Syllabus

American University
ANTH 560
Great Dismal Swamp Archaeological Field School
May 17-July 3, 2011

FIELD SCHOOL STAFF:

- **Professor Daniel O. Sayers**, PhD, Project Director
  - *AU Anthropology Assistant Professor*
- **Professor Lance Greene**, PhD, Precontact Research Director
  - *AU Anthropology Assistant Professor*
- **Daniel Lynch**, MA, Geophysics Research Director
  - *Soil Sight Inc. and Doctoral Student, Archaeology, UMass, Amherst*
- **Will Moore**, MA, Precontact Research Consultant
  - *William and Mary Center for Archaeological Research*
- **Cynthia Goode**, BA, Research-Teaching Crew Chief
  - *AU Doctoral Student, Archaeology*
- **Jordan Riccio**, BA, Research-Teaching Crew Chief
  - *AU MAPA Student, Archaeology*

COURSE LOCATION:

The course is, for the most part, an off-campus course. Fieldwork will be performed daily in the United States Fish and Wildlife Service Great Dismal Swamp National Wildlife Refuge (NWR) that is located in Virginia and North Carolina. The Refuge is approximately 190 square miles in size—it is a big one—and the USFWS Refuge office complex is located at the edge of the swamp near Suffolk, VA. We will be working with Refuge staff throughout the project. The Refuge is under the general jurisdiction of the USFWS Region 5 office located in Hadley, Massachusetts. Some of the coursework will take place at AU’s campus, including the introductory meetings and the course wrap-up periods where we will do some lab work and have final discussion.

CONTACT NUMBERS AND INFORMATION:

This information will be provided on a separate sheet so that participants can more easily carry with them and provide to family, friends, etc.

COURSE BACKGROUND: PROJECT HISTORY AND GOALS

This class represents the third annual archaeological field school at American University that will be focused on the Great Dismal Swamp NWR of Virginia and North Carolina. These field
schools are part of a “second phase” of research in the swamp that build off of several seasons of work performed by Sayers between 2003 and 2006 while in attendance in the department of anthropology at the College of William and Mary, Williamsburg, VA. During that time, three seasons of archaeological work in Refuge were performed by Sayers and occasional volunteers with each season being about 8 months long (September-June); Lynch began his association with the project during this time as well (2005). This first phase of work culminated in Sayers’ doctoral dissertation analysis in 2008. Meanwhile, second phase AU archaeology field schools have been important in our development of new directions of thought and interpretation. The project, inclusive of all phases, is called the Great Dismal Swamp Landscape Study (GDSLS).

The GDSLS and the results of research performed under its aegis have caught the attention of the media, artists and filmmakers, academicians, several Federal agencies, and many in the public sector. It has been an increasingly visible and impactful archaeological project on several scales since its inception; for example, in June 2010, the GDSLS won a nationally competitive National Endowment for the Humanities “We the People” Collaborative Grant that will support a variety of research endeavors by several colleagues across many disciplines for 3 years. 2011 field school participants in the course will help further the multivariate ways that this project influences public, governmental, and academic understandings of US history and the history of the Great Dismal Swamp.

While details of the swamp history and GDSLS research goals are provided in course readings, a brief outline of the swamp history, the GDSLS, and its research goals can be provided here.

**Swamp History**

**General Timeline**

*Pre-colonial epoch=10,000 BCE-1550 BCE

*Colonial Era=1600-1660

*Chattel Slavery Era=1680-1860

*The Rise of Industrialism/Industrial Revolution=1790-1860

**Specific Historical Developments**

- Indigenous Americans occupy the Suffolk Scarp (now the western edge of the swamp) from 10,000 BCE to after Contact
- Swamp forms between 5000 and 3000 BP—originally around 2,000 square miles in size (about double the size of Rhode Island).
- Roanoke Colony (1587) and Jamestown (1607) settled by Europeans in swamp region.
• Indigenous Americans occupy swamp interior after Contact and form communities—1600-?
• Resistant African Americans who flee from slavery, or maroons, occupy swamp and form communities—ca. 1670-1860.
• Canal companies buy swampland, begin to build canals and lumber trees in swamp through labor of enslaved workers who form communities in the swamp—1763-1860.
• Swamp communities throughout historical period are established on dry ground, including islands.
• Swamp dwindles to current size after Civil War, 20th century largely wood products and hunting, USFWS takes over stewardship of current swamp in 1974.
• 2004, Refuge becomes part of the National Park Service Network to Freedom, a national park that commemorates the Underground Railroad.

