



PIRATES AND PURITANS: HISTORICAL ARCHAEOLOGY & ETHNOGRAPHY ON OLD PROVIDENCE & SANTA CATALINA ISLANDS, COLOMBIA

Course ID: ARCH 315K

May 25-June 19, 2024

Academic Credits: 8 Semester Credit Units

FIELD SCHOOL DIRECTOR(S)

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OVERVIEW

The islands of Old Providence and Santa Catalina -located 130 miles of the coast of Nicaragua and around 8.5 square miles in size- have been a center of global trade and commerce since the establishment of an English colony in 1629 and are still occupied by the Native Raizal descendants of the original colonists, African slaves, and members of a coterminous Maroon village to this day. Puritan venture capitalists



financed the primary colonization of Old Providence and Santa Catalina –whose members arrived on the Seaflower, sister ship to the Mayflower– one year after the founding of the Massachusetts Bay Colony in what was to become the United States.

From 1629-1630, colonists, under the direction of the Providence Island Company, constructed an administrative center (the Town of New Westminster) and several forts, along with establishing dispersed, plantation-household groups known as ‘families’ that were supervised by a ‘father’ and comprised of wealthy Company investors, apprentices hoping to establish their own plantations, and enslaved Africans; while concurrently establishing colonies in Massachusetts Bay and later, the Eastern Caribbean. The area surrounding the original town, along with dispersed plantation-household groups, and at least one Maroon settlement ultimately evolved into distinct neighborhoods, which are still extant today. Since 1629, the Raizal have been episodically under the administration of England, Spain, English & French privateers, and Colombia.

The Islands served time as a base for the infamous Henry Morgan in the late 1600s to ready for his assault on Panama, inspired Robert Louis Stevenson to write the book “Treasure Island” after visiting in the 1800s and was a residence of Pablo Escobar in the 1980s. In addition to a colorful colonial and modern history, the Islands have had a compelling recent history. An airport, paved roads, and electricity did not arrive on the Islands until the 1980s, when the population was around 800 and the main mode of transportation was the natural gully system, which was -according to oral histories- modified and maintained for ease of use since the founding of the Colony. Since the 1980s, the population has risen to around 5,800 and very few people live in the interior due to the ease of transportation along the coast utilizing the main road that circumnavigates the Islands. Old Providence and Santa Catalina have changed substantially in the very recent past not only spatially and materially, but also culturally, linguistically (a unique Criol is spoken on the Islands), economically, and environmentally due to marine life degradation, rising seas, and most recently, the devastating effects of hurricane Iota in November 2020, which passed directly over the Islands, destroying 98% of the built infrastructure, including the Native Raizal museum and all its contents.



The Project aims to better understand the Islands’ historical timeline and elucidate localized strategies utilized by Native Raizal peoples, over time, to negotiate the intricate relationships between and among variable stakeholders embedded within the colonial- and modern-industrial complexes, including European colonists, venture-capitalists, and military; Indigenous groups; pre- and post-emancipated peoples of African descent; tenant farmers, agricultural workers, and indentured apprentices and servants; and more loosely affiliated, historically-connected groups such as Maroons, pirates, buccaneers, and privateers. An

important aspect of this community-based research seeks to identify the real-world effects of rapidly fluctuating military and administrative power structures on the movement and organization of materials, ideas, and built-environments over time and how diverse –yet connected through colonial spheres of influence– culture histories inform the structures of everyday life and communities of practice for the groups and individuals who currently inhabit this location.

This community-led Project seeks to assist ongoing Native Raizal efforts to untangle the complex culture history of Old Providence and Santa Catalina by collecting oral histories, studying historical documents, and archaeologically exploring three foundational landscapes: 1) the original town of New Westminster

[1629] located on the northside of Old Providence Island, 2) a colonial-period Maroon community -made up of self-emancipated individuals- located on the south/southeast side of Old Providence island, and 3) the natural and modified gully systems & terrestrial pathways covering the Islands, utilized since 1629 for intra-island transportation and residential and agricultural water management.

To this end, archaeological and survey tasks focus on gaining a better understanding the Islands' settlement timeline and understanding behavioral continuity and/or discontinuity, over time; and ethnographic research aims to document Native Raizal stories, art, & culture, catalog familial connections, better understand the Islands' built-infrastructure and natural landscapes from emic perspectives, and record the English Criol language unique to the Archipelago of San Andrés for posterity.

The Program employs Native Raizal monitors who work with our teams every day and are present at all points of data collection: a cultural monitor, environmental monitor, and ethnographic monitor. Additionally, many people from the local Raizal community have been directly engaged in our research and teaching efforts. In 2018, the Program engaged a Native steering committee that includes government officials, teachers, scientists, artists, bush medicine specialists, and business owners. The committee was (and will continue to be) consulted on the Program and assisted in developing our core problem orientation, research questions, and research design. Of note, the Islands are located within a UNESCO biosphere, so the Program works closely with both Native Raizal and international UNESCO representatives because heritage and environmental conservation and sustainability go hand in hand.

ACADEMIC CREDIT UNITS & TRANSCRIPTS

Credit Units: 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 highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see assessment, below). This field school provides a minimum of 360 hours of experiential education. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institution prior to attending this field school.

Transcripts: An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One more transcript may be sent to the student's home institution at no cost. Additional transcripts may be ordered at any time through the [National Student Clearinghouse](#).

PREREQUISITES

This field school has no prerequisites for participation, but suggest students do some background research about the Islands as well as look over the required and recommended readings before arriving in the field.

INVESTIGATION AREAS

Compared with the plethora of colonial-era, Spanish-controlled sites in the Western Caribbean, far fewer English settlements were established in the region. The Providence Island Company Colony is one of only a handful of English settlements that dotted the (Miskito) coast, south of the Yucatán, of which an even fewer number have been investigated archaeologically or ethnographically. Of note, there is (currently)

little evidence of pre-European settlements on the Island, other than oral histories of Miskito Indians visiting the Island to fish and hunt turtles.

The 2024 field research season, the 4th on the Islands, is focused on adding to the body of Western-Caribbean, English colonial-period data through archaeological investigations of a variety of locations throughout the Islands; in tandem with gaining a better understanding what the past means to the Native Raizal people who currently inhabit this space through ethnographic interviews and direct participant observation.



A major goal of archaeological and ethnographic data collection is centered on locating the original town of New Westminster and a conterminous Maroon Village, located on opposite sides of Old Providence Island; and gaining a better understanding of how people, infrastructure, and activities were organized on this landscape in the past. Oral histories and the documentary record, suggest that intercultural contacts and exchanges were frequent and the rivalries on the Islands were intense. Historical records indicate that English indentured servants frequently found common cause with enslaved Africans, often to the point of running away with them.



Another important question involves the construction styles of the houses on the Island. Providence Island was 10,500km from England, and the Island’s natural environment, being tropical, was far different from that of temperate England. The divergence between the English homeland and the Caribbean colony raises interesting questions about how—and how well—the English adapted to the unfamiliar biodiversity on the Island. History indicates that the Governor’s house may have been the only structure on the Island made entirely of brick. This means that the other houses were likely earth fast, wooden structures commonly built at seventeenth-century English colonial settlements, but this will need to be archaeologically verified.

In addition to locating historical built environments and structures, the Program has been tasked by our Native steering committee to map the Islands’ water gullies and terrestrial pathways. The Islands’ gullies (originating in the mountains and ending at the sea) are not only a source of fresh water... the gullies, along with terrestrial routes covering the Islands, were used as the main travel corridors around the Islands until the main road was paved in the 1980s and are still used today. Mapping these routes will give us vital clues to the movement of people, information, and materials on the Islands, over time; and will likely lead to the discovery of currently unknown residential and agricultural sites, based on prime locations at the intersections of these formerly main ‘roads’.

