Course Description

Only the most recent chapters of the past are able to be studied using traditional historiographical methods focused on archives of textual documents. How, then, are we to analyze the deep history of human experiences prior to the written word? And even when textual archives do survive from a given historical period, these archives are typically biased toward the perspectives of those in power. How, then, are we to undertake analyses of the past that take into account the lives and experiences of all of society’s members, including the poor, the working class, the colonized, and others whose voices appear far less frequently in historical documents?

From its disciplinary origins in nineteenth century antiquarianism, archaeology has grown to become a rigorous science of the past, dedicated to the exploration of long-term and inclusive social histories. Methodologically, archaeology now draws upon a rapidly expanding set of formal field and laboratory techniques focused on (1) the location of archaeological sites and features (e.g., pedestrian survey, geophysical survey, auger sampling, analysis of aerial imagery), (2) in-field documentation of sites (e.g., tape-and-compass mapping, laser transit mapping, photogrammetry using Unmanned Aerial Vehicles, vegetation inventories), (3) the recovery of artifacts, sediment samples, and feature data (e.g., excavation, screening, flotation, distribution and profile analyses, the controlled collection of archaeomagnetic samples), and (4) laboratory analysis of collected artifacts and samples (e.g., zooarchaeology, paleoethnobotany, ceramic petrography, compositional studies). Consequently, archaeologists must be broadly trained in the core methods of survey, excavation, and artifact analysis, and also able to plan for collaborations with colleagues specializing in particular archaeometric methods.

“Field Methods in Archaeology” is a 4-week, intensive introduction to the key methods of archaeological fieldwork through participation in an ongoing research program in northern New Mexico. Students live and work in an immersive research setting alongside professional archaeologists, gaining training in survey, excavation, and artifact analysis while also being introduced to larger questions of research design, archaeological interpretation, and the ethical and political complexities of fieldwork. The research design and field sites vary each season (see below). And while the course only demands participation in the four weeks of fieldwork and completion of the assignments therein, all students are encouraged to develop specialized research projects to be subsequently pursued either (1) in the “Laboratory Methods in Archaeology” course (ANTH 2012), which convenes in New Mexico immediately after the field methods course, (2) in the “American Material Culture” seminar (ANTH UN3723), which convenes every other fall on Barnard’s campus, (3) through senior thesis projects, or (4) through a presentation at the national Society for American Archaeology meetings.
2018 Field Season

Principal

• Dr. Severin Fowles (Barnard College): Principal Investigator and Course Instructor

Investigators

• Dr. Michael Adler (Southern Methodist University): Co-P.I.
• Dr. Lindsay Montgomery (University of Arizona): Co-P.I.
• Richard Mermejo (former Governor and War Chief, Picuris Pueblo): Co-P.I.

Teaching

• Emmy Dawson (PhD student, UT Austin)

Assistants

• Alison Damick (PhD student, Columbia University)

The 2018 summer field season advances the project’s investigation of 17th, 18th, and 19th century village life among both indigenous and settler colonial communities on the northern frontier of the Spanish empire. Fieldwork will convene in two neighboring areas. The first is the historic plaza of what is today the village of Dixon, NM. While Dixon was officially established as a center of a Spanish land grant in 1725, past research has documented the presence of well-stratified midden (trash) deposits adjacent to the plaza that extend back to the late 17th century. Our goal will be to conduct excavations within this midden area to recover evidence of shifting patterns of Hispano food consumption, craft production, trade, and landscape use during the early colonial period. The second research area is the contemporary tribal reservation of Picuris Pueblo, whose ancestors have been living at the same site for over a millennium. Through a formal collaboration between the Picuris Nation, Barnard College, Southern Methodist University and the University of Arizona, we have been granted permission to undertake pedestrian survey, geophysical survey, and limited subsurface testing on tribal lands to document the extensive system of agricultural fields surrounding the pueblo as well as the many historic camps on the community’s periphery, the latter of which include traces of former visits by Jicarilla Apache traders. These archaeological features are key to understanding the nature and extent of the local economy at Picuris during the colonial era. Comparisons between the remains at Picuris and those at nearby Dixon will permit us to assess the wider nature of inter-community relationships as the residents of colonial New Mexico developed economies around newly introduced domesticates (particularly sheep, goat, cattle, horses, wheat and fruit trees), newly expanded trade networks, and newly transformed landscapes.