The people that occupied the swamp that are of particular interest to the GDSLS are:

• Indigenous Americans
• African American Maroons
• African American enslaved canal company laborers

The GDSLS has been focused on recovering evidence of the permanent communities that these groups formed between ca. 1600 and 1860.

GDSLS Research Goals, 2003-2006

• To review primary documents to ensure that archaeological sites associated with 1600-1860 swamp communities might be extant in the current USFWS Great Dismal Swamp NWR.
• Develop predictive site location and artifact distribution models prior to survey to insure appropriate and productive recognition of historical settlements when evidence is found.
• Perform site discovery survey and excavations in NWR (Season 1, 2003-4).
• After site discovery and survey excavations, perform intensive excavations to locate cultural features, including architectural footprints, refuse disposal areas, and material culture associated with historical communities and compare with model predictions (Seasons 2-3, 2004-6).
• Interpret archaeological and landscape information to understand community systems, subsistence practices, trade relations, and periods of social and economic transformation in swamp (2006-2008[present]).
• High-level interpretation and analysis involving a variety of issues including exile, alienation, political economy, and global connections between sites in the swamp and outside world—bringing it all back to anthropology (2006-present).

GDSLS Research Goals, 2009, 2010, and beyond

• Test hypotheses regarding impact of canal period transformation in the swamp on interior maroon communities, 1800-1860.
• Expand archaeological focus to include pre-colonial epoch and post-Civil War histories.
• Perform more site discovery survey particularly in NC area of GDSLS focus.

Non-Research Goals, 2003-present

• Provide USFWS with site location models for entire Dismal Swamp NWR for them to use in protecting and conserving unique and invaluable cultural resources across landscape.
• Public awareness and engagement with the social history of the swamp.
• Academic dissemination of results of research, collaboration among academics, government, and public groups.
• Teaching swamp history and archaeological research methods within Refuge (field schools).

COURSE DESCRIPTION

Preamble

Unlike any other course one can take in archaeology, field schools, in principle, are designed to thoroughly immerse students for longer durations in intensive research-learning environments that allow for the impartation of key areas of archaeological research and methods, field interpretation, and research experience. Field schools are unique and rewarding opportunities for students and instructors. It is also important to note that archaeological field schools are important rites of passage in the profession and for anyone who takes such a course; it is difficult to meet an archaeologist who does not recall their field school with great fondness and detail while also marking it as the beginnings of their career. This course follows in the grand tradition of field schools in the profession. Furthermore, given the remote and underdeveloped location of the research area, the wetlands nature of the landscape in which we will learn and perform research, and, the social histories under exploration, enrollees will contribute to an important and one-of-a-kind project, and, will be participating in a unique program even among field schools.
The Description

In this course, students will learn the fundamental and traditional methods of archaeological excavation and survey while also learning archaeological techniques unique to this project and this landscape. The GDSLS is also reasonably technologically integrative. So, beyond traditional methods of research, students will learn how to use sophisticated research and data collection techniques/technologies and why they are useful to archaeology. There will also be a laboratory component to this course that will further provide participants exposure to material culture, artifacts, and the process of cataloging and describing objects and field finds. All field research performed in the course will be part of the overall GDSLS research program and enrollees will be making significant contributions to this ongoing project—in short, enrollees will not only be learning a wide range of archaeological methods, techniques, and interpretive processes, they will also be key participants in a research program that is much bigger than any one person participating in it. This field school will represent a group effort at making significant contributions to African American, Indigenous American, and American histories that are incredibly under studied and poorly comprehended.

TEACHING OBJECTIVES

- To provide a hands-on and active learning environment throughout the course.
- To demonstrate the effectiveness of archaeological methods and interpretation in understanding history from anthropological perspectives.
- To provide the class structure wherein/whereby students will learn how collective, group research works and how to be integral members in a research group and program.
- To demonstrate the significance and importance of the social and economic history of the Great Dismal Swamp.
- To provide a course that clearly imparts how the operationalizing of archaeological methods and perspectives does provide important avenues of research into anthropologically-focused history.
- To create a learning environment where participants have a good time and memorable set of experiences.