Lastly, the Program seeks to understand what the past means to the extant Native Raizal population and how the geographic location and unique environmental biome shapes lifeways, now and in the past – what practices survive (or not) from the early days of the Colony and why. We will be working directly with the community in a variety of ways, so students will not only be able to handle archaeological materials, but will also be able to interact with the living descendants of the past we are studying. Moving between these ‘worlds’ is key to modern-world archaeology because we cannot understand the past properly without having an understanding of the current stakeholders (true inheritors) of that past.

To this end, research and data collection will be organized under four subject areas of investigation:

1. Full survey and excavations will be conducted at sites in Old Town on the north side of Old Providence Island that hold the remains of the original town of New Westminster [1629], where administrative and military groups and individual resided, and sites in the Bottom House and Southwest Bay communities on the south and southeast side of Old Providence Island, where Providence Island Company labor populations and Maroon communities of self-emancipated former slaves resided.
2. Geophysical survey, surface artifact collection, metal detecting, and rapid/reconnaissance excavations (e.g. shovel test pitting) will be undertaken at various sites on Old Providence and Santa Catalina Islands as local landowners give us access to their properties. Survey data will be used to identify future excavation sites and add to what we know about the Islands' settlement timeline.
3. GPS route marking and object/feature geotagging of the Islands' water gully & terrestrial pathway systems and other sites/features of note (e.g. gravesites on personal property, structural features, artifact scatter concentrations, etc.).
4. Ethnographic interviews - focused on life over time on Old Providence and Santa Catalina and the recordation of the unique art, cuisine, language, music, and dance of the current Native Raizal population for posterity.

COURSE OBJECTIVES

The objectives of the Program center, broadly, on enabling enable students to understand how archaeology and ethnography are practiced in the field, exploring the diverse lifestyles of people from both the past and present, and gaining a basic understanding of European colonialism and multicultural contact and interactions, over time, in an increasingly globalized world.

The 2024 field season will give students the opportunity to critically and holistically engage with variable data types, learn to develop research questions and integrate/interpret independent lines of evidence, work side-by-side with local community members, and gain field and laboratory skills.

The course includes a heavy focus on **theory and methods** and **professionalism and ethics**; and during the field season, students will apply what they have learned to **produce an original research design**.

To achieve these objectives, the Program has five primary learning & experiential objectives:

- (1) to **provide students with a practical working knowledge of archaeological and ethnographic field methods**, including excavation, survey & mapping, laboratory analysis, artifact processing, and ethnographic interviewing;
- (2) to **familiarize students with how the work of archaeology and ethnography gets done** administratively and operationally, and how the work may be different, depending on the cultural, socioeconomic, historical, and political characteristics of a particular site;
- (3) to **introduce students to the intellectual AND practical challenges presented by archaeological and ethnographic research**, including producing a research design, interpreting multiple lines of evidence from variable data sources, integrating historical and oral records with archaeological information, data problematics, working with local populations, and the need to think creatively and flexibly as new information is recovered during research;
- (4) to **directly assist the Native Raizal community by gathering data to be used to promote sustainable environmental, cultural, and economic practices** (e.g. tourism, fishing, agriculture, cuisine) that

allow the community to leverage their past in order to preserve their unique heritage and at the same time, encourage economic growth to provide employment and education for Native Islanders now and in the future; and

- (5) to **directly assist the Native Raizal community with material, spatial, historical, linguistic, and cultural conservation**. Electricity and roads were not introduced to the Islands until the 1980s, which has impacted the rate of change in the lifeways of the Native community(ies) in recent times. Most food is now imported, lighting and the ability to be out at night has changed cultural and social norms, and the English Criol unique to the Islands sounds very little like it did 20 years ago. Part of our charge is to document the current culture, talk to people about the recent past, and prepare this data for a virtual museum where Native Raizal (and the public, generally) can experience what life was like in the past and actively collect contemporary data for future generations to access.

Students will be directly engaged in archaeological research, ethnographic interviews, excavations, and survey; and will work alongside the staff and faculty during the entirety of the field season. Prior experience indicates that individual students, given their own excavation units, survey areas, and mapping/drawing objects and features (cultural and natural), can successfully learn the basic methods of excavation, mapping, and recording, as well as develop a sense of personal accomplishment in the process.

Strict protocols for the way data are handled in the field, which include order of operations, standardized forms, etc., will teach students the significance of the finds and impress upon them the care that archaeologists must take in the field to maintain viable contexts for interpretation. Careful recording procedures followed in the field and laboratory will show students that archaeology is more than excavation and artifact recovery. The process will demonstrate that data recordation during research is every bit as important as the discovery of artifacts and structures.

Students will receive lectures and instruction in **archaeological and ethnographic theory and methods** and participate in the following research activities:

- **Excavation:** Students will participate in guided excavations at various archaeological sites on the Islands during the field season.
- **Survey & Data Collection:** Students will participate in survey & data collection at various sites - to include GPS point & route tagging, foot survey, surface artifact collection, shovel test-pit survey, geophysical survey, and metal detecting survey;
- **Recordation:** Students will participate in filling out excavation, survey, & laboratory forms, learn how to draw features & do site mapping, use LiDar image capture, and photograph sites, features, & objects;
- **Ethnography and Participant Observation:** Students will have the opportunity to participate in ethnographic research and interviews, which includes audio/visual recordation and note taking, and also have many opportunities to attend local events, get instruction from Native Raizal teachers and speakers, and sample the unique Island cuisine;
- **Laboratory:** Laboratory tasks include washing, sorting, identifying, cataloging, and curating archaeological objects recovered during excavations, shovel test-pitting, and surface collection.
- **Administration and Operations:** Students will receive instruction on and participate in discussions about the realities of organizing and managing a field school & doing field research, to better understand archaeology from a career standpoint.

- **Research Design:** Students will develop their own research design for an archaeological or ethnographic project. While their proposed project does not need to be carried out, students will learn how to develop research questions, choose methods with which to gather the data needed to answer their research questions, and understand the methodology and theory driving their problem orientation and data collection methods (including the problems inherent with any line of evidence and how to mitigate those issues).

An introductory lecture at the start of the field season will provide a brief history of the Island and explain the significance of the students' invaluable role in archaeological and ethnographic fieldwork. Subsequent evening lectures by Program faculty will cover topics such as the history, methods, and theoretical foundations of colonial-period archaeology, food and consumption to include ceramics analysis & zooarchaeology, utilizing documentary and oral records, colonialism/globalism, significance of the Providence Island Company in 17th-century English history, and other related topics. Island residents and guest scholars will also give lectures and seminars during the course of the field school, including Native Raizal artists, environmentalists, historians, and bush medicine specialists.

LEARNING OUTCOMES

Upon the successful completion of the field school, students will be able to:

- Articulate basic history, theories, methods, and aims of modern archaeology and ethnography and be able to apply the archaeological toolkit to solve real-world problems.
- Learn how to make original archaeologically-based arguments about the past and present, supported by scholarly and material evidence.
- Understand the different elements of an archaeological and ethnographic field project and the relationships between these elements.
- Apply standard theory and methods to archaeological and ethnographic contexts and discovery.
- Use standard recording techniques to document and code/categorize variable forms of data.
- Undertake preliminary processing, identification, and analysis of archaeological artifacts and zooarchaeological specimens.
- Produce an anthropological research design.
- Utilize multiple lines of evidence, including both quantitative and qualitative data through deductive and inductive methods.
- Have an awareness of and appreciation for the day-to-day realities of coordinating the work of archaeology and ethnography in the field.

