Teaching with The Digital Archaeological Archive of Comparative Slavery: A Workshop

Handouts and Syllabi Available:
http://www.daacs.org/research/workshops/

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The Four Key Website Sections for Teaching
http://www.daacs.org/

Access these section here…

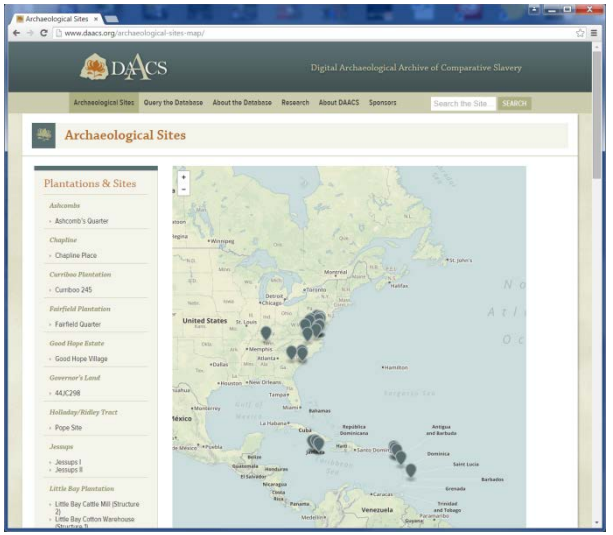
1. Archaeological Sites
2. Query the Database
3. About the Database
4. Research

And here…

How to Find Archaeological Sites and Plantations

1. Use Atlantic Sites Map to locate sites

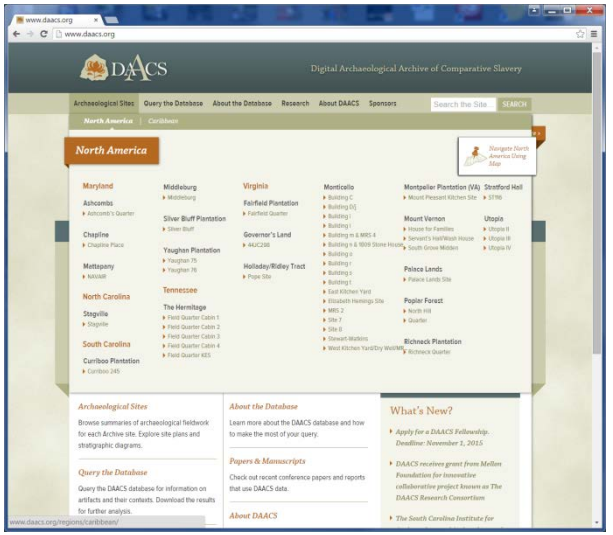
http://www.daacs.org/archaeological-sites-map/



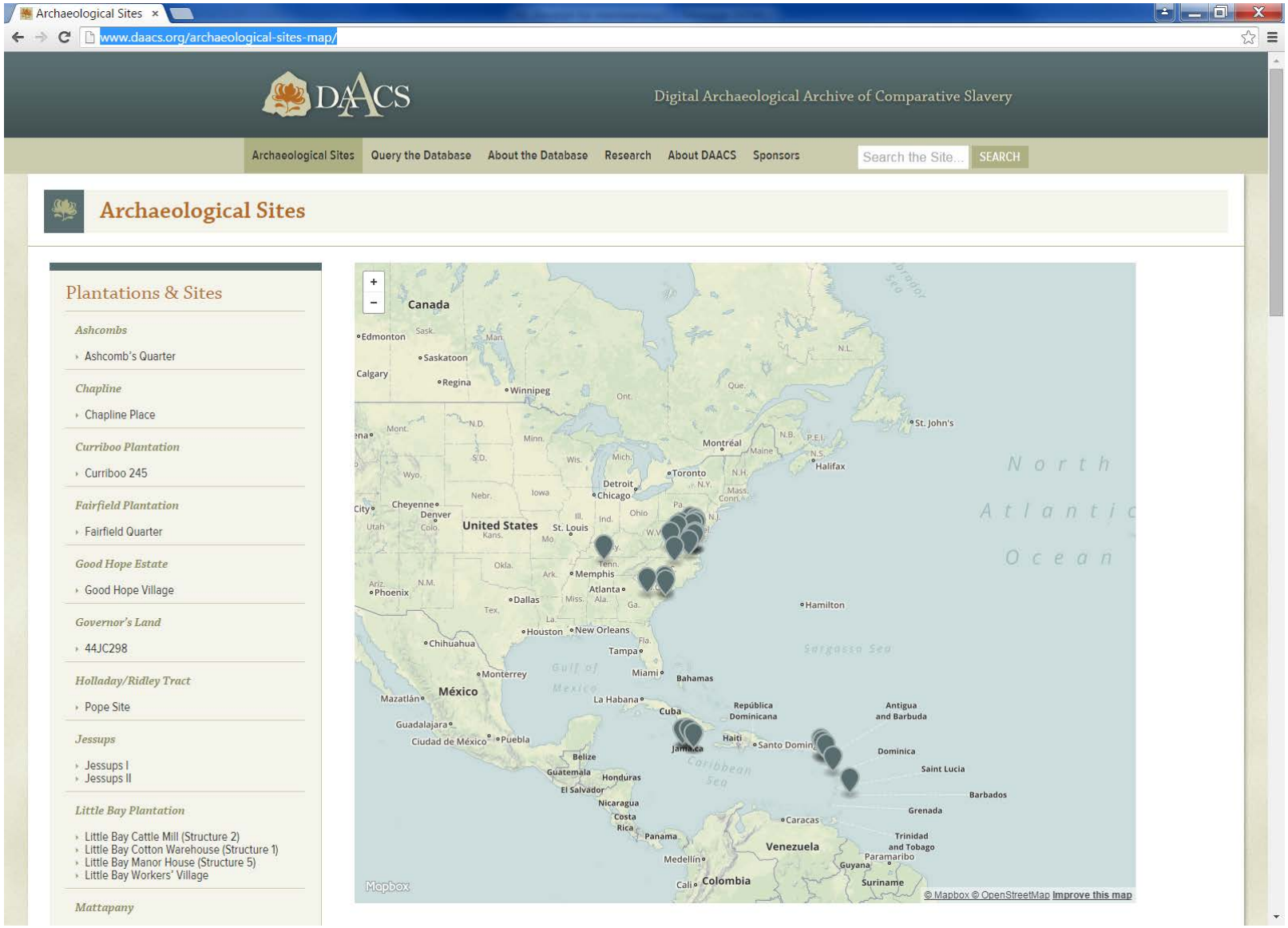
2. Use fly-out menu and region maps to select specific sites

