



PIRATES AND PURITANS: HISTORICAL ARCHAEOLOGY & ETHNOGRAPHY ON OLD PROVIDENCE & SANTA CATALINA ISLANDS, COLOMBIA

Course ID: ARCH 315K

Dates: June 29-July 27, 2020

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

School of Record: Connecticut College

FIELD SCHOOL DIRECTORS:

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INTRODUCTION

English settlers colonized Old Providence and Santa Catalina islands in 1629 –arriving on the *Seaflower*, sister ship to the *Mayflower*– one year after the founding of the Massachusetts Bay Colony in what was to become the United States, but the two colonies ultimately had very different historical trajectories. From 1629-1630, colonists, under the direction of the Providence Island Company, constructed a town, New Westminster, and several forts. Around 1836, it became clear that the Islands would not have enough agricultural productivity to sustain the population. Thus, as an economic supplement, the London-based directors of the Providence Island Company approved the conduct of piracy against Spanish ships and mainland settlements. Before the Spanish captured the colony in 1641, the Islands were home to nobles, indentured servants, and tenant farmers from Europe, African and Afro-Caribbean slaves, Miskito Indians,

Pequot Indians from Massachusetts, and English and Dutch pirates. Many of the original inhabitants stayed on after the settlement changed hands and their descendants continue to live and work on the Islands to this day. In the 1670s (after the Spanish left), the Islands became a base for English pirates, including the *infamous Henry Morgan*. Shortly after Colombian independence (1810), Colombia and Nicaragua both attempted claims on the Island territory. The issue was settled by treaty in 1928, officially ceding Old Providence and Santa Catalina, and its neighbor Island, San Andrés, to Colombia.

The original (1629) Puritan settlements on the Islands –and subsequent population movement between the flat coastal areas and the mountainous interior over the past 390 years– is completely unknown archaeologically, though extensive oral and documentary records exist. **A major goal of the Project is to locate the original town of New Westminster**, which is known to have had at least two brick buildings. Data collected during the 2019 field season have given us tantalizing clues to the location of these structures, but their **exact position remains unknown**. The paucity of archaeological research means that new information about the material culture, settlement patterns, and the multicultural interactions on Old Providence and Santa Catalina will provide exciting fresh dimensions to understanding colonial-era lifeways on the Islands in the seventeenth, eighteenth, and nineteenth centuries.

The 2020 field season centers on historical archaeology and cultural ethnography on Old Providence and Santa Catalina Islands with the goal of investigating the material, temporal, historical, and spatial aspects of the interactions on these small, yet highly multicultural, western Caribbean islands. Archaeological endeavors will focus on gaining a better understanding of the early years of the colony (17th to 19th centuries) and looking for behavioral continuity and/or discontinuity, over time. Household archaeology, capitalism and global systems, consumption and consumerism, landscape studies, history and memory, and community-led anthropological archaeology inform the Project's subject areas, theoretical foundations, and methods/methodologies of sampling and data collection.

Many people from the local community will be directly engaged in our research and teaching efforts. The Project has engaged a Native steering committee –**“Re-Discovering New Westminster”**–, which includes, government officials, teachers, scientists, artists, bush medicine specialists, and business owners. The committee was (and will continue to be) consulted on the Project and assisted in developing the Project's problem orientation, research questions, and research design. Our central contact on the Island has extensive connections (the population of the Island is only around 5,500 people) and we expect to involve local people, including students, in all types of fieldwork, ethnography, and targeted lecture/instruction.

Of note, the Islands are located within a **UNESCO biosphere**, so the Project works closely with both Native and international UNESCO representatives because culture-historical and environmental conservation and sustainability go hand in hand. Climate change must be considered as a critical factor in the Project's long-term aims, goals, and problem orientation. There is already considerable loss of historical fortification infrastructure, due to those structures having been built on bluffs that are constantly eroded by wind and water action, including increasingly strong hurricanes in the Caribbean.

Archaeological intervention is necessary and over the next few years, will become even more so. **The efforts outlined here represent the first steps towards protecting and salvaging one of the few –and of those few, one of the earliest– colonial-era, English settlements in the Western Caribbean.**

PREREQUISITES

This field school has no prerequisites for participation. This is a hands-on learning experience. Students will study on-site how to conduct archaeological and ethnographic research. Archaeology involves physical work and exposure to the elements and thus requires a measure of understanding that this will not be the typical university learning environment. You will have to work outdoors and will get sweaty and tired. Students are required to come equipped with sufficient excitement and adequate understanding that archaeology

requires real, hard work, in the sun and wind, on your feet, and with your trowel. The work requires patience, discipline, and attention to detail.

ACADEMIC CREDIT UNITS & TRANSCRIPTS

Credit Units: Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units) through our academic partner, Connecticut College. Connecticut College is a private, highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see grading assessment and matrix). This field school provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institutions 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 additional transcript may be sent to the student's home institution at no additional cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: <http://bit.ly/2hvurkl>.

PROJECT ETIQUETTE & PERSONAL RESPONSIBILITY

Students are expected to attend all scheduled activities mentioned on the syllabus and to follow the guidelines and policies of the field school, including, but not limited to: the treatment of your fellow students, faculty, and local staff and interactions with the public, more generally. As representatives of the international archaeological community, students will follow all Colombian laws, show respect for the local community, and conduct themselves in a civil and professional manner at all times. As adults, we expect you to be responsible for your actions while on the Islands. Project staff will assist you in any way possible, but you must understand your obligations to the project's personnel, the fragile archaeological remains being investigated, the local community, and the Island's natural environment.

In particular, students must stay within the scale and scope of our research permit and only collect the types of data approved by the Colombian government and other entities beforehand, with a member of the faculty or staff present.

Although the Islands' pirate history is well known, Natives have had issues with treasure hunters in the past and can be skeptical of academic research because of these past, negative, experiences. Students must not interview people or look for sites on private property on their own; and should be cognizant that their actions are constantly observed, even when they might not be aware. We are all guests on the Islands and we hope to continue this research for several years. We would not like to see anyone compromise our future research or our efforts to return to the Island because of their actions.