ASSESSMENT

10% Pre-travel Orientation and Training: attendance and participation

30% Field Season: attend and participate each scheduled day, including fieldwork, seminars, lectures, daily morning briefings, afternoon field wrap-up meetings, and laboratory work.

- BE PRESENT while we are working...stay off your phone and pay attention to the tasks at hand.
- BE KIND...archaeological and ethnographic work can be tiring and extremely menial at times, which can cause people to be short with each other. Recognize when you need a bit of a break so you can maintain meaningful professional relationships with your fellow students and Project staff.
- BE THOROUGH...help with loading and unloading vehicles without having to be asked, be cognizant of completely paperwork correctly & handling materials correctly, and if you complete an

assigned task, ask what else you can do instead of just leaving and going to your room if it still scheduled work/task time (e.g. lab work in the afternoons).

- REMEMBER THAT THIS IS A TRAINING PROGRAM...you will be doing a lot of manual labor, which is inherent to archaeological and ethnographic research, but you will also be given a great deal of time off to enjoy the Islands (and be in 'vacation mode') as well.

15% Research Design Peer Review Exercise and Oral Presentation

25% Quality and timeliness of paperwork and form submissions; following correct field and laboratory protocols.

20% Research Design Oral Presentation

DESCRIPTION AND ASSESSMENT OF TASKS AND ASSIGNMENTS

The 2024 field season will give students the opportunity to critically and holistically engage with variable data types, learn to develop research questions and integrate/interpret independent lines of evidence, work side-by-side with local community members, gain archaeological field and laboratory skills, and be exposed to ethnographic methods. Students will participate in ethnographic interviews -including audio/visual recordation- in addition to learning a variety of archaeological survey, sampling, and mapping techniques. Additionally, students will participate in laboratory work of some kind, daily. Tasks include washing, photographing, logging materials, artifact identification, drawing artifacts, and readying materials for storage.

The care exhibited in the field and laboratory, in addition to teaching a general respect for archeological remains, will specifically demonstrate the significance of this Program itself. The Islands were (and continue to be) an historically significant and strategic location in the American colonial-industrial complex and students will be taught to appreciate their direct contribution to making significant new findings about the Island's colonial-period and modern history.



Students will demonstrate their grasp of basic archaeological and ethnographic methods through the quality of, and improvement in, their fieldwork and form quality/thoroughness...throughout the field season. Students will be mentored and shown through example. Students will also be informally quizzed in the field about their activities and asked to offer their interpretations. Student performance will be evaluated in the field through observation and interaction, and from the completion of assignments and daily participation in all activities. Students will demonstrate their knowledge of the readings and field learning

through their questions and interpretations during seminars, ad-hoc briefings, and lectures, and student paperwork & field and laboratory forms will be regularly reviewed.

Additionally, students will produce a research design during the field season, for which a topic/problem orientation is due Week 2. While students are only required do a one-off research design during the course, they may also pursue on-site lines of evidence that can be used later for further, more



in-depth research. Contact with interested students will be maintained after the field season to ensure that those interested in pursuing further research can do so, including, but not limited to returning to the Island during future field seasons to gather data and do targeted research. Research designs will address the concepts, theoretical foundations, and methods/methodology -taught throughout the field season- that they would utilize (and why) to investigate targeted research questions and collect critical data. Students will be given a research design template with sections to complete (which will include detailed instructions and questions to answer about their specific lines of enquiry) during the first week of the season.

COURSE SCHEDULE

All IFR field schools begin with a safety orientation. This orientation addresses local and program protocols concerning student behavior, appropriate attire, local practices and sensibilities that may be unfamiliar, potential fauna and flora hazards, IFR harassment and discrimination policies, and the student Code of Conduct.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political issues, environmental barriers, availability of speakers, weather conditions, etc. may force changes. **This schedule, therefore, is only a general outline. Students should allow flexibility and adaptability as our schedule is frequently subject to change.**

WEEK 1 – May 25 to May 31

Sat.	Meet students at airport or boat slip on Old Providence Island and go to Posada Enilda <i>Relax and settle into housing...note that room assignments are random, so please feel free to move around so you have a roommate with a similar sleep/wake pattern, down time activities, etc.</i>
12:30-2:00	Lunch (at Posada Enilda) **NOTE: We ask that (generally) students do not seek out meetings with faculty or field-school staff during lunch/afternoon breaks during the field season, so that leadership can get caught up on logistics, take a break, etc. Of course, please notify us of any emergencies! ...but for things that can wait until later, please do so.** <i>Off until orientation</i>
5:00-6:30	Orientation (evening) meeting to go over protocols & assignments, pass out forms, etc.
6:30-8:30	Dinner (at Posada Enilda) **we will order food delivery from a local restaurant for dinner, everyone will pay individually**
Sun.	
6:45-9:00	Breakfast, Daily Agenda Briefing, & Task Assignments Faculty will take students to the grocery store, ATM, etc. after breakfast <i>...note that lunch is not served at the Posada on Sundays</i> <i>Break until lecture time</i>
1:30-3:00	LECTURES 1 & 2 (see lecture section below for required readings) <i>Break</i>
3:30-5:00	LECTURES 3 & 4 (see lecture section below for required readings) <i>Off for the rest of the evening (dinner on own)</i>
Mon.	
6:45-7:45	Breakfast, Daily Agenda Briefing, & Task Assignments
7:45-8:00	Pack up all field gear into vehicles
8:00-8:15	Travel to current research site/s

8:15-8:30 Set up field gear & supplies
8:30-12:00 Research activities at the current site/s
12:00-12:15 Pack up all field gear into vehicles
12:15-12:30 Travel to Posada Enilda
12:30-2:00 Lunch & Break (at Posada Enilda)
2:00-5:30 Laboratory/data management activities/fieldwork (tasks and assignments TBD)
Break
5:45-7:00 LECTURES 5 & 6 (see lecture section below for required readings)
Off for the rest of the evening (dinner on own)

Tues.

6:45-7:45 Breakfast, Daily Agenda Briefing, & Task Assignments
Off until boat tour
8:30-12:30 Tour of Island via boat (YOU WILL GET WET, so dress accordingly)
12:30-2:00 Lunch & break (at Posada Enilda)
2:00-4:30 LECTURES 7 & 8 (see lecture section below for required readings)
Off until group dinner
6:00 Group dinner at Posada Enilda (provided by the Program) with our Native collaborators

Wed.

6:45-7:45 Breakfast, Daily Agenda Briefing, & Task Assignments
7:45-8:00 Pack up all field gear into vehicles
8:00-8:15 Travel to current research site/s
8:15-8:30 Set up field gear & supplies
8:30-12:00 Research activities at the current site/s
12:00-12:15 Pack up all field gear into vehicles
12:15-12:30 Travel to Posada Enilda
12:30-2:00 Lunch & Break (at Posada Enilda)
2:00-5:30 Laboratory/data management activities/fieldwork (tasks and assignments TBD)
Break
5:45-7:00 LECTURE 9 (see lecture section below for required readings)
Off for the rest of the evening (dinner on own)

Thurs.

6:45-7:45 Breakfast, Daily Agenda Briefing, & Task Assignments
7:45-8:00 Pack up all field gear into vehicles
8:00-8:15 Travel to current research site/s
8:15-8:30 Set up field gear & supplies
8:30-12:00 Research activities at the current site/s
12:00-12:15 Pack up all field gear into vehicles
12:15-12:30 Travel to Posada Enilda
12:30-2:00 Lunch & Break (at Posada Enilda)
2:00-5:30 Laboratory/data management activities/fieldwork (tasks and assignments TBD)
Break
5:45-7:00 TBD (e.g. field or lab work/presentation or discussion/guest speaker, etc.) depending on speaker availability and/or other activity needs
Off for the rest of the evening (dinner on own)

Fri.

