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## 2011 Archaeological Fieldschools Addressing African Diaspora Subjects

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## **2011 Archaeological Fieldschools Addressing African Diaspora Subjects**

**Compiled By Christopher Barton**

**The following fieldschool list includes announcements sent to us by the fieldschool directors and others listed on various directories. The fieldschool announcements that follow are presented below in alphabetic order by location, starting with those in North America and then the Caribbean.**



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### *North America*

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**New Philadelphia, Illinois Archaeological Research Project: Fieldschool in Archaeology and Laboratory Techniques. May 24 to July 29, 2011. Sponsored by the National Science Foundation's Research Experiences for Undergraduates Program. Field school co-directors: Anna Agbe-Davies (U. North Carolina), Christopher Fennell (U. Illinois), and Terrance Martin (Illinois State Museum). The New Philadelphia story is both compelling and unique. Many studies in historical archaeology that concentrate on African-American issues have focused**

on plantation life and the pre-emancipation era. The history of New Philadelphia is very different. It is a chronicle of racial uplift and centering on the success of an African-American family and their ability to survive and prosper in a racist society. In 1836, Frank McWorter, an African American who was born into slavery and later purchased his own freedom, acquired 42 acres of land in the sparsely populated area of Pike County, Illinois, situated in the rolling hills bounded by the Illinois and Mississippi rivers. He founded and platted a town, subdivided the property, and sold lots. McWorter used the revenues from his entrepreneurial efforts to purchase the freedom of sixteen family members, with a total expenditure of \$14,000 -- a remarkable achievement. Families of African American and European American heritage moved to the town and created a multi-racial community. New Philadelphia likely served as a stopping place for the "Underground railroad" as enslaved African Americans fled northward escaping the oppression of southern plantations. The history of New Philadelphia serves as a rare example of a multi-racial early farming community on the nation's Midwestern frontier (Walker 1983). Additional information available at: <http://www.histarch.uiuc.edu/NSF/fieldschool.html>.

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Wye River, Maryland. May 31, 2011 to July 8, 2011. This year excavations will be conducted in two locations, on East and Cornhill Streets in the historic district of Annapolis and outside of the city, at the former plantation of Edward Lloyd on the Eastern Shore of the Chesapeake Bay, on Maryland's Wye River. On East Street, we will be excavating at the James Holliday House. James Holliday was born a slave in Anne Arundel County in 1809 and was freed in 1819. He began working for the US Naval Academy in 1845, and purchased the property in 1850. Research questions at this site center around the Holliday family and Annapolis' free African American community.

Wye House is the former plantation is where Frederick Douglass was enslaved as a boy, and is described in his autobiography, *My Bondage, My Freedom*. Research questions at this site focus on the lives of enslaved people on the plantation. Test excavations were carried out during the summer of 2005, and these verified the location of a former quarter for slaves and the existence of very rich archaeological deposits from Frederick Douglass' time. Intensive excavations at this site began during the summer of 2006, and since that time the remains of three structures associated with enslaved people on the plantation have been excavated. The University of Maryland's Department of Anthropology and the Office of Extended Studies announce the continuation of the

**Archaeology in Annapolis project. This intensive, six-week field school devotes eight hours daily to supervised archaeological fieldwork, laboratory work, stratigraphic analysis, technical drawing, writing and interpretation. The summer 2011 excavations extend a long-term program of public archaeology in Maryland's state capital that is supported by the Mayor and City Council of Annapolis. This year excavations will be conducted in the City of Annapolis, and outside the City of Annapolis at Wye House, the former plantation of Edward Lloyd on the Eastern Shore of the Chesapeake Bay, on Maryland's Wye River. For further information, contact: Amanda Tang (atang@anth.umd.edu); Jocelyn Knauf (jknauf@anth.umd.edu); Dr. Mark Leone (mleone@anth.umd.edu).**

