This summer’s archaeological field course in Barbados will focus on early plantation sites at Trents Plantation in Barbados. Our study will examine archaeological contexts associated with the shift to sugar production and the rise of capitalism in Barbados. The site has several very significant components including contexts associated with early pre-sugar living areas associated with small scale farming as well as an array of contexts associated with the large scale sugar plantation. The shift in social and economic structures at the site occurred beginning in the late 1640s. By the 1660s a full scale agro-industrial sugar complex was in operations. When the plantation shifted to sugar production there was a significant change in the labor force. In the early years of the pre-sugar era the population was made up of farmers (planters) along with between 13-14 indentured and enslaved laborers in a setting where blacks, whites (as well as people indigenous to the region) lived together in close proximity to one another. With the shift to sugar, the labor force shifted to a reliance on enslaved laborers brought from Africa via the Trans-Atlantic slave trade. By the 1660s a separate enslaved laborer settlement was established on an adjacent hillside. This separate laborer settlement was occupied by between 67 and 171 enslaved laborers from the late seventeenth century through emancipation (1834 in Barbados), at which time the community moved to a site about 500 meters away called Trents tenantry.

This season our excavations and related research (including surveys) will concentrate on the enslaved laborer settlement. This site is the only unplowed enslaved laborer context from the 17th century that has been found in Barbados. It was identified near the end of our 2013 summer field season. In 2013, we walked the site and excavated 11 shovel test pits (STPs). In 2014 we carried out an intensive STP (shovel test) survey and identified more than 15 house sites. Our surveys demonstrated the presence of a well preserved site with some houses dating to the 17th century and others projecting an 18th and early 19th century temporal context. Last year we excavated one house site. Material from the house floor dated to the late 17th-early 18th century and artifacts in the yard dated through the late 18th and early 19th centuries. This year we will concentrate on excavations of up to three house sites. Students will learn both survey and excavation techniques.

Details on the field program can be found at:  www.maxwell.syr.edu/Anthro/arch/Antfield.html
Contact Professor Armstrong at dvarmstr@maxwell.syr.edu
**First day of class:** Students will arrive on May 25th and our first day of class will be May 26th. The first day of class will include tours of the island and the site. After the first day we will meet either at our residence at 7:00 or on site at 7:30.

**Daily Schedule:**
Field Schedule (at Tubman Home and farm in Skaneateles)
7:00 Group assembles for morning orientation and discussion
7:15 Excavation and or survey
12:00 Complete work in the field
12:00-2:00 Lunch and break (time for reading and keeping up on field notes)
2:00-4:00 Laboratory or related research (end of day discussion)
Evening Occasional group meetings or discussions or public lectures

**Courses:** Students who enroll in the Barbados program are eligible for up to 6 units of credit (from the following list of courses). The minimum number of credits that a student must sign up for is three.
ANT 443 (6 units) Archaeological field methods - field school (Barbados Field Course); or
ANT 400 (3 units) Barbados Archaeology
ANT 643 (6 units) Advanced Archaeological field methods - field school (Barbados Field Course)

**Tuition:** The cost of tuition is TBA (Syracuse charges a per unit tuition, details of actual fees will be available in early February).

**Project fee/costs:** There is no direct fee but each student will be responsible for a series of field related costs including: air travel, food, accommodations at McGill University’s Marine Studies dormitory at Bellairs, St. James ($25 per person per night, plus a $15 per week Wi-Fi charge), and incidental personal expenses (including field costs of field trips, personal field equipment (3 meter tape, gloves, clip board, field journal, metric rule, mechanical pencils), and personal clothing and supplies (hat, sun screen, insect repellent).

**Air travel:** Based on individual travel arrangement and port of departure (average between $550 - $670).

**Food:** Estimated at $12* per person per day (approx. $200) – food costs are being subsidized by a combination of research grants.

