

3-1-2006

## 2006 Archaeological Fieldschools Addressing African Diaspora Subjects

Christopher Fennell

*University of Illinois at Urbana-Champaign*, [cfennell@illinois.edu](mailto:cfennell@illinois.edu)

Follow this and additional works at: <https://scholarworks.umass.edu/adan>

---

### Recommended Citation

Fennell, Christopher (2006) "2006 Archaeological Fieldschools Addressing African Diaspora Subjects," *African Diaspora Archaeology Newsletter*: Vol. 9 : Iss. 1 , Article 32.

Available at: <https://scholarworks.umass.edu/adan/vol9/iss1/32>

This Articles, Essays, and Reports is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in African Diaspora Archaeology Newsletter by an authorized editor of ScholarWorks@UMass Amherst. For more information, please contact [scholarworks@library.umass.edu](mailto:scholarworks@library.umass.edu).

## **2006 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 two in the Caribbean, and one in Africa.**



---

### *North America*

---

**Simsbury, Connecticut. The sponsor states: "Central Connecticut State University (CCSU) announces its Summer 2006 Field School in Historical Archaeology, May 30-June 30, 2006, in Simsbury, Connecticut, directed by Dr. Warren R. Perry and Professor Gerald F. Sawyer. Our project will focus on the archaeology of the African Diaspora in southern New England. This field school takes place at the Phelps Tavern, an 18th-century landmark and home of the Simsbury Historical Society. We will excavate at the rear of the tavern in search of a possible 18th-century ell and/or outbuildings. The course can be taken for 3 or 6 credits, and either graduate or undergraduate credit is available. No prior field experience is necessary. Students will be introduced to field procedures, documentary research, and laboratory methods. On-campus housing can be arranged through the Office of Continuing Education at CCSU. For more information contact the Archaeology Laboratory for African and African Diaspora Studies (ALAADS) at 860.832.2813 or email [alaads@ccsu.edu](mailto:alaads@ccsu.edu)."**

**Jacksonville, Florida. 2006 University of Florida Kingsley Plantation Archaeological Field School. Summer Session 1: May 15-June 23, 2006. Submitted by Dr. James M. Davidson, University of Florida at Gainesville. The field school sponsor states: "A six week University of Florida archaeological field school at Kingsley Plantation National Park, located just north of Jacksonville, Florida.**

***The Site:* Kingsley Plantation derives its name from Zephaniah Kingsley, who lived on the site between 1814 and 1837. Kingsley was a slave trader and ship's captain, and continually imported fresh African born slaves to the plantation. Although he defended slavery as institution, his view was that it should not be in perpetuity. Defying convention, he took as a wife Anna Madgigine Jai Kingsley, a 13 year old enslaved girl from Senegal. Kingsley objected to the harsh and newly imposed laws regarding interracial marriage and biracial children that came with Florida's transition from Spanish to American jurisdiction, and subsequently moved his wife Anna and their three children to Haiti. After 1837, the plantation was owned by a number of individuals into the early 20th century. The extant slave quarters were built by Kingsley, and were occupied (at least partially) up to the 1890s.**

***National Park Service Agreements:* I have permission to plan and implement an archaeological field school at Kingsley Plantation from John Whitehurst, Cultural Resources Manager at the Timucuan Ecological and Historical Preserve, of which Kingsley Plantation is but one part. The on-site staff of Kingsley are very eager for additional archaeological investigations, to help in documenting and interpreting the site.**

***Previous Work/Historical Background:* African-American archaeology, as a subfield of historical archaeology, was born in the late 1960s with the work of Charles Fairbanks, professor of anthropology at the University of Florida. In fact, the very first scientific excavation of a slave cabin, dug to explicitly address issues of slavery and African-American life, occurred at Kingsley Plantation in the summer of 1968. Dr. Fairbanks' field work was documented in a brief and largely descriptive report (1974). His research design was simple -- to document the then relatively unknown lives of enslaved peoples, and to search for Africanisms, or material objects indicative of African cultural retentions. Fairbanks failed to find such evidence, but did uncover basic evidence of slave life of the early 19th century.**

