



## **THE *OTHER* PURITAN COLONY: PROVIDENCE ISLAND ARCHAEOLOGICAL PROJECT, COLOMBIA**

**Course ID: ARCH 315K**

**Dates: June 22-July 19, 2019**

### **FIELD SCHOOL DIRECTOR:**

**Dr. Tracie Mayfield**, University of Southern California ([traciemayfield@USC.edu](mailto:traciemayfield@USC.edu))



### **INTRODUCTION**

English settlers colonized Providence Island in 1629 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. Before the Spanish captured the colony in 1641, Providence Island was home to English indentured servants, African slaves sold or taken from Dutch and Spanish ships, Miskito Indians from the Spanish Main, Pequot Indians from Massachusetts, and English and Dutch pirates. Many of the original inhabitants stayed on the Island and their descendants continue to live and work on Providence to this day.

Around 1836, it became clear that the Island 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. In the 1670s (after the Spanish left), Providence 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 Providence, and its neighbor Island, San Andrés, to Colombia.

The 2019 field season centers on the first-ever archaeological research on Providence Island with the goal of investigating the material, temporal, historical, and spatial aspects of the interactions on this small, yet highly multicultural, western Caribbean island. Archaeological endeavors will focus on gaining a better understanding of the early years of the colony (17<sup>th</sup> to 19<sup>th</sup> 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-driven anthropological archaeology inform the Project's subject areas, theoretical foundations, and methods/methodologies of sampling and data collection.

Providence Island's Puritan original settlement –and subsequent population movement from flat coastal areas into the mountainous interior over the past 490 years– is completely unknown archaeologically, though extensive historical and documentary records exist. The paucity of archaeological research means that new information about the material culture, the settlement patterns, and the multicultural interactions on Providence will provide exciting fresh dimensions to understanding colonial-era lifeways on the Island in the 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> centuries, including Providence Island's external connections with the broader Caribbean, American, and European colonial-industrial spheres of influence and materiality.

Many people from the local community will be directly engaged in the research effort. The Project has engaged a local steering committee (Core Group), which includes, government officials, teachers, scientists, artists, bush medicine specialists, and business owners. The Core Group 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 5,000 people) and we expect to involve local people, including students, in all types of fieldwork and targeted lecture/instruction.

### **Investigation Areas**

Providence Island's Puritan original settlement –and subsequent population movement from flat coastal areas into the mountainous interior over the past 490 years– is completely unknown archaeologically, though extensive historical and documentary records exist. The paucity of archaeological research means that new information about the material culture, the settlement patterns, and the multicultural interactions on Providence will provide exciting fresh dimensions to understanding colonial-era lifeways on the Island in the 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> centuries, including Providence Island's external connections with the broader Caribbean, American, and European colonial-industrial spheres of influence and materiality.

Compared with the plethora of colonial-era Spanish controlled sites in the Western Caribbean, far fewer English settlements were established in the region. Providence Island is one of only a handful of English settlements that dotted the Eastern 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, although the purpose of these visits is currently unknown.

The 2019 field season is the inaugural effort in what is designed to be an ongoing, long-term project focused on adding to the body of Western-Caribbean, English colonial-period data, in tandem with gaining a better understanding of what the past means to the people who currently inhabit this space.

During the 2019 field season, data will be collected from four sites, organized under three subject areas of investigation: **1)** survey and excavations will be conducted at a site within the boundaries of the original Puritan Village of New Westminster and at a site located on the Southern part of the Island ('Bottom House'); **2)** survey and surface collection will be undertaken at the site of previously-deposited dredged harbor materials in order to assess the impact of future dredging protocols, and **3)** documentation, including detailed mapping, of at least one of the Island's three public cemeteries during the inaugural field season.