LEARNING OBJECTIVES

- Participants will learn a wide variety of archaeological field methods, including proper excavation techniques, site survey, geophysical remote sensing, GPS and compass use, remote landscape navigation, artifact identification and recordation, documentation of research activities and data, and, research photography.
- Participants will learn the basic ways that archaeological interpretation happens in the field.
- Participants will learn how to do research as a team operating within an overarching project structure.
- Participants will learn basic issues archaeologists face in working with federal agencies and the public.
- Participants will learn key aspects of the social and economic history of the Great Dismal Swamp and the Tidewater region.
- Participants will fully understand how archaeological research fits into anthropology as a discipline.

**GROUND RULES FOR PARTICIPANTS**

*This is not your typical class.*

Participants who are taking the course for academic grades (A-F) will be given a grade based on participation; a demonstration of a continued willingness to learn the methods of archaeology and contribute to the objectives of the class; a unfailing resoluteness to follow safety protocols and rules regarding behavior and action in a National Wildlife Refuge and outside it; and, maintaining a positive attitude individually as a means of having a consistently joyous and productive collective/group morale while in the field and outside. Those enrollees who are not taking the course for academic grades are also fully expected to follow the above guidelines. We are all in this together and these criteria for grading also help insure that we all have one of the most memorable and effective classes in which we have ever participated.

The grading areas break down as follows:

1.) Participation (25%)—consistent attendance in the field.
2.) Learning and comprehension of methods (25%)—doing good and thoughtful archaeological work.
3.) Safety Comprehension (25%)—quick and consistent apprehension of how to act, behave, and safely use equipment in and out of the field.
4.) Attitude (25%)—consistent contribution to positive group culture and dynamic in and out of the field.

There are a few reading assignments (no textbook), no quizzes, and no tests for this class. Enrollees will be assessed in the four main grading areas above by the staff in the field—your learning how to excavate a square hole is our job while being willing to learn to excavate a square hole is your job, for example. Sayers or other staff members will meet with each enrollee during the middle of the semester to discuss individual participant wonderfulness, shortcomings,
concerning behavior, etc. to insure that everyone has the best chance of receiving that “A” mark for the course by the end.

*One Credit hour (Doctoral), 3 Credit Hour, 6 Credit Hour, 9 Credit Hour participants*

Everyone is asked to attend the course for its entire duration (excepting those who have made Professor Sayers aware of contingent circumstances that require early departure).

The main reason that so many options were made available this season was so that students could choose what amount of credit they wanted to get out of the course—it is not intended that varying credit hours and types mean that there will be differential *durations* of participation among enrollees.

*Important Maxims and Snippet Wisdom*

Participants must be mindful at all times of a few entirely critical aspects of archaeological research.

- Ideally no mistakes are made in excavating and recording data—none.
- Decisions about procedure tend to take time..and patience.
- Murphy’s Law reigns in archaeological research.
- Archaeological research is very slow going, requires meticulousness in approach, and, demands patience from every participant.
- Personal and group safety is an absolute priority.
- Teamwork and group-sense imperative to success.
- Dirt must be appreciated; dirty clothes and bodies accorded the same respect.
- Archaeological excavation is an experiential privilege, sites and artifacts are worthy of constant respect, and attention to details and one’s actions is mandatory.

Participants must be mindful of the various realities of learning and teaching.

- Mistakes will be made when excavating and recording data but it is expected these will decrease as participants learn the methods and purposes of excavation and recordation.
- It often takes hours, even days, to make decisions on how to proceed with specific excavations, survey strategies, and, other forms and aspects of fieldwork.
- Murphy’s Law reigns in archaeological research—there is absolutely nothing we mere mortals can do about that.
- You will start out very slow in your approach to work and will probably pick up the pace as you get more and more comfortable in doing archaeology.
- With the right mindset, personal and group safety will quickly become a natural and instinctive aspect of your work.
- We will become a team possessed of a spirit of camaraderie before the first few weeks have passed.
• You will come to love dirt and dirty clothes—guaranteed.
• You will be handling the things that people left behind and you will be excavating the remnants of their houses and fire pits, for example; you will come to realize why probing into the lives of people who lived long before any of us opened our eyes to the world is in fact a poignant and thought-provoking experience.

The objectives of research and teaching take a little time to come into harmonious practice. You must be braced for knowing ideal expectations of research and then making mistakes in relation to those expectations. You must also be ready for myriad things going wrong, or not in accordance to plans, because that is simply the way this kind of effort goes: cars may break down; rain may hit the minute we get to a site; equipment may break right when we need it most; we may get detained by extended conversations/meetings with non-project people; we may find that a bear has chewed up an important piece of equipment; and, work days get off to slow starts-whatever. Sometime, things just happen the way they will; we just do what we can to limit the impacts and consistency of such unpredictability in fieldwork.