- 6:45-8:00 Breakfast
Off for the day...work on research design & reading along with exploring cultural and leisure activities on the Island.
- 12:30-1:30 Lunch served at Posada Enilda

WEEK 2 – June 1 to June 7

Sat.

- 6:45-7:45 Breakfast, Daily Agenda Briefing, & Task Assignments
Off until lunch
- 12:30-1:30 Lunch (at Posada Enilda)
- 1:30-6:30 Laboratory/data management activities/fieldwork
Off for the rest of the evening (dinner on own)

Sun.

- 6:45-8:30 Breakfast, Daily Agenda Briefing, & Task Assignments
REMINDER: Lunch not served by the Posada on Sundays
- 1:30-6:30 Laboratory/data management activities/fieldwork
Off for the rest of the evening (dinner on own)

Mon.

- 6:45-7:45 Breakfast, Daily Agenda Briefing, & Task Assignments
- 7:45-8:00 Pack up all field gear into vehicles
- 8:00-8:15 Travel to current research site/s
- 8:15-8:30 Set up field gear & supplies
- 8:30-12:00 Research activities at the current site/s
- 12:00-12:15 Pack up all field gear into vehicles
- 12:15-12:30 Travel to Posada Enilda
- 12:30-2:00 Lunch & Break (at Posada Enilda)
- 2:00-5:30 Laboratory/data management activities/fieldwork (tasks and assignments TBD)
Break
- 5:45-7:00 TBD (e.g. field or lab work/presentation or discussion/guest speaker, etc.) depending on speaker availability and/or other activity needs
Off for the rest of the evening (dinner on own)

Tues.

- 6:45-7:45 Breakfast, Daily Agenda Briefing, & Task Assignments
- 7:45-8:00 Pack up all field gear into vehicles
- 8:00-8:15 Travel to current research site/s
- 8:15-8:30 Set up field gear & supplies
- 8:30-12:00 Research activities at the current site/s
- 12:00-12:15 Pack up all field gear into vehicles
- 12:15-12:30 Travel to Posada Enilda
- 12:30-2:00 Lunch & Break (at Posada Enilda)
- 2:00-5:30 Laboratory/data management activities/fieldwork (tasks and assignments TBD)
Break

5:45-7:00 TBD (e.g. field or lab work/presentation or discussion/guest speaker, etc.) depending on speaker availability and/or other activity needs)
Off for the rest of the evening (dinner on own)

Wed.

6:45-7:45 Breakfast, Daily Agenda Briefing, & Task Assignments

7:45-8:00 Pack up all field gear into vehicles

8:00-8:15 Travel to current research site/s

8:15-8:30 Set up field gear & supplies

8:30-12:00 Research activities at the current site/s

12:00-12:15 Pack up all field gear into vehicles

12:15-12:30 Travel to Posada Enilda

12:30-2:00 Lunch & Break (at Posada Enilda)

2:00-5:30 Laboratory/data management activities/fieldwork (tasks and assignments TBD)

Break

5:45-7:00 TBD (e.g. field or lab work/presentation or discussion/guest speaker, etc.) depending on speaker availability and/or other activity needs)
Off for the rest of the evening (dinner on own)

Thurs.

6:45-7:45 Breakfast, Daily Agenda Briefing, & Task Assignments

7:45-8:00 Pack up all field gear into vehicles

8:00-8:15 Travel to current research site/s

8:15-8:30 Set up field gear & supplies

8:30-12:00 Research activities at the current site/s

12:00-12:15 Pack up all field gear into vehicles

12:15-12:30 Travel to Posada Enilda

12:30-2:00 Lunch & Break (at Posada Enilda)

2:00-5:30 Laboratory/data management activities/fieldwork (tasks and assignments TBD)

Break

5:45-7:00 TBD (e.g. field or lab work/presentation or discussion/guest speaker, etc.) depending on speaker availability and/or other activity needs)
Off for the rest of the evening (dinner on own)

Fri.

6:45-7:45 Breakfast

Off for the day...work on research design & reading along with exploring cultural and leisure activities on the Island.

12:30-1:30 Lunch served at Posada Enilda

WEEK 3 – June 8 to June 14

Sat.

6:45-7:45 Breakfast, Daily Agenda Briefing, & Task Assignments

Off until lunch

12:30-1:30 Lunch (at Posada Enilda)

1:30-6:30 Laboratory/data management activities/fieldwork

Off for the rest of the evening (dinner on own)

Sun.

- 6:45-8:30 Breakfast, Daily Agenda Briefing, & Task Assignments
OFF UNTIL 2:00pm: REMINDER: Lunch not served by the Posada on Sundays
- 2:00-4:00** Laboratory/data management activities/fieldwork and/or field trip
****note change in afternoon work time today – we usually end work on Sundays at 6:30pm, but are ending early to do peer-review this evening****
Break until PEER-REVIEW
- 4:30-7:30** ****RESEARCH DESIGN – PEER REVIEW**** Use your worksheet to give a short oral presentation on your topic, which should be no longer than 8 minutes...be organized and write down answers to the prompts on the worksheet beforehand, so you can mostly read from your notes prior to getting comments from the team. Cover everything but be brief...even at 10 minutes allotted per student, it will take at least 2.5 hours to do everyone's peer-review.
- Off for the rest of the evening (dinner on own)*

Mon.

- 6:45-7:45 Breakfast, Daily Agenda Briefing, & Task Assignments
- 7:45-8:00 Pack up all field gear into vehicles
- 8:00-8:15 Travel to current research site/s
- 8:15-8:30 Set up field gear & supplies
- 8:30-12:00 Research activities at the current site/s
- 12:00-12:15 Pack up all field gear into vehicles
- 12:15-12:30 Travel to Posada Enilda
- 12:30-2:00 Lunch & Break (at Posada Enilda)
- 2:00-5:30 Laboratory/data management activities/fieldwork (tasks and assignments TBD)
Break
- 5:45-7:00 TBD (e.g. field or lab work/presentation or discussion/guest speaker, etc.) depending on speaker availability and/or other activity needs)
Off for the rest of the evening (dinner on own)

Tues.

- 6:45-7:45 Breakfast, Daily Agenda Briefing, & Task Assignments
- 7:45-8:00 Pack up all field gear into vehicles
- 8:00-8:15 Travel to current research site/s
- 8:15-8:30 Set up field gear & supplies
- 8:30-12:00 Research activities at the current site/s
- 12:00-12:15 Pack up all field gear into vehicles
- 12:15-12:30 Travel to Posada Enilda
- 12:30-2:00 Lunch & Break (at Posada Enilda)
- 2:00-5:30 Laboratory/data management activities/fieldwork (tasks and assignments TBD)
Break
- 5:45-7:00 TBD (e.g. field or lab work/presentation or discussion/guest speaker, etc.) depending on speaker availability and/or other activity needs)
Off for the rest of the evening (dinner on own)

Wed.

- 6:45-7:45 Breakfast, Daily Agenda Briefing, & Task Assignments
7:45-8:00 Pack up all field gear into vehicles
8:00-8:15 Travel to current research site/s
8:15-8:30 Set up field gear & supplies
8:30-12:00 Research activities at the current site/s
12:00-12:15 Pack up all field gear into vehicles
12:15-12:30 Travel to Posada Enilda
12:30-2:00 Lunch & Break (at Posada Enilda)
2:00-5:30 Laboratory/data management activities/fieldwork (tasks and assignments TBD)
Break
5:45-7:00 TBD (e.g. field or lab work/presentation or discussion/guest speaker, etc.) depending on speaker availability and/or other activity needs
Off for the rest of the evening (dinner on own)

Thurs.