The **first subject area of investigation** is the Island's colonial beginnings, focusing on exploring the material culture and built environment, through excavations and survey, of the original Puritan Village of New Westminster on the north side of the Island, dating 1630-41, and establishing preliminary settlement dates on the Southern part of the Island ('Bottom House'), which originally housed labor populations, as opposed to merchants and management who resided in or near New Westminster. A major goal is to discover and document the house types and the material culture of the Island's 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, Spanish, African, and Amerindian cultures should not be discounted.

The small size of the island (only 39 km<sup>2</sup>) 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 dimensions of these connections is unknown.

Another important question involves the construction styles of the houses on the Island. Providence Island was 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.

The **second subject area of investigation** is survey (foot survey and photographic collection) and sampling at a coastal (beach) site on the northwest side of the Island where materials dredged from prior harbor clean-up were deposited approximately ten years ago, in order to evaluate the potential for artifact and material loss during upcoming harbor dredging. The beach survey and surface collection of artifacts may lead to future archaeological explorations, some with underwater archaeology components, but are limited in scope and scale at this time.

The **third subject area of investigation** is the Island's cemeteries and gravesites. There are three public cemeteries on Providence, but many gravesites are located on private property. No records of who was buried (and where) have been systematically kept, which has impacted the efficacy of the historical record (who was where at what time). The cemetery and gravesite-mapping project will be a long-term initiative, beginning in 2019 with survey and mapping of at least one of the public cemeteries and research into where other (private) sites might be situated for future documentation. Cemetery and gravesite survey and mapping will include the entirety of the cemetery property and individual graves. Students will use compasses and hand-drawing techniques to record data onto graph paper, in addition

to Trimble GPS mapping and photography. No excavations or artifact collection will take place in the cemeteries or at private gravesites.

### 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 institution prior to attending this field school.

**Transcripts:** An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One more transcript may be sent to the student home institution at no cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: <http://bit.ly/2hvurkl>.

### COURSE OBJECTIVES

The objectives of this field school are to enable students to understand how historical archaeology is practiced in the field, to explore the diverse lifestyles of peoples in the past, and to gain basic understanding of European colonialism and multicultural contact and interactions. To achieve these objectives, this course has two primary goals: (1) to provide students with a practical working knowledge of **archaeological field methods**, including excavation, survey, laboratory analysis, and colonial-era artifact identification; and (2) to introduce students to the **intellectual challenges presented by archaeological research**, including research design, the interpretation of data, the integration of historical records with archaeological information, and the need to think creatively and flexibly as new information is recovered during excavation.

The 2019 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.

Students will be directly engaged in archaeological research, excavations, and survey; and will work alongside the Project Director 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. Students will rotate using specialty equipment, such as metal detectors and the Trimble GPS unit.

Strict protocols for the way the artifacts are handled in the field, which include order of operations, standard forms, journal entries, 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 archaeology is more than excavation and artifact recovery. The process will demonstrate that the careful recording of information during research is every bit as important as the discovery of artifacts and other data.

Students will participate in the following research activities:

**Excavation:** Students will participate in guided excavations at two sites: one in the Town of New Westminster and at Enilda Posada, where we will be housed during the field season.

**Survey:** Students will participate in guided surveys at various sites; to include foot survey, shovel test-pit survey, metal detector survey, and photographic survey. The data gathered from the 2019 surveys will help guide future excavations on the Island.

**Recordation:** Students will participate in filling out excavation forms, mapping, and recording stratigraphic information. In addition, students will have the opportunity to participate in ethnographic research, which includes audio/visual recordation and note-taking.

**Cataloging:** Students will participate in field sorting and cataloging of finds.

**Laboratory:** Scheduled lab tasks will include washing, sorting, identifying, and cataloging finds.

**Research Design:** Students will develop their own research design for an archaeological 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).

The course begins on June 22, 2019 and will meet every weekday until July 19, 2019. 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' seminal role in the archaeological 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.

## **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 ethnohistorical research. 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.

### **DISCLAIMER – PLEASE READ CAREFULLY**

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

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, personal, or weather conditions 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.

Archaeological field work 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.

