

The Course

This course will introduce you to the fundamentals of field techniques in historical archaeology, their methodological motivation, and the substantive issues in early Virginia social history that can be addressed by archaeological evidence. You will learn basic archaeological excavation, sampling, and recording techniques required to execute successfully multi-disciplinary field research. You will be introduced to relationships among field techniques, the data they produce, analytical methods, and the archaeologist's ability to make and evaluate inferences about history.

Analytical approaches covered include the use of ceramics in chronological inference, the analysis of faunal remains for dietary reconstruction, the utility of geoarchaeological and dendrochronological methods in the reconstruction of land-use history, and the use of architecture and artifact spatial patterns to make inferences about the social use of space. The social, economic, and ecological dynamics of early Chesapeake society provide our historical focus. On-site instruction, lectures, and discussion sessions at Monticello will be complemented by field trips to related sites.

Historical Background

Two broad historical trends, one economic, the other demographic, set the stage for our research at Monticello and the Field School. By the second quarter of the eighteenth century, slave-based plantations growing tobacco for export had begun to spread rapidly into the Piedmont Region, where Monticello is located, from the Coastal Plain to the east. For the remainder of the century, the Piedmont was the most economically dynamic region of Virginia.

As the 18th century drew to a close, plantation owners responded to shifting local and trans-Atlantic markets by diversifying their sources of income to include new agricultural crops, more complex and intensive methods of cultivation, and even forays into manufacturing. Hoe-based tobacco monoculture was supplemented with, or in some cases replaced by, a more diversified agricultural regime based around the plow cultivation of wheat.

Fundamental demographic shifts paralleled these economic developments. Slave immigration from older plantations in the Coastal Plain, importation of enslaved people directly from Africa, and natural increase all contributed to rapid growth in the region's slave population. By the end of the 18th century the slave population was comprised almost entirely of native-born African Americans.

Our research at Monticello aims to trace the conflicting strategies pursued by

plantation owners like Thomas Jefferson and enslaved African Americans, as they attempted to cope with these shifting historical circumstances and to better their own and their families' life chances in Colonial and Antebellum Chesapeake.

How did the co-evolving economic and social strategies employed by slave-owning elites and enslaved laborers shift with the movement of settlement into the Piedmont? How were these strategies in turn affected by economic diversification at Monticello and on other plantations near the end of the eighteenth century? What were the ecological and social consequences? How did enslaved people resist them or turn them to their own advantage? What opportunities and constraints did economic diversification and the growth of kinship networks offer enslaved people in their attempts to better their lives?

These are some of the questions that we hope to be able to answer over the next few years, drawing on results from our current archaeological research at Monticello as well as comparative analysis of data from other plantations in the Chesapeake and other early-modern slave societies of the Atlantic World. This course offers you the opportunity to be a part of the research process – both in the field and in the lab.

The Site

This summer we will be working at an archaeological site that we call "Site 30". It is Located about a half mile east on Monticello mansion. Based on small samples of artifacts recovered from shovel test pits, as part of our on-going Monticello Plantation Archaeological Survey, we think the site was occupied by enslaved agricultural laborers during the last few decades of the eighteenth century, when tobacco was still the sole cash crop at Monticello.

One of our major research goals this summer is to recover larger samples of artifacts that will allow us to date the occupation with greater confidence. We also aim to explore spatial patterning in the density artifacts across the site. Is there just one high-density spot or several? The former would indicate a single household, while the latter would point to several households. Measuring spatial patterns in artifact size ("size sorting") can tell us about the length and intensity of household occupations.

We are also interested in measuring the extent to which households were able to maintain domestic economies independent of the plantation's basic food provisioning system. Another topic for investigation is variation in the means, motive, and opportunity that households may have had to participate in the local consumer economy. A major aim of the course is to teach you how to collect and analyze archaeological data to make testable inferences about these and other topics.

