemic persists, any leisure travel during the program and entailing use of buses, trains, and/or airplanes must be approved by the program director(s) prior to booking and departure.

For up-to-date information regarding requirements and restrictions for travelers to the UK, please consult the following websites:

<https://uk.usembassy.gov/>

<https://www.gov.uk/guidance/travel-to-england-from-another-country-during-coronavirus-covid-19>

A summary of current (February 2022) travel requirements is included below:

- complete a [Passenger Locator Form](#). You may not submit the form until 48 hours before your arrival in the UK.
- From February 11, [fully-vaccinated](#) travelers will not be required to take a COVID-19 test before they travel to England from abroad or after they arrive.
- Fully vaccinated travelers do not need to quarantine when you arrive in England.
- You will not be able to travel to the United Kingdom from a red list country on the [travel ban list](#) unless you have residence rights in the UK.

LOCAL PROTOCOLS, REGULATIONS, & EXPECTATIONS

Since last summer, the UK has been out of lockdown, and more modest controls such as mask mandates in shops and indoor spaces have been introduced. It is to be presumed that some cautious adherence to COVID-19 guidelines will still be in place by July. Maintaining distance, mask-wearing in public areas, and regular handwashing will still be expected.

Interaction with the local community must be limited to situations where everyone can maintain the required 6-foot/2 meter physical distance, wear masks, and ideally be outside.

Our field school is conducted in close cooperation with Herefordshire County Council Planning Department. Should the pandemic still be continuing at the time of fieldwork, we will abide by the Council's workplace protocols, which can be found in their [outbreak control plan](#).

FACE MASKS / FACE COVERINGS

All students, faculty and staff are expected to wear face masks when in indoor spaces shared with others. Wearing face masks, combined with vaccination, are among the most effective ways of minimizing the spread of the coronavirus.

The objective of wearing a mask is to capture potentially infectious droplets from the wearer. Therefore:

- Masks or respirators that are equipped with an "exhalation valve" are not permitted, unless covered by another mask.
- Neck fleeces (gaiter masks) are considered the least effective form of face masks, and are not permitted. (The material found in gaiters tend to break down larger droplets into smaller particles that are more easily carried away in the air.)
- Folded bandanas and knitted masks are ineffective and are not permitted.
- Masks must be worn so as to cover both the mouth and nose. If your mask becomes loose, it can be tightened by twisting the ear loops.

ACCOMMODATIONS

Our campsite is the cricket field in Dorstone village, which we have exclusive use of during the fieldwork period. There is a pavilion with showers and toilets, and another building used as a kitchen. During the fieldwork period we also have a large marquee for dining and social space, and at the bottom of the field, beside the stream, there is a space for a campfire. We will request students to each occupy a separate tent, and to pitch their tents at least two metres apart (for reasons of fire safety as well as health). Our usual cleaning and sanitation arrangements will be expanded to ensure the cleaning and disinfection of all high-touch surfaces. We have a full refuse disposal and recycling system which will dispose all potentially contaminated materials. Launderettes are found in Hereford and Hay-on-Wye, and washing can be collected and sent in for a service wash during the week. You can also hand-wash clothes at the campsite.

Dorstone is a beautiful, traditional English village, with a fine pub (the Pandy Inn) that dates back to medieval times. Six miles away, across the Welsh border, is the small town of Hay on Wye, known for its castle and its many bookshops. Hereford is about sixteen miles distant, and the cathedral there holds the famous Mappa Mundi and a medieval chained library.

During fieldwork, our food is prepared by a cook employed by the project. There is a hot meal each evening, a variety of breakfast options, and a choice of sandwiches delivered to the site at lunchtime. We are happy to accommodate vegetarians, vegans, gluten-free, food allergies, halal, kosher and other diets. One of the tasks of the day's kitchen staff will be the rigorous cleaning of all food handling and preparation spaces.

During the fifth week of the five-week course, students will be accommodated in university halls of residence in Manchester. This final week will give you the opportunity to visit museums and places of interest in the city, alongside working on post-excavation tasks in the Archaeology laboratories.

MANAGING COVID-19 CASES & OUTBREAKS

As noted above, we do not anticipate that fieldwork will go ahead if the pandemic has returned to a high level of severity. We assume that all project participants will be fully vaccinated, but we would be able to manage isolated COVID-19 cases. We would set up an isolation tent at a remove from the rest of the encampment, with separate toilet facilities. The nearest intensive care unit is in Hereford, a 30-minute drive away. If a student needed to be taken to this facility, an emergency ambulance would be summoned. In previous seasons we have been able to call on local paramedic teams in the event of medical emergencies (sunstroke, burns, etc.). We have close contacts with the local community, through the village hall committee, the parish council, the local history group and Dorstone's Front Room, which enable us to communicate effectively with local stakeholders. Should a student exhibit COVID-19 symptoms, a member of staff who had been vaccinated would take responsibility for processing their laundry.

EQUIPMENT LIST

- 4 or 5 inch mason's drop-forged (*not* riveted) pointing trowel
- Waterproofs, *including* waterproof trousers
- Sun hat
- Sturdy footwear – boots, *not* trainers, ideally with steel toecaps
- Small tent (e.g., 2- or 3-person)
- Sleeping bag
- Sleeping mat
- Masks (see 'Face Mask' section above)
- Hand sanitizer
- Steel tape measure (3-meter; metric)
- Plate, bowl and mug
- Knife, fork and spoon
- Torch / Flashlight
- Personal medical supplies and medications
- Sunscreen
- Hard-bound notebook (recommended)
- Folding camp chair (recommended)

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.