The project offers students a wonderful opportunity to engage in important archaeological research and to learn about another culture and its people. Adherence to our guidelines and policies will ensure that you get the most out of your participation and have a rewarding educational experience. If you participate with the right frame of mind, you will have experiences you will remember for the rest of your life.

DISCLAIMER – PLEASE READ CAREFULLY

Our primary concern is with education. Traveling and conducting field research involves risk. Students interested in participating in any IFR program must weigh whether the potential risk is worth the value of education provided. While risk is inherent in everything we do, we take risk seriously. The IFR engages in intensive review of each field school location prior to approval. Once a program is accepted,

the IFR reviews each program annually to make sure it complies with all our standards and policies, including student safety.

The 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 are possible sites where field school participants may explore travel cancellation insurance quotes and policies. If you do purchase such insurance, make sure the policy covers the cost of both airfare and tuition. See this [Wall Street Journal article about travel insurance](#) that may help you decide whether to purchase such insurance.

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

This is not a typical university course because archaeology involves physical work and exposure to the elements. Archaeology is hands-on education. You will work outdoors and get sweaty and tired. You should come equipped with sufficient excitement, enthusiasm, and an adequate understanding that archaeological field research requires hard but exciting work. You will be outside with trowel in hand unearthing artifacts not touched since the early 17th century.

Archaeological fieldwork involves physical work in the outdoors. You should be aware that conditions in the field are different than those you experience in your home, dorms, or college town. This program operates in a typical tropical Caribbean environment. During the day, temperatures in the shade fluctuate between 75°-80° F. However, under the sun they may reach 80°-90° with high humidity. You should plan to dress accordingly and wear sunscreen of at least 50 SPF. If you have any medical concerns, please consult your doctor. For all other concerns, please consult the project director as appropriate. We will do everything possible to ensure your safety during the field school.

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

INVESTIGATION AREAS

Compared with the plethora of colonial-era, Spanish controlled sites in the Western Caribbean, far fewer English settlements were established in the region. The Providence Island Company colony is one of only a handful of English settlements that dotted the (Miskito) coast, south of the Yucatán, of which an even fewer number have been investigated archaeologically. Of note, there is no evidence of pre-European settlements on the Island, other than oral histories of Miskito Indians visiting the Island to fish and hunt turtles.

The 2020 field season, the 2nd field season on the Islands, is focused on adding to the body of Western-Caribbean, English colonial-period data through archaeological investigations of a variety of locations throughout the Islands; in tandem with gaining a better understanding what the past means to the Native people who currently inhabit this space through ethnographic interviews and direct participant observation and Native instruction.

Another major goal is to discover and document the house types and the material culture of the Islands' colonists and to compare these with contemporaneous structures and artifacts found at sites in the Caribbean (e.g. Jamaica and the Bahamas) and the Eastern/Southeastern regions of what would become the United States (e.g. Jamestown, Virginia). Based on the historical record, the supposition is that the

material culture of the Islanders should reflect English lifeways, but the degree of influence of Dutch, Portuguese, Spanish, African, and Amerindian cultures should not be discounted.

The small size of the island (only 39 km²) suggests that intercultural contacts and exchanges were frequent. The rivalries on the Island were intense, and historical records indicate that English indentured servants frequently found common cause with enslaved Africans, often to the point of running away with them. Several other alliances are also mentioned in the extant historical documents, but the material and spatial dimensions of these connections is currently unknown. Thus, ***an additional area of interest is locating the Islands' colonial period Maroon village/s***, which were hidden in the mountainous interior of the Islands. These sites will be ***difficult to locate***, due to the very nature of Maroon colonies (e.g. moving frequently, residents wanting to stay hidden).

Another important question involves the construction styles of the houses. The Islands' were 10,500km from England, and the Island's natural environment, being tropical, was far different from that of temperate England. The divergence between the English homeland and the Caribbean colony raises interesting questions about how—and how well—the English adapted to the unfamiliar biodiversity on the Island. History indicates that the Governor's house was the only structure on the Island made of brick. This means that the other houses were likely the earthfast, wooden structures commonly built at seventeenth-century English colonial settlements, but this will need to be archaeologically verified.

In addition to locating historical built environments and structures, the Project has been tasked by our Native steering committee to begin mapping the Islands' gullies. The many gullies (originating in the mountains and ending at the sea) are not only a source of fresh water (an attractive trait in any era), the gullies were used as the main travel routes around the Islands until the main road was built in the 1980s...a mere 40 years ago. Mapping these routes (GPS) will give us vital clues to the movement of people, information, and materials on the Islands, over time. And, will likely lead to the discovery of currently unknown settlement sites, based on prime locations at the intersections of these 'roads'.

Lastly, the Project seeks to understand what the past means to the extant Native population and how the geographic location and unique environmental biome shapes lifeways, now and in the past – what practices survive (or not) and why? We will be working directly with the community in a variety of ways, so the students will not only be able to handle archaeological materials, but will also be able to interact with the living decedents of the past we are studying. Moving between these 'worlds' is key to modern-world archaeology because we cannot understand the past properly without having an understanding of the current stakeholders (true inheritors) of that past.