The Ethics of Archaeological Research

As participants in a program focused on the study of the material heritage of Indigenous, Hispanic American, and Anglo American communities in New Mexico, students should maintain a continuously respectful stance towards both the archaeological remains and those whose identities are linked to them. This program has emerged through long-term consultations and collaborations with descendent communities and will continue to respond and evolve—often, during the middle of the field season—to the wishes and requests of these communities.

Where and When

The field program is based in the midst of the beautiful and historic community of Dixon in northern New Mexico, just one mile from the Rio Grande with a view of the Sangre de Cristo Mountains. Students are housed in an adobe residence in the center of the village, where they will have daily access to a General Store, Library, Post Office, and Cafe. Fieldwork and field trips during the course provide an opportunity to explore many historically significant sites throughout northern New Mexico. Participants should arrive at the Albuquerque International Airport before 2:30 pm on June 5 and depart after 11 am on July 3.
Course Expectations

• Participation in Daily Fieldwork ................................................................. 30% of final grade

Archaeology field schools are full-time commitments, with mandatory formal research conducted six days per week from 7 a.m. until 5 p.m. with one hour allotted as a lunch break. By the end of the course, each student will have devoted over 200 hours to active archaeological inquiry. Participation, therefore, constitutes a much higher portion of the cumulative grade than traditional classroom-based courses. Successful participation requires (1) alert attendance at all scheduled events, (2) continuous activity toward the research goal at hand (excavation, survey, artifact analysis, and so on), (3) a readiness to seek guidance from field directors and teaching assistants when new or unexpected fieldwork situations arises, (4) respectful engagement with the Picuris and Dixon host communities at all times, and (5) thoughtful reflection on the intellectual and ethical aspects of the field program during group discussions.

• Survey and Excavation Forms (due on an ongoing basis) ......................... 30% of final grade

During the survey components of the research, students will be trained in site mapping techniques, in-field artifact analyses, and the documentation of archaeological features and contexts. Each of these steps involves care, interpretive rigor, as well as a fair amount of paperwork, which ultimately will constitute the primary archive of each survey. Students will receive constant feedback and corrections on such paperwork while in the field; indeed, we will not leave a site on survey until all documentation has reached a professional level. Midway through the course, each student will be provided with formal feedback on their work in this respect, and a final grade will be evaluated based upon the degree to which, by the end of the field season, the student is able to complete maps, artifact analyses, and site descriptions without correction from the director or teaching assistants. Parallel evaluations will take place during the excavation component of the field season, as level forms, level maps and stratigraphic profiles are created.

• Field Journal (due July 2) ................................................................. 20% of final grade

Students keep a daily journal while in the field, documenting their major research activities as well as offering interpretative insights along the way. Journals become formal parts of the project archive and will be evaluated based upon their adherence to professional archaeological standards. Feedback on field journals will be provided midway through the course.

• Final Excavation or Survey Report (due July 2) ........................................... 20% of final grade

Each student is expected to compose a 5-10 page synthetic report on either a site found on survey, an excavated archaeological unit, or a specialized remote sensing project. The reports must be contextualized within the project’s research design, engage the appropriate literature as needed, and adhere to the style of professional archaeological documentation. Examples of professional reports and one-on-one guidance will be provided during the course.
A field program is unlike traditional courses taken on campus during the academic year. The focus is on participation in original research, and literatures are mobilized as needed to move the specific research goals forward. A reference library of key texts on analytical methods and local history will be available for use as part of individual student projects. All students, however, are expected to read a series of shared texts prior to the field season or during their free time in the field program. All texts will be available in the project library (students need not purchase the texts themselves), as well as online in pdf form; these will serve as the focus for after-dinner discussions.