It is asked of each enrollee to realize that we have tried to foresee everything possible, as well as set the contours of the course in solid fashion, but things directly related to shortcomings in planning will probably emerge. Please be patient and feel free to help staff think through such issues should they arise.

*Perhaps the Most Important Facts*

We are not in a hurry, we have no specific amount of work we wish to get done, and, this is not a “job” for enrollees—you are asked to immerse yourself wholeheartedly into several weeks of field work because it takes an appreciable amount of time to learn/teach archaeological methods.

Too often, archaeological field schools are run and operated primarily as research projects and only secondarily as teaching programs. In such scenarios, students are generally made to feel like employees or workers who somehow “owe” project directors hard labor and yet maintain positive attitudes. We believe this is entirely the wrong emphasis and approach to archaeological field schools. This field school prioritizes creating a community of student-researchers who will be urged to develop individual interests within the course and develop areas of emerging expertise. In order for this environment to develop and be maintained throughout, there must be structure of course—and a research and teaching agenda built into the program. Thus, we will make every effort to get to the sites according to daily schedule, to do fieldwork the bulk of each week, etc. But, enrollees should be aware that the class structure has built-in flexibilities and that the staff is not walking into the course with a pre-determined amount of excavation that will be done, or number of new sites discovered, or square meters of geophysical survey that gets done, for example. Our project research design is built around testing a few research hypotheses—answering a few questions—but it is not based on being able to answer those
questions by a specific point in time. Thus, for example, the 2011 field school will be expanding on the fieldwork done in previous field schools wherein we did not, in fact, collect enough information to answer our primary research questions (indeed, we did not expect to answer all questions after a couple season); our research schedule will be similarly open-ended. This open-ended research program reflects the learning and teaching emphasis of GDSLS field schools.

*The Field School Staff*

The field school staff is comprised of a range of experts in various aspects of archaeological research AND, for the most part, people who have experience working in the swamp and interpreting its archaeological record. Enrollees will benefit from staff archaeological and swamp expertise throughout, and, in the end, students will become part of the small, but growing, group of people who know the Dismal Swamp and its archaeological resources through experience.

Enrollees should take full advantage of this opportunity to really come to understand the significance of their own work and contributions in this project through conversing with and questioning our knowledgeable staff (I know this last part sounds like a motel chain ad but it is true, even if corny). Field school staff members are present to assist and provide mentorship to each and every enrolled participant. This is a class that is happening within a research program so staff decisions will be made in ways that help us meet teaching and research objectives—because it is an academic course, teaching objectives will be prioritized as much as is possible as long as there is no risk to cultural resources and the condition of the archaeological record. Generally, research and teaching objectives should dovetail easily and cause minimal issues in our daily class agendas.

*The Learning Curve Course Structure*

Enrollees should be prepared for the following: participants will largely be informed what to do for the early weeks of the course and, as they learn the nature of archaeological fieldwork, they will be increasingly consulted on how the research should proceed. By the end of the field school, enrollees will be asked to contribute their ideas on how research should proceed as well as for their interpretations of archaeological features and materials. Until you know what you are doing, you should be prepared for being directed on how to excavate, survey, interpret, and comprehend on-site information by staff—while your work is *very much* appreciated your efforts will be closely guided early in the course. Progressively, enrollees will be asked to make decisions with staff and, on occasion, on their own. This is the skills-learning process in action.
Fieldwork and Research Location

Our central crew research station will be located on the Nameless Site, a 20-acre island in the NC portion of the NWR. In particular, we will be focusing much of our research attention on site’s highpoint—the Crest—on its far western end (the furthest point on the island from where we park every day, of course). We will also be doing some excavations near the crest but at a lower elevation at a part of the island that we have called the North Plateau. With 15 people working, it will not be long before the Crest and North Plateau areas are full of open and active excavation units.

The nameless site has been a focal point of GDSLS research since early 2004. The island site is located some 2.5 miles into the swamp interior in the North Carolina portion of the Refuge. It has varied topography with a general distinction between its east half and west half. The east half stands between 1-3 feet above swamp level and has been only minimally examined through this project. The west half of the nameless site is naturally divided by an erosional channel, or the “Ravine” as we call it, that in effect creates north and south areas. South of the Ravine, the island consists of a series of plateau like areas, usually between 1-3 acres in size that gradually rise to the Crest located on the island’s west end. Meanwhile, the North Plateau (north of the Ravine) is relatively uniform in elevation; it stands perhaps 5 feet above swamp level and is 3 acres in size.