To this end, data collection will be organized under five subject areas of investigation:

1. Full survey and excavations will be conducted at sites (2-3) in Old Town on Old Providence Island that may hold remains from the original town of New Westminster [1629] in tandem with "Re-Discovering New Westminster", a Native culture history organization, and sites (2-3) where there may have been a Maroon village in the Bottom House area of Old Providence Island. Both settlements are known to have been present on the Island and a general idea of their location is known from the documentary and oral records, although the exact locations and material contexts have yet to be recovered;
2. Exploratory survey and rapid/reconnaissance excavations and shovel test pitting will be undertaken at various sites on Old Providence and Santa Catalina Islands, in order to inform ongoing research strategies and add to what is currently a very small archaeological and spatial data set. In the event that recon archaeology and survey turn up an interesting context, we will spend more time at that particular location and do systematic excavations. Recon sites are currently unknown, so it should be noted that on any given day, during the field season, we may change gears from the day's scheduled excavations to survey a new site if we get an investigable lead and permissions from landowners;

3. GPS route marking and object/feature geotagging of the Islands' gully system and other sites and features of note (e.g. gravesites, excavation units, features, artifact scatter, etc.);
4. Ethnographic interviews - focused on life over time on Old Providence and Santa Catalina and the unique art, cuisine, language, and dance of the current Native population. The end products (audio/video of the interviews) will be available publically in the near-future in a virtual Old Providence and Santa Catalina Islands Museum; and
5. Working directly with local middle and high school students, doing (and teaching!) archaeology on school property (3-5 days). Field school students will train Native young people how to excavate, record information, and clean, photograph, and identify artifacts.

COURSE OBJECTIVES

The course objectives center, broadly, on enabling enable students to understand how historical archaeology and ethnography are practiced in the field, exploring the diverse lifestyles of people in both the past and present, and gaining a basic understanding of European colonialism and multicultural contact and interactions, over time, in an increasingly globalized world.

To achieve these objectives, this course has five primary goals:

- (1) to **provide students with a practical working knowledge of archaeological and ethnographic field methods**, including excavation, survey, laboratory analysis, colonial-era artifact identification, and ethnographic interviewing and coding;
- (2) to **familiarize students with how the work of archaeology and ethnography gets done** administratively and operationally, & depending on cultural, socioeconomic, historical, and political characteristics of a given site;
- (3) to **introduce students to the intellectual AND practical challenges presented by archaeological and ethnographic research**, including producing a research design, interpreting multiple lines of evidence/variable data sources, integrating historical and oral records with archaeological information, data problematics, working with local populations, and the need to think creatively and flexibly as new information is recovered during research;
- (4) to **directly assist the Native community by gathering data to be used to promote sustainable environmental, cultural, and economic practices** (e.g. tourism, fishing, agriculture/cuisine) that allow the community to leverage their past in order to preserve their unique heritage and at the same time, encourage economic growth to provide employment and education for Native Islanders now and in the future; and
- (5) to **directly assist the Native community with material, spatial, historical, linguistic, and cultural conservation**, to include teaching partnerships with Native middle and high schools and museums (brick and mortar and virtual). Electricity and roads were not introduced to the Islands until the 1980s, which has impacted the rate of change in the lifeways of the Native community(ies). Most food is now imported, lighting and the ability to be out at night has changed cultural and social norms, and the English Criol, unique to the Islands sounds very little like it did 20 years ago. Part of our charge is to document the current culture, talk to older people about the recent past, and prepare these data for a virtual museum where Natives (and the public, generally) can experience what life was like in the past and start the ongoing collection of contemporary data for future generations to access.

The 2020 field season will give students the opportunity to critically and holistically engage with variable data types, learn to develop research questions and integrate/interpret independent lines of evidence, work side-by-side with Native community members, and gain field and laboratory skills.

The course includes a heavy focus on **theory and method** and **professionalism and ethics**; and will **cumulate in the real-world application of the anthropological & archaeological toolkit to produce an original research design.**

Students will be directly engaged in archaeological research, ethnographic interviews, excavations, and survey; and will work alongside the Project Directors and other faculty during the entirety of the field season. Prior experience indicates that individual students, given their own excavation units, survey areas, and mapping/drawing objects and features (cultural and natural), can successfully learn the basic methods of excavation, mapping, and recording, as well as develop a sense of personal accomplishment in the process.

Strict protocols for the way the artifacts and interviews are handled in the field, which include order of operations, standard forms, journal entries, what constitutes an interview rather than a casual conversation, etc., will teach students the significance of the finds and impress upon them the care that archaeologists must take in the field in order to maintain viable contexts for interpretation. The careful recording procedures followed in the field and laboratory will show students that modern archaeology is more than excavation and artifact recovery.

Students will receive lectures and instruction in **archaeological and ethnographic theory and methods** and participate in the following research activities:

Excavation: Students will participate in guided excavations at various archaeological sites on the Islands, beginning the first week at Posada Enilda, where we will be housed during the field season.

Survey: Students will participate in surveys at various sites - to include foot survey, shovel test-pit survey, metal detector survey, and photographic survey. The data gathered from the 2020 surveys will help guide future excavations on the Island.

Recordation: Students will participate in filling out excavation forms, mapping, and recording stratigraphic and spatial information.

Ethnography: Students will have the opportunity to participate in ethnographic/participant observation research and interviews, which includes audio/visual recordation and note taking, attending local events, instruction from Native teachers and speakers, tours, and sampling of unique products and cuisine.

Laboratory: Scheduled lab tasks will include washing, sorting, identifying, and cataloging archaeological object recovered during excavations and surface collection.

Administration and Operations: Students will receive instruction and participate in seminar style discussions about the realities of organizing and managing a field school and doing field research in order to better understand archaeology from a career standpoint.

Research Design: Students will develop their own research design for an archaeological, anthropological, or ethnographic project. While the proposed student project does not need to be carried out, students will learn how to develop research questions, choose methods with which to gather data to answer, and understand the methodology and theory driving their problem orientation and data collection methods (including the problems inherent with any line of evidence and how to mitigate those issues).

An introductory lecture on the morning of the first day of the course will provide a brief history of the Island and explain the significance of the students' invaluable role in the archaeological and ethnographic fieldwork. Subsequent evening lectures by the Project Director will cover topics such as the history, methods, and theory of historical archaeology, food and consumption/zooarchaeology, utilizing documentary and oral records, colonialism/globalism, the archaeology of death, significance of the Providence Island Company in 17th-century English history, and other related topics. Island residents and guest scholars will also give lectures and seminars during the course of the field school, including Native artists, environmentalists, historians, and bush medicine specialists.

