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“Simon” Pipe Fragment from 2004 Field School at 1MC25.

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Archaeological Sites

The 2012 Lehigh Field School will examine five highly significant archaeological sites dating between A.D. 900 and 1837. Three of these sites are large pre-Columbian Native American villages (circa A.D. 900-1540). These communities were occupied during a period that witnessed the development of large agricultural villages, massive earthen temple mounds, increased incidence of warfare, & heightened sociopolitical inequality.

Two of these sites, Liddell (1Wx1) and Ebert-Canebrake (1Mc25) are located in central Alabama, while the third, Raffman (16Ma20) is located in extreme northeastern Louisiana.

The remaining sites, the House of the Tallassee King (1Mc) and the Taylor site (1Mc) date to the mid 1830s, immediately prior to the removal of most Southeastern Native Americans to Oklahoma on the “Trail of Tears.”

Research Goals

Work at Liddell, Canebrake, and Raffman will focus on better understanding the nature of Native American social change and the development of durable political hierarchies, while work at Tallassee King’s house and Taylor will permit a better understanding of the material conditions of life immediately prior to forced removal.

We will employ both traditional hand-excavation methods as well as cutting-edge remote sensing techniques, designed to reveal sub-surface features prior to excavation in examining these sites.

Given the diversity presented by the sites to be tested in 2012, students will be exposed to a range of artifacts, features, and archaeological contexts. This diversity is great preparation for anyone considering a possible career in archaeology.
Educational Objectives

What You Will Learn

Field schools are designed to expose students to the basic methodologies of archaeological field research. Thus, you will learn the methods archaeologists employ in their research to obtain the data necessary to address questions about the past. These methods are practiced by archaeologists world-wide, so students completing the Lehigh field school are capable of joining excavation teams in any world region. As evidence, former Field School students have gone on to work in Vietnam, Japan, China, Jamaica, England, Canada, Mexico, Peru, Guatemala, Belize, South Africa, and every region of the US.

However, archaeology is far more than mere methodology. We will also examine the links between data and theory that all scientists must confront in their research. Thus, much of the summer will be about the elements of the research process (in this case archaeology) and the scientific method. As many archaeologists have suggested, artifacts don’t speak for themselves, so theory plays a critical role in explaining and interpreting the past.

Field School students also learn a great deal about collaborative research (Teamwork!), living with your classmates, and how to cope with the unexpected events that always occur during any archaeological research project (flash floods, flat tires, keys locked in the car, etc.).

Students will learn how to distinguish artifacts from non-artifacts, how to identify changes in soil color & texture related to both human and natural depositional processes, the basics of archaeological mapping, orienteering in an unknown environment, as well as mastery in the use of large tools (shovels, picks, etc.) as well as a series of small tools (trowels, dental tools, etc.). Students will also gain experience with a laser mapping station as well as a dual pole magnetic gradiometer.

Students also will learn a great deal about local Native American cultures, including aspects of their technological & artistic developments, and environmental exploitation strategies. Units on local history and visits to archaeological and cultural sites in the region will also permit students to expand their knowledge of a range of anthropological and archaeological topics.

I should also state that I view the Field School as an opportunity for Lehigh students to expand their cultural understanding of a different region of the US. There is no denying that the South is unlike most other regions of the US. As a native Alabaman, I understand and appreciate those differences. While in Alabama and Louisiana we will interact with students from other universities as well as local people. These interactions often form the basis for life-long friendships and help to dispel many stereotypes about the region.

We will also make visits to the Civil Rights Memorial & the State Museum in Montgomery, the Voting Rights Museum in Selma, and one of the highlights for most Field School students, a weekend trip to the Gulf Coast of Florida.
Average Day

**Standard Work Day**

Our work week is Monday-Friday, with weekends reserved for site visits & other activities. We leave for the field at 7am. I know this is early for the average college student, but believe me, given the heat & humidity, you want to get started as soon as possible so you can end fieldwork before the hottest part of the day.

We finish work in the field around 3:00, pack up our equipment & artifacts and try to leave the field between 3:30 & 4.

Throughout the day we have ample water breaks, a 10 minute “cookie break” & a 30 minute lunch break. During both breaks we will talk about our progress & have an occasional lecture on some aspect of archaeology or Native American culture history.

**Evenings**

In the evenings we will shower, cook dinner, eat, and have an occasional lecture. Most nights will consist of free time for you to listen to music, read, watch TV, or otherwise relax. However, if the need arises, we may need to address a situation at the Auburn Archaeology Laboratory, or attend to other business.

**Weekends**

Weekends are usually reserved for relaxing, washing clothes, shopping for groceries, going to the movies, or visiting other archaeological sites, museums, or other cultural activities. These excursions are voluntary, so you shouldn’t feel as though you have to go to a museum, baseball game, or other activity if you really don’t wish to participate.
Course Title & Number
ANTH 394 Field School

Credit Hours
8 Semester Credit Hours

Course Dates
May 22-July 21

We will leave Bethlehem on May 22 to drive to Alabama. We will return to Bethlehem on July 21.