- 6:45-7:45 Breakfast, Daily Agenda Briefing, & Task Assignments
7:45-8:00 Pack up all field gear into vehicles
8:00-8:15 Travel to current research site/s
8:15-8:30 Set up field gear & supplies
8:30-12:00 Research activities at the current site/s
12:00-12:15 Pack up all field gear into vehicles
12:15-12:30 Travel to Posada Enilda
12:30-2:00 Lunch & Break (at Posada Enilda)
2:00-5:30 Laboratory/data management activities/fieldwork (tasks and assignments TBD)
Break
5:45-7:00 TBD (e.g. field or lab work/presentation or discussion/guest speaker, etc.) depending on speaker availability and/or other activity needs
Off for the rest of the evening (dinner on own)

Fri.

- 6:45-8:00 Breakfast
Off for the day...work on research design & reading along with exploring cultural and leisure activities on the Island.
12:30-1:30 Lunch served at Posada Enilda

WEEK 4 – June 15 to June 19**Sat.**

- 6:45-7:45 Breakfast, Daily Agenda Briefing, & Task Assignments
Off until lunch
12:30-1:30 Lunch (at Posada Enilda)
1:30-6:30 Laboratory/data management activities/fieldwork
Off for the rest of the evening (dinner on own)

Sun.

6:45-8:30 Breakfast, Daily Agenda Briefing, & Task Assignments
Break until we leave for the rondon event

10:00-4:00 TRADITIONAL RONDON ('rundown') MEAL for Project team members and local collaborators

****we will be helping cook the meal, which will be served around noon****
Off for the rest of the evening (dinner on own)

Mon.

6:45-7:45 Breakfast, Daily Agenda Briefing, & Task Assignments

8:00-11:00 **RESEARCH DESIGN ORAL PRESENTATIONS You do not need do to a powerpoint, unless you feel you need to show some visuals, but let the Director know beforehand if this is the case. Your oral presentation should be no longer than 5 minutes, so plan on writing out what you plan to say, beforehand, and reading from your notes.**

Off until lunch

12:30-2:00 Lunch & Break (at Posada Enilda)

2:00-6:30 Clean, inventory, and pack field and laboratory gear; clean-up work areas
Off for the rest of the evening (dinner on own)

Tues.

6:45-7:45 Breakfast, Daily Agenda Briefing, & Task Assignments

7:45-12:30 Finish up any work that needs to be done (variable activities)

12:30-2:00 Lunch (at Posada Enilda)

OFF FOR THE REST OF THE DAY for personal cleaning and packing (dinner on own)

****MAKE SURE TO PAY ANY OUTSTANDING PERSONAL BALANCES AT THE POSADA****

Wed.

STUDENTS DEPART COLOMBIA (*breakfast and lunch will be served at the Posada today*)

LECTURE TOPICS

May be additions and/or substitutions. See course schedule for reading due dates; which are subject to change, depending on current events or tasks.

- LECTURE 1 - The History of Old Providence and Santa Catalina Islands
 - Tracie Mayfield
 - READINGS: Collett (1837); Games (1998); Kupperman (1988); Kupperman (1993); Rowland (1935)
- LECTURE 2 – The Old Providence and Santa Catalina Islands Archaeological Project
 - Tracie Mayfield
 - READINGS: Previous Field Season Site Reports (2019, 2022, and 2023); 2024 Field Season Research Design
- LECTURE 3 – Project Data Recordation Policies and Procedures
 - Tracie Mayfield
 - No readings...just show up!
- LECTURE 4 – How to Take Artifact Photos: Best Practices
 - Tracie Mayfield
 - No readings...just show up!
- LECTURE 5 – Heritage Studies: Theory, Methods, & Methodology Overview

- o Tracie Mayfield
- o READINGS: Orser (2010); Fielding (2022); Wilk and Rathje (1982)
- LECTURE 6 – How to Develop a Professional Research Design
 - o Tracie Mayfield
 - o No readings...just show up!
- LECTURE 7 – Archaeological Features, Objects, and Texts: Working with the Archaeological Record
 - o Tracie Mayfield
 - o READINGS: Voss (2008); White and Beaudry (2009)
- LECTURE 8 – Food and Foodways: Ceramics Analysis and Zooarchaeology
 - o Tracie Mayfield
 - o READINGS: Mintz and DuBois (2002)
- LECTURE 9 – Ethnohistory and Ethnography: Working with the Documentary and Oral Records
 - o Tracie Mayfield
 - o READINGS: Harkin (2019); Dunnivant (2021)

- Pirates!
 - o Matthew Conway (Project faculty)
- Marronage and Self-Emancipation in the Americas
 - o Courtney Besaw (Project faculty)
- Geophysical Analysis
 - o Rosemary Lieske-Vidas (Project faculty)
- Doing Ethnography
 - o Luis Rodriguez-Perez (Project faculty)
- Art and Expression in the Caribbean
 - o Jennifer Rose Hasso (Project faculty)
- Best Practices: Photography and Film
 - o Madison Lin (Project faculty)
- Linguistics: Changes in Criol on Old Providence and Santa Catalina
 - o Gillian Sawyer (Project faculty)
- The Culture of Old Providence and Santa Catalina Islands
 - o Lodesca Livingston (resident and cultural monitor)
- Food, Culture, Farming: The Crux of Cultural and Environmental Sustainability on Old Providence and Santa Catalina Islands
 - o Marcela Ampudia (resident and environmental monitor)
- Bush Medicine on Providence Island
 - o Delia Eden-McLean & Dionicia Gomez-Davis (residents, bush medicine and folklore specialists, authors)
- Painting the Islands
 - o Luis and Jonathan Howard (residents, painters)

REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students. Students are encouraged to download and/or print readings prior to traveling. Course participants are expected to be prepared to engage the discussions led by facilitators, all of whom will be looking for compelling evidence that

students have read and thought about the assigned readings prior to the scheduled day on which they are first discussed.

NOTE: *Students will be expected to have read all the required readings before arriving on site, even those not taking the course for credit. Readings will be incorporated into lectures (see the COURSE SCHEDULE ABOVE) and used for reference in while doing field and laboratory tasks.*

*2019 – SITE REPORT...Mayfield, Tracie, Danielle Phelps, Matthew Conway, and Charles E. Orser, Jr. 2020. *A Report of the 2019 Archaeological Field Research Season: Old Providence and Santa Catalina Islands, Colombia*. Instituto Colombiano de Anthropología e Historia, Bogotá.

*2022 – SITE REPORT...Mayfield, Tracie, Matthew Conway, Courtney Besaw, Luis Rodriguez-Perez, and Charles E. Orser, Jr. 2022. *A Report of the 2022 Archaeological Field Research Season: Old Providence and Santa Catalina Islands, Colombia*. Instituto Colombiano de Anthropología e Historia, Bogotá.

*2023 – SITE REPORT...Mayfield, Tracie, Matthew Conway, Courtney Besaw, Rosemary Lieske-Vidas, Madison Lin, Jennifer Hasso, Gillian Sawyer, and Charles E. Orser, Jr. 2023. *A Report of the 2023 Archaeological Field Research Season: Old Providence and Santa Catalina Islands, Colombia*. Instituto Colombiano de Anthropología e Historia, Bogotá.

*2024 – RESEARCH DESIGN...Mayfield, Tracie, Matthew Conway, Courtney Besaw, Rosemary Lieske-Vidas, Madison Lin, Jennifer Hasso, Gillian Sawyer, and Charles E. Orser, Jr. 2024 – *Archaeological and Ethnographic Field Season Research Design*.