LEARNING OUTCOMES

Upon the successful completion of the field school, students will be able to:

- Articulate basic history, theories, methods, and aims of modern archaeology and ethnography and be able to apply the anthropological to solve real-world problems.
- Learn how to make original anthropologically-based arguments about the past and present, supported by scholarly and material evidence.
- Understand the different elements of an archaeological and ethnographic field project and the relationships between these elements.
- Apply standard theory and methods to archaeological and ethnographic contexts and discovery.
- Use standard recording techniques to document and code/categorize variable forms of data.
- Undertake preliminary processing, identification, and analysis of archaeological artifacts and zooarchaeological specimens.
- Produce an anthropological research design.
- Utilize multiple lines of evidence, including both quantitative and qualitative data.
- Have an awareness of and appreciation for the day-to-day realities of coordinating the work of archaeology and ethnography in the field.

GRADING MATRIX

15%: Attend and participate each scheduled day, including fieldwork, seminars, lectures, daily morning briefings, afternoon field wrap-up meetings, and laboratory work. Meet individually with at least one member of the faculty, every week.

10%: Field notebook midterm evaluation (due Friday of field week 2, by the end of the day)

15%: Research Design – Brown Bag peer-review session – use the “research design worksheet” to organize your ideas.

30%: Field notebook submitted and evaluated at the end of the course (it is recommended that you take photos of each page of your journal for your personal records) (due FRIDAY of field week 4 by the end of the day). *PLEASE NOTE: Even if you do not take the course for credit, you will need to turn in your field journal at the end of the season. Journals represent an important data set and must be curated along with all other material and documentary data.*

30%: Research Design, Oral Presentation

DESCRIPTION AND ASSESSMENT OF TASKS AND ASSIGNMENTS

The 2020 field season will give students the opportunity to critically and holistically engage with variable data types, learn to develop research questions and integrate/interpret independent lines of evidence,

work side-by-side with local community members, and gain archaeological field and laboratory skills and learn ethnographic methods.

Students will participate in ethnographic interviews; including audio/visual recordation and note taking, in addition to learning a variety of archaeological survey, sampling, and mapping techniques. Along with methods students will learn how the survey, sampling, and interviewing protocols were designed, gain knowledge into how to interpret results, and learn more about how the results of our work will impact upcoming excavation and ethnographic strategies. Survey methods and methodologies will include, foot survey, shovel test-pit survey, metal detector survey, and photographic survey. Additionally, students will be trained in variable mapping techniques, at different scales of analysis (site level to profile and plan drawings of individual archaeological units). We will also use the surveys to show students the differences in how professional archaeologists, as opposed to looters, use metal detectors.

Students will participate in laboratory work of some kind, daily. Tasks include washing, photographing, logging, identification, drawing artifacts, and readying materials for storage. Students will directly experience artifact processing from the field, to the laboratory, to storage; and train in artifact and faunal identification in the process. The care exhibited in the field, in addition to teaching a general respect for archeological remains, will specifically demonstrate the significance of this project itself. The Islands were (and continue to be) an historically significant and strategic location in the New World colonial-industrial complex and students will be taught to appreciate their direct contribution to making significant new findings about the Island's colonial-period history.

Students will demonstrate their grasp of basic archaeological and ethnographic methods through the quality of, and improvement in, their fieldwork and field notes throughout the session. Students will be mentored and shown through example. Students will also be informally quizzed in the field about their activities and asked to offer their interpretations.

Additionally, faculty will meet weekly with each individual student in order to create a space for both academic dialogue and a platform for students to bring up any questions or concerns they have in a private setting without having to make a special appointment to do so.

Student performance will be evaluated in the field through observation and interaction, and from the completion of assignments and daily participation in all activities. Students will demonstrate their knowledge of the readings and field learning through their questions and interpretations during seminars, ad-hoc briefings, and lectures, student field notebooks/journals will be regularly reviewed and a mid-term assessment will be issued on the quality of their field notebook data and recordation of detail. Student field notebooks will be turned in at the end of the season for a final grade based on completeness (are dates, times, and people you worked with on a particular noted? Did you make any of your own assessments based on the data at hand? Were you applying the themes, theories, methodologies, and other course topics to the day's observations?)

In addition, students will complete an original research design on a topic/problem orientation of their choosing. Research designs will address the concepts, theoretical foundations, and methods/methodology taught throughout the field season that they would utilize (and why) to investigate targeted research questions and data collection. Students will be given a research design template with sections to complete (which will include detailed instructions and questions to answer about their specific lines of inquiry) during the first week of the season and we will do a 'brown-bag style' peer-review about a week before the final product is due, so the students can help each other improve their work through professional collaboration. Research designs will address the concepts, theoretical foundations, and methods/ methodology taught throughout the field season that they would utilize (and why) to investigate targeted research questions and data collection. Students will be given a research design template with sections to complete (which will

include detailed instructions and questions to answer about their specific lines of enquiry) during the first week of the season.

Contact with interested students will be maintained after the field season to ensure that those interested in pursuing further research can do so, including, but not limited to returning to the Island during future field seasons to gather data and do targeted research. Areas that can be pursued away from the Islands include studies of specific artifact types (e.g., tin-glazed earthenware, German stoneware, clay smoking pipes) and work with historical sources. For example, the entire body of English records from the Providence Island Company is available on microfilm and can be accessed through interlibrary loan. And, all data collected during the field season will also be available to the students for use in further analyses.

TRAVEL & MEETING POINT

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

The project staff will meet the students on Monday June 29, 2020. Students can fly through Bogotá, Colombia or Panama City, Panama. We recommend Panama City because the flights are generally less expensive than going to Bogotá. The Panama City Airport is a modern, well-appointed facility and the hub for Copa Airlines. From either Bogotá or Panama City students will need to fly to San Andrés Island (Gustavo Rojas Pinilla International Airport - ADZ) in Colombia.

Getting to this point is very straightforward and can be booked through any of the major travel websites.