During the first phase of GDSLS work at the nameless site, the entire island was surveyed (walkover, visual survey, and treefall artifact recovery) and 80 shovel test pits were excavated across the island. Later, intensive excavations were performed on one plateau area, where over 100 excavation units were placed and hundreds of cultural features and artifacts were recovered. All evidence pointed to intensive settlement on the island between 1600 and 1800 and minimal evidence of post-1800 settlement. Thus, for ca. 200 years, significant social systems and numbers of people used the nameless site as a place to live permanently; the majority of residents were likely African American maroons and Indigenous Americans, the latter especially prior to ca 1680.

Second phase archaeology, namely the AU field schools, has focused on the island Crest to answer a series of questions centering on what happened to the island community after 1800. We have already recovered a range of materials that had not been seen before at this site in Crest excavations, many of which may date to the post 1800 period. We have also observed many cultural features in Crest excavations, representing pretty intensive settlement much like we have seen elsewhere on the island. Thus, we are increasingly confident that the Crest was occupied until 1800—just like the rest of the island—and that there may be a post-1800 presence evidenced as well.

In 2010, the field school also began excavations on the North Plateau, just across the Ravine from the Crest and our excavations there. It was hoped to develop a sense as to whether the
Ravin marked areas of different space and land use for this interior community. Also, because some of the few hand thrown ceramic sherds found at the site came from shovel test pits on the North Plateau just north of the Crest (in 2004), our staff interests in precontact and historical Indigenous American residents of island drove some attention to the area. Thus far we excavated only 7 units and 6 of the units were quite interesting in terms of what they contained. Thus, we are planning on doing some further work on the North Plateau during this field school (much more detail on GDSLS excavations and plans for 2011 will be provided during course orientation).

Daily Work

What to expect:

40 minute drive from house to where we park in the Refuge.

A 3000 ft walk from cars through standing water and then across the island carrying backpack and occasional pieces of equipment. Plan on about 30-40 minutes for this walk. Thus, we will be walking over a mile a day of walking, much of it in water and mud.

80-100 degree days, especially after June 1. Extremely high humidity. Lots of bug spray.

And then there is the actual research:

This year, we will continue excavations on the Crest and North Plateau. We will likely have each student excavate and record his or her own unit rather than set everyone up in pairs. However, because we will be focusing on fairly tight areas, most excavators will be working near other folks—so no one will get too lonely. This means that every student will be responsible for all aspects of excavation and recordation in each unit they work in, except photography and a few other things.

We take lunch around 12-12:30 each day, usually for about 20-30 minutes. Everyone is encouraged to bring additional small snacks (e.g., energy bars, fruit, nuts, etc.) for sustenance throughout the day.

We do not take formal breaks usually, other than lunch, but everyone is encouraged to break when they need to throughout the day.

We will have two tent bathrooms set away from the work area for our inconvenience.

We will have a relatively large screen tent set up near the excavation area for breaks, getting out of the sun, etc.
Non-Site Fieldwork

We have enough people to justify and work into our course some site discovery and survey work. If we decide to perform site discovery survey, it will entail small satellite crews wandering into the swamp from our central site in the hopes of actually finding previously unrecorded sites and other loci of archaeological interest. This will not happen until everyone is reasonably acclimated and used to working in the swamp. But, such work will always be done with at least one staff member and two other people and on a rotating/personal interest basis.

Site and Fieldwork Safety

This aspect of our research work will become second nature. However, a few key aspects can be noted here.

