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## 2010 Archaeological Fieldschools Addressing African Diaspora Subjects

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## **2010 Archaeological Fieldschools Addressing African Diaspora Subjects**

**Compiled By Christopher Fennell**

**The following fieldschool list includes announcements sent to me 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, then the Caribbean, and in Africa.**



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### *North America*

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**Old St. Stephens Field School II, Alabama. May 17, 2010 to June 11, 2010. St. Stephens Historical Commission, Project Director, George Shorter, RPA, Archaeologist at the Center for Archaeological Studies, University of South Alabama. Old St. Stephens was a river town in southwest Alabama on the frontier of a new nation at the turn of the nineteenth century. During a brief few decades, beginning in the 1790s, the town was the site of a Spanish Fort, an American trading post, a Federal Land Office, and Alabama's Territorial**

capital. It boomed from 1815 to 1820 as settlers streamed down the Federal Road from Georgia and the Carolinas. At its zenith, in 1818, St. Stephens boasted 400-500 substantial buildings, many of stone, and a population of several thousand, three times the size of Mobile. But like many boom-and-bust river towns St. Stephens declined rapidly in the early 1820s. A small community persisted, but by the Civil War the town was gone, its citizens moved elsewhere and its buildings in ruin.

Now protected by the St. Stephens Historical Commission, the site has remains undisturbed. Since 1999 our work has focused on the Globe Hotel (c. 1815-1822). As St. Stephens declined the site became the home and dry goods store of the Chamberlain family until 1849. Their lives on the frontier are emerging in the rich material culture of the archaeological record and through historical research. Our program focuses on education and moves forward with volunteers. Last year we introduced a new program, a college-level field school. While our curriculum is similar to other institutions our enrollment criteria may differ. Applicants must be college students, but they need not be anthropology majors or have any experience. We can arrange for credit, but we encourage students to apply at their own institutions, a significantly cheaper alternative. However, students may attend for the experience only. Our tuition is only \$250, primarily to cover food. Enrollment is limited to twelve. Please email for more information and application requirements. Contact George Shorter, University of South Alabama, Center for Archaeological Studies, Mobile, AL 36688; 251-460-6563, 251-460-6080, gshorter@jaguar1.usouthal.edu.

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**New Philadelphia Archaeological Research Project: Fieldschool in Archaeology and Laboratory Techniques. May 24 to July 30, 2010. Sponsored by the National Science Foundation's Research Experiences for Undergraduates Program. Field school co-directors: Anna Agbe-Davies (U. North Carolina), Christopher Fennell (University of 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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University of Maryland Archaeology in Annapolis, Field School in Historical Archaeology. June 1 to July 9, 2010. Dr. Mark P. Leone, Director; Jocelyn Knauf and Amanda Tang, Associate Directors. 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 2010 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 Historic District of Annapolis on Fleet, Cornhill, and East Streets, and at Wye House, the former plantation of Edward Lloyd on the Eastern Shore of the Chesapeake Bay, on Maryland's Wye River.

The excavations in Annapolis will focus on a part of the City that was founded by the 1680s and has always been home simultaneously to people of African and European descent. The long term, joint occupation of Fleet, Cornhill, and East Streets is an important archaeological discovery. This area houses over ten of the City's fifty-five 18th century buildings but has always been featured as a middle and upper middle class enclave within the domain of historic preservation. The bulk of the research questions will be on the relationship between ethnic plurality and middle class life. This summer research will expand to a site on East Street, which was purchased in 1850 by James Holliday, who was born in slavery but after gaining his freedom purchased several properties in the area, and worked as the first courier to the superintendent of the US Naval Academy. The site is still owned by Holliday's descendants.

The excavations at Wye House are devoted to studying the materials from the Long Green which housed up to 168 slaves in the 19th century. This former plantation is where Frederick Douglass was enslaved as a boy, and is described in his autobiography, *My Bondage, My Freedom*. Research questions primarily examine the use of foodways on this plantation, and how different groups who inhabited the same area employed food as a medium to construct their identities in spite of and in conjunction with one another. The archaeology provides the missing information about the lives of the enslaved that is not otherwise accessible, despite the thorough accounts of Frederick Douglass and generations of Lloyds.