Students can then either fly to El Embujo Airport (PVA) or take a boat from San Andrés Island to Providence Island. SATENA (www.satena.com), San Germán Express (<http://www.gruposangerman.com>) and Decameron (www.decameron.com) airlines fly twice daily and the flight takes 20 minutes. Alternatively, a catamaran service by Conocemos Navegando (<https://en.conocemosnavegando.com/home>) sails early in the morning from San Andrés five times a week: Mon, Wed, Thurs, Fri and Sun. The catamaran departs San Andrés at 8:00am and travel time is 3.5 hours; return trips to San Andrés depart at 2:30pm. If students need to spend the night in San Andrés, which is a modern tourist resort, we recommend the Hotel Casablanca (www.hotelcasablancasanandres.com), which is located on the beach.

Project staff will meet students either at the Old Providence Island airport or catamaran seaport at the time of their arrival.

All persons entering Colombia are assessed a fee of USD \$40 or its equivalent in Colombian Pesos (COP) in addition to the airfare or boat fare. The point of paying this fee may vary based on the students' entry into the country. Students are not assessed this fee when leaving Providence Island.

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

TRANSPORTATION

After arrival on Old Providence Island, all local transportation to and from sites or field school related activities will be provided. On the Islands, we will use project vehicles and vans to transport the students as a group to and from the Posada to research sites.

During off-time, students can rent various types of transportation from taxis, to bikes, to motorized vehicles. Students are also given opportunities to go into town with faculty or staff running errands, so they can shop and/or pick up supplies, etc.

LANGUAGE

Three languages are spoken on the Islands: English, Spanish, and English Criol. While having some knowledge of Spanish is useful because there are Natives who mostly speak only Spanish, you will be able to communicate easily with anyone on-site using English only.

USING CREDIT AND DEBIT CARDS

While not all establishments on the Islands take credit or debit cards, most do, including Posada Enilda where we will be staying. Credit cards and debit cards need to have a chip, but other than the chip requirement, you should have no issues paying for purchases or getting cash out of the ATM. Make sure to let your bank or credit card company that you will be traveling to Colombia before you leave.

VISA REQUIREMENTS

All U.S. citizens who do not also hold Colombian citizenship must present a valid U.S. passport to enter and depart Colombia. U.S. citizens traveling to Colombia do not need a Colombian visa for a tourist stay of 90 days or less. Travelers entering Colombia are sometimes asked to present evidence of return or onward travel, usually in the form of a plane ticket. The length of stay granted to travelers is determined by the Colombian immigration officer at the point of entry and will be stamped in your passport. Before the visa expires, travelers may request an extension of up to 90 days. All persons entering Colombia are assessed a fee of USD \$40 or its equivalent in Colombian Pesos (COP) in addition to the airfare or boat fare. Where this fee is collected may vary based on the students' point of entry into the country. Students are not assessed this fee when leaving Providence Island. Citizens of countries other than the United States are asked to check the embassy website page at their home country for specific visa requirements.

LODGING AND MEALS

Students and faculty will be housed at Posada Enilda Bed and Breakfast (www.hotelposadaenilda.com) located in the south of the Island in an area called Bottom House. Students do not need to reserve their own rooms, this will already be taken care of before they arrive. This posada is a fully modern facility with comfortable outdoor seating areas, shared dining room, and other amenities, such as air-conditioning, in-room safes, and personal refrigerators, and is extremely comfortable. The husband and wife owners are excited about hosting the students and we have enjoyed our stays in past years, immensely. Security cameras monitor the grounds and the main gate is locked at night. Providence is a safe island, with little serious crime.

The owners of Posada Enilda will provide breakfast, every day, and lunch, Monday through Saturday, which will be served in the field or in the dining area at Posada Enilda. **Dinners (and lunches on Sundays) will not be provided by the Project, but Posada Enilda offers \$5.00 (USD) dinner specials** every evening (a meat or meatless choice), which you can order at breakfast. Alternatively, you can choose from the regular menu served at the Posada and there are restaurants, street-food vendors, and grocery stores are available on the Island where students can purchase meals. In past years, students have also gone in together to buy a crock-pot and took turns making dinners, as well. Food borne illness will be minimized by drinking only bottled water, which will be provided at the Posada so students can fill their bottles, multiple times every day. The owners of the Posada can meet most dietary needs (vegetarians, vegans, and lactose intolerant), other than Kosher.

COURSE SCHEDULE

All IFR field schools begin 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. *You will be required to sign a form that acknowledges you received this orientation at the end of the orientation meeting and again at the end of the field season.*

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

WEEK 1

Mon. Meet students at airport or boat slip on Old Providence Island
Settle into housing (will have a chance to switch rooms/roommates tomorrow)

12:30-2:30 Lunch (at Posada Enilda)

5:00-6:30 Orientation (evening) meeting to go over protocols & assignments, pass out forms, etc.

7:00 Dinner (on own)

Tues.

7:00-8:15 Breakfast, Daily Agenda Briefing, & Task Assignments
Relax and settle into housing, decide on roommates, switch if needed (room assignments are random, so please feel free to move around so you have a roommate with a similar sleep/wake pattern, etc.)

12:00-1:30 Lunch (at Posada Enilda)

1:30-3:30 Unpack field equipment and set up laboratory; do introductory laboratory training

4:30-6:00 LECTURE 1 (see lecture section below for required readings)/MEETING/PRESENTATION & SEMINAR STYLE DISCUSSIONS

7:00 Dinner (on own)

Wed.

7:00-8:15 Breakfast, Daily Agenda Briefing, & Task Assignments

9:00-12:30 Tour of Island via boat (**YOU WILL GET WET**, so dress accordingly)

12:30-2:30 Lunch (at Posada Enilda)

2:30-5:30 Visit Site and Prep for fieldwork tomorrow

7:00 Group dinner at Posada Enilda (provided by the Project) with local collaborators

Thur.