***Research goals:* This field work will establish the base line for a long term (multi-year) research driven investigation of Kingsley Plantation, in addition to other plantations and African Diasporic sites within the greater region. Since this is envisioned as the first year of a multi-year project, the immediate goals of the field school are modest. Of first importance, students will receive training in controlled excavation, survey, mapping (with both total station and mechanical transit), geophysical prospecting, historic (and likely prehistoric) artifact identification, and artifact analysis. There will also be a series of afternoon/evening lectures and assigned readings on African American Archaeology. The**

second goal of this field school is to provide materials to contribute to graduate student Erika Roberts' Ph.D. dissertation, which will be a much needed reappraisal of "Plantation Archaeology," framed through an examination of the original 1968 work of Fairbanks (theoretical, methodological, and results), and its comparison to new data derived from this 2006 field school investigation. The preliminary plan is to excavate the floors of two of the 32 tabby wall slave cabins (one smaller family dwelling and one larger cabin belonging to a slave driver), employ geophysical prospecting to identify such discrete features (known archivally) as wells and privies (as well as relocate the lost slave cemetery); test one or more domestic features found, and sample the public areas at both the slave quarters and main house/kitchen. The research questions driving this work are many and will be evolving over time, but include issues of ethnic identity, spirituality, landscape and surveillance, domination and resistance, and the archaeological signatures of the transition from enslavement to emancipation within this plantation context.

*Students:* ideal number will be between 10 and 15. The enrollment will be capped at 15.  
*Fees:* as yet undetermined, but estimated to be between 150 and 300 dollars per student. These fees will cover food, ice, gas, and equipment (bags, photocopying, sharpies, etc).  
*Lodging:* still undecided. There are two camping options: at the state camp ground on Little Talbot Island (3 miles away), and possibly camping directly off site of the national park property, using the two adjacent residences on site as a home base for showers, cooking, meetings, etc." Contact information: Dr. James Davidson, davidson@anthro.ufl.edu.

---

New Philadelphia, Illinois. May 23-July 28, 2006. NSF-REU. University of Illinois, Urbana-Champaign, University of Maryland, and the Illinois State Museum. New Philadelphia is a rare example of a multi-racial early farming community on the nation's Midwestern frontier. The program will emphasize scientific methods and analyses in an ongoing long-term project at New Philadelphia. The field school web site states: "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 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."**

**Field School web site:**

**<http://heritage.umd.edu/CHRSWeb/New%20Philadelphia/NewPhiladelphia.htm>**

**Listing for this field school on Archaeology.About.com:**

**<http://archaeology.about.com/od/middleusadigs/>**

**Listing for this field school on AIA/AFOB:**

**<http://www.archaeological.org/webinfo.php?page=10037&entrynumber=385>**

---

**Ascension Parish, Louisiana. Archaeological Field School investigation of slave cabins and kitchen area at L'Hermitage Plantation, site number 16AN24. Submitted by Dr. Paul Farnsworth, Louisiana State University. The sponsor states: "Site located in Ascension Parish between Darrow and Burnside, about a 35-40 minute drive from Louisiana State University campus. Anthropology 2016, "Field Methods in Archaeology," for undergraduate students without prior field experience; Anthropology 402, "Advanced Methods in Archaeology," for graduate students and undergraduate students with prior field experience. Summer Session B for six credit hours, June 12–July 14, 2006. Monday through Friday, 8:00am to 5:00pm (9:00am to 4:00pm on site). Transportation expenses provided for carpools. Lab work will be carried out nearby when weather prevents field work.**

**Please contact Holly Tunkel at [htunkel@lsu.edu](mailto:htunkel@lsu.edu) or Dr. Paul Farnsworth at [gafarn@lsu.edu](mailto:gafarn@lsu.edu) with questions."**

---

**Parole, Maryland. June 5-July 14, 2006. University of Maryland. Excavations within the city will take place in Parole, the site of a Civil War prison camp, and a working- and middle-class African American neighborhood that developed during the 19th and 20th Centuries. The field school announcement states: "Excavations within the city will take place in Parole, the site of a Civil War prison camp, and a working- and middle-class African American neighborhood that developed during the 19th and 20th Centuries. As this will be our first work in the neighborhood, and excavations will be exploratory. This year excavations will also be conducted outside of the city, at the former plantation of Edward Lloyd on the Eastern Shore of the Chesapeake Bay, on Maryland's Wye River. This former plantation is where Frederick Douglass was enslaved as a boy, and is described in his autobiography *My Bondage, My Freedom*. 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 will begin during the summer of 2006, continuing this multi-year**

**archaeological study."**

**Field School web site: <http://www.bsos.umd.edu/anth/aia/AIA%20Field%20School.htm>**

**Listing for this field school on Archaeology.About.com:  
<http://archaeology.about.com/od/easternusadigs/>**

**Listing for this field school on AIA/AFOB:  
<http://www.archaeological.org/webinfo.php?page=10037&entrynumber=668>**

---

**Columbia, South Carolina. University of South Carolina Field School in Historical Archaeology. May 8-May 26, 2006. The field school sponsor states: "The University of South Carolina Department of Anthropology announces a field program of historical archaeological excavation and research. This intensive, three-week program devotes eight-hours each day to archaeological fieldwork, laboratory work, mapping, field notes, and interpretation.**