Enrollment
There is room for a maximum of 8 students for the 2012 Field School. Please notify me as soon as possible regarding your decision so I can either reserve your spot in the course or remove you from future emails, should you decide against enrolling.

Expenses
Summer Tuition and Fee rates apply to the course. You should check Lehigh’s website for these exact amounts. To minimize additional expenses, the project will cover the cost of student transportation and the rental of a field house in Alabama and lodging at the Poverty Point National Historical Monument while we are in Louisiana.

Meals are communal, with students pooling the responsibility for buying groceries, preparing meals, and cleaning the kitchen. In the past, food costs have averaged $50-$75 per student per week. Some students elect to prepare their own meals or eat out, which is also permitted, but you should be prepared for any of these additional out-of-pocket expenses.

Instructional Staff
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This will be my 14th Field School, but my first at Lehigh. I have previously offered the program through the University of Illinois, the University of Oklahoma, the University of Illinois at Chicago, and the University of Vermont.

The research we conduct during the Field School is directly related to my long-term interests in the Native American cultures of the Southeastern US. These classes have helped to generate the data I’ve used to complete a series of books, monographs, reports, articles, and professional presentations. Thus, students are participating in “real life” research that will lead to the production and dissemination of new knowledge.

We will be working closely with another Field School taught by my colleague and mentor, Dr. John W. Cottier, Associate Professor of Anthropology at Auburn University. Dr. Cottier will have 10-15 Auburn students working with him this summer, so you will have ample opportunity to work with non-Lehigh students.

Others you will be working with this summer include Annie Blankenship, a Ph.D candidate at Tennessee, Andrew Beaupré, a Ph.D candidate at William & Mary, Kelly Ervin an M.A. student at Auburn, and Hamilton Bryant, who starts grad school fall ’12.

Our project in Louisiana will also include a former field school student of Dr. Cottier and myself, Dr. Lori Roe. Dr. Roe recently completed her Ph.D at Tulane University and is presently an Adjunct Assistant Professor at Western Kentucky University. Dr. Roe is the resident expert on Raffman and will be directing our mapping and remote sensing efforts at the site.

My field assistant for the summer is Matt Lobianco, a student at the University of Vermont. Matt has completed two field schools, including my course in 2011. Given his knowledge, skill, and work ethic, I have asked Matt to rejoin the project as my assistant.

Dr. Cottier, 2011 Field School
How will I be graded?
It is difficult to expect students to produce a final course paper or other tangible work product during the Field School. Thus, grades for the Field School tend to be weighted toward effort, attitude, attendance, and flexibility in dealing with adversity (whatever kind it may be). However, students will also make a series of presentations to the field school describing the status of their progress working in a certain excavation unit, including descriptions of soils, unit excavation strategies, and significant artifact findings. In addition, students should be capable of discussing how their findings speak to the overall research questions of the project.

A Field School Manual covering all aspects of our fieldwork will be provided to each student. I will frequently ask questions from the manual to ensure that you are using this resource to help you understand our actions in the field.

Most past Field School students have done very well in the course, but there have been occasions when a student lost interest or decided that archaeology just wasn’t for them. That happens, but you must ensure that your attitude, attention to detail, and ability to work with others doesn’t become a distraction to other students in the class. This has only happened twice in 13 prior field schools, and I will provide frequent feedback on how you are doing in the class, so there shouldn’t be any surprises.

Is the Course Open to Non-Anthropology Majors?
Students from any major are welcome to enroll in the field school. Some of the best students I’ve had in past Field Schools have been non-majors. For many students this may be their last opportunity to do something like this before embarking on a professional career or graduate school in a different field. All I ask is that you approach the subject matter and your work with the same diligence you would in any on-campus course.

What Can I Bring?
- Tent (we will do some camping)
- Air Mattress/sleeping bag
- Watch
- Sunscreen
- Cellphone & Charger
- Cooler
- Water Bottle
- Books/iPod/Entertainment
- Swimwear
- Hat
- Towels
- Personal Hygiene items
- Prescription Medication
- Camera
- Umbrella/Raincoat
- Close-toed shoes
- Field clothes
- Credit/Debit Card
- Games/Cards

What Can’t I Bring?
- Illegal drugs
- Firearms
- Fireworks
- Pets
- Non-essential valuables

Anyone possessing these items will be sent home from the Field School at their own expense.

What Happens to the Artifacts we Excavate?
The materials we remove from the field belong to the state in which they were excavated, meaning that they will eventually be returned to repositories in either Alabama or Mississippi. However, we will be bringing back artifacts to Lehigh for laboratory analysis. Should you be interested in following up on those materials, I will offer Laboratory Archaeology (4 credit hours) in the fall designed to allow students to fully analyze those materials. Field School students are encouraged to take that companion course.

How Do I Sign up?
Please contact me directly at caw411@Lehigh.edu or 610.758.5319 once you have decided to enroll in the course or if you have any additional questions. This is a Consent-of-Instructor course, so you will be not be able to register without an override.