**Required readings:**


**Special Events**

Daily fieldwork will be supplemented by a series of special events, including:

- June 6: Field trip tour of Pot Creek Pueblo and SMU-in-Taos research collections
- June 13: Traditional San Antonio Feast Day Dances at Picuris Pueblo
- June 13: Evening lecture by Dr. Sunday Eiselt
- June 20: Evening lecture by Dr. Matthew Liebman
- June 23: Traditional Buffalo Dance at Ohkay Owingeh Pueblo
- June 23: Field trip tour of Tsankawi Pueblo
- June 28: Field trip tour of Pecos Pueblo
Learning Outcomes

Students who successfully complete this course will be able to:

- design and conduct pedestrian surveys.
- create maps of archaeological sites using tape-and-compass, GPS, and laser transit techniques.
- incorporate remote sensing methods into a research design, based on participation in field exercises employing either ground-penetrating radar, resistivity, magnetic gradiometry, and/or photogrammetry using Unmanned Aerial Vehicles.
- conduct archaeological excavations, including the establishment of excavation units, excavation in both arbitrary and natural levels, documentation of horizontal exposures as well as stratigraphic profiles, and collection of special samples (e.g., flotation, pollen, phytolith and radiocarbon samples).
- conduct responsible consultations with members of descendant communities, aware of the ethical and legal complexities involved.
- compose a professional archaeological report documenting survey and excavation activities.

Eligibility

An interest in the past and its remains in the present is the only prerequisite. No prior experience in archaeology or anthropology is necessary. Enrollment each summer is limited to 10 students, and preference is given to Archaeology majors from Barnard College and Columbia University as well as to individuals of Native American descent, regardless of their institutional affiliation. Students from institutions other than Barnard or Columbia should contact Prof. Fowles to determine if spaces are available before applying to the program.

Students with Disabilities

Students with disabilities who will require special accommodations in the field should visit the Office of Disability Services (ODS) and meet with a staff member before applying for “Field Methods in Archaeology”. Such students should also contact Prof. Fowles when applying to the course to set up a meeting, particularly if physical access is a concern. Many aspects of archaeological fieldwork are physically demanding (e.g., climbing mesas on survey or troweling hardened sediments on one’s knees during excavations); other aspects of fieldwork are less so (e.g., artifact analysis and data entry). Physical disabilities will be accommodated in the field on a case-by-case basis.

Barnard Honor Code

We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.
Credits, Costs, and Financial Assistance

The total cost for food, lodging, and 4 credits from Barnard College is $6,228. This includes all expenses during the field season itself. (Airfare costs to and from Albuquerque International Airport are not included.) The following financial assistance is available for qualified Barnard and Columbia students:

- **Barnard Archaeology Fellowship**: provides between $1,000-$2,000 in course subsidies to between 3-5 members of the field program each year. Preference is given to Archaeology majors at Barnard and Columbia and to students with clear financial need. Contact Prof. Fowles for details. (Deadline: March 23, 2018)

- **Robert Stigler Fund for Archaeological Research**: typically provides $500 to support first-time field experiences. Available to all undergraduate students at Barnard or Columbia. Contact Prof. Fowles for details. (Deadline: March 23, 2018)

- **Barnard Anthropology Fieldwork Grant**: provides a limited number of students with support for summer research projects (typically less than $2,000). Available to Barnard Anthropology majors. Contact Prof. Fowles for details. (Deadline: March 19, 2018)

- **Ella Deloria Undergraduate Research Fellowship**: provides a limited number of students with support for summer research projects (typically less than $2,500). Available to Columbia Anthropology majors. See [http://anthropology.columbia.edu/undergraduate-research-fellowships](http://anthropology.columbia.edu/undergraduate-research-fellowships) (Deadline: March 19, 2018)

- **Tow Summer Research Fellowship**: provides a limited number of students with support for senior thesis research projects (fellowships range from $1,000 to $4,000). This is a competitive fellowship available to all Barnard juniors engaged in senior thesis research. Interested students should contact the Dean Leong, the junior class dean, during the fall semester to express interest. (Deadline: March 2, 2018)

Students interested in applying for any of these funding opportunities should contact Prof. Fowles as soon as possible.