- When not in use, shovels, should ALWAYS be placed on the ground so that the blades are face-down.
- Some of us will have machetes. These are 18-22 inch long bladed knives. Only those that wish to learn how to use them properly and safely will handle them at anytime.
- Footwear will be substantial (boots, thick tennis shoes) for each participant everyday at the site.
- Water will be drunk regularly and often—by everyone.
- Breaks will be taken by each of us at the first sign of unfamiliar sluggishness and unfamiliar fatigue. Staff should be told immediately of any such symptoms.
- Food will be simple, light, and we should avoid excessively aromatic meals.
- No throwing of anything (especially quickly or without looking first).
- Running should be avoided.
- If we see a snake, there will be no curious approaches to them or efforts to talk with them face-to-face. Staff members are to be alerted promptly to their presence.
- We will all wear snake guards on legs throughout the day and under waders when getting to and from site.
- If we hear odd rustlings or noises in the woods beyond our work areas, we shall retort by making noises of a louder-than-usual nature.
- There will ABSOLUTELY be no intentional harming of animals—unless personal safety requires it. Sayers will send you back to DC promptly on the next flight out of Norfolk. This is their world, so to speak, not ours. The instinctual slapping of ticks, mosquitoes, and biting insects is grudgingly an exception to this rule.
- We must be mindful that the NWR is home to a variety of rare and endangered species of plants. Our impact footprint will be constantly assessed to assure minimal impacts. We do not want people getting bored and running around hacking down branches and
undergrowth because machetes are fun to use—group/personal safety also requires we avoid this kind of behavior. Try whittling or singing for the crew if you need a break.

- We must haul out all potentially appealing wrappers, scraps of food, and waste everyday—we do not feed the bears or otherwise excite their olfactory curiosities when it can be avoided.
- No one goes off into the swamp, or on a walkabout, without a radio and, with few exceptions, at least one other person. Learning one’s environment is a key part of this experience but safety is an absolute priority. All enrollees can rest assured that there are few things easier to accomplish in this world then getting lost in the Great Dismal Swamp. Please, please, accept this fact. Stay close to others and the main excavation areas unless asked by staff to do otherwise. Never go off walking without telling a staff member and nearby crew members.
- When satellite crews go to survey off-site, they will mark trees with flagging tape every 10-20 feet—the Breadcrumbs Principle.

**LODGING AND LIVING ARRANGEMENTS**

*Housing*

Crew House: 114 Northgate Lane, Suffolk, VA 23462

Approximately 40 minute drive from where we will be working.

Parking may be limited so let’s figure out ways to carpool and bring only vehicles that are needed.

We will be residing at a large modern house at the above address in the northern part of the City of Suffolk for the duration of the field school (save campus periods). The house is unfurnished—yes, unfurnished—and we will be filling it with basic camping gear and equipment. Thus our seating in the house will be camp chairs and what not. If we have the time, I may take a volunteer or two to a thrift store in the area and pick up a decent sized couch, coffee table, and other manageable pieces of furniture to help create a comfortable living room for the house—but that would be it. Otherwise, you are urged to stay in something of a camping mindset even though the house will try to coax us into thinking we should have all sorts of trappings to come home to.

There are several rooms in this house. Students and at least one crew chief will stay in this main house—it may be cozy, it may be amazingly spacious. But, as rooms will need to be shared, we need to share according to what is most comfortable for everyone (I imagine that same-sex room sharing is best but you can decide that).
There are five (5) full baths in the house. These will be shared but I imagine that proximity to rooms will generally dictate which ones individuals gravitate towards. There is also a Jacuzzi or jet tub of some sort on the deck. We will deal with that when we get there but we will probably not make it operational.

The house backs a river and has a dock for water access—could be fun.

There is a garage that will be used for equipment storage and any evening meetings that we may want to have.

Most staff will bunk in the basement and/or garage

*Transportation*

There will **not** be a specific or specified AU vehicle that travels to and from DC each weekend. That is just not manageable. So, if you need to get to DC any specific weekend or all of them please see Sayers to go over options.

We will have one large crew van and one vintage Suburban for travel to and from the swamp each day—students will not likely be asked to use their vehicles for actual fieldwork transportation (staff, however, may be asked to help out with their own vehicles on occasion).

Students are urged to bring some vehicles to be used outside the swamp. Having free vehicles available will open up weekends to exploring the region and for ridesharing to DC on any given weekend. If anyone’s vehicle is used for Field School related errands (e.g., groceries, etc.), the owner will be provided gas money.

*Communality*

No, this is not a commune. But, then again, it bears some of the hallmarks of such situations. We will be maintaining the group camaraderie and safety *mentalite’* and culture at home as we do in the swamp. We will also be approaching the chores and daily tasks of house and crew life in fair and, when possible, collective ways. We will be polite to one another at all times, respectful of other people’s schedules and needs, and, geared towards making sure we do all that is possible to maintain group cohesion and solidarity. Everyone will clean up after themselves—or you’ll be ushered to the barn—and help keep things reasonably tidy and livable (if you see a dirty dish, wash it).