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**Battle of Island Mound Field School: Interpreting Missouri's Newest State Park: Butler, MO. June 7 to June 28, 2011. The Missouri Department of Natural Resources, the University of Missouri-Kansas City Geosciences Department and the Bates County History Museum are co-sponsoring an archaeological field school June 7 - 28, 2011 in Bates County, Missouri. The field school will be offered through the University of Missouri-Kansas City, and enrollment in the course is a requirement for all participants in the field school. Enrollment is open to all high school graduates or current university students in good academic standing. The recently acquired Battle of Island Mound State Historic Site near Butler, Missouri is significant because it is the location where the first unit of African-American soldiers (1st Kansas Colored Volunteer Infantry) engaged an armed opponent during the Civil War. The property owned by the Missouri State Parks includes the purported sites of the Toothman Farm, from which the black soldiers operated and dubbed "Fort Africa," and a post-war Methodist Episcopal church. In the spring of 2009, a geophysical survey that included magnetometry and electrical resistivity revealed subsurface anomalies consistent with structural remains or foundations of the Toothman house and the church. The survey provided good information, but further archaeological testing is required to verify the presence of farmstead buildings and to enhance interpretation of the site in time for the facility's opening in 2012. This investigation will be the focus of the 2011 Field School. Although this program focuses on Civil War-era and post-bellum archaeological sites, students will receive training in research techniques employed by archaeologists around the world. This field school is valuable to students planning advanced work in archaeology, students seeking employment in contract (CRM) archaeology or who merely want to experience field research in archaeology. To get an**

**information and application packet, or for questions, please contact Ann Raab at [raaba@umkc.edu](mailto:raaba@umkc.edu).**

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**Peace College Archaeological Field School at Brunswick Town and Fort Anderson. Brunswick County, North Carolina, United States. May 16, 2011 to June 11, 2011. Application Deadline: April 1, 2011. The 2011 Peace College Archaeological Field School will be held at the North Carolina State Historic Site of Brunswick Town and Fort Anderson, on the banks of the Cape Fear River, from May 16th through June 11th. The site is of unique significance to the history of North Carolina, the United States, and to the history of archaeology. Brunswick Town was a major pre-Revolutionary port on North Carolina's Cape Fear River that was razed by British troops in 1776 and never rebuilt. During the Civil War, Fort Anderson was constructed atop the old village site. The site today is maintained as a North Carolina Historic Site including a museum, colonial-era foundations, and the Civil War earthworks. Most notably, in the 20th century, Brunswick Town was also the site of pioneering work in Historical Archaeology by Dr. Stanley South. Students in the field school will learn methods of archaeological survey and excavation as they uncover the history and culture of the Civil War. In excavating the complex site, students will also encounter colonial and prehistoric materials. Students can take the field school for 4 credits in ANT 450 Archaeological Fieldwork, or students with significant prior field school experience can apply for 4 credits in ANT 495, Advanced Field Methods. As part of the sesquicentennial commemoration of the Civil War in the Cape Fear region, the 2011 field season will continue to seek to define the Civil War barracks associated with Fort Anderson. These barracks were occupied by Confederate and Union soldiers, as well as by African American refugees. For information contact: Dr. Vinnie Melomo at 919-508-2277, or [vmelomo@peace.edu](mailto:vmelomo@peace.edu).**

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**Archaeology of the Harriet Tubman Home: Auburn, NY. May 16 to May 31, 2011. This summer's archaeological field course will explore Harriet Tubman's House, a National Historic Landmark in Auburn, New York. This course is open to all students and offers both an introduction to archaeological field techniques and historical background into the life of Harriet Tubman and her network of**

family, friends, and associates. As part of the field program, students will learn basic excavation, survey, mapping, and laboratory techniques. Harriet Tubman is well known for her heroic acts in liberating African Americans from slavery and fighting for emancipation. She has been described as "America's Joan of Arc" and "the Moses of her people." Yet, the full story of her life is little known and her continued, lifelong, commitment to social causes and reform has not found its way into the pages of history -- until now. Contact: Professor Douglas V. Armstrong at [darmstrong@maxwell.syr.edu](mailto:darmstrong@maxwell.syr.edu) or 315 425-6276.

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**Historical Archaeology of the Native and African American Community in Setauket, New York. May 24 to June 28, 2011.** The Center for Public Archaeology at Hofstra University will be running an archaeological field school during summer 2011 researching the history and archaeology of the Native and African American community of Setauket on Long Island, New York. Descendants of the Setalcott Nation and enslaved Africans, members of this community have been residents of the Setauket area since the 17th century. Over the subsequent centuries, this community formed a substantial component of the working community in the larger region while maintaining key features of their own cultural traditions and history. Students will be learn the details of this history, contribute to documenting new information from the archaeological and historical records, and help to present the project's finding to the public. The field school is part of a collaborative historical, cultural, and archaeological project between Higher Ground Intercultural and Heritage Association, a descendant community based non-profit preservation organization, and Hofstra University. The summer 2011 field school program will be based at the Jacob and Hannah Hart site, a home site occupied from ca. 1870 to 1930 by one of the community's most well-known families. Field school students will work with community members to survey, test, excavate, and analyze the findings from the Hart site. Students will also conduct documentary research in local archives and help to document private collections of community members. For information contact Christopher Matthews at [anthczm@hofstra.edu](mailto:anthczm@hofstra.edu).