Skill development will focus on: soil identification and description; accurate record keeping and photography; artifact identification and cataloguing; understanding of site formation processes and reconstruction of site stratigraphy; basic surveying and mapping; elements of site report production (e.g., background historical research, reconstruction of site stratigraphy, production of unit summaries and familiarity with professional standards and guidelines for conducting and reporting on fieldwork and laboratory analysis); and public speaking and interpretation. Students will tour a selection of sites excavated to date by Archaeology in Annapolis throughout the quarter square-mile historic district of Annapolis within the context of the broader project and its goals, research design and accomplishments. Arrangements will also be made

to visit gardens and landscapes associated with former plantations on the Eastern Shore where possible. For further information, contact: Amanda Tang (atang@anth.umd.edu) and/or Jocelyn Knauf (jknauf@anth.umd.edu), Department of Anthropology, University of Maryland, 1111 Woods Hall, College Park, MD 20742-7415, 301-405-1429.

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**Archaeology of the Harriet Tubman Home. May 17 to June 4, 2010.** 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 Prof. Douglas Armstrong, Department of Anthropology, 209 Maxwell Hall, Syracuse, NY 13244-1090, darmstrong@maxwell.syr.edu, 315-425-6276.

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**The Archaeology of Chesapeake Slavery and Landscape. June 7 through July 16, 2010.** Monticello's Department of Archaeology and the University of Virginia are pleased to offer a six-week archaeological field school at Monticello from June 7 through July 16, 2010. The program offers six credits to undergraduate and graduate students through the University of Virginia School of Continuing and Professional Studies. Monticello will offer successful applicants half-tuition fellowships. Since space is limited, please be sure to have all materials postmarked or emailed by the application deadline. Our fieldwork addresses changing patterns of land use and settlement on Thomas Jefferson's, Monticello Plantation from c. 1750 to 1860, along with their ecological and social causes and consequences. 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 enormous implications of this shift for what the landscape looked like and how enslaved African-Americans worked and lived on it. Significant questions remain about the ecological processes that were unleashed, 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 two major efforts during the summer of 2010. The first is the exploration of how the domestic lives of slaves changed during the shift from tobacco to wheat cultivation. The second is devoted to documenting the ecological effects of agricultural change.

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. For further information about archaeological research at Monticello, visit our web site at [www.monticello.org/archaeology](http://www.monticello.org/archaeology).

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**Montpelier in Orange, Virginia, is the lifelong home of James Madison, Jr. fourth president of the United States and acknowledged "Father of the Constitution." Madison was raised at Montpelier, lived here during the Honeymoon period of his first retirement from public life, and then retired here after his presidency. Known as the "Old Sage of Montpelier," Madison would over his lifetime entertain many famous guests, drawn not only to Madison as a scholar and former president, but also to the famous hospitality of Dolley Madison, the lady who inspired the title "First Lady."**

**In 2003, Montpelier initiated an ambitious restoration project, aiming to return the mansion and the immediate grounds to how they would have appeared in the "Retirement Years" (1817-1836) of James and Dolley Madison. On September 17, 2008 the completion of the exterior restoration of the house was celebrated. With the focus now on the restoration of the mansion's interiors, the Montpelier Archaeology Department -- whose work had been primarily been focused on mitigation or "rescue" archaeology -- initiated a long-term research program aimed at understanding the nature, extent, and impact of slavery on the early-19th century plantation landscape. With the dearth of documentary evidence from the 19th century, archaeological investigations offer one of the primary means by which the "hidden minds and lives" of the African American slaves at Montpelier can be interpreted.**

**Previous excavations of slave sites at Montpelier have included: Mount Pleasant -- the original 18th-century Madison homestead which, when the Madisons moved to the Montpelier mansion, was occupied by slaves until the last structure burned to the ground in 1790s and the complex was subsequently abandoned. The Tobacco Barn Quarters -- representing field slave quarters in an un-plowed context, excavations have revealed a number of work yards associated with quarters and supporting structures. The South Yard -- excavations have revealed two slave duplexes for domestic slaves, one detached brick kitchen, a smokehouse, the paths that tie them to the mansion, and the boundaries that existed between the formal yard and the Stable Quarter.**

**The research program for the next three years at Montpelier will have a two-pronged approach. Archaeological excavation and survey of the Stable and Tobacco Barn Quarters and South Yard will be geared towards uncovering of the full extent of slave quarters, associated work yards, and middens. This will be coupled with intensive post-excavation examination of the artifact assemblages to contrast three different sites -- domestic slave quarters of the South Yard, the "liminal" Stable Quarter, and the field slave quarters of the Tobacco Barn Quarter -- and allow a comparison of the lives of slaves at the different sites.**

**In the 2010 field school, the field schools and Archaeology Expeditions & Excursions will be conducting an extensive archaeological investigation of the Stable Quarter complex, or the area between the Visitor Center and the southern edge of the mansion's curtilage (formal grounds). Previous survey in the area has revealed scatters of artifacts that are consistent with work yards and surfaces, a slave quarter, and what may be the foundation or work surface for the stable itself. Identifying the nature of these structures, and the related features such as paths and middens, in this area will contribute to our overall understanding of how the Madisons organized not only their landscape, but insights into the nature of slavery at Montpelier. For more information, see: <http://montpelier.org/explore/archaeology/fieldschools.php>**