## 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 be able to apply anthropological inquiry to archaeological problems
- Learn how to make original archaeologically-based arguments about the past, supported by scholarly and material evidence.
- Understand the different elements of an archaeological field project and the relationships between these elements.
- Apply standard survey methods to archaeological contexts and discovery.
- Apply standard excavation methods to archaeological contexts.
- Use standard recording techniques to document excavations and surveys.
- Undertake preliminary processing, identification, and analysis of archaeological artifacts and zooarchaeological specimens.
- Produce an archaeological research design.
- Gather and utilize multiple lines of evidence.
- Appreciate how historical archaeologists use archaeological data and historical information in combination (e.g. scope/scale, qualitative/quantitative data, interpretations)

## GRADING MATRIX

- 40%:** Attend and participate each scheduled day, including fieldwork, seminars, lectures, daily morning briefings, afternoon field wrap-up meetings, and laboratory work.
- 10%** Field notebook midterm evaluation (due Friday of week 2, by the end of the day) – One-on-one meetings with students will be scheduled during week 3 to go over field notebooks/receive feedback.
- 10%** Research Design - topic due (due via email [traciemayfield@me.com] Friday of Week 2 by 11:59pm) – One-on-one meetings with students will be scheduled during week 3 to go over research design/receive feedback.
- 20%:** 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 Thursday of Week 4 by the end of the day)
- 20%:** Research Design (due via email [traciemayfield@me.com] before the end of the course, due no later than day before departure at 11:59pm). Students will be given a research design template during the first week of the season, which will be filled out in detail over the course of the field school.

## TRAVEL & MEETING POINT

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. This time frame still allows the purchase of discounted airline tickets while protecting students from potential loss of airline ticket costs if we decide to cancel a program.

Traveling to Providence Island requires careful planning. Students can fly through Bogotá or Panama City. 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, which is best booked with the assistance of Enilda Chamorro, owner of [Posada Enilda](#) because the local travel websites often do not work. Ms. Chamorro can be reached via phone (+57-3208552912) or email ([posadaenilda@yahoo.com](mailto:posadaenilda@yahoo.com)). You will need to contact Ms. Chamorro and relay your travel needs and supply credit or debit card information to her. She will then book your travel and send you the conformation paperwork via email.

[SATENA](#) and [Decameron](#) airlines both fly twice daily and the flight takes 20 minutes, and a catamaran service by [Conocemos Navegando](#) 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](#), which is located on the beach.

Project staff will meet students either at the Providence Island airport or catamaran seaport.

On the Island, a local bus driver/or taxi drivers will transport the students as a group to and from the Posada to the research sites. Only one major road, encircling the island, exists on Providence.

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.

### **USING CREDIT AND DEBIT CARDS**

While not all establishments on Providence Island take credit or debit cards, most do, including Posada Enilda. 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 an 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 other countries are asked to check the embassy website page at their home country for specific visa requirements.

## ACCOMMODATIONS

Students and faculty will be housed in [Posada Enilda Bed and Breakfast](#) located in the south of the Island in an area called Bottom House. This posada is a fully modern facility with air conditioning, 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. 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 prepared and provided by the Project, but Posada Enilda serves large, economical dinners and restaurants and grocery stores are available on the Island where students can purchase meals. Food borne illness will be minimized by drinking only bottled water. 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 of IFR harassment and discrimination policies, and review of the student Code of Conduct.