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**Archaeological Field School on Edgefield, South Carolina Pottery Communities. University of Illinois. May 23 to July 1, 2011.** The technological

innovation of alkaline-glazed stoneware pottery was introduced in North America by potteries operated by Abner and John Landrum in the Edgefield, South Carolina area in the first decades of the 19th century. These technological developments by entrepreneurs of Scots-Irish heritage played out in a landscape shaped by racial difference. Numerous African-American laborers, including "Dave the Potter" who added inscriptions to his vessels, worked at these production sites. Advertisements in local newspapers in the early decades of the 1800s listed enslaved laborers with skills in pottery production. African Americans most likely participated in all phases of the production process, such as: building and maintaining the kilns; digging and transporting clay; working and grinding raw clay in "pug" mills; chopping wood for fuel; preparing glaze mixtures, tempers, and clay pastes; turning the pottery wheels and shaping the vessels; and loading and unloading the kiln firings. This field school will provide training in the techniques of excavation, mapping, controlled surface surveys, artifact classification and contextual interpretation. Students will work in supervised teams, learning to function as members of a field crew, with all of the skills necessary for becoming professional archaeologists. Many students from past University of Illinois field schools have gone on to graduate study and professional field-archaeology positions. Laboratory processing and analysis will be ongoing during the field season. Evening lectures by project staff, visiting archaeologists, and historians will focus on providing background on how field data are used to answer archaeological and historical research questions. For information contact: Christopher Fennell [cfennell@illinois.edu](mailto:cfennell@illinois.edu); George Calfas [gcalfas2@illinois.edu](mailto:gcalfas2@illinois.edu); <http://www.histarch.uiuc.edu/Edgefield/>.

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Montpelier, Virginia: Unearthing a Slave Community. The *Archaeology Expedition* program has been operating at Montpelier for a decade-and-a-half, with many of the same volunteers returning year after year. We are, however, keen to add new faces to the program. All of the scheduled programs are designed to give participants actual excavation experience on an archaeological site working side-by-side with trained professional archaeologists. We have a staff of eight archaeologists who work with participants both in the lab and in the field, which means you have personal interaction with archaeological staff and this allows you to work on sensitive features, artifacts, and deposits that normally one would not get to handle. You are treated as a member of the research team and we step you through the entire excavation process. While you are here at Montpelier, you will be engaged in lectures, take tours of various archaeological sites on the property, and of course get a tour of the mansion.

Over the next three years, the Montpelier Foundation will be conducting archaeological investigations of various households that were part of the early 19th-century (1810s to 1830s) enslaved community at Montpelier. Three different living areas for the enslaved community have been identified in Montpelier's 1,250-acre historic core that in the early 19th century was called the Home Quarter: 1) The South Yard - the quarters for house slaves who resided within the formal grounds of the mansion, 2) The Stable quarter -- a set of quarters associated with the operations of the mansion household which appear to have included those enslaved individuals working as gardeners or in the stables and 3) The Field quarter -- the quarters for field slaves located in the heart of the working complex for the Home Quarter. During the 2011 field season, we will be excavating the Quarters for House Slaves located in the South Yard of the mansion. During the 2011 excavations, archaeology team members will be looking for and excavating the yards and structures of the slave quarters, and discovering a myriad of ceramics, glasswares, and other objects used and owned by the slave community at Montpelier. There are a total of nine *Archaeological Expedition* programs in the 2011 field season: Session 1, March 27-April 2; Session 2, April 10-16; Session 3, May 1-7; Session 4, July 31-August 6; Session 5, August 7-13; Session 6, August 14-20; Session 7, August 21-27; Session 8, September 11-17; Session 9, October 23-29. For more information on any of these programs, please contact Dr. Matthew Reeves, Director of Archaeology at James Madison's Montpelier, [mreeves@montpelier.org](mailto:mreeves@montpelier.org), or (540) 672-2728 x160.