**You do not have to have the information in reports listed above memorized, but you should familiarize yourself with 1) the research and data outcomes from previous field seasons and 2) general knowledge of the types of tasks we will be doing this year to meet our aims and goals.*

Collett, C. F. – 1837. On the Island of Old Providence. *Royal Geographical Society of London* 7:203-210.

Dunnavant, Justin – 2021. In the Wake of Maritime Marronage. *Slavery & Abolition* 42(3):466-483.

Fielding, Anna – 2022. Going Deeper than ‘Emotional Impact’: Heritage, Academic Collaboration and Affective Engagements. *History*. The Historical Association and John Wiley & Sons Ltd (open access) 408-436.

Games, A. – 1998. “The Sanctuary of Our Rebell Negroes”: The Atlantic Context of Local Resistance on Providence Island, 1630-41. *Slavery and Abolition* 19:1-21.

Harkin, Michael – 2010. Ethnohistory’s Ethnohistory: Creating a Discipline from the Ground Up. *Social Science History* 34(2-summer):113-128.

Kupperman, K. O. – 1993. A Puritan Colony in the Tropics: Providence Island, 1630-1641. In *Settlements in the Americas: Cross-Cultural Perspectives*, R. Bennett, ed., pp. 238-251. University of Delaware Press, Newark.

Kupperman, K. O. – 1988. Errand to the Indies: Puritan Colonization from Providence Island through the Western Design. *William and Mary Quarterly* 45:70-99.

Mintz, Sidney W. and Christine M. DuBois – 2002. The Anthropology of Food and Eating. *Annual Review of Anthropology* 31:99-119

- Orser, Charles E., Jr. – 2010. Twenty-First-Century Historical Archaeology. *Journal of Archaeological Research* 18:111–150.
- Rowland, D. – 1935. Spanish Occupation of the Island of Old Providence, or Santa Catalina, 1641-1670. *Hispanic American Historical Review* 15:298-312.
- Voss, Barbara L. – 2008. Image, Text, Object: Interpreting Documents and Artifacts as ‘Labors of Representation’. *Historical Archaeology* 41(4):147-171.
- White, Carolyn L. and Mary C. Beaudry – 2009. Artifacts and Personal Identity. In *International Handbook of Historical Archaeology*, edited by Teresita Majewski and David R.M. Gaimster, pp. 209-255. Springer, New York.
- Wilk, Richard R. and William L. Rathje – 1982. Household Archaeology. *The American Behavioral Scientist* 25(6):617–639.

RECOMMENDED READINGS

- Anderson, Sid. – 2006. *Adventures in Marine Biology: A Tribute to Old Providence Island*. Xlibris, Bloomington, IN.
- Bloch, Marc – 1943. *The Historian’s Craft: Reflections on the Nature and Uses of History and the Techniques and Methods of Those Who Write It*. New York: Vintage Books.
- Brighton, S – 2011. Applied Archaeology and Community Collaboration: Uncovering the Past and Empowering the Present. *Human Organization*, 70(4), 344-354.
- Connerton, Paul – 1989. *How Societies Remember*. Cambridge: Cambridge University Press.
- Cuming, Sam – 2017. *Providence, Santa Catalina and San Andres (1629-1901): The Butler Diary and Other Curiosities*. Bottom House Publishing, Providence Island, Colombia.
- Cuming, Sam – 2015. *A Short History of Providence and San Andres (1629-1901)*. Ejecutivos Gráficos, Bogotá.
- Feiling, Tom – 2017. *The Island that Disappeared: Old Providence and the Making of the Western World*. Explore Books publishing.
- Knapp, A. Bernard (ed) – 1992. *Archaeology, Annales, and Ethnohistory*. Cambridge University Press, New York and Cambridge.
- Kupperman, K.O. – 1993. *Providence Island 1630-1641: The Other Puritan Colony*. Cambridge University Press, Cambridge, Massachusetts.
- LeFebvre, Henri – 1992. *Elements of Rhythmanalysis: An Introduction to the Understanding of Rhythms*, Translated by Eleonore Kofman, Elizabeth Lebas, and Imogen Forster. Introduction by Stuart Elden. Continuum, New York.
- Little, Barbara – 2007. *Historical Archaeology: Why the Past Matters*. Walnut Creek, California: Left Coast Press.
- Mintz, Sidney W. – 1985. *Sweetness and Power*. Penguin Group, New York.
- Newton, A. P. – 1914. *The Colonising Activities of the English Puritans: The Last Phase of the Elizabethan Struggle with Spain*. Yale University Press, New Haven.

- Orser, Charles E., Jr. – 2014. *A Primer on Modern-World Archaeology*. Eliot Werner Publications, Inc. Clinton Corners, New York.
- Orser, Charles E., Jr. – 2008. The Global and the Local in Modern-World Archaeology. In *Constructing Post Medieval Archaeology in Italy: A New Agenda*, edited by S. Gelichi, and M. Librenti, Edizioni all'Insegna de Giglio, Florence, Italy, pp. 25-44.
- Orser, C. E., Jr. – 2004. *Historical Archaeology*. 2nd ed. Pearson, Saddle River, New Jersey.
- Parsons, J. J. – 1956. *San Andrés and Providencia: English-Speaking Islands in the Western Caribbean*. University of California Press, Berkeley.
- Shackel, Paul A. and Erve J. Chambers (eds.) – 2004. *Places in Mind: Public Archaeology as Applied Anthropology*. New York: Routledge.
- Trouillot, Michel-Rolph – 1995. *Silencing the Past: Power and the Production of History*. Boston: Beacon Press.
- Wilk, Richard R. and Robert Netting – 1984. Households: Changing Forms and Functions. In *Households: Comparative and Historical Studies of the Domestic Group*, edited by Robert Netting, Richard Wilk, and Eric Arn, pp. 1–28. University of California Press, Berkeley and Los Angeles.
- Winter, Tim – 2013. Clarifying the Critical in Critical Heritage Studies. *International Journal of Heritage Studies* 19(6): 532-545.
- Yanagisako, Sylvia Junko – 1979. Family and Household: The Analysis of Domestic Groups. *Annual Review of Anthropology*, 8(1979):161–205.

PART II: TRAVEL, SAFETY & LOGISTICS

NOTICE OF INHERENT RISK

Traveling and conducting field research can involve risk. The IFR engages in intensive review of each field school location and programming prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it still complies with all our standards and policies, including those pertaining to student safety. Participants should also take every reasonable step to reduce risk while on IFR programs, including following the safety advice and guidelines of your program director, being alert to your surroundings and conditions, letting someone know where you will be at all times, and assessing your personal security.

The IFR does not provide trip or travel cancellation insurance. We strongly encourage participants to consider purchasing this insurance, as unexpected events may prevent your participation or cause the program to be canceled. Insurance is a relatively small cost to protect your educational investment in an IFR program. When comparing trip cancellation insurance policies, make sure the policy covers the cost of both airfare and tuition.

We do our best to follow a schedule of activities, methods training, and programming as outlined in this syllabus. However, this schedule can be easily disrupted by unforeseen circumstances, including weather, revisions by local permitting agencies, or conditions onsite. While this schedule represents the intentions of the program, adaptability is an intrinsic part of all field research, and necessary alterations to the schedule may happen at any time.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the program director and staff.

PROGRAM SPECIFIC FIELD CONDITIONS

Archaeological fieldwork involves physical work outdoors. You should be aware that conditions in the field are different from those you experience in your home, dorms, or college town. This program operates in a typical tropical Caribbean environment and archaeology requires a lot of manual labor, so remember to drink water frequently and pace yourself. During the day, temperatures in the shade fluctuate between 75°-80° F. However, under the sun they may reach 80°-90° with high humidity. You should plan to dress accordingly and wear sunscreen of at least 50 SPF.