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**Poplar Forest 22nd Annual Archaeology Field School. June 6 to July 9, 2010. Thomas Jefferson's Poplar Forest and the University of Virginia are pleased to offer the 22nd 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 2010, field school participants will excavate an early nineteenth-century building complex, believed to be associated with plantation work spaces and slave quarters, adjacent to Jefferson's ornamental grounds. They will also participate in some of the first phases of excavation needed to restore the ornamental plantings that once surrounded the retreat house.

The program includes weekly readings on topics in historical archaeology; lectures by staff and guest lecturers covering such topics as landscape history, plantation life, nineteenth-century material culture; professional opportunities in historical archaeology; and the role of public archaeology. As part of the program, students will also participate in a half-day workshop on architectural restoration and preservation philosophy. On-site work is supplemented by field trips to sites where historical archaeology is underway. Application deadline: April 7, 2010. Contact Jack Gary, Director of Archaeology and Landscapes, Poplar Forest P.O. Box 419, Forest, VA 24551, (434) 534-8105, [jack@poplarforest.org](mailto:jack@poplarforest.org); <http://www.poplarforest.org/programs/archaeology-field-school>.

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### *Caribbean*

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University of Virginia, Falmouth, Jamaica Field School in Historic Preservation. The program is a four week, three credit course offered in the early summer 2010. The site is the architectural rich coastal town of Falmouth. Designed for advanced undergraduate and graduate students from both UVA and other institutions, the field school engages many aspects of the practice of preservation in the culturally diverse and economically complex context of the Caribbean. Students learn a variety of skills, ranging from the conservation of historic brick masonry and timber framing, to recording threatened buildings through detailed measured drawings, including learning how to "read" the historic fabric of a building. Co-directed by Louis P. Nelson, of the School of Architecture at the University of Virginia, and Matthew Webster, Architectural

**Conservator and Manager of Architectural Collections for the Colonial Williamsburg Foundation, the program balances field methods in recording historic buildings and architectural conservation. In Falmouth, the field school is supported by the local efforts of Falmouth Heritage Renewal, a nonprofit preservation organization with over a decade of experience in historic preservation in Falmouth. Students can find more information and applications at: <http://www.studyabroad.virginia.edu/>.**

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**Plantation Archaeology at Habitation Creve Coeur, Martinique. June and July, 2010, Ste Anne, Martinique. Kenneth G. Kelly, Department of Anthropology, University of South Carolina, is planning to conclude a long-term archaeological project that has been investigating the daily life of enslaved people in the French colonial system of Martinique. While not an official field school (and therefore no credit hours -- but also no tuition fees), we are welcoming volunteers who are willing to commit to a minimum of 3 weeks participation on the project. No previous archaeology experience is required although it is desirable, and a minimum ability to speak some French is highly desirable, as we are working as a multinational and multilingual team. If you are interested in participating, please contact me to follow up. For further information, see <http://www.cas.sc.edu/anth/Faculty/KGKelly1/Kelly.html>; [Kenneth.kelly@sc.edu](mailto:Kenneth.kelly@sc.edu).**

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**Betty's Hope Field School, Antigua, West Indies. June 05, 2010 to July 03, 2010. Betty's Hope, which is being considered by UNESCO as a World Heritage Site, is located on the Caribbean island of Antigua. Betty's Hope is a former sugar plantation that 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 long-term historical continuity in one place. The main focus of the field school is to provide hands-on training in archaeological field work, which includes excavation, mapping, surveying, as well as the analysis and processing of archaeologically recovered materials. The field school will comprise field archaeology, lectures on Antigua's pre-history and historic periods, as well as plantation archaeology. Field trips and trips to the beach are planned. Working on the island will also allow students to**

**experience contemporary Caribbean culture. To reduce costs and make the field school affordable, course credit will not be offered; however, a Letter of Participation will be provided for any participating student who completes the field school and would like written confirmation. Applicants are encouraged to apply early. To download the application form and see images of Antigua and Betty's Hope, please go to the CSU Chico Department of Anthropology webpage. Project Director, Dr. Georgia L. Fox, California State University, Chico, (530) 898-5583, (530) 898-6143, gfox@csuchico.edu, <http://www.csuchico.edu/anth/>.**