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**A Unique Learning Experience at Thomas Jefferson's Retreat: Poplar Forest, Virginia. June 5 to July 8, 2011.** Thomas Jefferson's Poplar Forest and the University of Virginia are pleased to offer the Twenty-Third Annual Summer Field School in Historical Archaeology. The field school provides a foundation in current methods and theories of historical archaeology, and offers a solid introduction to the practical skills of site survey, excavation, recording, and laboratory procedures. Students will actively participate in our ongoing interpretation of archaeology to the public. In the summer of 2011, field school participants will excavate an early nineteenth-century building complex, believed to be associated with plantation work spaces and possibly slave quarters, adjacent to Jefferson's ornamental grounds. Application Deadline: April 7, 2011. Contact Jack Gary, Director of Archaeology and Landscapes, Poplar Forest, P.O. Box 419, Forest, VA 24551.

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**The Archaeology of Chesapeake Slavery and Landscape, Charlottesville, Virginia, United States. June 6, 2011 to July 15, 2011. Application Deadline: March 25, 2011. Our fieldwork addresses changing patterns of land use and settlement on Thomas Jefferson's Monticello Plantation from c. 1750 to 1860. Toward the end of the 18th century, spurred by shifts in the Atlantic economy, Thomas Jefferson and planters across the Chesapeake region replaced tobacco cultivation with a more diversified agricultural regime, based around wheat. Our research is revealing the implications of this shift for the landscape and for the lives of enslaved African Americans. Significant questions remain about the ecological processes that resulted, how they were experienced by slaves and slave owners, and the importance of changing slave work routines in explaining social dynamics among enslaved and free people. Field school students will focus on the exploration of how the domestic lives of slaves changed during the shift from tobacco to wheat cultivation. Students will learn archaeological excavation and recording techniques required by multi-disciplinary field research in landscape archaeology. Technical topics covered include survey and excavation strategies, the analytical possibilities for ceramics, faunal remains, plant phytoliths and pollen, deposits and the sediments they contain, soil chemistry, and spatial distributions of artifacts. The field school emphasizes multidisciplinary approach to archaeology. Guest lecturers are drawn from a variety of disciplines including geology, zooarchaeology, palynology, architectural history, and social history. On-site instruction, lectures, and discussion sessions at Monticello will be complemented by field trips to related sites. Students will attend classes forty hours per week, with the bulk of that time spent doing on-site field research. Reading assignments, lectures, and discussion will cover both technical and historical issues. Most weekends are free for individual travel. All students in the field school will receive a Monticello Archaeological Scholarship from the Thomas Jefferson Foundation. This tuition grant covers one-half of the normal University of Virginia tuition charge. For information contact: Fraser D. Neiman [fneiman@monticello.org](mailto:fneiman@monticello.org).**

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**Dismal Swamp National Wildlife Refuge, Virginia and North Carolina. May 17 to July 2, 2011. The Great Dismal Swamp has a complex and deep social history. Indigenous Americans inhabited the swamp for several millennia prior to colonial occupation in the region (early 17th century). Subsequently, its**

recesses were home to thousands of Indigenous and African Americans who had escaped the brutalities of colonialism, indentured servitude, and slavery. Included among these groups were maroons, or African-Americans who permanently extricated themselves from the conditions of enslavement. After 1800, corporations found profitability in the swamp through the labors of enslaved African-Americans. In all, a poorly documented and secret human world existed in the swamp between 1600 and the Civil War. The historical archaeology being done through the Great Dismal Swamp Landscape Study is bringing the history of these people and their communities to light. For information contact: Daniel O. Sayers at [sayers@american.edu](mailto:sayers@american.edu).

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University of Mary Washington's 17th Field School in Archaeology at Stratford Hall Plantation, Virginia. May 16 to June 17, 2011. Stratford Hall's long-term research program includes the archaeological analysis of the plantation's historical landscape and community. Stratford, the 18th-century home of the Lee family, is located in Westmoreland County on a 1,700-acre tract along the Potomac River, approximately 40 miles southeast of Fredericksburg, VA. The Stratford mansion is one of the best-known examples of Georgian architecture in America ([www.stratfordhall.org](http://www.stratfordhall.org)). The field school allows participants to gain proficiency in excavation, recording, and field interpretation, and will include instruction in the method and theory of archaeology. This year's field research focuses on a mid-18th –century farm quarter complex, a site associated with the plantation's free and enslaved workers. This site is interpreted in relation to the broader plantation landscape of buildings and agricultural fields. The field school's overall goal has been to examine the structure and evolution of this landscape, as well as its cultural use and historical meaning. The five-week field school carries four hours of either undergraduate or graduate credit. For information contact: Douglas W. Sanford at [dsanford@umw.edu](mailto:dsanford@umw.edu).

