Peripheral Communities and Cahokia’s Emergence

Course ID: TBD

June 2-June 29, 2019

FIELD SCHOOL DIRECTORS:
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Dr. Melissa R. Baltus, University of Toledo (Melissa.Baltus@UToledo.Edu)

INTRODUCTION

Cahokia Mounds, dating to the 11th-14th century CE and located near modern day St. Louis, Mo, is the largest Native American city north of Mexico. It held a population of at least 20,000 people who subsisted by hunting deer and other small animals and relied heavily on large-scale farming of corn. Much like modern day New York City, Cahokia consisted of three boroughs—or precincts—St. Louis, East St. Louis and Downtown Cahokia. People migrated from as far north as Wisconsin and as far east as at least Indiana to live at Cahokia. Cahokia consisted of multiple planned neighborhoods, planned central plazas, at least 120 earthen mounds, and associated causeways. With no evidence of conscripted laborers, Cahokia was built by a community of people brought together under a new way of life based in a religion that emphasized the importance of the Earth Mother, the cosmos, and agriculture.
This new research project at multiple sites located on Cahokia’s immediate periphery focuses on understanding how people living at the margins of this major city contributed to its growth through varying participation in Cahokia practices. This portion of the project is survey based, using traditional pedestrian and shovel-testing survey methods paired with geophysical survey. Pedestrian survey will be utilized to narrow down site areas for targeted geophysical survey; additionally, controlled surface collections will also take place within the geophysical grids for comparative data with the geophysical results. Students will participate in collecting geophysical data, surveying of archaeological sites, and mapping of these site areas using GPS and total station. You will be participating in a project on the cutting edge of understanding how people lived on the outskirts of this medieval city.

**COURSE OBJECTIVES**

The objective of this field school is to enable students to better understand how archaeology is practiced in the field, to explore the diverse lifestyles of people in the past and to gain basic understanding of people’s changing relationships to the landscape. To achieve these objectives, this course has two primary goals: (1) to provide students a practical working knowledge of *archaeological survey methods*, including pedestrian survey, shovel-test survey, geophysical survey, mapping, laboratory analysis, and conservation; and (2) to introduce students to the *intellectual challenges presented by archaeological research*, including research design, the interpretation of data, and the continual readjustment of hypotheses and field strategies with regard to information recovered in the field.

The course will take place at three localities around the periphery of the Cahokia Mounds State Historic Site in Collinsville, Illinois. The site is located a short drive from St. Louis, Mo. Students will spend the majority of their time conducting geophysical and pedestrian survey at these sites at the margins of the city of Cahokia.

Student will participate in the following research activities:

**Survey:** Students will participate in general pedestrian survey, laying out survey grids, controlled surface collection, and assisting in magnetometry survey.

**Recordation:** Students will fully document survey techniques, observations, and results on survey forms, and assist in documenting geophysical results. Students will also participate in mapping topography of sites and location of survey grids using GPS and total station equipment.

**Laboratory:** Scheduled lab tasks will include washing, sorting, drawing, and cataloging of finds.

A combination of lectures, readings, and fieldwork during the first two days of the project will provide the cultural and archaeological background to the fieldwork, and additional lectures by project specialists will occur periodically throughout the remainder of the field season. Each Wednesday evening we will have a weekly discussion of required readings (see below).

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<thead>
<tr>
<th>ACADEMIC CREDIT UNITS &amp; TRANSCRIPTS</th>
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<tr>
<td><strong>Credit Units:</strong> Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units) through our academic partner, Connecticut College. Connecticut College is a private, highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see grading assessment and matrix). This field school provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institutions prior to attending this field school.</td>
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<td><strong>Transcripts:</strong> An official copy of transcripts will be mailed to the permanent address listed by students on</td>
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their online application. One additional transcript may be sent to the student’s home institution at no additional cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: http://bit.ly/2hvurkl.