7:00-8:15 Breakfast, Daily Agenda Briefing, & Task Assignments

8:15-8:30 Travel to current research site/s

8:30-12:30 Research activities at the current site/s

12:45-2:45 Lunch break (at the current site or at Posada Enilda)

2:45-5:30 Laboratory/data management activities/fieldwork and/or field trip

5:30-6:45 LECTURE 2 (see lecture section below for required readings)/MEETING/PRESENTATION & SEMINAR STYLE DISCUSSIONS

7:00 Dinner (on own)

Fri. - Off, work on research design, updating/editing field journals, and reading along with exploring cultural and leisure activities on the Island.

Sat.

7:00-8:15 Breakfast, Daily Agenda Briefing, & Task Assignments
OFF UNTIL LUNCH
12:30-2:00 Lunch break (at Posada Enilda)
2:00-6:00 Laboratory/data management activities/fieldwork and/or field trip
7:00 Dinner (on own)

Sun.

7:00-8:15 Breakfast, Daily Agenda Briefing, & Task Assignments
OFF UNTIL LUNCH
12:30-2:00 Lunch break (at Posada Enilda)
2:00-5:30 Laboratory/data management activities/fieldwork and/or field trip
5:30-6:45 LECTURE 3 (see lecture section below for required readings)/MEETING/PRESENTATION & SEMINAR STYLE DISCUSSIONS
7:00 Dinner (on own)

WEEK 2

Mon., Tues., Wed., Thur.

7:00-8:15 Breakfast, Daily Agenda Briefing, & Task Assignments
8:15-8:30 Travel to current research site/s
8:30-12:30 Research activities at the current site/s
12:45-2:45 Lunch break (at the current site or at Posada Enilda)
2:45-5:30 Laboratory/data management activities/fieldwork and/or field trip
5:30-6:45 LECTURES 4, 5, 6, & 7 (see lecture section below for required readings)/MEETING/PRESENTATION & SEMINAR STYLE DISCUSSIONS
7:00 Dinner (on own)

Fri. - Off, work on research design, updating/editing field journals, and reading along with exploring cultural and leisure activities on the Island. ****TURN IN FIELD JOURNALS FOR REVIEW BY FACULTY BY DINNER TIME****

Sat.

7:00-8:15 Breakfast, Daily Agenda Briefing, & Task Assignments
OFF UNTIL LUNCH
12:30-2:00 Lunch break (at Posada Enilda)
2:00-6:00 Laboratory/data management activities/fieldwork and/or field trip
7:00 Dinner (on own)

Sun.

7:00-8:15 Breakfast, Daily Agenda Briefing, & Task Assignments
OFF UNTIL LUNCH
12:30-2:00 Lunch break (at Posada Enilda)
2:00-4:00 Laboratory/data management activities/fieldwork and/or field trip
4:00-6:30 ****RESEARCH DESIGN WORKSHEET – PEER REVIEW****
7:00 Dinner (on own)

WEEK 3

Mon., Tues., Wed., Thur.

7:00-8:15 Breakfast, Daily Agenda Briefing, & Task Assignments
8:15-8:30 Travel to current research site/s

8:30-12:30 Research activities at the current site/s
 12:45-2:45 Lunch break (at the current site or at Posada Enilda)
 2:45-5:30 Laboratory/data management activities/fieldwork and/or field trip
 5:30-6:45 LECTURE 8 (see lecture section below for required readings)/MEETING/PRESENTATION & SEMINAR STYLE DISCUSSIONS
 7:00 Dinner (on own)

Fri. - Off, work on research design, updating/editing field journals, and reading along with exploring cultural and leisure activities on the Island.

Sat.

7:00-8:15 Breakfast, Daily Agenda Briefing, & Task Assignments
OFF UNTIL LUNCH
 12:30-2:00 Lunch break (at Posada Enilda)
 2:00-6:00 Laboratory/data management activities/fieldwork and/or field trip
 7:00 Dinner (on own)

Sun.

7:00-8:15 Breakfast, Daily Agenda Briefing, & Task Assignments
OFF UNTIL LUNCH
 12:30-2:00 Lunch break (at Posada Enilda)
 2:00-5:30 Laboratory/data management activities/fieldwork and/or field trip
 5:30-6:45 LECTURE/MEETING/PRESENTATION & SEMINAR STYLE DISCUSSIONS
 7:00 Dinner (on own)

WEEK 4

Mon., Tues., Wed.

7:00-8:15 Breakfast, Daily Agenda Briefing, & Task Assignments
 8:15-8:30 Travel to current research site/s
 8:30-12:30 Research activities at the current site/s
 12:45-2:45 Lunch break (at the current site or at Posada Enilda)
 2:45-5:30 Laboratory/data management activities/fieldwork and/or field trip
 5:30-6:45 LECTURE 9 (see lecture section below for required readings)/MEETING/PRESENTATION & SEMINAR STYLE DISCUSSIONS
 7:00 Dinner (on own)

Thur.

7:00-8:15 Breakfast, Daily Agenda Briefing, & Task Assignments
 8:15-8:30 Travel to current research site/s
 8:30-12:30 Research activities at the current site/s
 12:45-2:45 Lunch break (at Posada Enilda)
OFF UNTIL GROUP DINNER
 6:30 End of the Season Dinner (provided by the Project) with local contributors

Fri. - Off, work on research design, updating/editing field journals, and reading along with exploring cultural and leisure activities on the Island. ****ALL FIELD JOURNALS, including from those not taking the course for credit, are DUE BY DINNER TIME, take photos so you have a personal copy****

Sat.

7:00-8:15 Breakfast, Daily Agenda Briefing, & Task Assignments
OFF UNTIL LUNCH

8:30-11:30 *RESEARCH DESIGN ORAL PRESENTATIONS*****

12:30-2:00 Lunch break (at Posada Enilda)

2:00-6:30 Finish all lab work, take supply inventory, clean and store all field and lab supplies

7:00 Dinner (on own)

Sun.

7:00-8:00 Breakfast, Daily Agenda Briefing, & Task Assignments

8:30-10:30 MEETING/SEMINAR STYLE DISCUSSIONS

10:30-12:30 Finish up any work that needs to be done (variable activities)

OFF REST OF DAY for personal cleaning and packing

Mon. *STUDENTS DEPART COLOMBIA*

LECTURE TOPICS

May be additions and/or substitutions. See course schedule for reading due dates; which are subject to change, depending on current events or tasks.