North America: http://www.daacs.org/regions/north-america/

Caribbean: http://www.daacs.org/regions/caribbean/

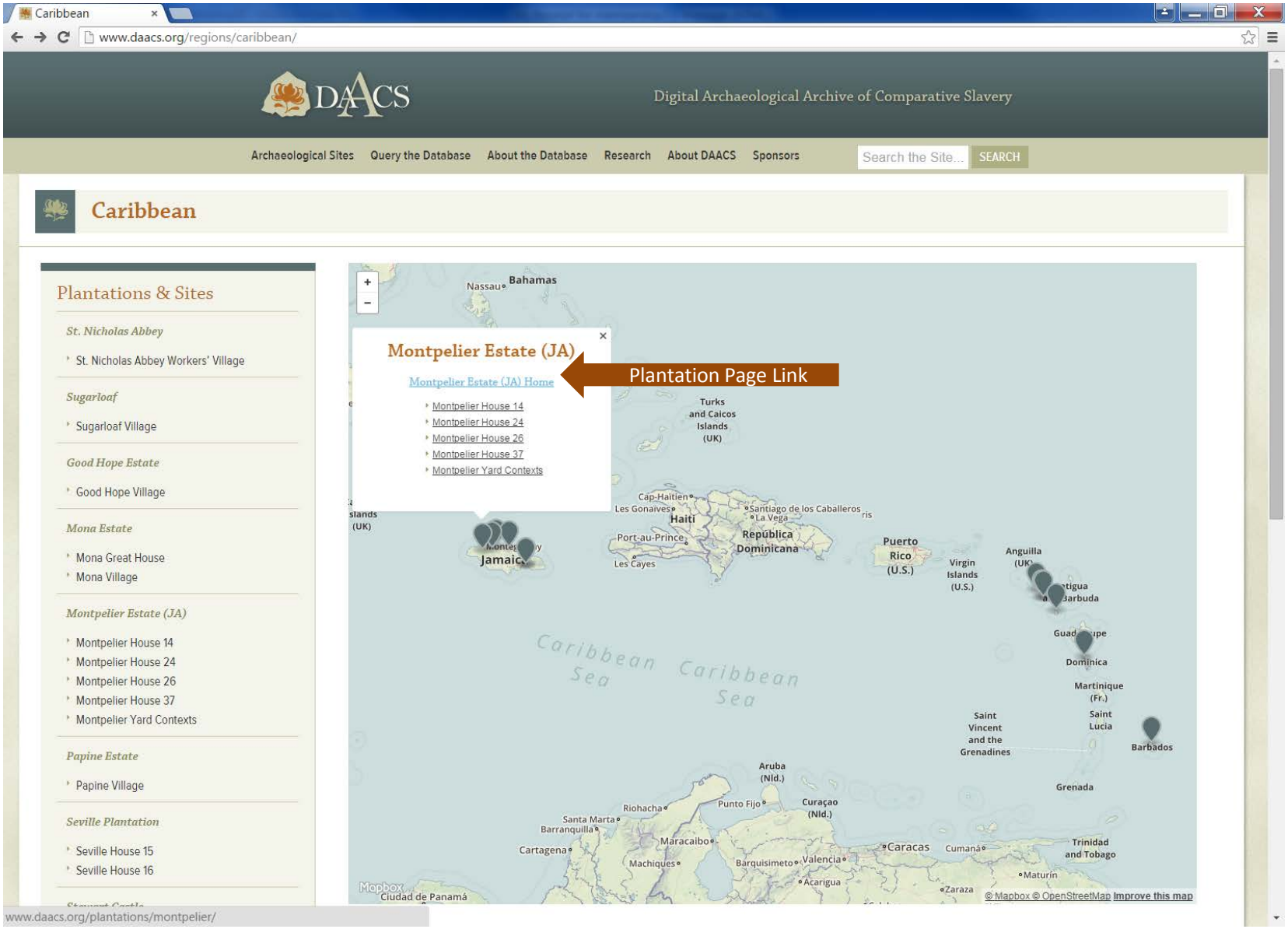


Navigable Maps Locate Plantations and Sites



http://www.daacs.org/archaeological-sites-map/

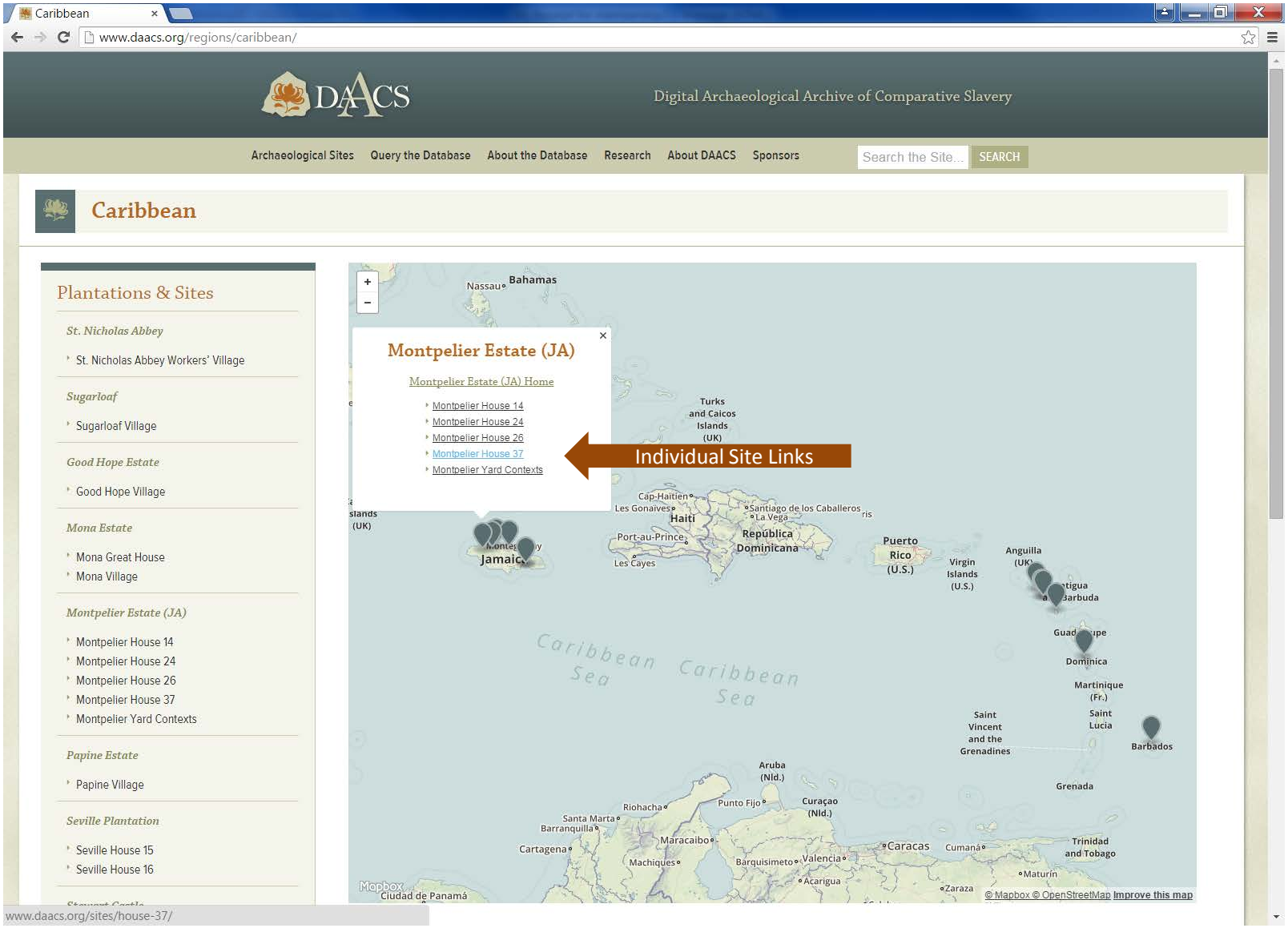
Navigate to Plantations



Montpelier Estate Plantation Page

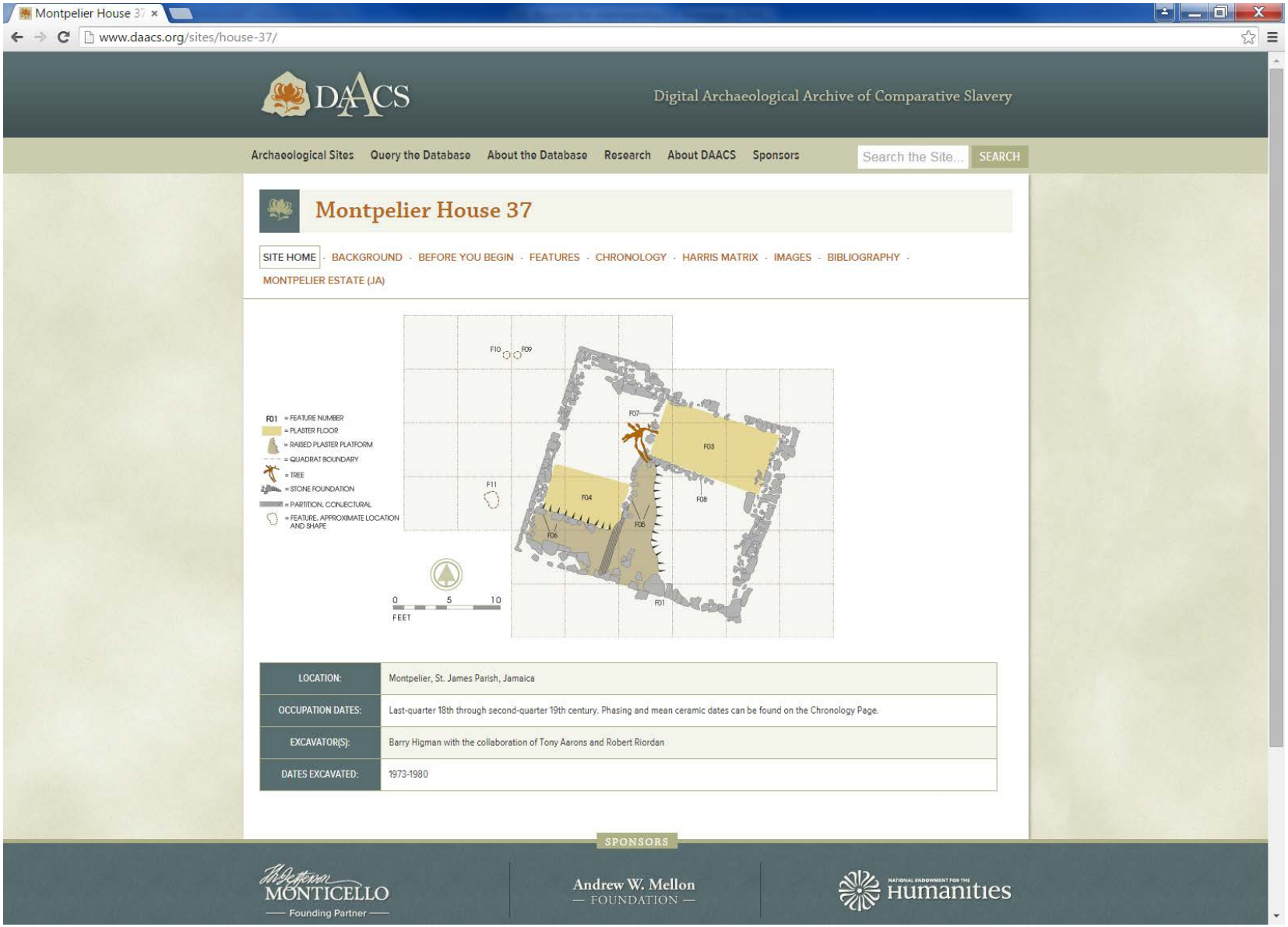
http://www.daacs.org/plantations/montpelier/

Navigate to Individual Sites



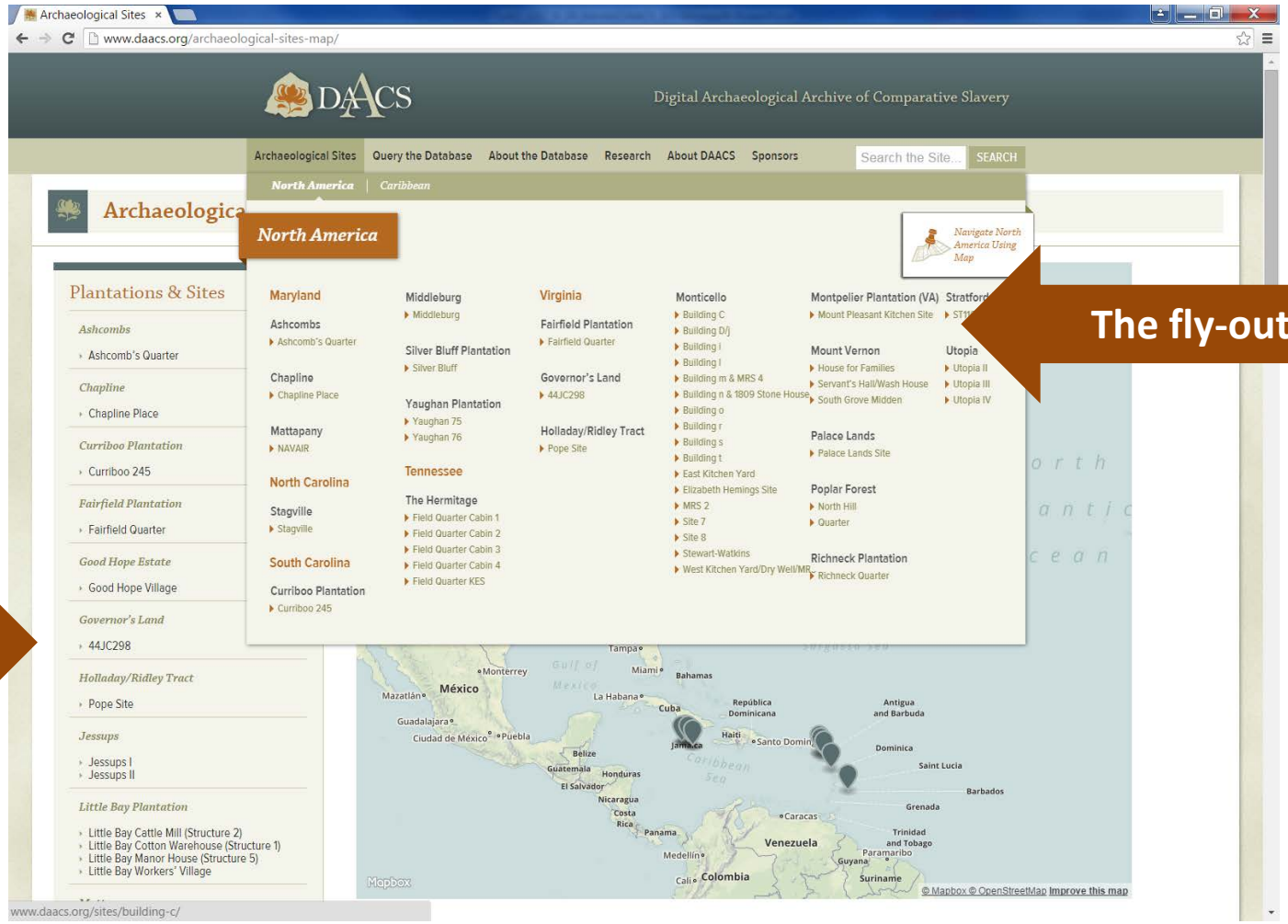
http://www.daacs.org/regions/caribbean/

Montpelier House 37



http://www.daacs.org/sites/house-37/

You can also navigate to specific Plantations and Sites using…



The fly-out menu

The left-hand navigation bar

Archaeological Sites Pages

The first place to start researching an archaeological site.

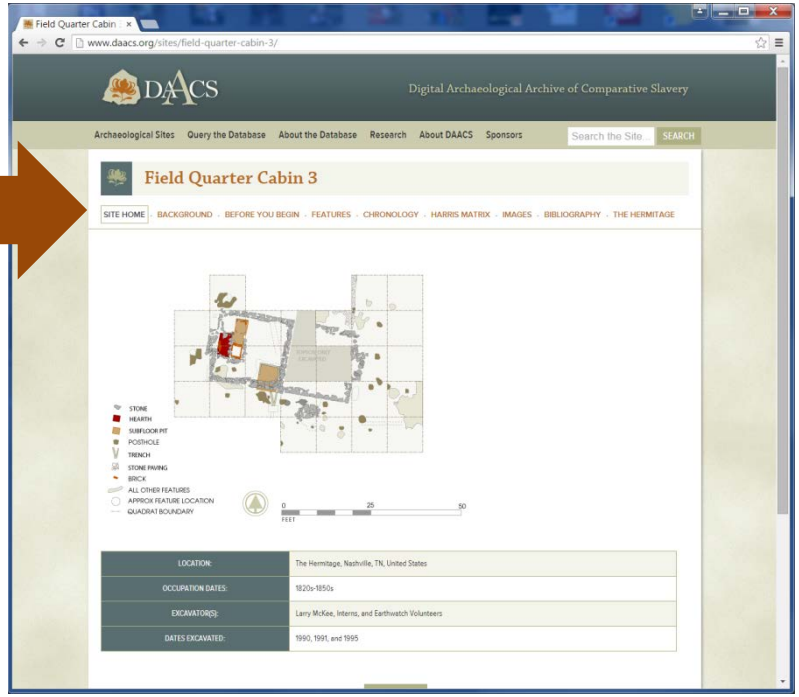
Every archaeological site in DAACS has a suite of seven related content pages that provide a researcher with a site report, chronology, Harris matrix, downloadable maps and images, as well as critical information that with aid in the analysis of data from each site.

Students and their professors need to spend time with these pages prior to accessing the site's context and artifact data.