PREREQUISITES
There are no prerequisites for participation in this field school. This is hands-on, experiential learning and students will study on-site how to conduct archaeological survey. Archaeology involves physical work and exposure to the elements and thus, requires a measure of acceptance that this will not be the typical university learning environment. You will get sweaty, tired and have to work in the outdoors. Students are required to come equipped with sufficient excitement and adequate understanding that the archaeological endeavor requires real, hard work – in the sun, on your feet, and with your trowel.

LEARNING OUTCOMES
On successful completion of the field school, students will be able to:
• Understand the different elements of an archaeological field project and the relationships between these elements
• Apply standard survey methods to archaeological contexts
• Apply geophysical survey methods to archaeological contexts
• Use standard recording techniques to document survey results
• Undertake preliminary processing of archaeological artifacts and ecofacts
• Undertake preliminary analysis of archaeological artifacts and ecofacts

GRADING MATRIX
50%: Attend and participate each scheduled day, including lecture and field and laboratory work
30%: Keep a readings notebook that will be submitted and evaluated at the end of each week
10%: Lead discussion of readings (provide classmates with two questions and summarize weekly readings) once during the field season
10%: Participate in daily reports of research activities to the group

TRAVEL & MEETING POINT
The course begins on Sunday, June 2 and will meet every weekday until June 29 (June 2 and June 29 are travel days). Project staff members will meet students arriving by air into the St. Louis Lambert Airport (STL) at the St. Louis MetroLink Fairview Heights station on June 2 by 4 pm. If you are driving please arrive at the apartment on June 2 by 4 pm. Students are encouraged to drive if local to the region. Project directors and/or staff will not provide access to a vehicle for weekends, though public transportation is available nearby.

If you missed your connection or your flight is delayed, please call, text or email project director immediately. A local emergency cell phone number will be provided to all enrolled students.

VISA REQUIREMENTS
Visas and passports are not needed for this field school experience unless you are not a citizen of the United States. If you are coming from another country please check your home country’s requirements for travel as well as United State regulations.

ACCOMMODATIONS
Students will live in comfortable, but modest, field housing in the Shiloh (IL) area at a local apartment complex. Each furnished apartment will be shared by up to five people and will have two bedrooms, one kitchen, and one bathroom. Students will be required to bring their own blow up twin-size mattress or
cot, bedding (or sleeping bag), and towel(s). The site of Cahokia is located in Collinsville, Illinois a 30-minute drive from the field lodging.

All meals will be communal events and will provide plenty of nutritious but basic food. The daily diet will consist of protein, vegetable, and grains. Specialized diets (vegan, kosher, etc.) are difficult to maintain in a large group setting. Vegetarians, however, are more easily accommodated. Likewise, dietary allergies will be accommodated.

**EQUIPMENT LIST:**

**Required Supplies:**

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<thead>
<tr>
<th>Item</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1 field bag</td>
<td>cheap canvas is good</td>
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<tr>
<td>1 pointed Marshalltown trowel</td>
<td>must be “Marshalltown” brand &amp; 4.5 inch is best</td>
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<tr>
<td>1 steel file (a.k.a. bastard file)</td>
<td></td>
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<tr>
<td>2 clear plastic metric rulers (30 cm long)</td>
<td></td>
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<tr>
<td>1 Rhino metric folding ruler (a.k.a. carpenter’s ruler)</td>
<td><a href="http://www.forestry-suppliers.com">www.forestry-suppliers.com</a>, item 71112</td>
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<tr>
<td>1 magnetic compass</td>
<td>sighting compasses with folding mirror are best</td>
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<td>Several pencils (wooden or mechanical)</td>
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<tr>
<td>1 pencil sharpener</td>
<td>if you use wooden pencils</td>
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<tr>
<td>2 “Sharpie” finepoint markers</td>
<td>must be real Sharpies, only black ink, no ultra-fine point</td>
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<td>1 personal first aid kit (bandaids, antiseptic)</td>
<td>you need a one-gallon insulated container</td>
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<td>1 water jug</td>
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**Other personal items to bring:**