**Lodging:** $28 person per day (plus $15 per week internet fee), double occupancy, dorm style room. (approx. $450).

**Field Equipment:** $10-$50 (can use items purchased for Tubman project).

**Incidental expenses:** On island travel, and activities $150 - $350.

*Optional Extended Stay in Barbados:* Students who complete the field course may stay on as part of the extended research program funded by National Geographic and National Science Foundation Grants. We will be in the field from June 15 to July 18 (for details contact Professor Armstrong).

Douglas V. Armstrong - Anthropology Department - 209 Maxwell Hall
Syracuse University -Syracuse, New York 13244
Dvarmstr@maxwell.syr.edu

Details on the field program can be found at: www.maxwell.syr.edu/Anthro/arch/Antfield.html
EVALUATION OF STUDENTS

Students will be evaluated on a series of written assignments and projects as well as their participation in field trips and group assignments.

ANT443/400: For undergraduates this class is considered an introduction to field archaeology, field methods, surveying for archaeology, and laboratory methods, it also provides a working example of the integration of historical research dealing with anthropological problems on an archaeological site.

ANT 443/400: Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily field records (turned in as excavations progress)</td>
<td>20%</td>
</tr>
<tr>
<td>Barbados Book Chapter or Article Brief</td>
<td>5%</td>
</tr>
<tr>
<td>Short Report on at least one formal or informal field trip</td>
<td>10%</td>
</tr>
<tr>
<td>Artifact summary (examining an artifact you find)</td>
<td>10%</td>
</tr>
<tr>
<td>Excavation and laboratory technique</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>15%**</td>
</tr>
<tr>
<td>Field Journal</td>
<td>30%</td>
</tr>
<tr>
<td>** Full participation is EXPECTED</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100%</td>
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</tbody>
</table>

**Graduate Student Assignments:** Assignments for graduate students include leadership responsibilities both in the field and in the laboratory. Graduate students are required to do everything that an undergraduate does and to demonstrate leadership in the field as per the following assignments. Hence the participation grade includes leadership at 30% (and no chapter or field trip report is required):

Description of Assignments

**Field Journal:** The field course is designed so that all students are provided with the opportunity to learn basic field techniques and laboratory analysis skills. We begin slowly explaining excavation techniques in a step by step process. The assignments upon which students are evaluated follow this progression. The key writing assignment for the course is the Field Journal. Field journals are basic to carefully recorded archaeological explorations. Journals are kept by the field director, crew chiefs, and participants. The field director’s journal becomes one of the primary sources of information that can be used to “reconstruct” what happened in the field and the relationship between the many archaeological contexts that are encountered. They are also a place where new ideas and interpretations can be written down as the project progresses. Each student will keep a field journal to document their excavations and experiences related to the field program. Daily entries in the field journal will begin with opening information (date, weather, assignment, observations). The student should then make short notes on the unit/level they are excavating. Finally, each day they should add a note on observations about the site and their experience.
Daily field records include filling out the formal record forms used to document the site. We will go over expectations for these records the first few days and will assist students to insure quality record keeping. A key component in field work is learning the techniques used to excavate a site.

Excavation and Laboratory Techniques: Since the learning process is closely supervised and students receive continual guidance – all students should master basic excavation and laboratory techniques by the end of the course.

Book Chapters and Article Summary: Each student will write a short summary of two chapters of a book on Tubman (1-2 pages in field notebook, review/critique on a book relating to Harriet Tubman or the “Freedom Trail”. The review should contain a brief summary of the books content and your evaluation of its merits. You will be given a format sheet that outlines expectations for this assignment.

Artifact Summary: Archaeological interpretation is dependent upon detailed information on the artifacts encountered at the site (1-2 pages in field notebook). Each student will choose an artifact (hopefully one that they themselves excavate) and research details on its manufacture, date, cost, use, and significance in the site. This assignment is designed to show not only what can be learned from an artifact but also the processes of uncovering that information.