The seven content pages are:

1. Site Home
2. Background
3. Before You Begin
4. Features
5. Chronology
6. Harris Matrix
7. Images

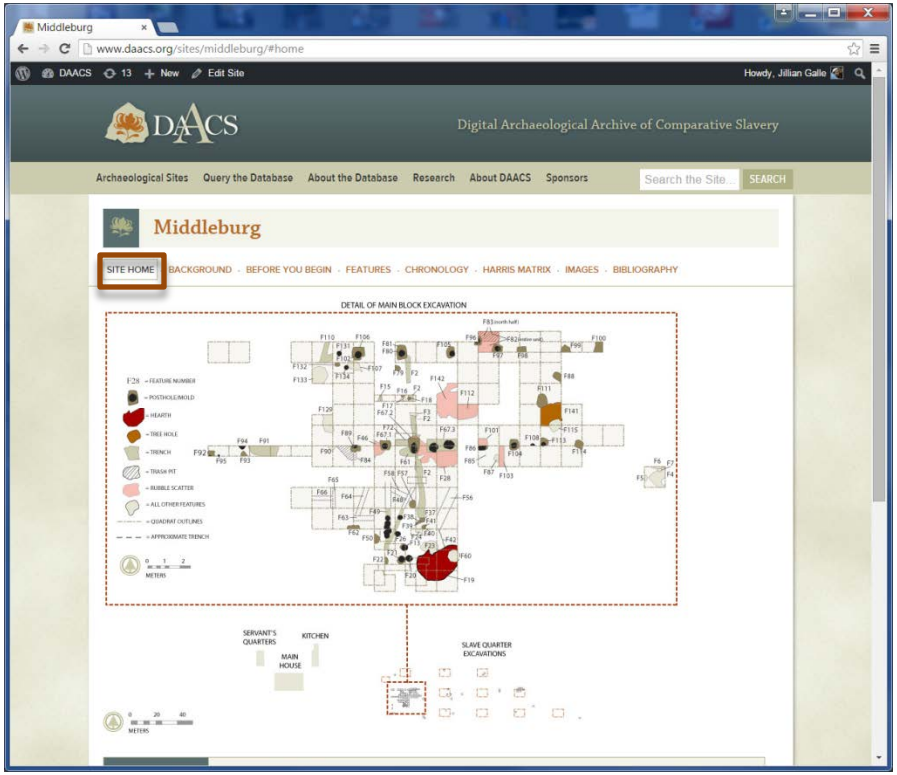
Links are here

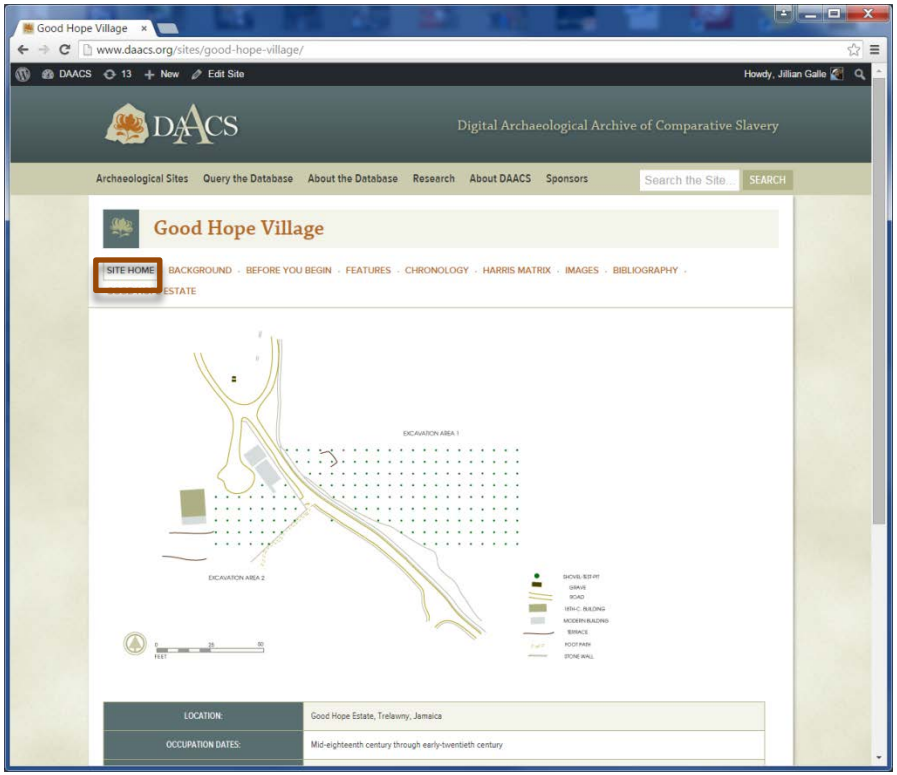


Site Home Page

1. Provides a map detailing the full extent of the site's excavation. Downloadable maps available through the Site Images page.

2. Provides an at-a-glance summary of the site's location, when it was excavated, and by whom.



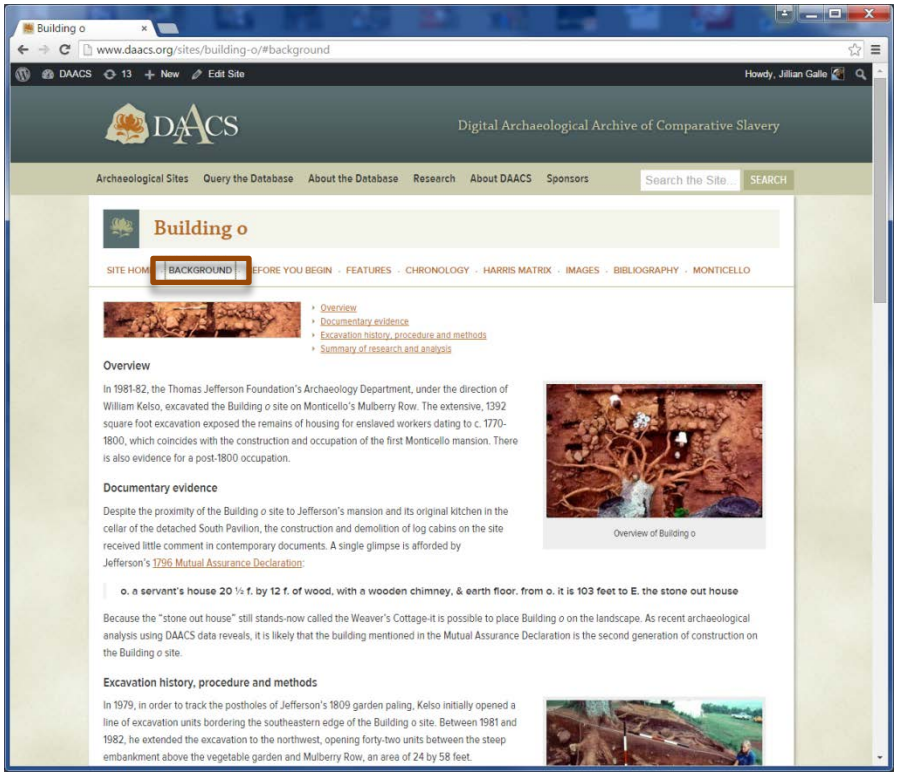


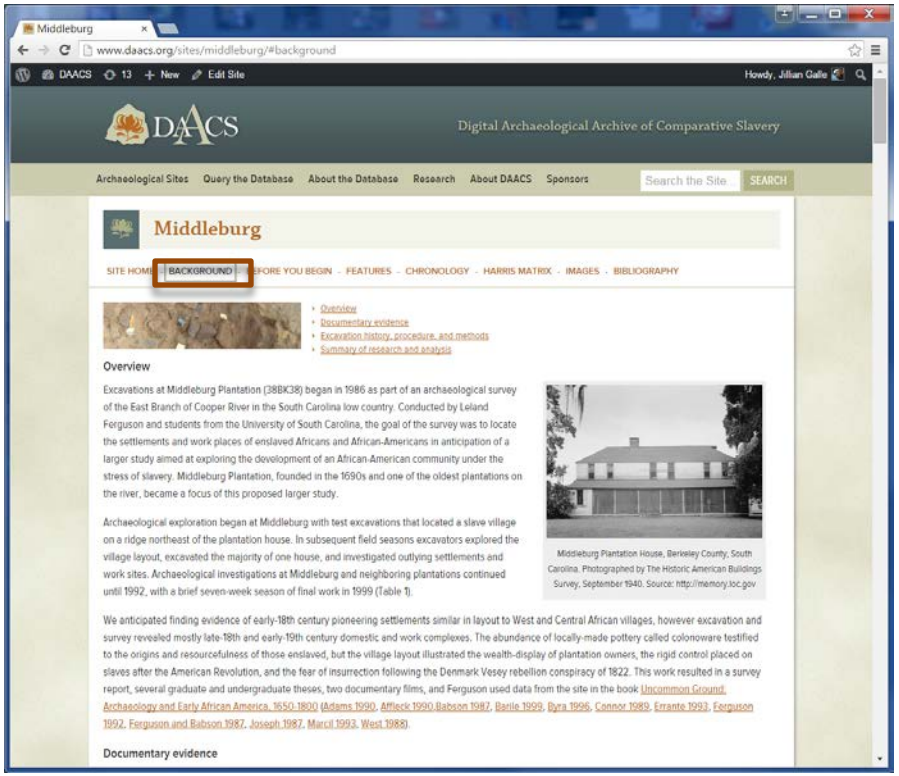
Site Background Page: A must read!

1. Site background pages are most often written by the project's principal investigator.

2. Every site background page has the same four subheadings: *Overview*, *Documentary evidence*, *Excavation history, procedure and methods*, and *Summary of research and analysis.*

3. Site Images are expandable and downloadable.

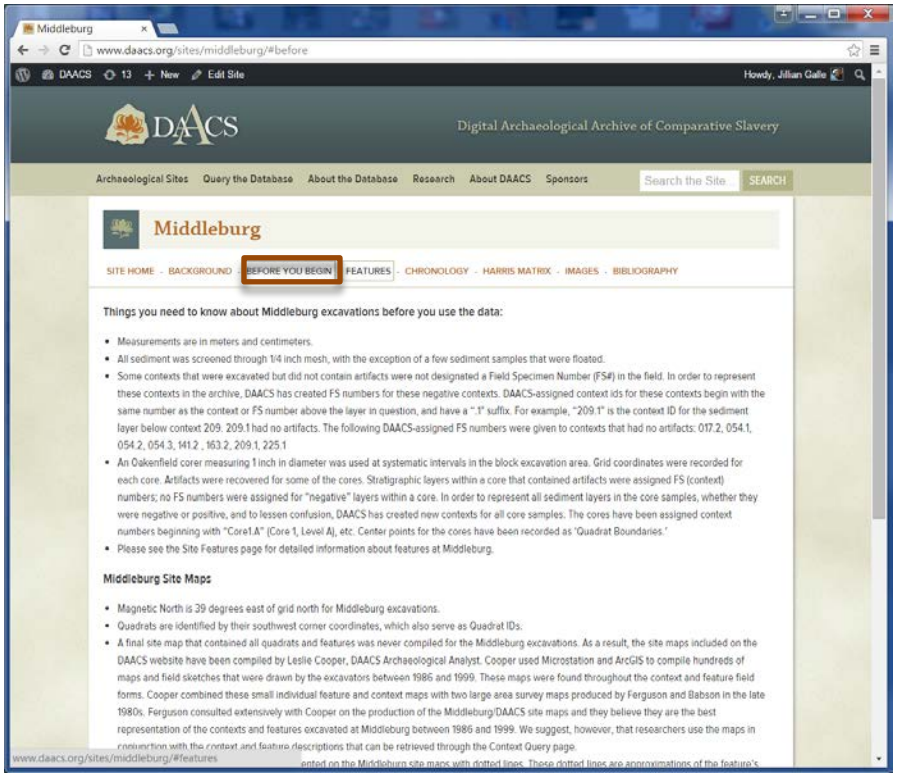


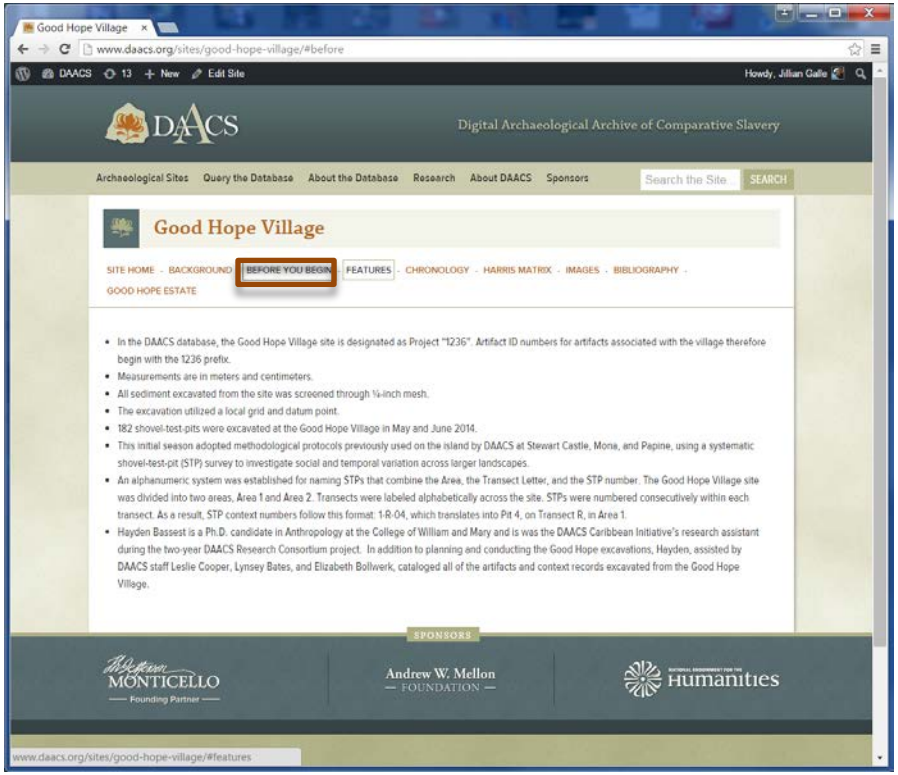


Before You Begin Page: A must read!

1. Provides a list of things a researcher needs to know before using the data from the site.

2. Provides a quick overview of excavation methods, as well as any parts of the collection that may have been digitally translated, cataloged with different protocols, or that are missing.