Note that the times and titles of lectures and trips are at this stage indicative, and more precise details will be provided before July.

Thursday 30 th June	Arrival: travel day Campsite induction
Friday July 1st	Site Induction Fieldwork
Saturday July 2nd	Fieldwork Evening Lecture: Archaeology of the southern Marches – Keith Ray
Sunday July 3rd	Fieldwork
Monday July 4th	Fieldwork
Tuesday July 5th	Fieldwork Evening Lecture: Introducing the Beneath Hay Bluff Project – Julian Thomas
Wednesday July 6th	Fieldwork
Thursday July 7th	Day off and visit to the Black Mountains
Friday July 8th	Fieldwork
Saturday July 9th	Fieldwork Evening Lecture: Mesolithic Britain – Nick Overton
Sunday July 10th	Fieldwork
Monday July 11th	Fieldwork
Tuesday July 12th	Fieldwork Evening Lecture: Aspects of Arthur’s Stone – Keith Ray
Wednesday July 13th	Fieldwork Flint knapping workshop – John Piprani
Thursday July 14th	Day off and visit to Llantony Abbey
Friday July 15th	Fieldwork
Saturday July 16th	Fieldwork Evening Lecture: Neolithic Britain – Julian Thomas
Sunday July 17th	Fieldwork
Monday July 18th	Fieldwork
Tuesday July 19th	Fieldwork Evening Lecture: palaeoenvironmental analysis – Tudur Davies
Wednesday July 20th	Fieldwork
Thursday July 21st	Day off and visit to Ludlow/Stokesay Castle
Friday July 22nd	Fieldwork
Saturday July 23rd	Fieldwork Flint knapping workshop – John Piprani
Sunday July 24th	Fieldwork
Monday July 25th	Fieldwork
Tuesday July 26th	Fieldwork Evening Lecture: Discoveries in 2020 – Julian Thomas

Wednesday July 27th	Fieldwork
Thursday July 28th	Fieldwork
Friday July 29th	Travel day > Manchester
Saturday July 30th	Introduction to post-excavation workshop (J. Piprani)
Sunday July 31st	AM: post-excavation labs PM: visit Manchester Museum
Monday August 1st	AM: post-excavation labs PM: Lecture: post-excavation analysis
Tuesday August 2nd	AM: post-excavation labs PM: visit Science and Industry Museum
Wednesday August 3rd	post-excavation labs
Thursday August 4th	Trip: Quarry Bank textile mill, Styall
Friday August 5th	Departure

REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students via a shared Dropbox folder.

Cummings, V. 2012. What lies beneath: thinking about the qualities and essences of stone and wood in the chambered tomb architecture of Neolithic Britain and Ireland. *Journal of Social Archaeology* 12, 29-50.

Cummings, V., Jones, A. and Watson, A. 2002. In between places: axial asymmetry and divided space in the monuments of the Black Mountains, south-east Wales. *Cambridge Archaeological Journal* 12, 57–70.

Garwood, P. 2007. Regions, cultural identity and social change, c. 4500-1500 BC: the West Midlands in context. In: P. Garwood (ed.) *The Undiscovered Country: The Earlier Prehistory of the West Midlands*, 194-215. Oxford: Oxbow.

Lucas, G. 2001. *Critical Approaches to Fieldwork: Contemporary and Historical Approaches*. London: Routledge. [Chapter 5: Eventful Contexts, pp. 146-99.]

Lucas, G. 2012. *Understanding the Archaeological Record*. Cambridge: Cambridge University Press.

- Chapter 6: Archaeological Interventions, pp. 215-57.

Myers, A. 2007. The Upper Palaeolithic and Mesolithic archaeology of the West Midlands. In: P. Garwood (ed.) *The Undiscovered Country: The Earlier Prehistory of the West Midlands*, 23-38. Oxford: Oxbow.

Ray, K. and Thomas, J. 2018. *Neolithic Britain: The Transformation of Social Worlds*. Oxford: Oxford University Press.

- Chapter 1: Writing Neolithic Britain, pp. 15-48.
- Chapter 2: 4000 BCE: a Cultural Threshold, pp. 49-96.
- Chapter 3: Narratives for the Fourth Millennium, pp. 97-166.

Ray, K. 2015. *The Archaeology of Herefordshire: An Exploration*. Eardisley: Logaston Press.

- Selected sections will be supplied.

Whittle, A., Barclay, A., Bayliss, A., McFadyen, L., Schulting, R. and Wysocki, M. 2007. Building for the dead: events, processes and changing worldviews from the thirty-eighth to the thirty-fourth centuries Cal. BC in southern Britain. *Cambridge Archaeological Journal* 17 (supp.), 123-47.

RECOMMENDED READINGS

Bradley, R. 2007. *The Prehistory of Britain and Ireland*. Cambridge, Cambridge University Press

Cummings, V. 2018. *The Neolithic of Britain and Ireland*. London: Routledge.

Harris, O. and Cipolla, C.N. 2017. *Archaeological Theory in the New Millennium*. London: Routledge.