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*Africa*

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**The Abomey Plateau Archaeological Field School in Bénin. July 17, 2010 to August 21, 2010. Participate in cutting edge research into West Africa's pre-colonial urban history by joining the Abomey Plateau Archaeological Field School. Situated in a 'wet savanna' zone approximately 100 kilometers north of coastal Bénin, the Abomey Plateau is a culturally and ecologically diverse region. It served as the political core of the Kingdom of Dahomey, an example of a pre-colonial West African centralized state par excellence and one of the principal African partners in the trans-Atlantic slave trade.**

**This course has two goals; 1) to introduce students to field methods in archaeology, and 2) to provide a practical working knowledge of survey, excavation, lab, and field cataloging methods. The broad directives of the course are to enable students to better understand how archaeology is practiced in the field, to introduce students to the history, culture, and archaeology of the Republic of Bénin in West Africa. The course will take place on the Abomey Plateau, 100 kilometers north of Cotonou, major port town and economic capital of Bénin. We will be staying in the bustling city of Abomey, the historical capital of the Kingdom of Dahomey. This field school is a collaborative project between the University of California and the Université d'Abomey-Calavi in Bénin. The course begins on Sunday, July 18th (arrive in Cotonou by the evening of July 17th) and will meet every weekday until Friday, August 20th. Plan to leave Abomey Saturday the 21st at the earliest. Students will spend the first 3 days in Cotonou and Abomey for lectures, museum instructional tours, and laboratory**

**training. The remainder of the five weeks will be spent in the field in survey and excavation around Cana, a precolonial city 11 kilometers southeast of Abomey. Students will live in a modest field house near Bohicon. There will be optional weekend tours on Sundays, which students may participate in for an additional fee. Contact Dr. J. Cameron Monroe, UCLA, 310-825-3050, [jcmonroe@ucsc.edu](mailto:jcmonroe@ucsc.edu), <http://www.archaeology.ucla.edu/programs/africa/benin-abomey-plateau-archaeological-field-school>**



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**Gambia Field Study Program. May 28 to July 16, 2010. The St. Mary's College Department of Anthropology announces plans for its 2010 Gambia Field Study Program. This will be the College's eighth biennial field study program. The program began as a six-week study tour in 1996. It has grown steadily, and now brings together American and Gambian students, citizens and professionals to pursue collaborative research activities of mutual scholarly and community interest over a seven week period. The plans for the 2010 program reflect an effort to expand and refine our research potential and relevancy with our Gambian partners. Non-Gambian program participants will now choose to take part in either the archaeology or ethnography track of the field study program.**

**Following an initial four-day orientation for the entire group near the capital city of Banjul, those pursuing the archaeology track will travel to the historic riverine trade site of Berefet village, in the Foni district of the Western Region. Those choosing the ethnography track will settle at the College's compound in Kanifing. All field study program participants will: study either the Wolof or Mandinka languages; meet Gambian professionals who will lecture on Gambia's history, environment, society and culture; participate in field trips within Gambia and Senegal; conduct first-hand archaeological or ethnographic research with guidance from American and Gambian mentors; complete a research paper.**

**Archaeology in Berefet village, Foni. According to Berefet villagers, their community was founded nearly 800 years ago. They are now living in the fourth location, having moved steadily away from the river to their current upland site. Berefet is located immediately south of the better known World Heritage Sites of Fort James on James Island, and the villages of Albreda (Albadar) and Juffure (Jillifree) located on the "Ceded Mile" of Niimi district in the North Bank Region. According to oral history, Berefet is an old trading village that played a role in the networks that supported the trans-Saharan trade prior to European contact with Africans south of the Sahara. The Royal Africa Company maintained factories at Berefet, and the site was most certainly associated with the larger scale Euro-African trade just across the river on James Island, Albreda and Juffure. The 2010 Gambia Field Studies program proposes to conduct the first systematic survey, map and test the Berefet site in collaboration with the Gambia's National Centre for Arts and Culture (NCAC) Division of Museums and Monuments and the citizens of Berefet village itself. At the same time, the program will collaborate with the NCAC's Division for Research and Documentation staff and citizens of Berefet and neighboring villages to collect oral histories of the area. Gambia Field Study Program Archaeology & Oral History Staff include Liza Gijanto, principal archaeologist (Syracuse U.), and from NCAC: Baba Ceesay, deputy director-general; Lamin Sanyang, archaeology assistant; Bakary Sanyang, cultural officer; Lamin Yarboe and Lamin Nyagado, field research and oral history. For information, contact Dr. Bill Roberts, director, [wcroberts@smcm.edu](mailto:wcroberts@smcm.edu), <http://www.smcm.edu/internationaleducation/Programs/index.html>.**