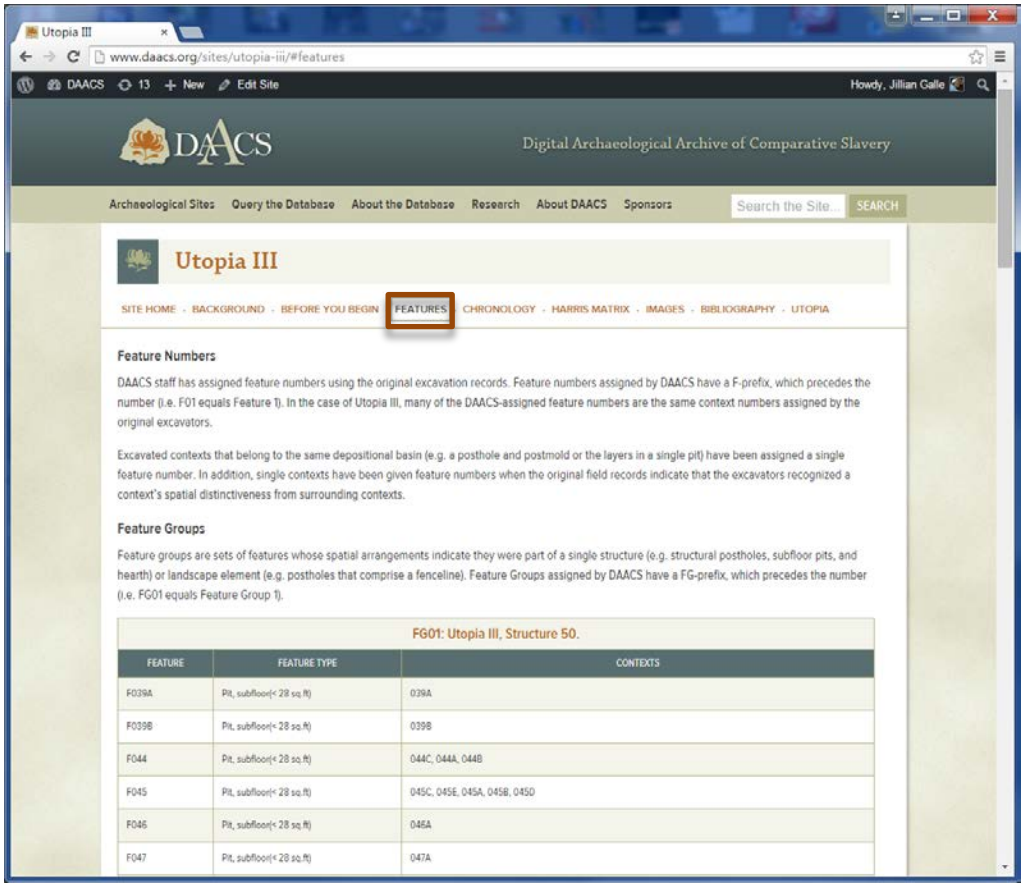




Site Features

1. Summarizes how features were identified and excavated at the site. This page provides readers with an overview of the site's archaeological features.

2. If features were excavated at the site, provides summary tables that group features into feature groups and provides quick identifying information. The Context Queries in the Query the Database section provide much more detail on individual features.

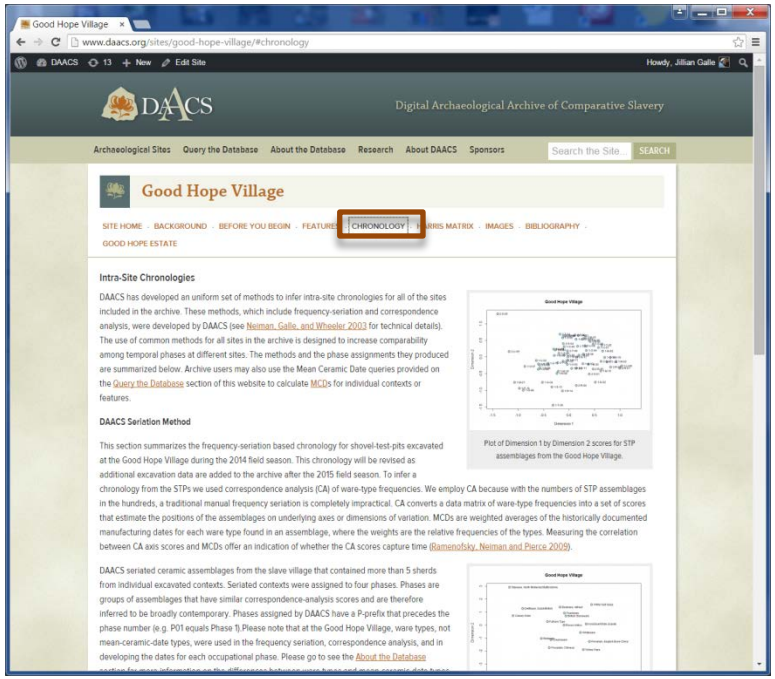


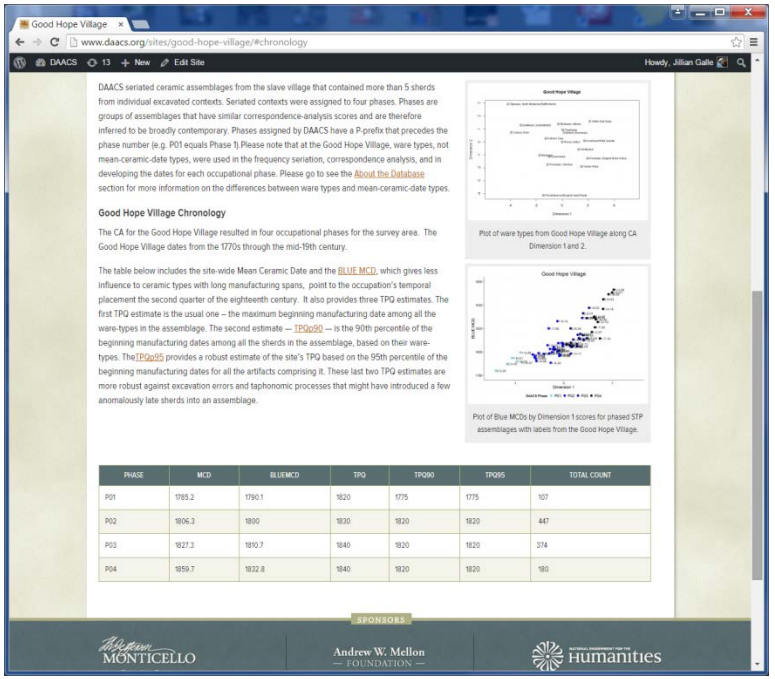
Site Chronology

1. DAACS has developed an uniform set of methods to infer intra-site chronologies for all of the sites included in the archive. Each *Chronology* page describes the frequency seriation and correspondence analysis methods used to develop the site chronology.

2. Occupation phases are assigned for each site, and a table provides the accompanying MCD, BLUEMCD, TPQ, TPQ90 and TPQ95. The DAACS Glossary defines these terms.

3. The Query the Database section of the archive provides vanilla Mean Ceramic Dates by Context, Feature Numbers, Feature Types, Feature Groups, Stratigraphic Groups, Phased, and Sites.



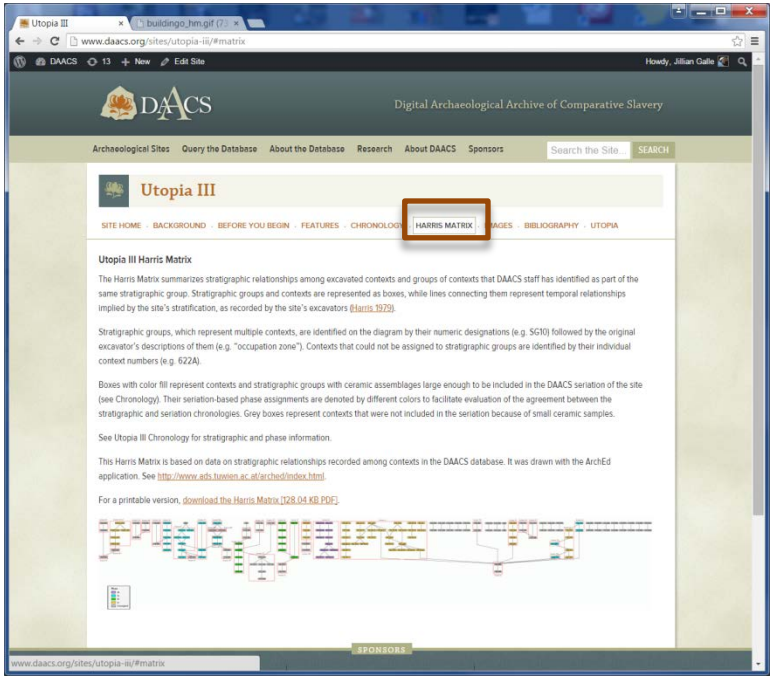


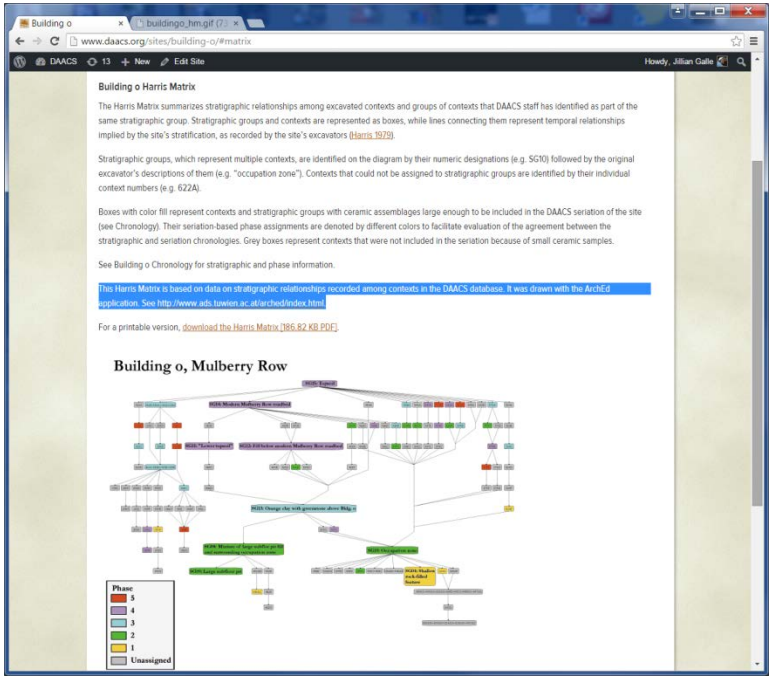
Harris Matrix

1. The Harris Matrix summarizes stratigraphic relationships among excavated contexts and groups of contexts that DAACS staff has identified as part of the same stratigraphic group.

2. DAACS staff create the Harris Matrix based on data on stratigraphic relationships recorded among contexts in the DAACS database. It also includes color codes contexts, features, and stratigraphic groups by phase.

3. The Harris Matrix is drawn with the ArchEd application (http://www.ads.tuwien.ac.at/arched/index.html) and are downloadable.