We will be cooking and preparing meals all the time—or so it will seem. So, while we will be back at the house by 5 pm or so our group duties will not be over. We will need to set up teams and such to prepare lunches as well as dinners; such is the time-honored tradition of field schools
(so, no, we won’t be ordering out every night). These will probably need to be scheduled at the beginnings of weeks to be successful. There will also be other preparatory tasks that need to be done on occasional evenings and enrollees should be prepared for such things.

We will have several bathrooms but with 15 or so people living around the house we need to approach the bathrooms with politeness and with respect for everyone’s privacy. I have a few ideas about how to generally deal with bathrooms that we can discuss once we get going and see how things play out a bit.

We have to be smart and safety-minded around that river and dock. To avoid slips and falls, let’s consider flip-flops, sandals, etc. as being a very wise thing to wear.

We all pay for anything we break—so, let us approach appliances, doors, etc. as gingerly as possible.

We may have different sleeping and downtime schedules during the workweek. Thus, there may be some who wish to retire at 8 pm and some who retire at a later hour. I think we ought to consider having the back porch, or maybe the basement, as the place for folks who stay up later. Like much else, we can work this out as we settle in but it is a first thought.

**Neighbors**

We will have them and this is a pretty suburbanish neighborhood that we will be in. So, we must all be very mindful of noise and sounds that are disruptive to the serene neighborhood atmosphere—that is, we shall not, if we can reasonably avoid it, be the cause of any aural or visual irritants for the neighbors. Neighbors hate aural and visual irritants. So, walk over and ask--don’t stand and yell. We should probably impose an outdoor quietude hour—maybe 9 pm or so. Music should be played at listening levels not self-immersion levels. I think we all know where this going—everything in moderation when it comes to respecting neighbors’ rights to a peaceful night’s sleep.

**Illegal Drugs**

Illegal drugs are not tolerated or allowed. There will be no use or possession of illegal drugs at the crew house or in the Refuge—no exceptions. Enrollees are responsible for knowing which substances are uniformly federally illegal (e.g., Marijuana, LSD, etc.). AU policy forbids them as does the GDSLS program.

**Tobacco**
Tobacco smoking, legal as it is still, will be done outside at all times.

**Fridays**

In theory, Fridays are not optional attendance days. However, if anyone finds they need to travel to DC for a given weekend and leaving earlier on Friday would be beneficial we can allow that—just don’t abuse the flexibility.

As the course evolves, we may turn to half-day Fridays where we have lectures, lab work, etc. till 11 or 12.

If anyone needs to work in DC on every weekend, please see Sayers to work out a plan.

**Food**

All food that is consumed at the house and in the field is covered by our class budget. However, we must make group efforts at procuring food each week. We will sort this schedule out as we go.

**Costs**

Each enrollee should find that the daily costs of doing this course are minimal. Only things like cigarettes, souvenirs, new tunes, things you want for personal reasons, etc. will not be covered. We can go over related issues once class gets rolling.

**Weekends and Down Time**

Chesapeake VA is in the heart of an activity-rich region—it really is. The city of Norfolk is a short distance away and it does have a nightlife and concert venues; Virginia Beach and even the Outer Banks are not located all that far away (Va Beach, 20 minutes; Outer Banks, maybe 40 minutes). Also, Yorktown and Williamsburg are nearby as are numerous plantations and museums. Anyway, you get the drift—plenty to do in these parts especially on weekends when everyone is more or less free to take their time doing what they want. Only three caveats about weekend trips:

1.) In most cases, transportation must be found by enrollee and cannot be provided by AU.
2.) Enrollees must provide staff with a contact phone number where they can be reached for that trip and let staff know where they are planning on going—only generally.
3.) Students are on their own for food and such if they leave crew house; however, students can take crew house food with them on their journeys if they so choose.
4.) Be back and ready to hit the field by 7:30 am Monday morning.

**COURSE SCHEDULE**

**WEEK 1**

**Tuesday, May 17**

10am-12pm—introductions, go over syllabus, pressing questions from enrollees, etc.

12-1pm—break for lunch

1-3pm—Introduction to Great Dismal Swamp Landscape Study, slide shows, film clips, framing project in related research in archaeology, anthropology, and history.

Readings for today will be posted in BlackBoard

**Wednesday, May 18**

10 am-12pm—A crash course in archaeological method and field issues, then connected with GDSLS.

12-1pm—lunch

1-2pm—review note taking, field forms, etc.

2-3pm—examine examples of artifacts and such from the Great Dismal

3-4 pm—site safety and non-site safety discussion

Readings for today will be posted on Blackboard

**Thursday, May 19**

8am—meet at Hurst Hall to pack vehicles and go over any remaining issues.