How to Apply

Applications should include a completed Application Form, a college transcript, and the name of one reference (no need to have your reference submit a letter of recommendation; he or she will be contacted by Prof. Fowles directly). Barnard and Columbia students should contact Prof. Fowles to arrange a brief meeting to discuss the project as part of the application process. Students from other institutions should include a letter of recommendation from their current academic adviser or a past instructor who is familiar with their performance.

Application Deadline: March 23

Application Procedure: See [https://barnard.edu/summer/faculty-led](https://barnard.edu/summer/faculty-led)
Daily Schedule

June 5 (TU): Arrival
- 2:30 pm: Students arriving by plane should plan to be at the Albuquerque International Airport by 2:30 pm, at which point a group shuttle will depart for Dixon.
- 5 pm: All students arrive in Dixon, either on the group shuttle or individually arranged.
- 5-7 pm: Organization of housing.
- 7 pm: Welcome dinner (TAs host at Mission Embudo)

June 6 (W): Orientation
- 6-7 am: Breakfast
- Morning: Tour of Picuris Pueblo and meeting with tribal representatives
- Afternoon: Tour of Pot Creek Pueblo and SMU-in-Taos research collections
- 7 pm: Dinner and Discussion (Prof. Fowles hosts)
  After-dinner discussion of:

June 7 (TH): Fieldwork (Crew 1 surveys, Crew 2 excavates)
- 6-7 am: Breakfast
- 7 am - 5 pm: In the field
- 7 pm: Dinner (Crew 2 hosts at Mission Embudo)

June 8 (F): Fieldwork (Crew 1 surveys, Crew 2 excavates)
- 6-7 am: Breakfast
- 7 am - 5 pm: In the field
- 7 pm: Dinner (Crew 2 hosts at Mission Embudo)

June 9 (SA): Fieldwork (Crew 1 surveys, Crew 2 excavates)
- 6-7 am: Breakfast
- 7 am - 5 pm: In the field
- 7 pm: Dinner (at the Dixon Coop)

June 10 (SU): Free day
- 6-7 am: Breakfast
- 7 am - 7 pm: Free
- 7 pm: Dinner and Discussion (Prof Fowles hosts)
  After-dinner discussion of:
June 11 (M): Fieldwork (Crew 1 excavates, Crew 2 surveys)
- 6-7 am: Breakfast
- 7 am - 5 pm: In the field
- 7 pm: Dinner (Crew 1 hosts at Mission Embudo)

June 12 (TU): Fieldwork (Crew 1 excavates, Crew 2 surveys)
- 6-7 am: Breakfast
- 7 am - 5 pm: In the field
- 7 pm: Dinner (Crew 1 hosts at Mission Embudo)

June 13 (W): San Antonio Feast Day
- 7-8 am: Breakfast
- Early Morning: Children’s Foot Race at Picuris Pueblo
- Afternoon: Pueblo dances at Picuris
- 6 pm: Dinner (Crew 1 hosts at Mission Embudo)
- 7:30 pm: Evening Lecture

June 14 (TH): UAV and Total Station mapping
- 6-7 am: Breakfast
- 7 am - 5 pm: Crew 1 trained on Unmanned Aerial Vehicle (UAV) mapping, Crew 2 trained on Total Station (at Picuris Pueblo)
- 7 pm: Dinner (at Sugar Nymphs Café)

June 15 (F): UAV and Total Station mapping
- 6-7 am: Breakfast
- 7 am - 5 pm: Crew 1 trained on Total Station, Crew 2 trained on Unmanned Aerial Vehicle (UAV) mapping (at Picuris Pueblo)
- 7 pm: Dinner (with discussion of Final Report projects) (at Dixon Coop)

June 16 (SA): Fieldwork (Crew 1 samples field systems at Picuris, Crew 2 excavates in Dixon)
- 6-7 am: Breakfast
- 7 am - 5 pm: Fieldwork
- 7 pm: Dinner (Crew 2 hosts at Mission Embudo)