- LECTURE 1 - The History of Old Providence and Santa Catalina Islands
 - Tracie Mayfield
 - READINGS: Collett (1837); Games (1998); Kupperman (1988); Kupperman (1993); Rowland (1935)
- LECTURE 2 - Old Providence and Santa Catalina Islands Archaeology and Ethnography Project
 - Tracie Mayfield
 - READINGS: project information from the course syllabus
- LECTURE 3 - What Is Historical Archaeology? History, Theory, and Methods
 - Tracie Mayfield
 - READINGS: Helms (1969); Orser (2010)
- LECTURE 4 - How to Develop a Professional Research Design
 - Tracie Mayfield
- LECTURE 5 - Field Archaeology: Theory, Methods, and Methodology
 - Tracie Mayfield
 - READINGS: Wilk and Rathje (1982)
- LECTURE 6 - Archaeological Features, Objects, and Materials: Working with the Archaeological Record
 - Tracie Mayfield
 - READINGS: Voss (2008); White and Beaudry (2009)
- LECTURE 7 - Food and Foodways: Ceramics Analysis and Zooarchaeology (Case Study, Colonial-era Lamanai & San Pedro, Belize)
 - Tracie Mayfield
 - READINGS: Mintz and DuBois (2002)
- LECTURE 8 - Ethnohistory and Ethnography: Working with the Documentary and Oral Records
 - Tracie Mayfield
 - READINGS: Sahlins (1983)
- LECTURE 9 - Applied Anthropological Archaeology: How the Present Can Inform Studies of the Past
 - Tracie Mayfield

- READINGS: Brighton (2011); Hauser et. al. (2018)
- The Intersection of Archaeology and Art
 - Dani Phelps
- The Archaeology of Death: Interpreting Mortuary Contexts
 - Dani Phelps
- Caribbean Cultural Expressions
 - Jen Hasso
- The History, Environment, and Culture of Old Providence and Santa Catalina Islands
 - Javier Archbald (resident, historian, and cultural officer)
- Bush Medicine on Providence Island
 - Delia Eden-McLean & Dionicia Gomez-Davis (residents, bush medicine and folklore specialists, authors)
- Food, Culture, Farming: The Crux of Cultural and Environmental Sustainability on Old Providence and Santa Catalina Islands
 - Marcela Ampudia (resident and environmental scientist)
- Painting the Islands
 - Luis Howard (resident, painter)

FIELD TRIPS

We will be visiting a 17th-century fort site (Ft. Warwick), Morgan's Head (a large rock outcrop said to resemble the famous pirate who was on the Island briefly), the Virginia Archbold Museum, taking a driving/land tour of Providence, and taking a boat trip around Providence Island & Santa Catalina Island (a small island north of the main island) to see the cannon, historic sites, and other fort locations.

****A NOTE ABOUT COMMUNITY LED ARCHAEOLOGY AT A LOCATION NEW TO ARCHAEOLOGICAL RESEARCH****

Archaeology and ethnography are new to Old Providence and Santa Catalina and we are yet in the early stages of 1) locating archaeological sites and 2) building connections and trust with the Native community. This makes our work extremely interesting and exciting, but community led archaeology at a new site has its professional and practical frustrations as well. For one, we are (for the most part) looking for archaeological sites...not excavating known sites, although the Islands themselves are archaeological sites (as a whole) so all excavations and survey produce artifacts and data. This can a process of hit and miss (kind of like the game Battleship!) as we zero in on historical sites and features. Additionally, all the property on Old Providence and Santa Catalina is privately owned so while we already have permission to enter, survey, and excavate at 6 sites, new sites will be added as individual proper owners allow us access to their lands as we gain the confidence and trust of the local community. This is an important aspect of the long-term goals of the Project, of which you are a vital part because you are helping lay the groundwork (both with data collection and your professional conduct) for what we hope to be many years of continued research and collaboration; and ongoing opportunities for students like you to experience archaeology and ethnography in an historically rich, culturally vibrant, and environmentally stunning location. *We want to show the Native public the kind of work we do (and how we do it) so that they invite us onto their land and in to their homes in order to do research of interest to us that also benefits the Native community, on their terms and in their own time.*

EQUIPMENT LIST (required)

- hiking shoes or boots
- wet shoes (can be worn in damp and beach environments/also for hiking)
- hat with brim (for rain and sun)
- sun glasses

- long sleeved shirt (loose fitting)
- swim wear & beach towel (& snorkel gear if you would like!)
- work gloves
- water bottle (bring a large water bottle, preferably 2...or buy a few on site to use in the field – we will have water to fill up with at the Posada, but we will not be bringing the 5 gallon jugs into the field – you will need enough water for about 5 hours outside on any given day)
- Marshalltown pointing trowel (4" or 5"); do not plan on buying a trowel on-site, hardware stores on Old Providence do not carry trowels
- sun protection
- insect repellent
- flashlight
- compass (preferably with adjustable declination)
- calculator (stand alone or phone app)
- mechanical pencils & extra lead
- field backpack (to store your stuff while in the field)
- backpack cover (a garbage bag will do)
- 'camp' toilet paper (we will have access to public bathrooms while in the field, but most of them do not stock toilet paper)

EQUIPMENT LIST (suggested)

- ice tray for in-room refrigerator/freezer (not a necessity, but you will be glad you have it)
- drink mix with electrolytes to add to water
- feminine products (tampons are especially difficult to locate on the Island)
- extra money for incidentals (note that you cannot use United States currency on the Islands and it is difficult to find someone/somewhere to exchange it for you – plan on getting cash out of a local ATM soon after you get there)

REQUIRED READINGS (will be available via the field school shared Dropbox)

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

NOTE: *Students will be expected to have read all the required readings before arriving on site, even those not taking the course for credit. Readings will be incorporated into lectures and instruction, along with active learning/reference in the field and during seminar style discussion.*

Brighton, S – 2011. Applied Archaeology and Community Collaboration: Uncovering the Past and Empowering the Present. *Human Organization*, 70(4), 344-354.