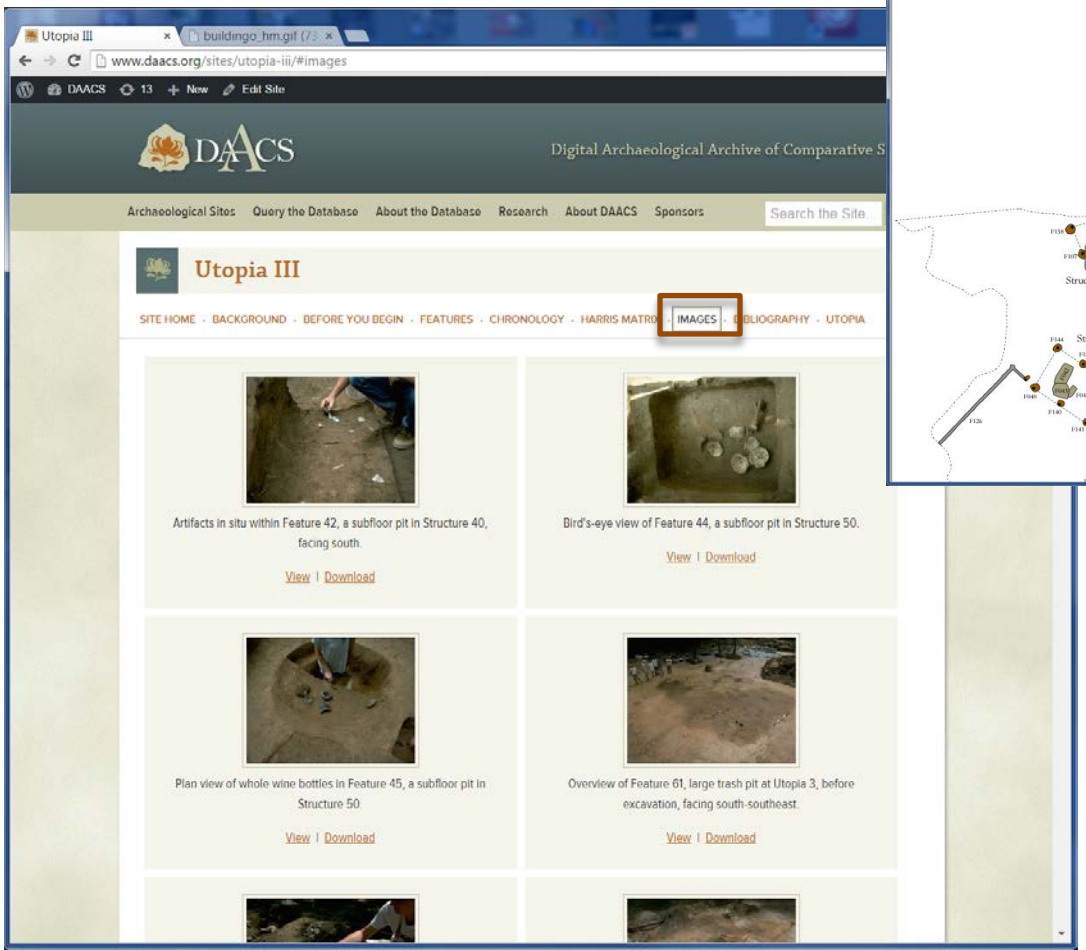


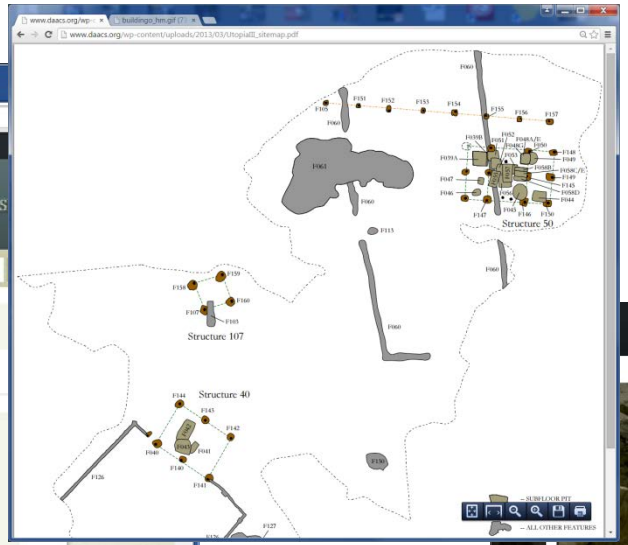


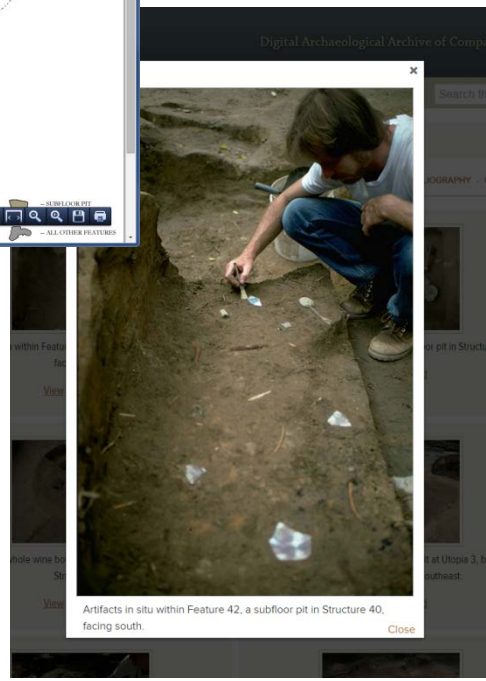
Images

1. The Image Page provides expandable and downloadable photographs of the site and some of the recovered artifacts. All images related to the site can be found using an Image Query in the Query the Database section of the website.

2. Site maps, in .pdf, .dgn, and .dxf formats, are also available for download and use through the Images page.

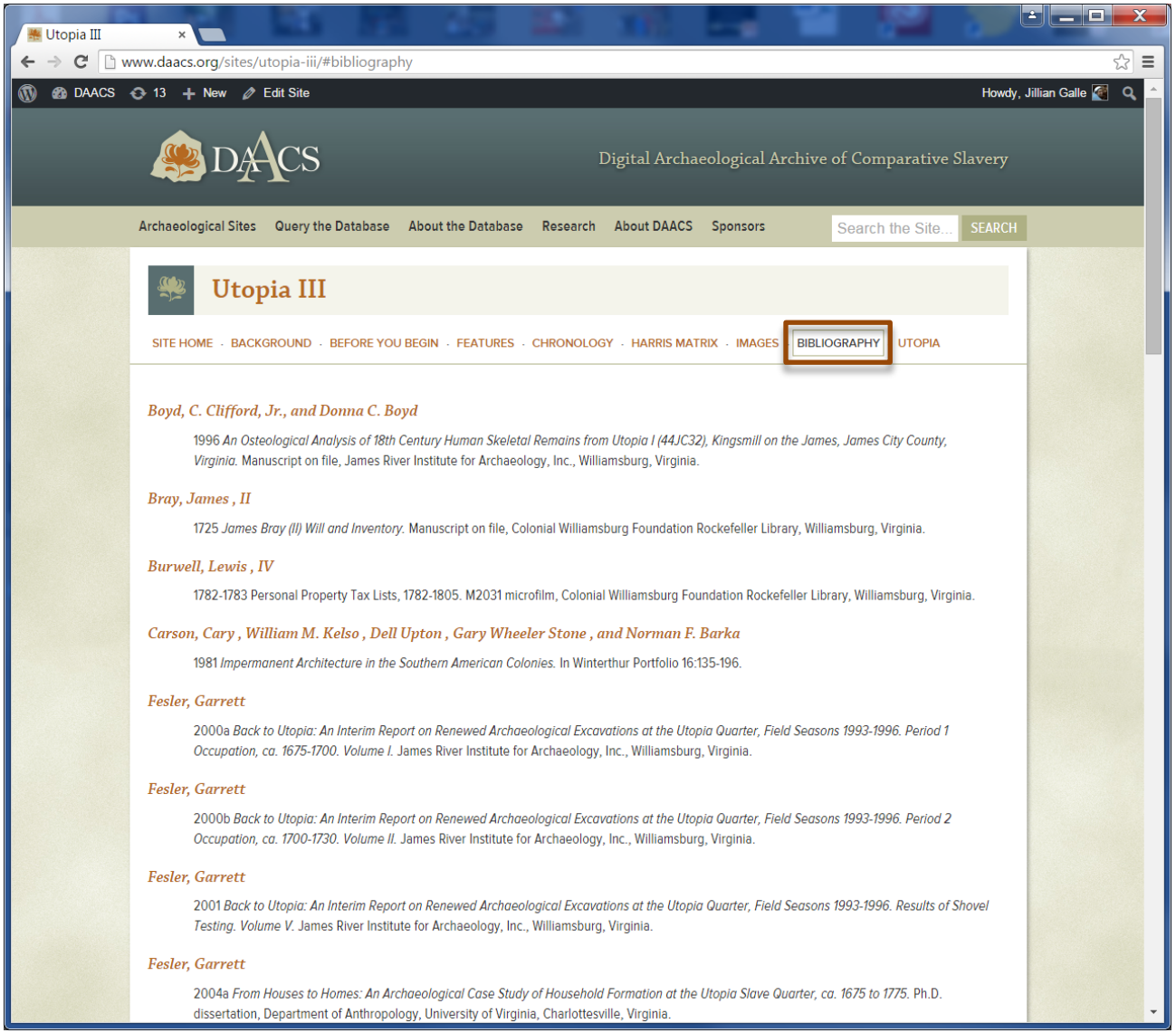






Bibliography

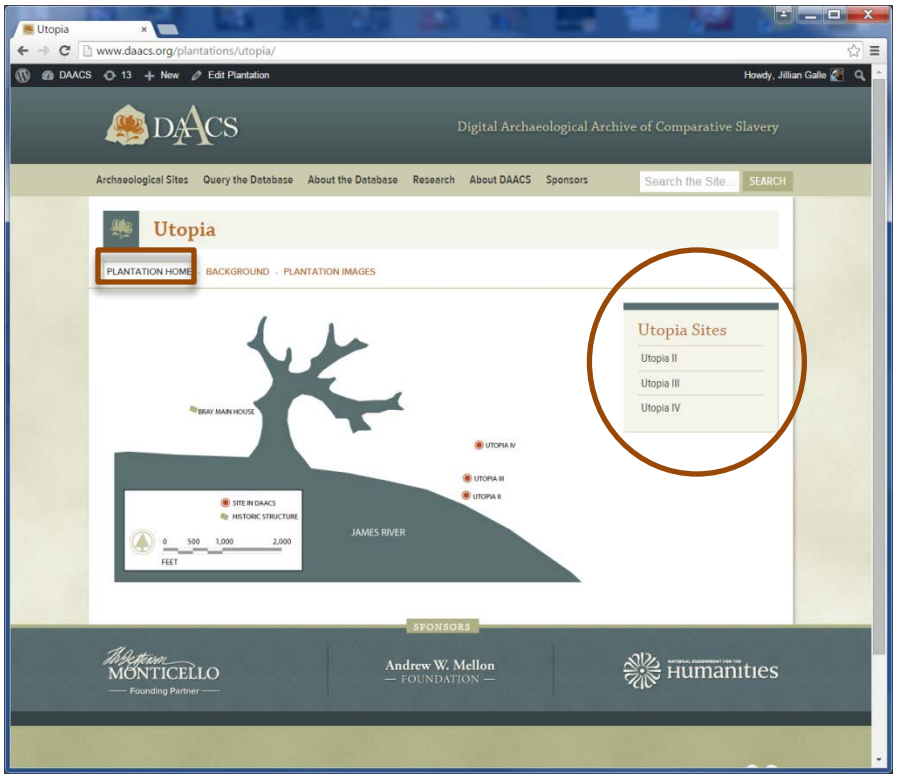
1. Provides a detailed bibliography of published and presented papers relating to the site.