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<tr>
<td>Sleeping bag for camping</td>
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<tr>
<td>Twin size blow-up mattress or cot</td>
<td>for apartment (coordinate with classmates)</td>
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<tr>
<td>Pillow, sheets, towel</td>
<td></td>
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<tr>
<td>Sunscreen</td>
<td>of suitable SPF</td>
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<tr>
<td>Lunch container, ice packs</td>
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<tr>
<td>Comfortable work clothes</td>
<td></td>
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<tr>
<td>Canvas sneakers</td>
<td>might also want some hiking shoes</td>
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<tr>
<td>Sunglasses</td>
<td></td>
</tr>
<tr>
<td>Camping gear</td>
<td>we take one mandatory camping trip</td>
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<tr>
<td>Foldable camp chair</td>
<td>for use around apartment and campsite</td>
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<td>flashlight</td>
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**Optional Supplies—**If you want to be a hit with your supervisors and friends:

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<th>Item</th>
<th>Notes</th>
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<tr>
<td>Comfortable but sturdy cloth or leather work gloves</td>
<td>for screening</td>
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<tr>
<td>Brimmed hat or baseball cap, bandana</td>
<td></td>
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<tr>
<td>Rain jacket</td>
<td></td>
</tr>
<tr>
<td>Ice chest</td>
<td>for camping trip (coordinate w/classmates)</td>
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**REQUIRED CAMPING TRIP**

As part of the field school, students will be required to attend a weekend-long camping trip at Johnson’s Shut-Ins State Park, Missouri. This trip will include a driving tour (with periodic stops) of the French Colonial history of southern Illinois as well as a trip to the Common Field Site in Missouri, a late Mississippian burned and palisaded village. The weekend camping trip will also include a trip to Elephant Rocks State Park, a Missouri granite outcrop. Students will need to bring with them a sleeping bag and tent. Food will be provided.

**CAHOKIA CONFERENCE**

Since our project is taking place at Cahokia Mounds State Historic Site, we will be participating in the annual Mississippian Conference, location to be announced. This will provide students with the opportunity to present our preliminary findings to other archaeologist in the region as well as interested community members at the end of the field season. More details to come once the field season is underway.

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**DISCLAIMER – PLEASE READ CAREFULLY**

Archaeological field work involves physical work in the outdoors. You should be aware that conditions in the field are different than those you experience in your home, dorms, or college town. This program operates in a hot and humid environment in southern Illinois. During the day, temperatures fluctuate between 70-100°F. Humidity is relatively high and mosquitoes and/or flies may be close to the excavation area. You are required to wear sunscreen in order to protect yourself from sunburn. A hat is highly recommended. Additionally, students must drink plenty of water in these conditions to prevent dehydration, heat exhaustion, or heat stroke.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the project director – as appropriate.

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**COURSE SCHEDULE**

*Course Schedule subject to change due to weather conditions (e.g. excessive heat, rain)*

**Week 1 (June 2-June 8):**

**Sunday**
- 4:00 pm: Students will be picked up in one batch from the MetroLink Shiloh Station (keep this in mind when scheduling flights)
- 4:30-5:00 pm: Set up apartments
- 5-6:00 pm: Meet in PI’s living room: Introductions, program safety orientation, and review of IFR policies (including sexual harassment, discrimination, and code of conduct), and review of the syllabus.
- 6:00 pm: Group dinner

**Monday**
- 7:00 am: meet at van
- 7:30 am: leave for Cahokia (we will leave promptly by the time listed every day, if you are not in the vehicle at that time you will be left and miss a day in the field; this will affect your grade)
- 8 am: tour of Cahokia (grounds and Interpretive Center)
- 11 am: Lecture on project goals and research at Interpretive Center
- 1 pm: lunch
- 3 pm: free time at museum
- 5 pm: arrive back at apartments, dinner to follow
Tuesday
6:30 am: meet van
6:45 am: leave from apartments
7:15 am: arrive at Field site #1
7:30 am: begin fieldwork
11 am: lunch
2 pm: 15 min. break
3:30 pm: pack up
4 pm: leave for apartments
4:30 pm: unload equipment, complete paperwork
6 pm: dinner
7 pm: Lecture “What was Cahokia?”
Readings: Cobb 2003; Pauketat et. al 2015

