This summer’s archaeological field course will explore Harriet Tubman’s House, a National Historic Landmark in Auburn, New York as well as a farm in Skaneateles, New York. This course is open to all students and offers both an introduction to archaeological field techniques and historical background into the life of Harriet Tubman and her network of family, friends, and associates. As part of the field program students will learn basic excavation, survey, mapping, and laboratory techniques. Previous excavations identified deposits that indicate Harriet Tubman’s house burned in the early 1880s and was rebuilt (probably by her husband, Nelson Davis, a brick mason). This summer we will focus our efforts on public interpretation of artifacts recovered from the site (organizing a museum exhibit and signage). We will also excavate and prepare the site of John Brown Hall (the main dormitory at of the home for the aged) for inclusion in public interpretation. In addition we will conduct comparative excavation at a farm in Skaneateles that dates to the same period as the Tubman site. Students will learn basic surveying and will engage in material analysis.

Harriet Tubman is well known for her heroic acts in liberating African Americans from slavery and fighting for emancipation. She has been described as “America’s Joan of Arc” and “the Moses of her people”. Yet, the full story of her life is little known and her continued lifelong commitment to social causes and reform has not found its way into the pages of history – until now.

In addition to serving as Harriet Tubman’s residence, the property is part of a larger complex including The Harriet Tubman Home for the Aged, a 25 acre farm acquired by Tubman in 1896 as a place to care for elderly African Americans. She transferred title to the lands of the Harriet Tubman Home for the Aged to the AME Zion Church in 1903. In the final years of her life, Harriet Tubman herself was a resident of the home. The complex of Tubman sites in Auburn include residences, dormitories, farm buildings, industrial brickworks and an array of features that have yet to be defined. Their examination will help us learn about the more than 50 years she spent in Auburn and will illuminate her lifelong commitment to help others.

The heroic acts of Harriet Tubman, as an Underground Railroad conductor and leader of the abolition movement, have secured her an honored place in American history. There are many stories about her but the details of her life and multi-faceted nature of her legacy have been obscured by time and the conditions of bondage into which she was born. This background limited her ability to write of her own experiences. Thus, many of the details of her life have remained untold. In an effort to reconstruct the details of her life and to better understand who she was as a person, Syracuse University is working in cooperation with the Harriet Tubman Home, Inc (a not-for-profit heritage property of the AME Zion Church of Western New York), owners and caretakers of this legacy property. Our shared goal is to identify and explain the archaeological resources present at ruins associated with the life of Harriet Tubman.

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: Our initial orientation session on Monday, May 11\textsuperscript{th} will be held on the Syracuse campus (Lyman 411). We will then proceed to the site. After the first day we will meet on site for the remainder of the course (Mon-Fri. 9:00-4:00; plus at least one Saturday public dig day). This field program is open to all students and has no prerequisites other than the desire to learn. Details on the program are on the back of this sheet. Further information can be obtained by contacting Professor Armstrong (see below).

**Daily Schedule:** May 11\textsuperscript{th}, Monday, meet on campus – Lyman 411A – 9:00 am.
We will have an orientation session then travel out to the sites. We should return to campus by 2:00 to allow students time to buy personal excavation equipment and supplies.

Field Schedule (at Tubman Home and farm in Skaneateles)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Group assembles for morning orientation and discussion</td>
</tr>
<tr>
<td>9:15</td>
<td>Excavation</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00</td>
<td>Laboratory, Excavation, and or lecture</td>
</tr>
<tr>
<td>3:40</td>
<td>End of day meeting and discussion</td>
</tr>
<tr>
<td>4:00</td>
<td>End of the day</td>
</tr>
</tbody>
</table>

**Courses:** Students who enroll in the Harriet Tubman 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 (Harriet Tubman Field Course); or
- ANT 400  (3 units) Tubman Archaeology
- ANT 643  (6 units) Advanced Archaeological field methods - field school (Harriet Tubman Field Course)

Note that the Virgin Islands field programs are offered under different listings.