Our field sampling design this summer will increase the chances we collect the high-quality spatial data we need to meet our goals. We will grid the site into 20-foot blocks and randomly choose a 5-foot quadrat in each block for excavation. You will be part of a team of 3-4 students assigned to one of these quadrats. Our goal is to dig 15 to 20 quadrats during field school... and learn more both about archaeological methods and the

lives of Site 30's enslaved residents.

Reading

Initially, you will be able to find the assigned reading for the course on Github: <https://github.com/TJF-Monticello/Monticello-UVA-FieldSchool-2022>. Later in the course, it will also be available on the UVA Collab site (<https://collab.itc.virginia.edu/portal/xlogin>).

In addition, you will receive copies of the Monticello Department of Archaeology's *Lab Procedures Manual* and *Field Procedures Manual*. ***We expect you to come to class having done the reading assigned for that day. You can expect a pop-quiz on the reading assignment at least once a week.***

Daily Schedule

Our class day begins at 8:30 a.m. and ends at 4:30 p.m. We'll assemble at 8:30 at the Monticello Visitor's Center and walk to the site. Most lectures will take place first thing in the morning at the VC. There is a thirty-minute break at noon for lunch at the site. You are responsible for packing your own lunch.

Once we begin to recover artifacts from our excavations, we will rotate excavation teams through the lab, where you will learn the basics of artifact processing -- washing, labeling, curation, and keeping track of critical archaeological context information for each object. You'll learn about the classification and measurement protocols and software we use to catalog artifacts and field records into our database (see www.daacs.org). You'll have a chance to hone your artifact identification skills with the artifacts you are processing, as well as examples from our extensive study collection.

Field School Staff

Fraser D. Neiman	Director	fneiman@monticello.org
Crystal O'Connor	Archaeological Field Research Manager	coconnor@monticello.org
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DAACS Lab

Jillian Galle	Project Director	jgalle@monticello.org
Beth Bollwerk	Project Manager	ebollwerk@monticello.org

Guest Lecturers

Andrew Davenport	Public Historian and Director, <i>Getting Word</i> Oral History Project, Monticello (slavery, oral history).
Brandon Dillard	Manager of Historic Interpretation, Monticello (slavery at Monticello)
Dan Druckenbrod	Professor, Geography and Environmental Science, Rider University (dendrochronology and dendroecology).
Dan Hayes	Geoarchaeologist (geoarchaeology).
Kandace Hollenbach	Professor, Department of Anthropology, University of Tennessee (paleoethnobotany).
Barnet Pavao-Zuckerman	Professor, Department of Anthropology, University of Maryland (zooarchaeology)

Requirements and Evaluation

Class Participation. We expect you to attend all field sessions, lectures, and discussions. Readings are to be completed before coming to the session at which they are scheduled to be discussed. You should try to digest and evaluate what you have read and be prepared to share your understanding of the reading and any questions you have about it in class. Contributions to class discussion will determine 10% of your grade.

Quality Field and Lab Work. Your performance will also be evaluated on the basis of the quality of your field and lab work. This includes quality of the field records you generate, including map and section drawings. You are responsible for learning completely and executing accurately our recording protocols, as described in the *Field Procedures Manual* and *Laboratory Procedures Manual*. You will be creating archival field and lab records. ***Given the destructive character of archaeological excavation, the observations you make can never be repeated and the records you create are the only records there will ever be. We therefore take our obligations for completeness, accuracy, and standardization in excavation and recording very seriously. We expect you to do the same. Study the field and lab manuals carefully.***

You will meet regularly with our teaching staff to review objectives for field, lab, and analytical skills, your progress toward meeting them, as well as your understanding of material covered in the readings and lectures. These aspects of your performance will determine 40% of your grade.

Quizzes. Two quizzes, one at the end of the second week and one at the end of the fourth week will give you some intermediate feedback on your progress and determine 20% of your grade.

Final Exam. The results of a 2-hour written examination, covering lectures, readings, and both field and lab skills will determine 30% of your grade.