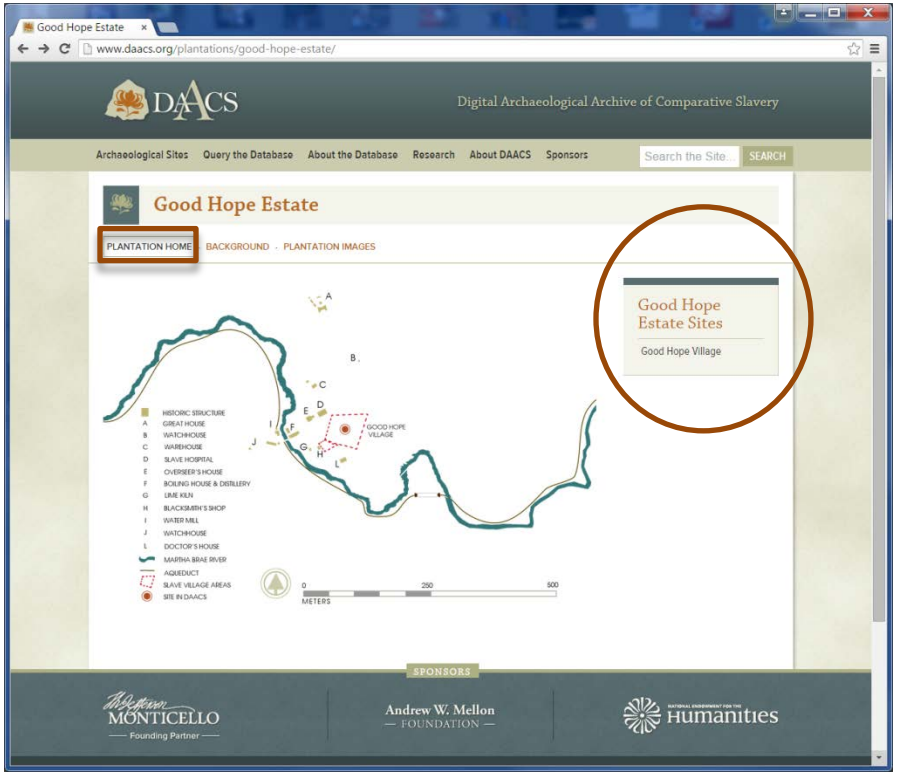


Plantation Home Page

1. Provides schematic map of plantation, with archaeological sites that are in DAACS located by orange “bulls-eyes”.

2. Provides links to the archaeological sites from the plantation currently in DAACS

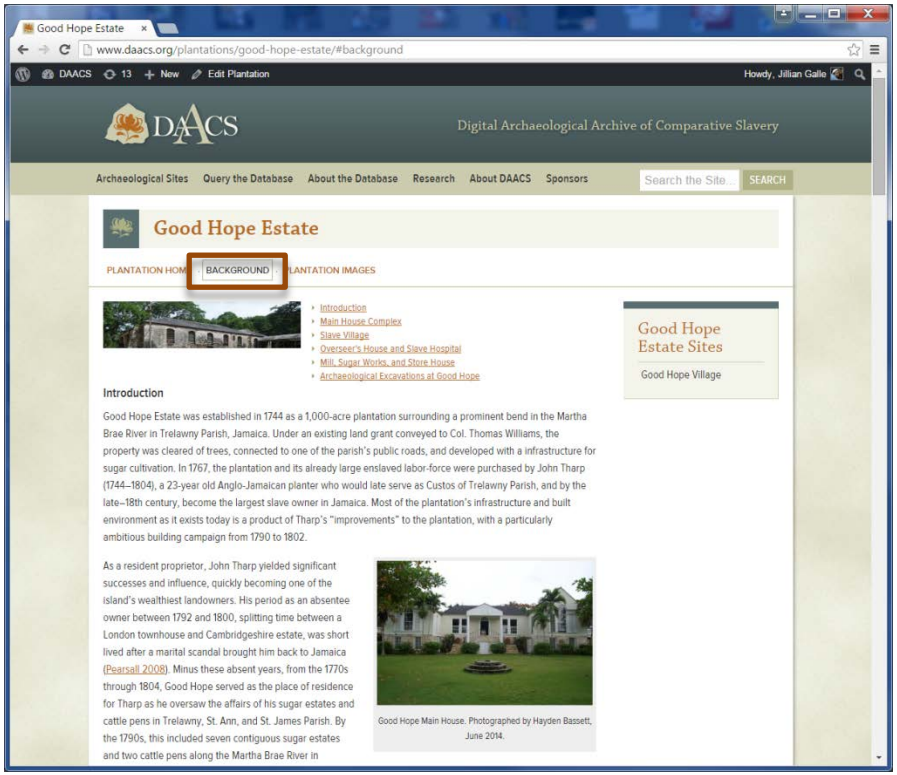


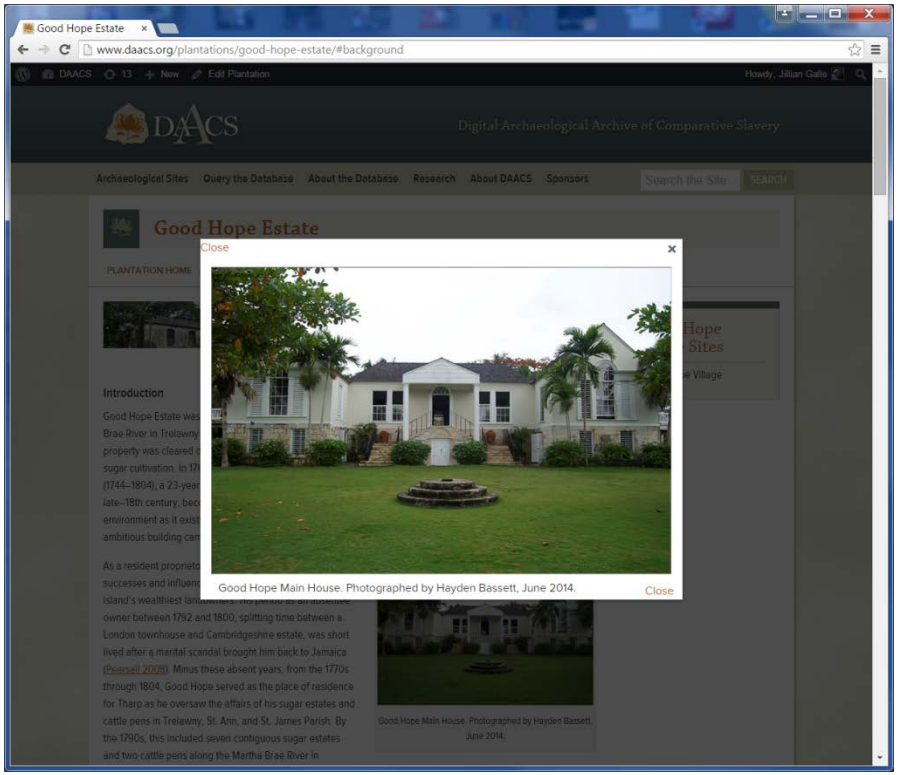


Plantation Background

1. Provides detailed background information, including summaries about what is known about the planation from documentary and archaeological sources.