### Week 1:

<b>Sat.</b>	Meet students at airport or boat slip on Providencia Island Settle into housing Group dinner at Posada Enilda Bed and Breakfast (provided by the Project) Introductory Meeting to go over protocols and assignments, pass out forms, etc.
<b>Sun.</b>	
7:00-8:00	Breakfast
8:00-9:30	LECTURE: <u>Providence Island Archaeological Project</u> Tracie Mayfield
10:00-12:00	Tour of Island via bus
12:00-1:30	Lunch (at Enilda Posada Bed and Breakfast)
1:30-3:30	Unpack equipment and set up laboratory, prepare for upcoming fieldwork
3:30-6:30	break
6:30-7:00	Daily debriefing of discoveries, questions, ideas
7:00	Dinner (on own)
<b>Mon.</b>	
7:00-8:00	Breakfast
8:00-9:30	LECTURE: <u>Historical Archaeology: History, Theory, and Methods</u> Tracie Mayfield
10:30-1:30	Tour of Island via boat (bring snacks, will be a late lunch)
2:00-3:30	Lunch (at Enilda Posada Bed and Breakfast)
3:30-5:30	Prep for fieldwork tomorrow
5:30-6:30	break
6:30-7:00	Daily debriefing of discoveries, questions, ideas
7:00	Dinner (on own)
<b>Tues, Wed., Thur.</b>	
7:00-8:00	Breakfast & Daily Briefing

8:00-8:15 Travel to current research site  
 8:15-12:30 Research activities at the current site  
 12:30-2:00 Lunch break (at the current site or at Enilda Posada Bed and Breakfast)  
 2:00-5:00 Laboratory/data management activities  
 5:00-6:00 break  
 6:00-7:00 Daily debriefing of discoveries, questions, ideas & Lecture (1-2 per week)  
 7:00 Dinner (on own)

***Fri.***

7:00-8:00 Breakfast & Daily Briefing  
 8:00-8:15 Travel to current research site  
 8:15-12:30 Research activities at the current site  
 12:30-2:00 Lunch break (at the current site or at Enilda Posada Bed and Breakfast)  
 2:00-5:00 Laboratory/data management activities  
 5:00-6:00 break  
 6:00-7:00 LECTURE: How to Develop a Professional Research Design Tracie Mayfield  
 7:00 Dinner (on own)

***Sat.***

7:00-8:00 Breakfast & Daily Briefing  
 8:00-12:00 Laboratory/data management activities/fieldwork and/or field trip  
 12:00-1:00 Lunch break (at the current site or at Enilda Posada Bed and Breakfast)  
 OFF rest of the day

***Sun.***

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

**Weeks 2-3:**

- \*Week 2-Friday TURN IN FIELD JOURNALS for midterm grade (10%) by the end of the day (will be returned by Monday morning before fieldwork)
- \*Week 2-Friday TURN IN RESEARCH DESIGN TOPIC (due via email [traciemayfield@me.com] (10%) by 11:59pm)
- \*Week 3-Mon-Fri (before or during dinner at Enilda Posada Bed and Breakfast) One-on-one student consultations with Director about research design and field notebooks.

***Mon., Tues., Wed., Thur., Fri.***

7:00-8:00 Breakfast & Daily Briefing  
 8:00-8:15 Travel to current research site  
 8:15-12:30 Research activities at the current site  
 12:30-2:00 Lunch break (at the current site or at Enilda Posada Bed and Breakfast)  
 2:00-5:00 Laboratory/data management activities  
 5:00-6:00 break  
 6:00-7:00 Daily debriefing of discoveries, questions, ideas & Lecture (1-2 per week)  
 7:00 Dinner (on own)

***Sat.***

7:00-8:00 Breakfast & Daily Briefing

8:00-12:00 Laboratory/data management activities/fieldwork and/or field trip  
12:00-1:00 Lunch break (at the current site or at Enilda Posada Bed and Breakfast)  
OFF rest of the day

**Sun.**

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

**Week 4:**

**Mon. and Tues.**

7:00-8:00 Breakfast & Daily Briefing  
8:00-8:15 Travel to current research site  
8:15-12:30 Research activities at the current site  
12:30-1:30 Lunch break (at the current site or at Enilda Posada Bed and Breakfast)  
1:30-4:30 Laboratory/data management activities and/or continued field research activities or backfill at the current site  
4:30-5:30 break  
5:30-7:00 Daily debriefing of discoveries, questions, ideas  
7:00 Dinner (on own)

**Wed.**

**\*TURN IN FIELD JOURNALS for final grade (20%) before dinner (it is recommended that you take photos of each page of your journal for your personal records)**