Wednesday
Daily Schedule same as Tuesday
7 pm: Lecture “Landscapes and Neighborhoods”
Readings: Dalan et. al 2003 (Chapter 3)

Thursday
Daily Schedule
No evening lecture

Friday
Daily Schedule

Saturday
Free

Sunday: Free

Week 2-4 (June 9-June 28):

Daily schedule for the three weeks of fieldwork Monday through Friday:

6:00-6:45am Breakfast
6:45-7:15am Transfer to Field site
7:15am-3:30pm Research activities at the site (snack and lunch break at the site)
3:30-4:00pm Return back to housing
4:00-5:30pm Daily debriefing, Lab work & paper work (if needed)
6:00-7:00pm Dinner
7:00-8:00pm (occasionally) invited lectures by project specialists and guests

**Wednesdays we discuss weekly readings**

**Week 2: Rural communities and ancient cities:** We contextualize our work on peripheral communities by reading and discussion Emerson 1997 and Fowler’s Atlas pgs. 234-235

**Week 3: Building Cahokia, literally and spiritually:** This week we will consider the physical (and metaphysical) construction of a city like Cahokia, including discussion of communities of practice and social investment in landscape. We will read and discuss Baltus and Baires 2012; Alt et. al 2010; Pauketat and Emerson 1991; Crown et. al 2012; Howe and Wilson 2015
**Week 4: Cahokian “Collapse”, Cahokia in Context:** As we round out our field season, we will consider the later years of Cahokia, transformations and revitalizations of cities, and Cahokia’s lasting historical legacy. We will read and discuss Munoz et al. 2015; Baires et. al 2015; Emerson and Hargrave 2000; and Anderson 2012.

**Wednesdays we will have readings discussion/lecture (see below for required readings) at 7 p.m.**

**Thursdays you will have the option of joining the PI’s at The Stagger Inn. If joining us at Stagger you will pay for your own meals. Additionally, food will be provided at the apartments if you choose not to attend.**

**Required Camping Trip June 14-16 (date subject to change)**

Camping at [Johnson’s Shut In’s State Park Missouri](#)

Day trips to [Elephant Rocks State Park Missouri](#), a driving tour (with periodic stops) of southern Illinois French Colonial sites, and a tour and lecture at Common Field (a late Mississippian burned village).

**JUNE 28 and 29:** The last field day (June 28) will consist of finishing up any last survey or mapping tasks, cleaning field equipment, and finishing paperwork. June 29th students leave for their respective homes; before any student is allowed to leave, their apartments MUST be clean and checked by the project directors. Keep this in mind when scheduling flights.

**READINGS**

Each week you are required to complete the readings as listed below. Each week two students will be designated as the discussion leaders. Discussion leaders will provide fellow classmates with two discussion questions (due the Tuesday before) and lead the conversation surrounding the readings. All readings will be made available to students through the class Moodle site. Additionally, you are required to keep a notebook with short summaries (200 words or less), comments, and questions about each reading (due Friday by 5 pm). These will be collected and reviewed by the PI’s.

**Week 1:** What is Cahokia?

Readings: Cobb 2003; Pauketat et. al 2015; Dalan et. al 2003

**Week 2:** Rural communities and ancient cities

Readings: Emerson 1997; Fowler’s Atlas pgs. 234-235 (summary of ‘peripheral’ communities)

**Week 3:** Building Cahokia, literally and spiritually

Readings: Baltus and Baires 2012; Alt et. al 2010; Pauketat and Emerson 1991; Crown et. al 2012; Howe and Wilson 2015

**Week 4:** Cahokian “Collapse”, Cahokia in Context

Readings: Munoz et al. 2015; Baires et. al 2015; Emerson and Hargrave 2000; Anderson 2012
BIBLIOGRAPHY