Collett, C. F. – 1837. On the Island of Old Providence. *Royal Geographical Society of London* 7:203-210.

Games, A. – 1998. "The Sanctuary of Our Rebell Negroes": The Atlantic Context of Local Resistance on Providence Island, 1630-41. *Slavery and Abolition* 19:1-21.

Hauser, Mark, Whitney Battle-Baptiste, Koji Lau-Ozawa, Barbara L. Voss, Reinhard Bernbeck, Susan Pollock, Randall H. McGuire, Uzma Z. Rizbi, Christopher Hernandez, and Sonya Atalay – 2018. Archaeology as Bearing Witness. *American Anthropologist*, 120(3):535-548.

Helms, M. W. – 1969. The Cultural Ecology of a Colonial Tribe. *Ethnology* 8:76-84.

Kupperman, K. O. – 1993. A Puritan Colony in the Tropics: Providence Island, 1630-1641. In *Settlements in the Americas: Cross-Cultural Perspectives*, R. Bennett, ed., pp. 238-251. University of Delaware Press, Newark.

- Kupperman, K. O. – 1988. Errand to the Indies: Puritan Colonization from Providence Island through the Western Design. *William and Mary Quarterly* 45:70-99.
- Mintz, Sidney W. and Christine M. DuBois – 2002. The Anthropology of Food and Eating. *Annual Review of Anthropology* 31:99-119
- Orser, Charles E., Jr. – 2010. Twenty-First-Century Historical Archaeology. *Journal of Archaeological Research* 18:111–150.
- Rowland, D. – 1935. Spanish Occupation of the Island of Old Providence, or Santa Catalina, 1641-1670. *Hispanic American Historical Review* 15:298-312.
- Sahlins, Marshall D. – 1983. Other Times, Other Customs: The Anthropology of History. *American Anthropologist*. 85:517-544.
- Voss, Barbara L. – 2008. *Image, Text, Object: Interpreting Documents and Artifacts as 'Labors of Representation'*. *Historical Archaeology* 41(4):147-171.
- White, Carolyn L. and Mary C. Beaudry – 2009. Artifacts and Personal Identity. In *International Handbook of Historical Archaeology*, edited by Teresita Majewski and David R.M. Gaimster, pp. 209-255. Springer, New York.
- Wilk, Richard R. and William L. Rathje – 1982. Household Archaeology. *The American Behavioral Scientist* 25(6):617–639.

RECOMMENDED READINGS

- Anderson, Sid. – 2006. *Adventures in Marine Biology: A Tribute to Old Providence Island*. Xlibris, Bloomington, IN.
- Bloch, Marc – 1943. *The Historian's Craft: Reflections on the Nature and Uses of History and the Techniques and Methods of Those Who Write It*. New York: Vintage Books.
- Connerton, Paul – 1989. *How Societies Remember*. Cambridge: Cambridge University Press.
- Cuming, Sam – 2017. *Providence, Santa Catalina and San Andres (1629-1901): The Butler Diary and Other Curiosities*. Bottom House Publishing, Providence Island, Colombia.
- Cuming, Sam – 2015. *A Short History of Providence and San Andres (1629-1901)*. Ejecutivos Gráficos, Bogotá.
- Feiling, Tom – 2017. *The Island that Disappeared: Old Providence and the Making of the Western World*. Explore Books publishing.
- Knapp, A. Bernard (ed) – 1992. *Archaeology, Annales, and Ethnohistory*. Cambridge University Press, New York and Cambridge.
- Kupperman, K.O. – 1993. *Providence Island 1630-1641: The Other Puritan Colony*. Cambridge University Press, Cambridge, Massachusetts.
- Newton, A. P. – 1914. *The Colonising Activities of the English Puritans: The Last Phase of the Elizabethan Struggle with Spain*. Yale University Press, New Haven.
- LeFebvre, Henri – 1992. *Elements of Rhythmanalysis: An Introduction to the Understanding of Rhythms*, Translated by Eleonore Kofman, Elizabeth Lebas, and Imogen Forster. Introduction by Stuart Elden. Continuum, New York.

- Little, Barbara – 2007. *Historical Archaeology: Why the Past Matters*. Walnut Creek, California: Left Coast Press.
- Mintz, Sidney W. – 1985. *Sweetness and Power*. Penguin Group, New York.
- Orser, Charles E., Jr. – 2014. *A Primer on Modern-World Archaeology*. Eliot Werner Publications, Inc. Clinton Corners, New York.
- Orser, Charles E., Jr. – 2008. The Global and the Local in Modern-World Archaeology. In *Constructing Post Medieval Archaeology in Italy: A New Agenda*, edited by S. Gelichi, and M. Librenti, Edizioni all'Insegna de Giglio, Florence, Italy, pp. 25-44.
- Orser, C. E., Jr. – 2004. *Historical Archaeology*. 2nd ed. Pearson, Saddle River, New Jersey.
- Parsons, J. J. – 1956. *San Andrés and Providencia: English-Speaking Islands in the Western Caribbean*. University of California Press, Berkeley.
- Shackel, Paul A. and Erve J. Chambers (eds.) – 2004. *Places in Mind: Public Archaeology as Applied Anthropology*. New York: Routledge.
- Trouillot, Michel-Rolph – 1995. *Silencing the Past: Power and the Production of History*. Boston: Beacon Press.
- Wilk, Richard R. and Robert Netting – 1984. Households: Changing Forms and Functions. In *Households: Comparative and Historical Studies of the Domestic Group*, edited by Robert Netting, Richard Wilk, and Eric Arn, pp. 1–28. University of California Press, Berkeley and Los Angeles.
- Yanagisako, Sylvia Junko – 1979. Family and Household: The Analysis of Domestic Groups. *Annual Review of Anthropology*, 8(1979):161–205.