**Excavations are part of the Mann-Simons African American Archaeology Project, a multi-year program of archaeology in downtown Columbia, South Carolina. The Spring 2006 excavations take place at the Mann-Simons site (38RD1083), a collection of 19th-20th century urban African American households in downtown Columbia, South Carolina. As the first archaeological investigation of an African American owned site in Columbia, this is an exciting opportunity to contribute to our understanding of African American culture and identity on local and regional scales, as well as broader topics such as material consumption and landscape studies.**

**The first two days of the program includes lectures on archaeological methods, history, and material culture studies. Throughout the course, guest scholars will speak on the archaeology and history of Columbia and the Southeast. Students learn artifact identification by working with USC type collections and artifacts from the Mann-Simons site. During the following weeks, students learn the methods and skills that comprise archaeological fieldwork and laboratory work by working hands-on in their own excavation unit."**

**Field School web site:  
<http://www.cas.sc.edu/anth/fieldschool2006/fieldschool.html>**

**Contact information:  
Jakob Crockett ([jakob.crockett@gmail.com](mailto:jakob.crockett@gmail.com))  
Department of Anthropology  
University of South Carolina  
Hamilton College, Room 317**

**Columbia, SC 29208  
Phone: (803) 777-6500**

---

**Monticello, Virginia. Chesapeake Slavery and Landscape. June 5-July 14, 2006. Monticello's Department of Archaeology and the University of Virginia. Our fieldwork addresses changing patterns of land use and settlement on Thomas Jefferson's, Monticello Plantation from about 1750 to 1860. The field school web site states: "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 2004. 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."**

**Field School web site:  
<http://www.monticello.org/archaeology/fieldschool/index.html>**

**Listing for this field school on Archaeology.About.com:  
<http://archaeology.about.com/od/easternusadigs/>**

**Listing for this field school on AIA/AFOB:  
<http://www.archaeological.org/webinfo.php?page=10037&entrynumber=422>**

---

**Poplar Forest, Virginia. June 4-July 7, 2006. Thomas Jefferson's Poplar Forest and the University of Virginia. In the summer of 2006, 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. The field school web site states: "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 2006, 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."

Field School web site:

<http://www.poplarforest.org/ARCH/archfieldschool.html>

Listing for this field school on Archaeology.About.com:

<http://archaeology.about.com/od/easternusadigs/>

Listing for this field school on AIA/AFOB:

<http://www.archaeological.org/webinfo.php?page=10037&entrynumber=114>

---

*Caribbean*

---

**Falmouth, Jamaica. July 17-August 7, 2006. Murray State University and University of Virginia field schools. One field school in the historic town of Falmouth, Jamaica, directed by Dr. Kit Wesler of Murray State University. Falmouth is the best-preserved Georgian town in Jamaica, founded in the 1770s and relatively undeveloped since the mid-19th century. This field school will begin an investigation of the community, with a long-term plan to excavate in areas representing a cross-section of the community. Second field school conducted by Dr. Louis Nelson of the University of Virginia, who writes: "This summer, I'm running a three-week historic preservation field school in Falmouth through the UVA study abroad program where we will be examining, recording and preserving the historic built environment of the town -- everything from merchant houses to much smaller free black houses. The UVA program runs together with [the] historical archaeological field school also in Falmouth run by Kit Wesler."**

Field School web sites:

<http://www.studyabroad.virginia.edu> and

<http://www.ccsa.cc/jamaica.html>

Listing for this field school on AIA/AFOB:

<http://www.archaeological.org/webinfo.php?page=10037&entrynumber=577>

---

*Africa*

---

**Swahili Culture, Coastal Kenya. July 28-August 28, 2005. Rutgers University and National Museum of Kenya. The Field School offers a unique opportunity for students to learn about Swahili culture, history and language as well as study the peoples living along the coast of Kenya today. The field school web site states: "Are you interested in understanding how a melange of Arabic, Persian and indigenous African peoples came together to create the Swahili culture? Are you fascinated by subtle interplays of tradition, religion, ethnicity, trade, tourism, economy and modernity? Does the prospect of studying art, architecture, and history at World Heritage/National Museums of Kenya sites with museum personnel excite you? Then join us and travel to the Kenyan coastal cities of Mombasa, Malindi and Lamu for a 4 week summer program."**

**Field School web site: <http://swahili.rutgers.edu/info.html>**

**Listing for this field school on Archaeology.About.com:  
<http://archaeology.about.com/od/africandigs/>**