**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:** You will have out of pocket expenses associated with field trips, field equipment and books.

**Lodging:** Students arrange their own lodging in the Syracuse area. Housing is available at Syracuse University (see SU Summer Sessions Bulletin)

**Transportation:** Students will arrange car pool transportation to Syracuse/Auburn. On the first day of class (on campus – Lyman 411) we will **arrange a car pool schedule** to insure transportation for everyone from Syracuse to Auburn each day.

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

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Douglas V. Armstrong - Anthropology
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Syracuse University -Syracuse, New York
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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:

- Daily field records (turned in as excavations progress) 20%
- Tubman Book Chapter Brief (two chapters) 5%
- Tubman article brief 5%
- Short Report on Field Trip 10%
- Artifact summary (examining an artifact you find) 10%
- Excavation and laboratory technique 10%
- Participation 10%**
- Field Journal 30%

** Full participation is EXPECTED

ANT643: For graduate students, while it may be one’s first formal training situation in the field, the expectations for mastering the materials and demonstrating leadership are essential to the overall field training experience. It is expected that graduate students will not only demonstrate basic understanding of field techniques but will be able to demonstrate and explain those practices to others. Moreover, by the end of the class they should be prepared to assume leadership roles in excavations in a wide variety of settings including their own dissertation research.

ANT643: 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:

- Daily field records (turned in as excavations progress) 20%
- Tubman Book Brief (4 to 5 page critique) 1 @ 10%
- Artifact summary (examining an artifact you find) 10%
- Detailed elaboration on artifact in relationship to one or more analytical techniques 10%
- Excavation and laboratory technique 10%
- Leadership (communication of techniques and field practices) 10%**
- Field Journal including rotations keeping daily records in the site’s master field note register 20%
- Supervision of field lab (rotation) 20%

100%
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 9:00-4 Monday through Friday. It is ok to take one or two days off to attend a graduation or wedding as long as you let me know in advance.
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 midterm 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 MYS Li C E 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.
READINGS  (distributed to students)

Armstrong, Douglas V.
2015  Laboratory and Field Manual – Harriet Tubman Site (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.

Armstrong, Douglas V.

Armstrong, Alan D, and Douglas V. Armstrong

REQUIRED OR RECOMMENDED BOOKS: Select one book marked with *** for book review and discussion

Hester, Thomas, R, Harry J. Shafer, and Kenneth L. Feder

Bradford, Sarah  ***

Larson, Kate  ***

Sernett, Milton  ***
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
  - 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: Rockingham 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

Hypothetical: Field Journal of XX (your name) - Daily Journal Entry (example…)

5/17/ 2014
To field 9:00am
Clear, 60s in AM,
Afternoon clear, mid 80s
Out of field 2:30 – to lab
Finished lab – 3:40
Group discussion – discussed excavation strategies.

Orientation to Excavation
FS 1555. Unit:  82/96, Level 1
Cleared sod with shovel and began excavation with trowel. Dark brown moist soil (ground is wet). Excavated to 10 cm. no change in soil color identified. Stopped at 10 cm as per excavation protocol (see 2011 lab manual), Artifacts include some ceramics, plastic and glass. Excavated with xx and yy.

FS 1556:  Unit 83/96, Level 2
Excavation begins at a depth of 10 cm. excavated to 20 cm. Dark brown soil (arbitrary level – no change in soil color. Ceramics and glass, 1898 Indian head cent. It looks like soil is about to change to a light tan color soil. Excavated with xx and yy (list the students with whom you worked).

Observation: Excavation to 20cm is primarily over burden and recent materials. However, at 20cm. soil is beginning to change color and all of the artifacts appear to be older. Noticed change in the types of materials present. Ceramics from the lower level date to the last two decades of the 19th century….etc.
Mid-day I worked with the survey team and learned how to use the total station. We discussed the sequence of construction and the impact of the 1880 house fire during our afternoon discussion.

Comments on lecture or group discussion.......... 
Comments on field trip......... 
Comments on specific finds or contexts......