This is not a typical university course because archaeology involves physical work and exposure to the elements. Archaeology is hands-on education. You will work outdoors and get sweaty and tired, but you will be outside with a trowel in hand unearthing artifacts not touched since the early 17th century and getting to interact with the direct descendants of the original Colony.

You should come equipped with sufficient excitement, enthusiasm, and an adequate understanding that archaeological field training and research requires hard (and often menial), but exciting work...and that this is a training program; although the Program provides a great deal of down time for you to explore the Islands and engage in recreational and entertainment activities.

LANGUAGE: Three languages are spoken on the Islands: English, Spanish, and English Criol. While having some knowledge of Spanish is useful because there are Native Raizal who mostly speak only Spanish, you will be able to communicate easily with anyone on-site using English only.

PROGRAM ETIQUETTE & PERSONAL RESPONSIBILITY

Students are expected to attend all scheduled activities mentioned on the syllabus and to follow the guidelines and policies of the field school. As representatives of the international archaeological community, students will follow all Colombian laws, show respect for the local community, and conduct themselves in a civil and professional manner at all times. As adults, we expect you to be responsible for your actions while on the Islands. **Program staff will assist you in any way possible, but you must understand your obligations to the Program's personnel, the fragile archaeological remains being investigated, the local Native Raizal community, and the Island's natural environments.**

In particular, **students must stay within the scale and scope of our research permit and only collect the types of data approved by the Colombian government and other entities beforehand.** Although the Islands' pirate history is well known, the Raizal have had issues with treasure hunters in the past and can be skeptical of academic research because of these past, negative experiences. **Students must not interview people or look for sites on private property on their own;** and should be cognizant that their actions are constantly observed, even when they might not be aware. We are all guests on the Islands and we hope to continue this research for several years. We would not like to see anyone compromise our future research or our efforts to return to the Islands because of their actions.

This Program offers students a wonderful opportunity to engage in important archaeological and ethnographic research and to learn about another culture and its people. Adherence to our guidelines and policies will ensure that you get the most out of your participation and have a rewarding educational experience. If you participate with the right frame of mind, you will have experiences you will remember for the rest of your life.

STATEMENT ON PROFESSIONAL CONDUCT

Archaeologists are deeply embedded within local communities. Field schools strongly rely on local communities and government authorities for the ability to conduct research and be awarded both official permits and community consent to work in a particular area. Student behavior that will endanger the reputation of the Program may impact this balance, will not be tolerated, and will be cause for immediate removal from the Islands.

Any behavior that endangers staff members, members of the local community, or other students – is reason for immediate removal from the field school. Individuals in violation of the code of conduct will be expelled from the Program at the Director's discretion.

Participants are subject to disciplinary action or full Program dismissal for several types of misconduct, including but not limited to:

- 1) Disruption of teaching, research, administration, or other Program related activities, which includes persistent lateness, failure to complete or help the team with work related tasks, being on the phone/internet frequently during work, or failure to follow instructions from Program leadership;
- 2) Physical or verbal abuse, threats of violence, rape or other forms of sexual assault, trying to pressure student or staff members into intimate situations, or conduct that threatens the health or safety of any person, which includes activities taking place during fieldwork or leisure time;
- 3) Disorderly or lawless conduct, disturbing the peace, or failure to comply with the directions of local government and law enforcement, immigration officials, Program staff, or any local individual acting in official capacity of the Program;

- 4) Dating or engaging in sexual encounters with local residents...the Islands have a very small population, and this type of behavior may upset people, especially if they are married to or dating someone in the local community;
- 5) Archaeological heritage is the property of the people and nation in which students are working. You may not enter any properties or collect any materials without written permission and without being accompanied by a member of the Program staff.
- 6) Trading, selling or otherwise removing material culture from sites without authorization is violation of the law. Personal collection and trading in antiquities is considered a criminal offence, which subject to prosecution and jail time. Do not engage in any collecting, trading, exchanging, selling, or buying of archaeological artifacts at any time;
- 7) Archaeology is a destructive science. Uncontrolled excavation is considered looting and is subject to prosecution. Follow the Program's data collection, excavation and/or survey instructions carefully and do not initiate excavations or any other type of removal of archaeological artifacts, features or ecofacts on your own.
- 8) Ethnographic interviews will not be conducted without consent of the Program Director and under strict protocols; including, but not limited to, having at least two researchers present and release/permission forms signed by the interviewee/s. *While having conversations with members of the local public (e.g. what the Program is doing and getting advice, ideas about excavation sites, or historical tidbits) is normal and encouraged, **students must recognize the point at which a casual conversation turns into an interview where specific intellectual property is being shared**, at which case the individual/s should be informed that the data/information may be used for research and publication purposes; to this end, you should stop the conversation and ask if we could set up an appointment (day, time, location of their choice) for a formal interview.* Explain that their voice is important, and the Program wishes to make sure that their ideas are properly attributed to them and care is taken in recording their stories;
- 9) Dishonesty, such as cheating, plagiarism, or knowingly providing false information to the Program;
- 10) Forgery, alteration, or misuse of Program documents, data, or identification, which includes misidentifying your role in the Program and authority to collect data (archaeological or ethnographic);
- 11) Theft of, damage to, or destruction of any Program equipment or the property of local residents or shop owners;
- 12) Failure to pay bills for extra services or incidentals; and
- 13) Unauthorized use of Program sites, equipment, resources, or imagery.

VISA REQUIREMENTS

All U.S. citizens who do not also hold Colombian citizenship must present a valid U.S. passport to enter and depart Colombia. U.S. citizens traveling to Colombia do not need a Colombian visa for a tourist stay of 90 days or less. Citizens of countries other than the United States should check the Colombian embassy website page in their home country for specific visa requirements.

Travelers entering Colombia are sometimes asked to present evidence of return or onward travel, usually in the form of a plane ticket. The length of stay granted to travelers is determined by the Colombian

immigration officer at the point of entry and will be stamped in your passport. Before the visa expires, travelers may request an extension of up to 90 days.

All persons entering Colombia are assessed a fee of around USD \$40 or its equivalent in Colombian Pesos (COP) in addition to the airfare or boat fare. Where this fee is collected may vary based on the students' point of entry into the country. Students are not assessed this fee when leaving Colombia.

STUDENT HEALTH

An IFR field school is designed to provide safe, positive, and constructive experiences for participating communities, students, and researchers. We are committed to protocols and practices that support the health and well-being of all involved in our field school projects, including the members of the community in which these projects take place.

We recommend that students adopt best-practices for arriving in a good state of health to protect themselves and their peers' readiness to set about the work of the field school. A thriving field camp environment is a constant exchange of energy, patience, effort, respect, and service. Arriving healthy is every student's first act of service — their first opportunity to behave in a way that respects the safety and wellness of one another.

IFR programs follow the health requirements and guidelines of local health authorities. You may also wish to consult recommendations from the US Centers for Disease Control at:

<https://wwwnc.cdc.gov/travel/destinations/list>

TRAVEL (TO AND DURING THE PROGRAM)

Natural disasters, political changes, weather conditions and various other factors may force the cancellation or alteration of a field school. IFR recommends students only purchase airline tickets that are fully refundable and consider travel insurance in case a program or travel plans must change for any reason. General information for this program is below, but keep in mind we will discuss any updated travel information and regulations during the required program orientation, which could affect travel plans.