Field Trip Summary: The field trip summary should be included in the field journal (a paragraph or two). The assignment is aimed at insuring that the key points from site tours are recorded by the student.

**Participation:** Students are expected to be present every day and to participate fully in all aspects of the field training and research program. When one reviews the course requirement one can see that participation is more than simply being present, it involves completing field records and documenting ones experiences. I am aware that family/social obligations (graduations, weddings, etc) may conflict with a schedule that goes 7:00-4:00 with a long “lunch” break. We will work Monday through Friday but may switch out days in order to accommodate one or more public dig days on Saturdays.
Expectations, Governing Rules, and University Policies

**Student Decorum:** It is important to note that in carrying out this project you are representing the University in a public setting. The Harriet Tubman Home wishes to project the high ideals of its namesake and students must always remember that they are a guest in this public environment. Our students have a strong tradition of projecting themselves in a positive and respectful manner.

**Academic Expectations:** It is expected that students will attend class, participate in discussions, and complete assignments. Make-ups for the midterms and final exams will only be given if a student contacts the instructor immediately following the missed exam and a note from the Dean’s Office is presented. Make-ups will not be given for discussion group assignments. It is hoped that each student takes full advantage of the educational opportunities that have been organized for this class.

**Academic Honesty:** All students should be familiar with the policies of the College of Arts and Sciences regarding academic honesty and plagiarism. A copy of these guidelines can be found on the web at: [http://www-hl.syr.edu/advising/honestyguide.html](http://www-hl.syr.edu/advising/honestyguide.html); [http://academicintegrity.syr.edu/academic-integrity-policy/](http://academicintegrity.syr.edu/academic-integrity-policy/); and [http://supolicies.syr.edu/fac_teach/acad_integrity.htm](http://supolicies.syr.edu/fac_teach/acad_integrity.htm).

**Disability-Related Accommodations:** Syracuse University and I are committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973. This means that no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability. If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), [http://disabilityservices.syr.edu](http://disabilityservices.syr.edu), located in Room 309 of 804 University Avenue, or call (315) 443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible. You are also welcome to contact me privately to discuss your academic needs.

**University Policy Regarding Religious Observances and Holidays:** Be advised that our class schedule may at times conflict the timing of your religious practices. Please notify me via the University’s MYSLICE notification process so that we plan ahead and develop a means of accommodation. SU’s religious observances policy, found at: [http://supolicies.syr.edu/emp_ben/religious_observance.htm](http://supolicies.syr.edu/emp_ben/religious_observance.htm).

This policy recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. An online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class.
REQUIRED READINGS  (to be distributed to students)

Armstrong, Douglas V.  
2015  *Laboratory and Field Manual – Barbados – Trents Plantation (SUARC).* – provided by Prof. Armstrong. This is a guide has three sections. The first provides a summary of the site that we will be studying. The second has details on the specific techniques that will be used in the field. The third section (largest) includes details on material analysis. Each category of artifacts (glass, ceramics, tobacco pipe, brick, etc.) has its own analysis form and analysis system.


RECOMMENDED  - NOT REQUIRED

Information on field Notebook and daily journal entries (ANT 443 or ANT400):

Field Notebook –
  • Small spiral or bound booklet (up to 5x7 inches)
  • Carry with you and add notes throughout the day
  • Record activities of each day
  • Document
    o Daily Record Keeping
      ▪ Opening information
        • Date
        • Time
        • Weather
      ▪ Record excavation information
        • FS, Unit/Level worked on
        • Locus and context of excavation
        • Individuals with whom you are working (supervisor and team members)
        • Describe what you excavated
        • Comment on context – what, why, when
        • What did you find: Delftware ceramics, glass bead, tobacco pipe, broken glass, etc.
      ▪ Record information from lectures (the site, Tubman, ceramics, glass, etc)
      ▪ Record information related to group discussions
      ▪ Record information about field trips or visitors
      ▪ Add your own observations and comments

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