11am—depart for crew house in Chesapeake, VA

(lunch en route—we will stop so bring a sack lunch or plan on grabbing fast food or something)

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1 Course Schedule does not reflect days missed because of vagaries of weather, vehicle problems, or days on which we elect on last minute to do tours of sites and towns of historical interest. Also not listed are the planned once-a-week evening lectures/discussions led by staff and/or students, Sunday or Monday night grocery runs, or other errand runs that must be done unpredictably in evening hours.
3pm—arrive at crew house, unpack, select rooms, and reconvene to go over what we need for house, make grocery list, etc.

7pm—First Night fun

Friday, May 20

9 am—go buy things we need, make big grocery run, errands—get the house in basic working order before we begin daily field excursions.

12—lunch, everyone probably on their own depending on how split up we are doing errands.

1 pm—depart for Great Dismal Swamp. All equipment repacked as necessary.

1:30—begin swamp tour; various sites that have been explored through GDSLS, possibly meet with USFWS personnel.

2:30pm—by this time, we want to be heading to the central site we will be working at. Rest of day spent hauling equipment to site, setting up our field site.

4:30—depart from site

5:30—arrive at crew home

Saturday May 21-Sunday May 22

No Class

WEEK 2

Monday May 23-Friday May 27

Everyone should be at the crew house no later than 7:30 am

Daily Schedule for week:

8:30 am—depart for the swamp

5:30--arrive home
Tuesday—No field work; crew trip to Williamsburg for tour with archaeologist Marley Brown III through Colonial Williamsburg and William and Mary. If time permits, we will head over to Jamestown for a couple hours after Williamsburg visit.

Saturday May 28–Sunday May 29

No class

WEEK 3

Monday May 30—Friday June 3

Everyone should be at the crew house no later than 7:30 am

Daily Schedule for week
8:30 am—depart for the swamp
5:30--arrive home

NOTE: Geophysicist Dan Lynch arrives for week. Geophysics incorporated into our daily work schedule this week.

Saturday June 4-Sunday June 5

No class

WEEK 4

Monday June 6—Friday June 10

Everyone should be at the crew house no later than 7:30 am

Daily Schedule for week
8:30 am—depart for the swamp
5:30--arrive home

NOTE: Not secure date yet, but trip to Kiskiak Site Field School and visit with archaeologist Martin Gallivan planned for around this time. We will also try to visit Yorktown that day.
Saturday June 11-Sunday June 12

No class

WEEK 5

Monday June 13-Friday June 17

Everyone should be at the crew house no later than 7:30 am

Daily Schedule for week

8:30 am—depart for the swamp

5:30--arrive home

Saturday June 18-Sunday June 19

No class

WEEK 6

Monday June 20-Friday June 24*

Everyone should be at the crew house no later than 7:30 am

Daily Schedule for week

8:30 am—depart for the swamp

5:30--arrive home

*Toward the end of the week we will begin taking extra equipment off site and begin winding down—stress will be laid upon beginning to wrap excavations up before the weekend hits.

Saturday June 25-Sunday June 26

No class

WEEK 7*

Monday June 27-July 1
Monday June 27
Everyone should be at the crew house no later than 7:30 am
8:30 am—depart for the swamp
5:30--arrive home

Tuesday June 28*
8:30 am—depart for the swamp
5:30--arrive home

Wednesday June 29
8:30 am—depart for the swamp
5:30--arrive home
*this will be the absolute last day in the swamp for the course

Thursday June 30
8:30—house clean up begins, errands made, etc.
7pm—Last Night Fun

Friday July 1st
8:30—depart for AU
1:30 pm—convene at Hurst hall to unpack, etc.

Saturday July 2\textsuperscript{nd}
9am-12pm—Hurst Hall Lab, artifact sorting, cataloguing, etc.
12-1pm—Lunch
1-3pm—Lab, sorting, cataloguing, etc.
3-5pm—class wrap up, summary, and discussion of significance of 2010 finds within project scope.

*This last week is tentatively scheduled as it is. We may wrap up field work earlier and spend a day or two more at AU in the lab depending on several factors, including how much material we recover in excavations, what actually happens during week 6, how many rain days we have had during the course, etc. Though Sunday July 3 is the official last day of class, we will most likely not need that day—consider is free day to reflect on what the past 7 weeks taught you, etc.