Students can fly through Miami, United States; Bogotá, Colombia; or Panama City, Panama. We recommend Panama City because the flights are generally less expensive than going through Miami or Bogotá. The Panama City Airport is a modern, well-appointed facility and the hub for Copa Airlines.

From either Miami, Bogotá, or Panama City students will need to fly to San Andrés Island (Gustavo Rojas Pinilla International Airport - ADZ) in Colombia.

Getting to this point is very straightforward and can be booked through any of the major travel websites.

Students can then either fly to El Embrujo Airport (PVA) or take a boat from San Andrés Island to Providence Island.

- AIR: SATENA (www.satena.com) is the only airline that currently flies to Providence Island and you have to book through their website.
 - Note that you should use the Satena website during what would normally be 'business hours' because the website frequently stops working during non-business hours and may not complete your transaction.

- BOAT: Conocemos Navegando (<https://en.conocemosnavegando.com/home>) - sails early in the morning from San Andrés three times a week: Mon, Wed, and Fri. The catamaran departs San Andrés at 8:00am and travel time is 3.5 hours; return trips to San Andrés depart at 2:30pm.
 - Note that you reserve your seat on the boat through their website and will receive an email confirmation, but you pay once you arrive at the dock, just prior to boarding the boat.

If students need to spend the night on San Andrés we recommend the Hotel Casablanca (www.hotelcasablancasanandres.com), which is located on the beach, but there are many options available at a variety of price points on San Andrés, which can be researched online.

Program staff will meet students either at the Old Providence Island airport or catamaran seaport.

If you miss your connection, your flight is delayed, or you are held at the border for health reasons, please call or text Dr. Mayfield (phone/whatsapp 1-312-925-9474) and Posada Enilda as a backup (phone/whatsapp +57 320 8554912) immediately.

GROUND TRANSPORTATION

Once arriving on Old Providence Island, all local transportation to and from sites or field school related activities will be provided via Program vehicles, including rides to and from the port or airport.

During leisure/down time, students can rent various types of transportation from taxis, to bikes, to motorized vehicles. Students are also given opportunities to go into town with faculty or staff, so they can shop and/or pick up supplies, etc.



CASH & USING CREDIT AND DEBIT CARDS

While not all establishments on Providence Island take credit or debit cards (so you should always be ready to pay in cash), many do, including Posada Enilda where we will be staying. Credit cards and debit cards need to have a chip, but other than the chip requirement, you should have no issues paying for purchases or getting cash out of an ATM. Make sure to let your bank or credit card company know that you will be traveling to Colombia before you leave.

PLEASE NOTE: There are only two ATMs on the Islands (for 5,000+ people), which frequently run out of money, so it would be prudent to arrive with enough Colombian cash for 1 or 2 weeks of personal spending. You can request Colombian currency from your bank prior to leaving or most international airports have a currency exchange you can utilize as well. Make sure to check your airport's websites to determine if you can exchange currency at the airport.

ACCOMMODATIONS

Students and faculty will be housed at Posada Enilda Bed and Breakfast (www.hotelposadaenilda.com) located on the southwest of the Island in an area called Bottom House. **Students do not need to reserve their own rooms; this will already be taken care of before you arrive.** Posada Enilda is a fully modern facility with comfortable outdoor seating areas, shared dining room, and other amenities, such as air-conditioning, in- room safes, and personal refrigerators, and is extremely comfortable. The husband-and-wife owners are excited about hosting the students and we have enjoyed our stays in past

years, immensely. Security cameras monitor the grounds and the main gate is locked at night. Old Providence is a safe island, with little serious crime.



PLEASE NOTE: Rooms are assigned upon your arrival, and you will be randomly assigned one to two roommates; but you may absolutely switch roommates, if needed. You will want to be in a room with someone who has similar sleep/wake patterns and downtime activities (do you like to nap or read, or do you like to talk/listen to music/hang out, etc?). Take the first day to get to know your colleagues, and then work out room groupings that will best suit your individual (and thus, the group's) needs.

Room and board at the Posada includes breakfast, every day, and lunch, Monday through Saturday, which will be served in the dining area at Posada Enilda. **Dinners (and lunches on Sundays) are not provided by the Program**, but there are restaurants nearby and food can be ordered and delivered to the Posada. Additionally, grocery stores are available on the Island where students can purchase food; each room has a refrigerator where meal and snack supplies can be stored.

The Project also provides a 'camp' kitchen (e.g. griddle, pots/pans, plates/cups/bowls/silverware etc. that students can use for cooking and eating) and the kitchen at the Posada can be utilized for cooking in the evenings by Project members, as long as things are kept clean and any supplies used are washed and put back where they were found. Food borne illness will be minimized by drinking only bottled water, which will be provided at the Posada so students can fill their bottles, multiple times every day. The owners of the Posada can meet most dietary needs (vegetarians, vegans, and lactose intolerant), other than Kosher. Laundry services are also offered at the Posada for a small fee per load; bring your laundry bag to the front office in the morning and your clothes will be back within 48 hours, unless noted otherwise.

Rooms are cleaned by the Posada staff every other day, but students are required to take steps to ensure proper daily cleaning such as wiping down shared areas (e.g. bathroom, desks, door handles, etc.) and depositing trash in the outside receptacles each time you leave your room.

EQUIPMENT LIST

- personal PPE
 - face masks for travel, if desired
 - hand sanitizer (enough for personal use during the field season)
 - disinfectant wipes (for wiping down your personal living spaces; the rooms will be cleaned every other day by staff)
- enough personal medication/s to last for the program (**TAKE WITH YOU ON THE PLANE in case your luggage gets lost**). Bring a written prescription for prescription medications.
- work/hiking boots or shoes, preferably with a reinforced toe and anti-slip tread
- raingear (for yourself and for your equipment/tech – it will rain on and off frequently, so be prepared)
- wet shoes (can be worn in damp and beach environments/also for hiking) – NOT just flip flops (something more substantial)

- hat with brim (for rain and sun)
- sunglasses
- long-sleeved shirt (loose fitting)
- swim wear & beach towel (& snorkel gear if you would like!)
- heavy-duty work gloves
- water bottle (bring a large water bottle, preferably 2...or buy a few on site to use in the field – we will have water to fill up with at the Posada, but we will not be bringing the 5-gallon jugs into the field – you will need enough water for about 5 hours outside on any given day)
- Marshalltown pointing trowel (4" or 5") **(you will not be able to get a trowel on the Islands, please purchase prior to arriving on site.)**
- roll of duct tape (a smaller roll to have whenever you have your backpack with you, which can be used in a variety of situations – you will be glad you have it!)
- sun protection
- insect repellent
- flashlight
- compass (preferably with adjustable declination)
- calculator (stand alone or phone app)
- mechanical pencils & extra lead
- field backpack (to store your stuff while in the field)
- backpack cover (a garbage bag will do)
- extra money for incidentals (note that you cannot use United States currency on Old Providence and you will not be able to find someone to exchange it for you)

EQUIPMENT LIST (SUGGESTED)

- get an international phone plan or plan to buy a Colombian SIM card
 - the internet on the islands is very slow and many times does not work at all, so having a cell phone-based voice and data plan, or local SIM card, allows for better and more consistent connectivity
- 3-to-2 prong electrical outlet adapters & a surge protector/power strip to attach to it (outlets in the Caribbean are, many times, 2-prong and prone to surges)
- ice tray for in-room refrigerator (not a necessity, but you will be glad you have it)
- toilet paper (we will have access to public bathrooms while in the field, but most of them do not stock toilet paper – you can purchase toilet paper on the Islands and don't need to carry it from home)
- feminine products (tampons are especially difficult to locate on the Islands)
- drink/electrolyte mix to add to your water bottle during fieldwork