June 17 (SU): Free day
- 6-7 am: Breakfast
- 7 am - 7 pm: Free
- 7 pm: Dinner (TAs host at Mission Embudo)
June 18 (M):  Fieldwork (Crew 1 samples field systems at Picuris, Crew 2 excavates in Dixon)
- 6-7 am: Breakfast
- 7 am - 5 pm: Fieldwork
- 7 pm: Dinner (Crew 2 hosts at Mission Embudo)

June 19 (TU):  Fieldwork (Crew 1 samples field systems at Picuris, Crew 2 excavates in Dixon)
- 6-7 am: Breakfast
- 7 am - 5 pm: Fieldwork
- 7 pm: Dinner (Crew 2 hosts at Mission Embudo)

June 20 (W):  Fieldwork (Crew 1 samples field systems at Picuris, Crew 2 excavates in Dixon)
- 6-7 am: Breakfast
- 7 am - 5 pm: Fieldwork
- 6-7 pm: Dinner (at Dixon Co-op)
- 7:30 pm: Evening Lecture

June 21 (TH):  Remote Sensing Workshop
- 6-7 am: Breakfast
- 8 am - 5 pm: Remote sensing (gradiometer) workshop at Picuris Church & Convento Complex
- 7 pm: Dinner (at Dixon Co-op)

June 22 (F):  Remote Sensing Workshop
- 6-7 am: Breakfast
- 8 am - 5 pm: Remote sensing (gradiometer) workshop at Picuris Church & Convento Complex
- 6 pm and onwards: Camping cookout in the Rio Grande del Norte National Monument.

June 23 (SA):  Ohkay Owingeh Pueblo dances and tour of Tsankawi Pueblo
- 7-8 am: Breakfast
- 8-10 am: Individual projects meetings and artifact processing
- 10 am - 2 pm: Outing to Ohkay Owingeh Pueblo from mid-morning to mid-afternoon to feast and watch the buffalo dances.
- 2-5 pm: Tour of Tsankawi Pueblo
- 7 pm: Dinner (in Espanola)

June 24 (SU):  Free day
- 6-7 am: Breakfast
- 8 am – 6 pm: Excursion to Santa Fe for those interested.
- 7 pm: Dinner and Discussion (Prof Fowles hosts)
  After-dinner discussion of:

June 25 (M):  Fieldwork (Crew 1 excavates, Crew 2 surveys)
- 6-7 am: Breakfast
- 7 am - 5 pm: Fieldwork
• 7 pm: Dinner (Crew 1 hosts at Mission Embudo)

June 26 (TU):  Fieldwork (Crew 1 excavates, Crew 2 surveys)
• 6-7 am: Breakfast
• 7 am - 5 pm: Fieldwork
• 7 pm: Dinner (Crew 1 hosts at Mission Embudo)

June 27 (W):  Fieldwork (Crew 1 excavates, Crew 2 surveys)
• 6-7 am: Breakfast
• 7 am - 5 pm: Fieldwork
• 7 pm: Dinner (at Dixon Co-op)

June 28 (TH): Field trip to Pecos Pueblo
• 6-7 am: Breakfast
• 7 am - 5 pm: Field trip to Pecos Pueblo
• 7 pm: Dinner (Dinner in Santa Fe)

June 29 (F):  Fieldwork (Crews 1 and 2 excavate)
• 6-7 am: Breakfast
• 7 am - 5 pm: Fieldwork
• 7 pm: Dinner (hosts TBD)

June 30 (SA):  Fieldwork (Crews 1 and 2 excavate)
• 6-7 am: Breakfast
• 7 am - 5 pm: Fieldwork
• 7 pm: Dinner (hosts TBD)

July 1 (SU):  Free Day
• 6-7 am: Breakfast
• 7 am - 7 pm: Free
• 7 pm: Dinner (at Dixon Co-op)

July 2 (M):  Report Preparation and Artifact Processing
• 6-7 am: Breakfast
• 7 am - 5 pm: Report Preparation and Artifact Processing
• 7 pm: Dinner (hosts TBD)

July 3 (TU):  Departure
• 6-7 am: Breakfast
• DUE: Final Report by 7 am
• Departure for Albuquerque Airport. All students leaving by plane should schedule their departing flight for 12 noon or later.