2. Provides links to expandable and downloadable images.



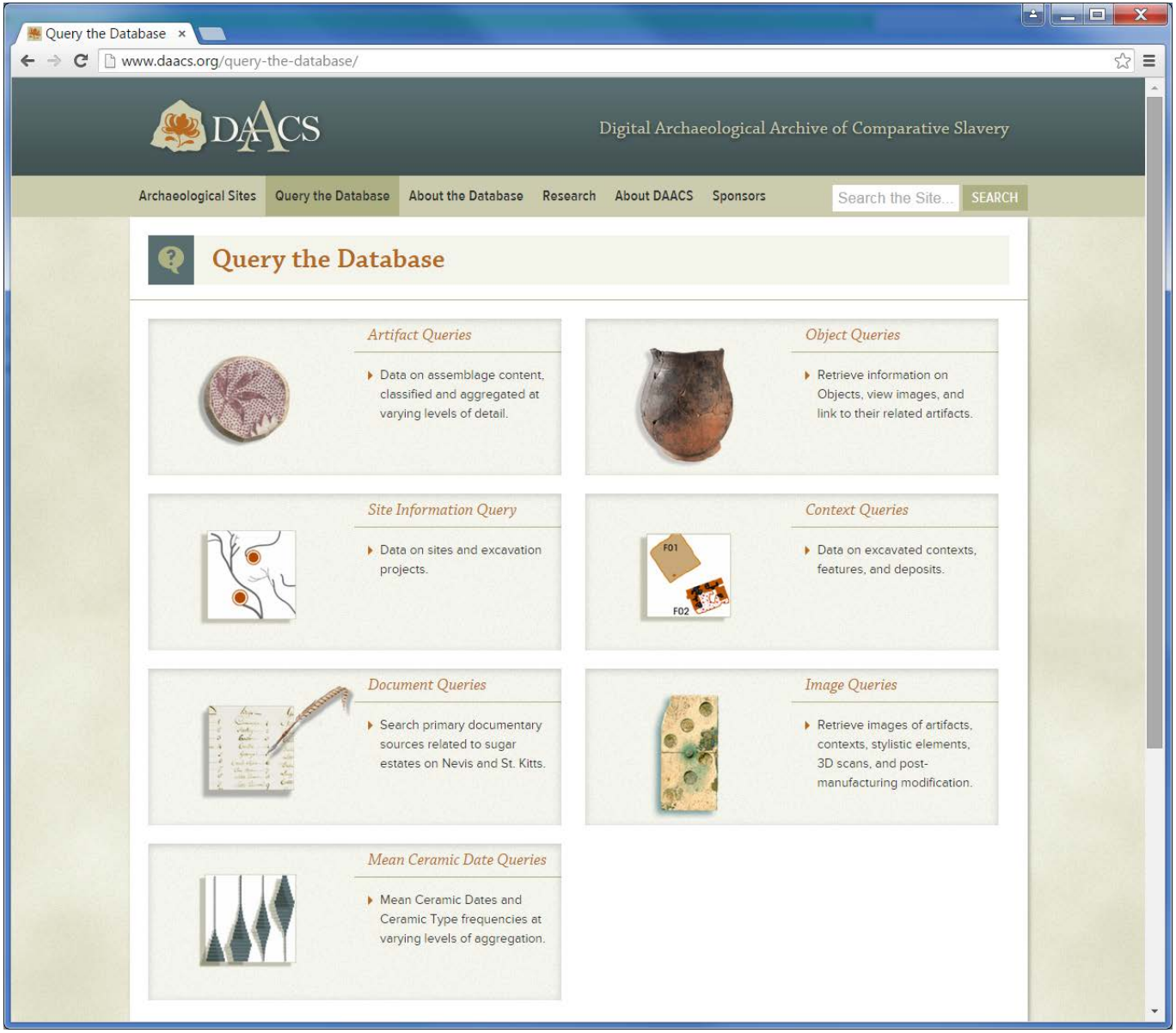


Plantation Images

1. Provides downloadable images and maps of the plantation.

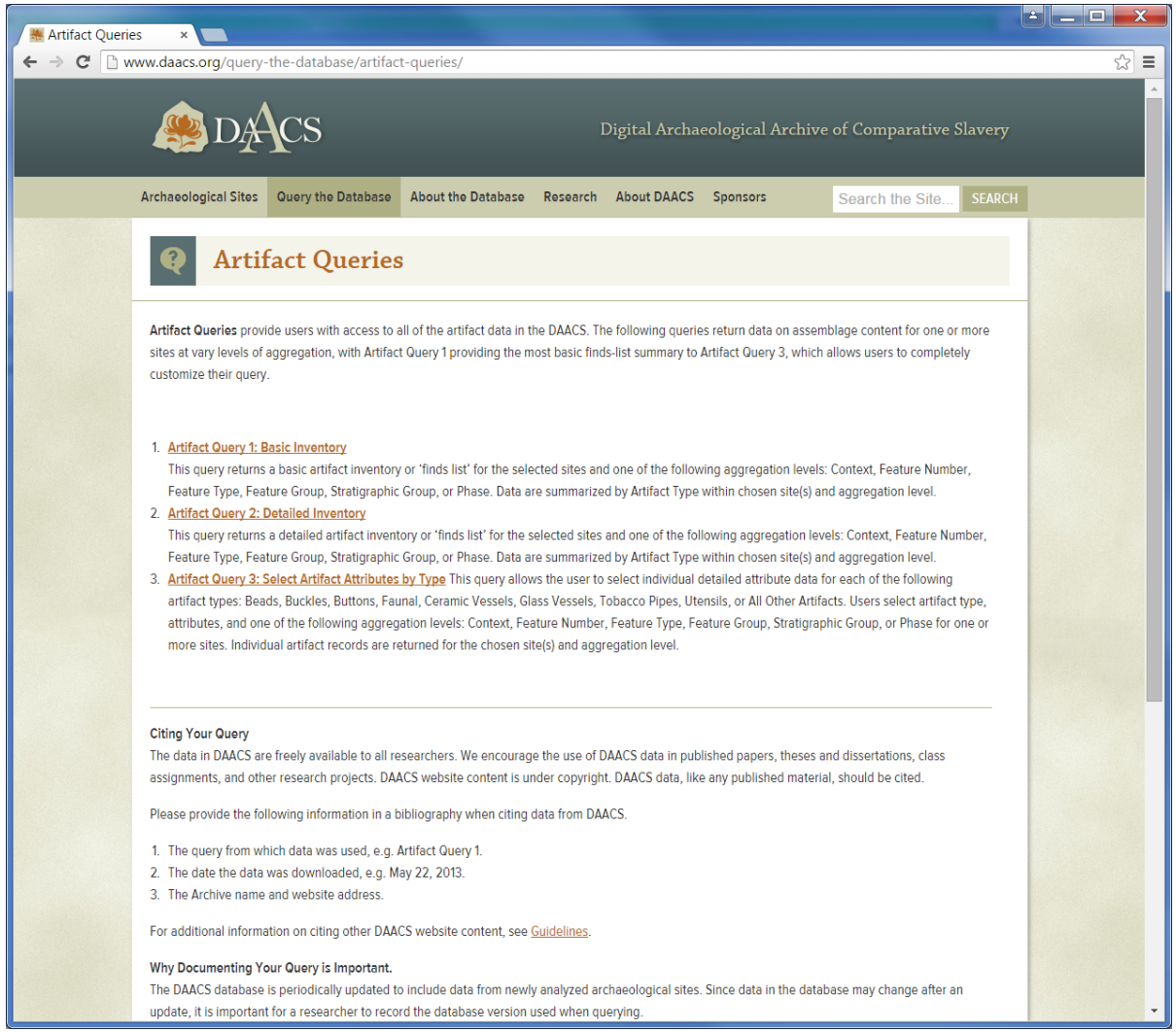
Query the Database

http://www.daacs.org/query-the-database/



Artifact Queries

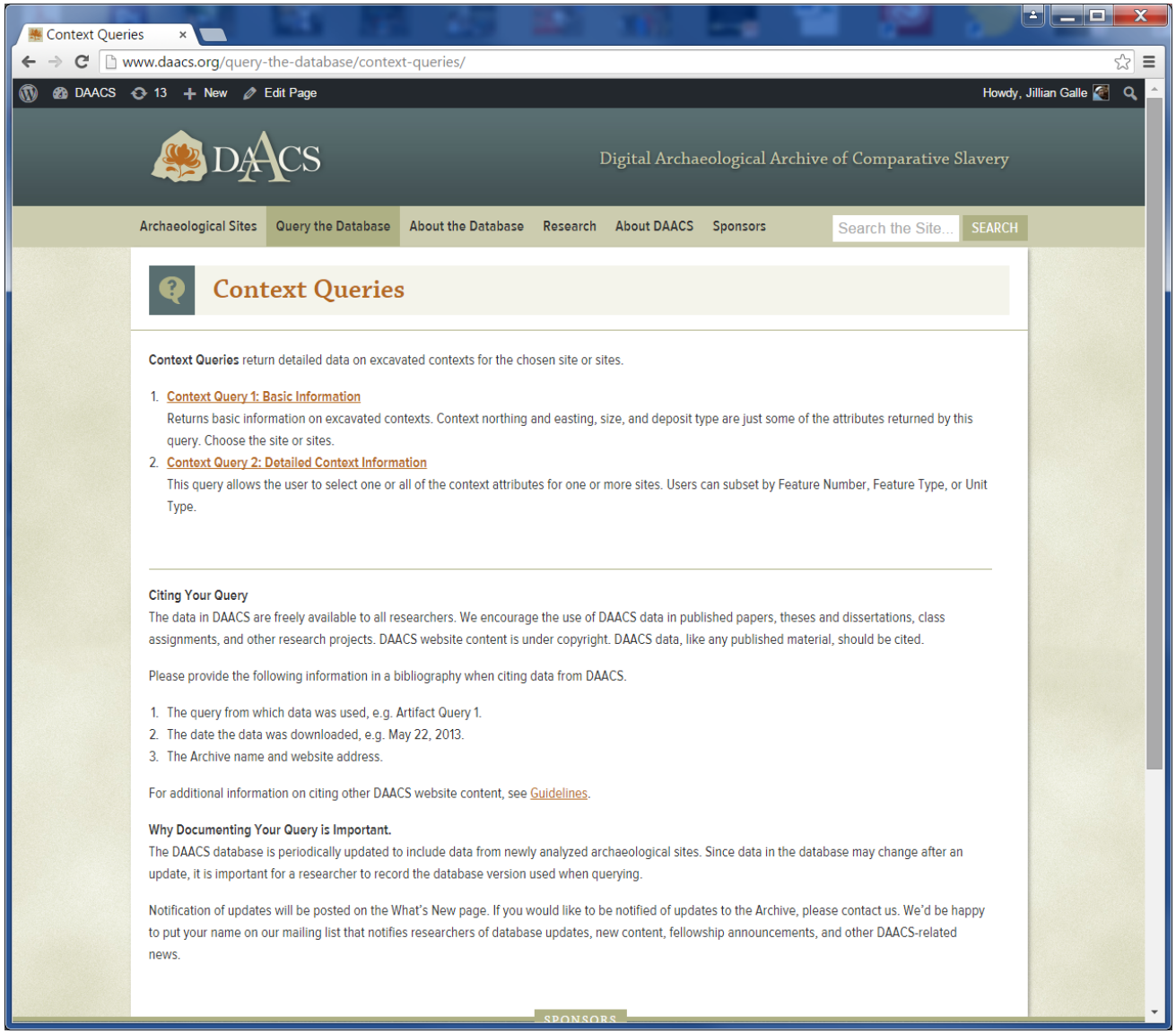
Artifact Queries provide users with access to all of the artifact data in the DAACS. The queries return data on assemblage content for one or more sites at varying levels of details and aggregation.



http://www.daacs.org/query-the-database/artifact-queries/

Context Queries

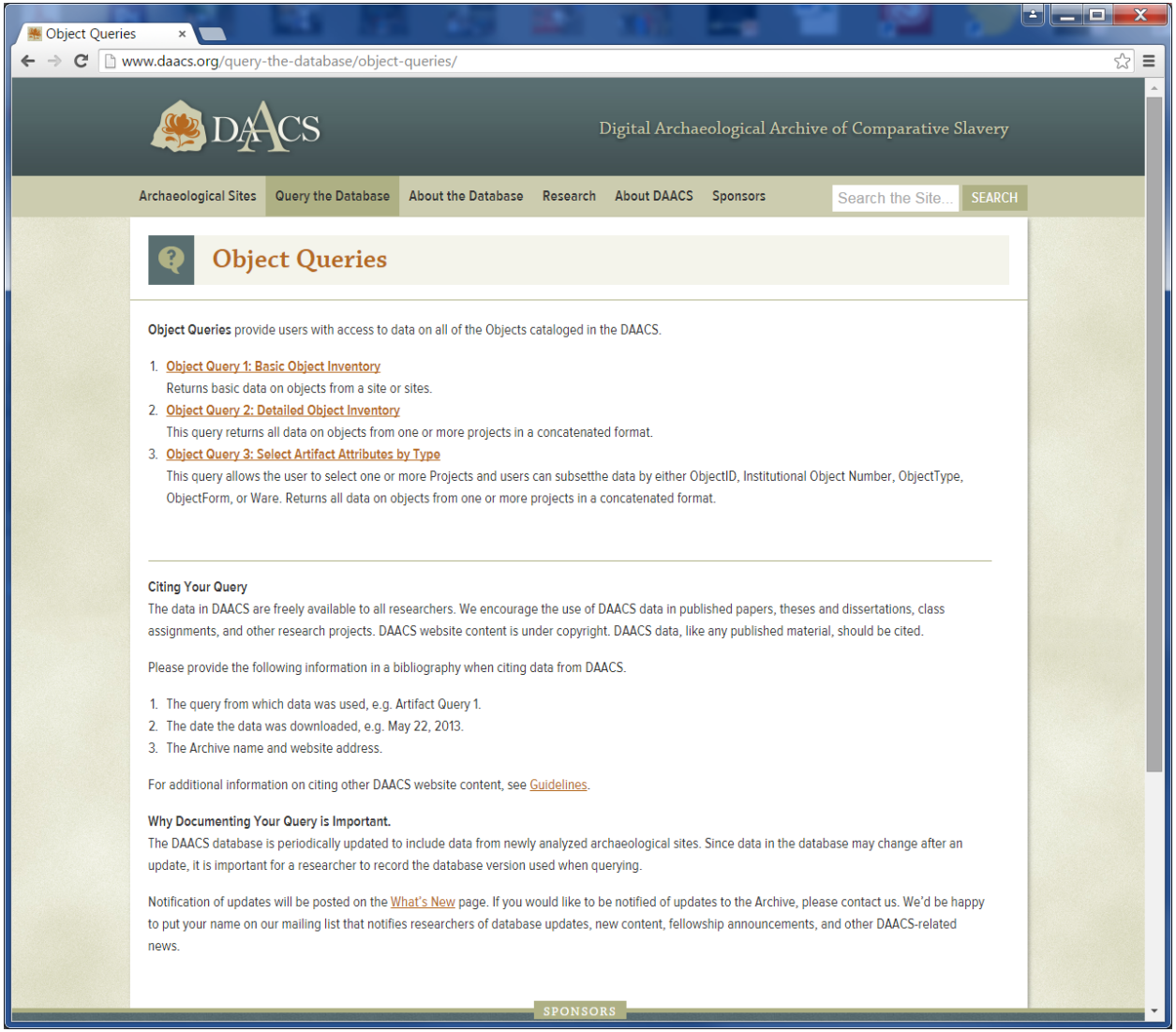
Context Queries return detailed data on excavated contexts for the chosen site or sites..



http://www.daacs.org/query-the-database/context-queries/

Object Queries

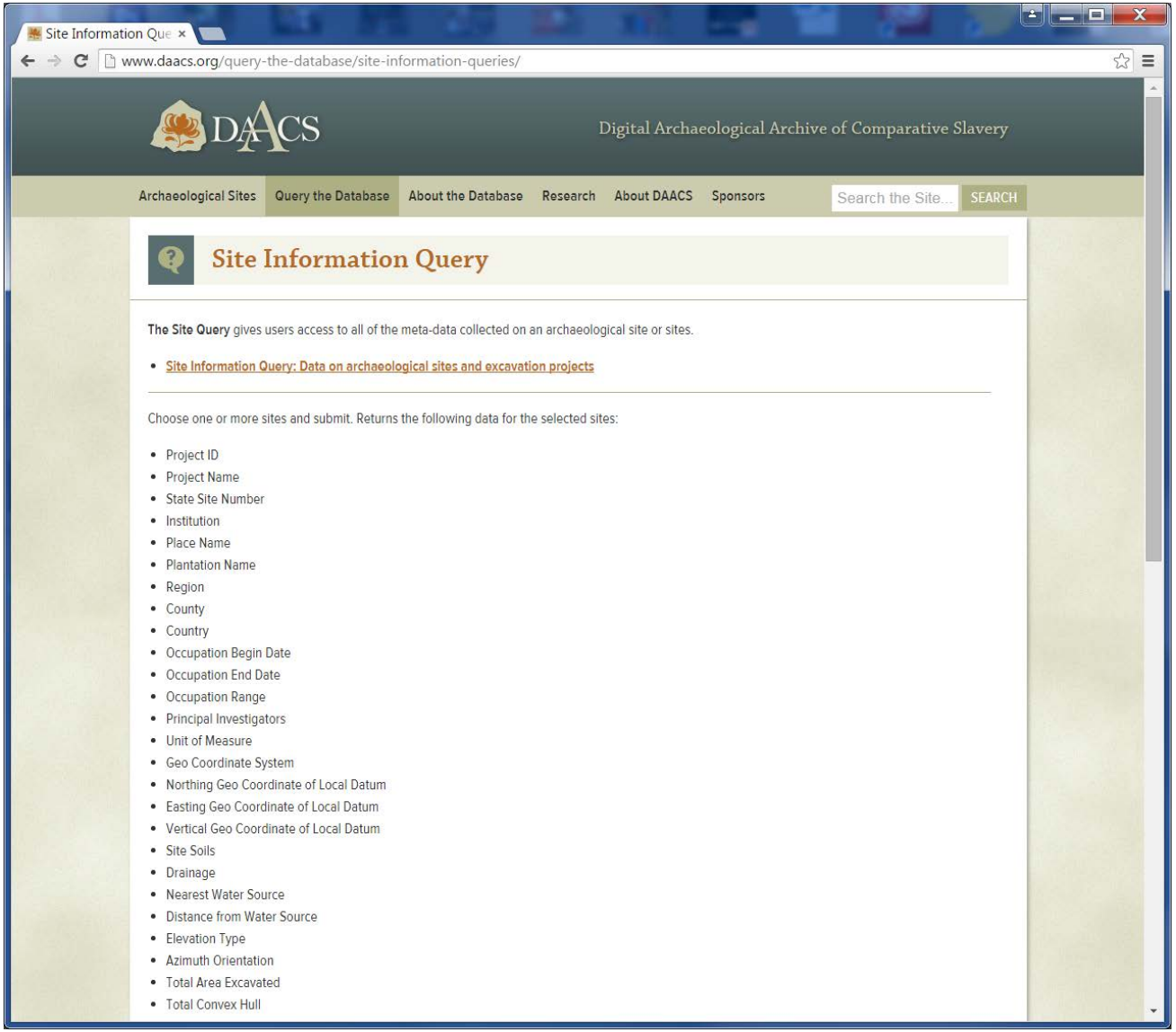
Object Queries provide users with access to data on all of the Objects cataloged in the DAACS.