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### *Caribbean*

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**Antigua -- A three-week summer field school is being offered through California State University, Chico. May 26 to June 16, 2011. The field school is located on the Caribbean island of Antigua, at Betty's Hope, a former sugar plantation with existing structures and a small museum located on site. The program offers 3 units of course credit for archaeological fieldwork as ANTH 398 (Special Topics). The main goals of the field school are to provide hands-on training and experience in archaeological fieldwork. The field school will allow students to apply their academic training to practical use through excavation, mapping, surveying, data collection, as well as, analysis and the processing of archaeological recovered materials. Betty's Hope operated from 1651 until its sale by the Codrington family in 1944; the plantation operated continuously for almost 300 years, pre- and post-emancipation, thus allowing for a long-term, albeit complex, historical continuity in one place. The site is also a tourist destination, so students can experience aspects of public archaeology at the site. The field school will comprise field archaeology, lectures on Antigua's English colonial history and historical archaeology, as well as some weekend fieldtrips. Working on the island will also allow students to experience contemporary**

**Caribbean culture, thus gaining an appreciation for the Antiguan people and culture. Field work will be complemented by access to local beaches after a busy day in the field. The field school runs from May 26-June 16.**

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**St. Eustatius Center for Archaeological Research (SECAR). January to August 2011. St. Eustatius (or Statia) was the primary trans-shipment center between Europe, the West Indies and the Americas between 1770 and 1800. For much of the American Revolution, Holland and France supplied US forces with much needed arms and ammunition through this port. Archaeological investigations of Colonial Period slave sites in the Americas and Africa have been thorough in answering wide-ranging questions regarding slave life and culture. However, this research has primarily focused on sites in the British, Spanish, French and Danish colonies. No slave occupation sites in the Dutch Caribbean Colonies have been excavated until now. For information contact: Email: [info@secar.org](mailto:info@secar.org).**

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**Magens House, St. Thomas, United States Virgin Island. June 4 to June 19, 2011. Cinnamon Bay, Artifact Analysis. Students will be also be involved in the analysis of artifacts from the shoreline ruins of an early cotton estate located at Cinnamon Bay. The Cinnamon Bay project explores a small-scale cotton plantation, provisioning and maritime estate dating back to the to the late 17th century. This site was later part of a much larger 18th and 19th century sugar estate. The early site affords us the opportunity to examine artifacts reflecting the interaction between enslaved Africans and European planters from the beginning of formal colonial settlement of the island. In 2000 and 2001 Syracuse excavated the ruins of an early wattle-and-mortar laborers house and a building that served as both a planter residence and planter residence and storehouse. Initial analysis has shown that the early deposits from these sites date back to the late 17th century, an era prior to formal settlement of the island by the Danish, and include significant evidence from when the buildings were burnt during the St. John rebellion in 1733.**

**This site provides an excellent opportunity to examine social relations among Africans and Europeans living in close quarters in a small scale beachhead**

**setting prior to formal colonization, transitions under the colonial regime, the localized impact of the slave rebellion of 1733, and the transition to a larger scale sugar based plantation system on the island (initiated with formal colonization in 1718 and consolidated in the years immediately preceding and following the rebellion of 1733. The archaeological study of the early shoreling settlement at Cinnamon bay will be the first to focus primarily on a cotton estate and will provide a baseline for the study of contrasts in scales of plantations and social interaction in plantation settings. The study builds on a growing body of archaeological and historical research examining African-Caribbean living contexts and plantations (Armstrong 1985, 1990, 1998, Farnsworth 1992; Gartley 1979; Knight 1999; Pulsipher and Godwin 1982; Handler and Lange 1978). For information contact: Professor Douglas Armstrong at [darmstrong@maxwell.syr.edu](mailto:darmstrong@maxwell.syr.edu) or 315 425-6276.**