7:00-8:00 Breakfast & Daily Briefing  
8:00-12:30 Prepare for end of field season: clean & store field and lab equipment, scan/copy all materials into digital form for backups, move materials to permanent storage at the Museum, etc.  
12:30-1:30 Lunch break (at the current site or at Enilda Posada Bed and Breakfast)  
1:30-7:00 OPEN/ work on finalizing field journals and research designs for final submission  
7:00 End of the season dinner/party for students and local participants (provided by the Project)

**Thurs.**

**\*FINAL RESEARCH DESIGN DUE (20%) (via email to [traciemayfield@me.com](mailto:traciemayfield@me.com) by 11:59pm for full credit)**

7:00-8:00 Breakfast & Daily Briefing  
8:00-12:30 Prepare for end of field season: clean & store field and lab equipment, scan/copy all materials into digital form for backups, move materials to permanent storage at the Museum, etc.  
12:30-1:30 Lunch (at the current site or at Enilda Posada Bed and Breakfast)  
1:30-6:30 Clean up rooms, finalize and submit research design, and prepare for tomorrow's departure  
6:30-7:00 **\*Fill out and turn in STUDENT EVALUATIONS (IFR), which will be provided in the dining area at Posada Enilda Bed and Breakfast**  
7:00 Dinner (on own)

**Fri.**

Variable Breakfast

Variable                      Students depart Providence Island

### **LECTURE TOPICS (may be additions and/or substitutions)**

- ❖ Providence Island Archaeological and Ethnohistorical Project: Research Design Tracie Mayfield
- ❖ Historical Archaeology: History, Theory, and Methods Tracie Mayfield
- ❖ How to Develop a Professional Research Design Tracie Mayfield
- ❖ Survey and Excavation: Theory, Methods, and Methodology Tracie Mayfield
- ❖ Ethnohistory/Working with the Documentary and Oral Records Tracie Mayfield
- ❖ Food and Foodways: Ceramics Analysis and Zooarchaeology Tracie Mayfield
- ❖ Consumerism and Consumption (case study, Colonial-era Lamanai & San Pedro, Belize) Tracie Mayfield
- ❖ Applied Anthropological Archaeology: How the Present Can Inform Studies of the Past Tracie Mayfield
- ❖ The Intersection of Archaeology and Art Dani Phelps
- ❖ The Archaeology of Death: Interpreting Mortuary Contexts Dani Phelps
- ❖ Interpreting the Historic Maps of Providence Island Sam Cuming (resident and island historian)
- ❖ The Current Culture of Providencia: Javier Archbald (resident and cultural officer)
- ❖ Bush Medicine on Providence Island Delia Eden-McLean & Dionicia Gomez-Davis (residents, authors)
- ❖ Culture and Expression on Providence Island Marcela Ampudia (resident and artist)

### **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 Archibold 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 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. 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 adult students, we expect you to be responsible for your actions while on the island. 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. We are all guests on the Island 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 his or her 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.

### **EQUIPMENT LIST**

- hiking shoes or boots
- hat with brim (for rain and sun)
- sun glasses
- long sleeved shirt (loose fitting)
- swim wear
- work gloves
- water bottle
- Marshalltown pointing trowel (4" or 5")
- tape measure (METRIC)
- sun protection
- insect repellent
- flashlight
- compass (preferably with adjustable declination)

- calculator (stand alone or phone app)
- roll of duct tape
- mechanical pencils & extra lead
- field journal (5" x 7" or larger). Students will be keeping daily journal notes, that will include extensive data collection. Journals will be collected at the end of the season.
- field backpack (to store your stuff while in the field)
- backpack cover (a garbage bag will do)
- any prescription medicine needed to last the duration of the field school
- extra money for incidentals

### REQUIRED READINGS

*Students will be expected to have read all the required readings before arriving on site. Readings will be used for discussion so make sure to have paper or electronic copies available.*

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

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