http://www.daacs.org/query-the-database/object-queries/

Site Information Query

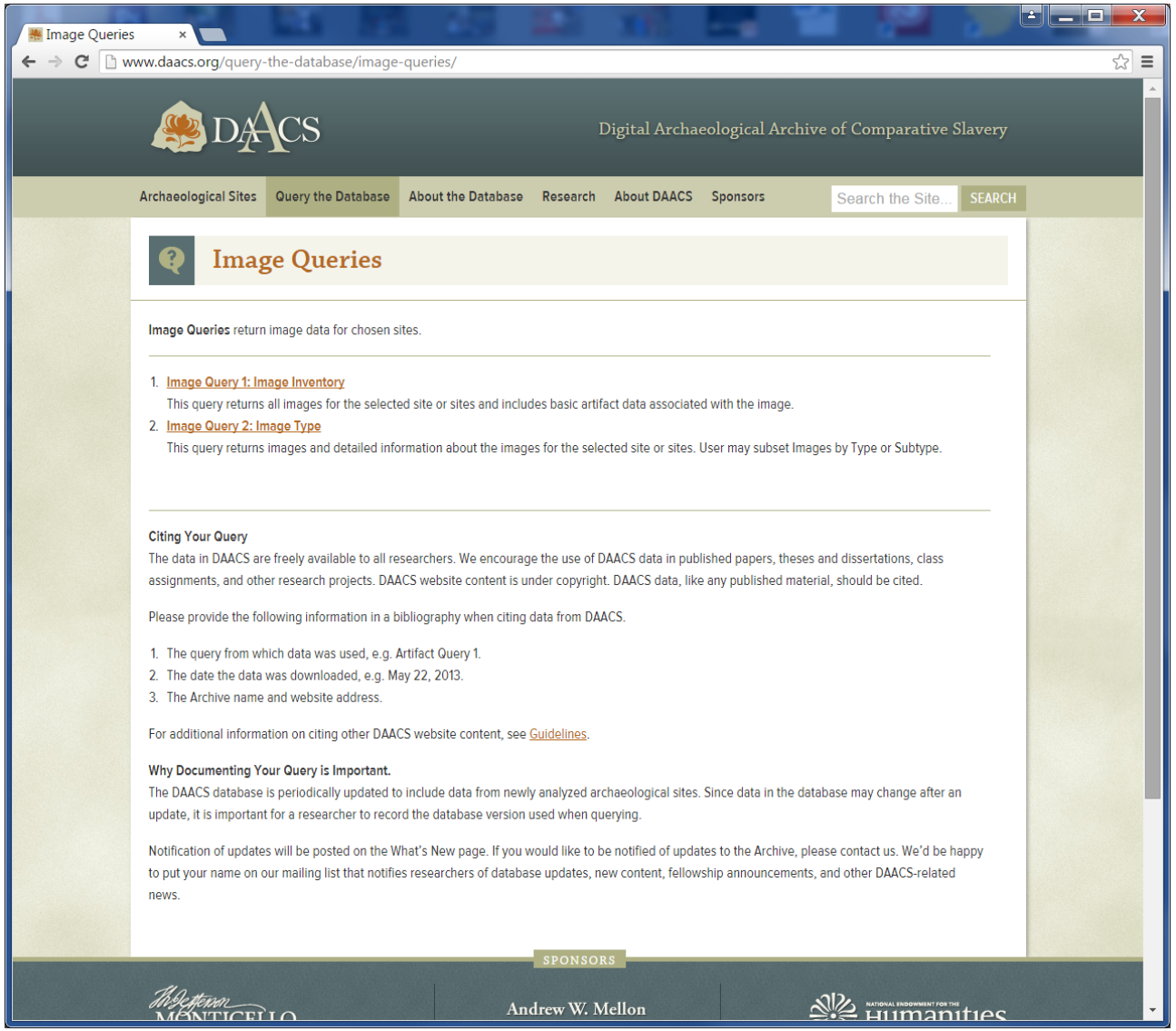
The Site Query gives users access to all of the meta-data collected on an archaeological site or sites.



http://www.daacs.org/query-the-database/site-information-queries/

Image Queries

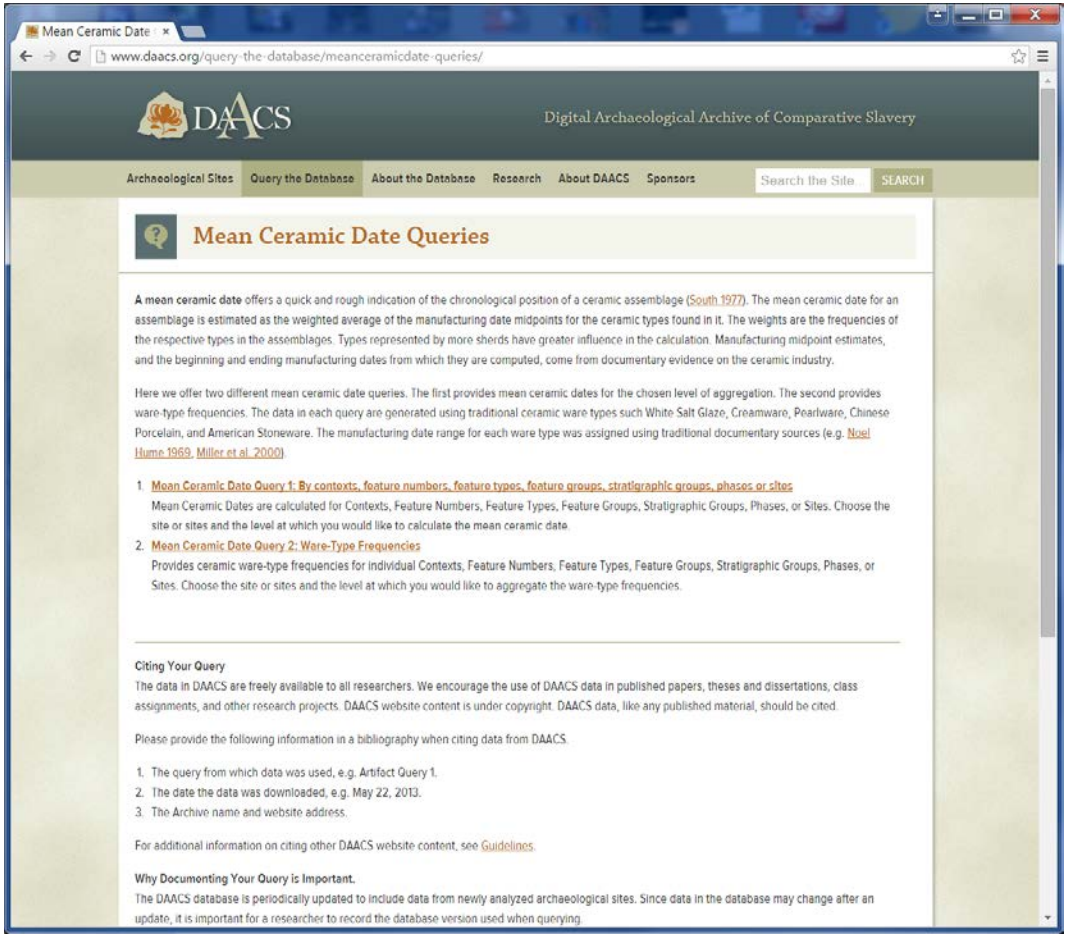
Image Queries return image data for chosen sites.



http://www.daacs.org/query-the-database/image-queries/

Mean Ceramic Date Queries

A mean ceramic date offers a quick and rough indication of the chronological position of a ceramic assemblage. DAACS offers two different mean ceramic date queries. The first provides mean ceramic dates for the chosen level of aggregation. The second provides ware-type frequencies.

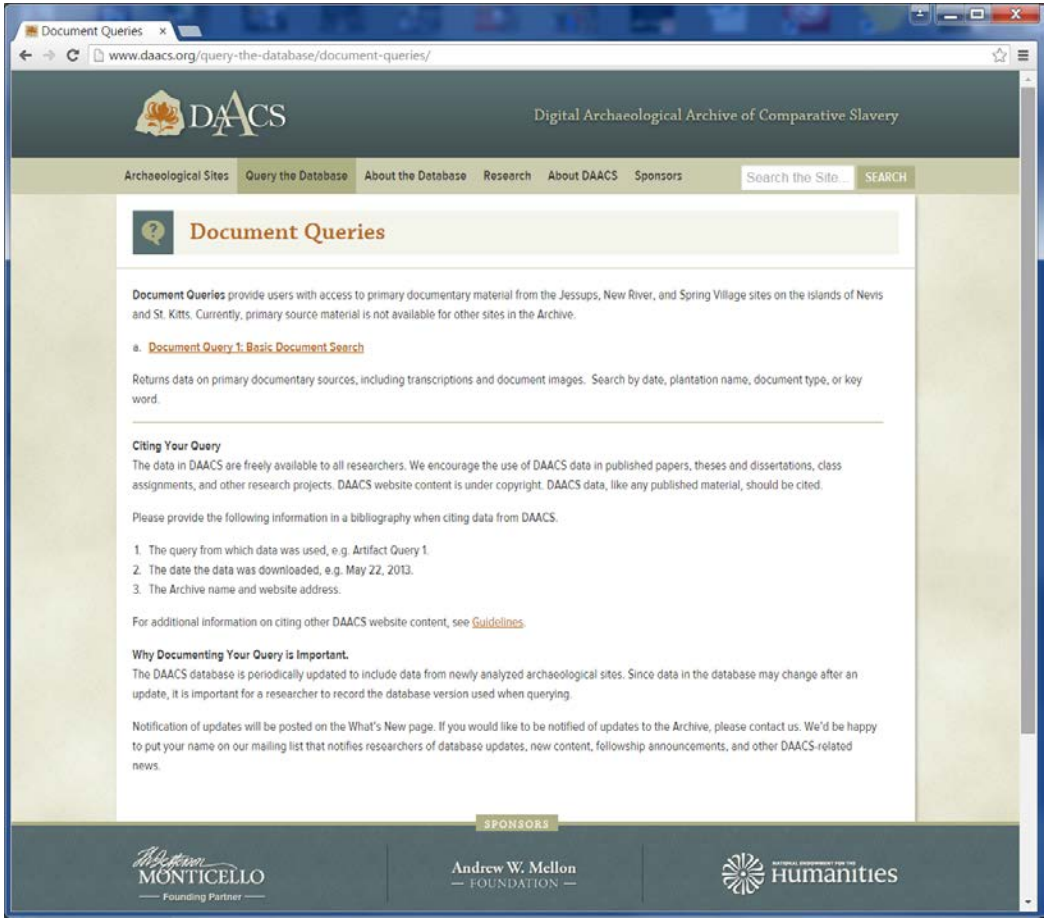


http://www.daacs.org/query-the-database/meanceramicdate-queries/

Document Queries

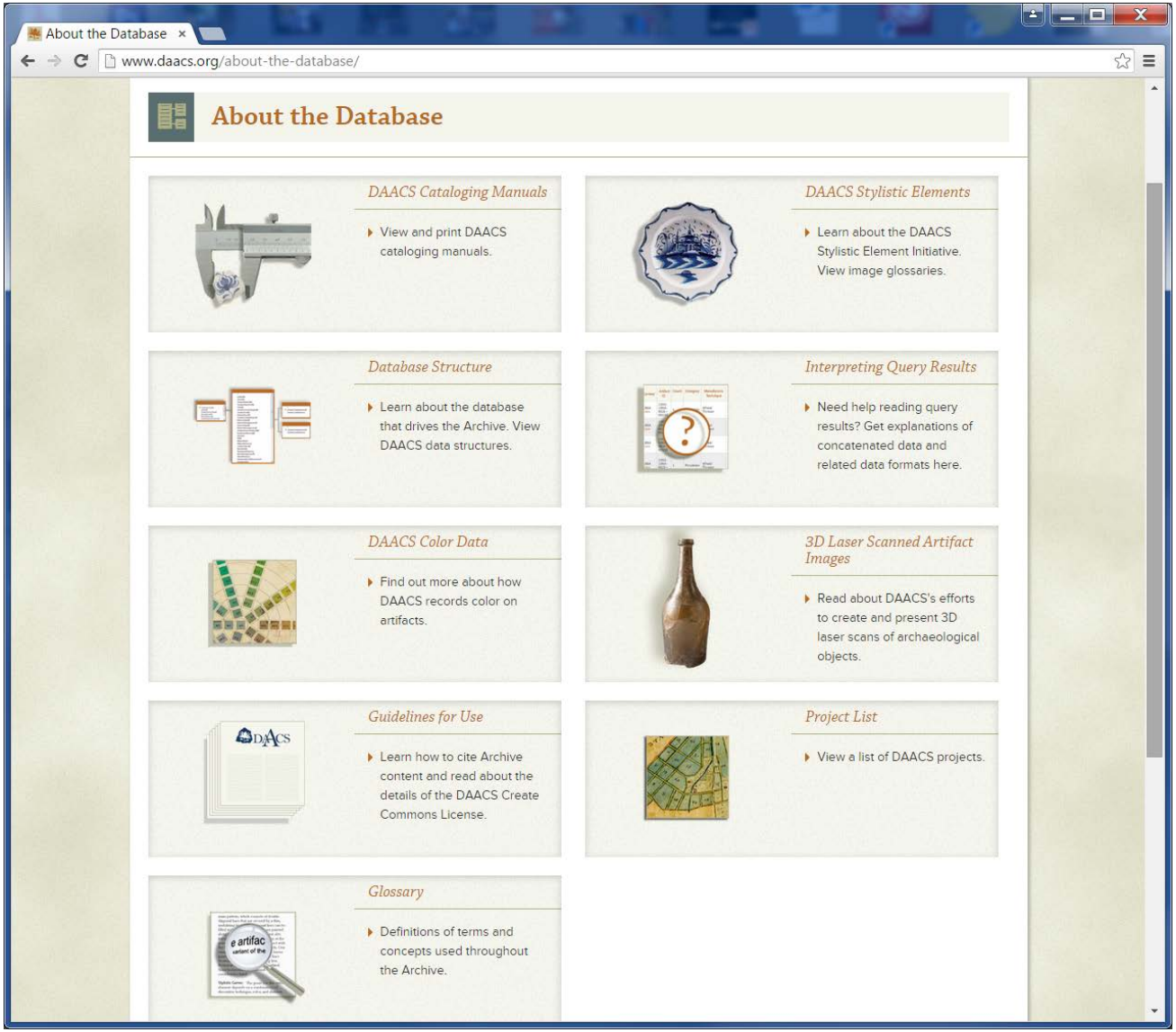
(only for Nevis and St. Kitts sites)

Document Queries provide users with access to primary documentary material from the Jessups, New River, and Spring Village sites on the islands of Nevis and St. Kitts. Currently, primary source material is not available for other sites in the Archive.



http://www.daacs.org/query-the-database/document-queries/

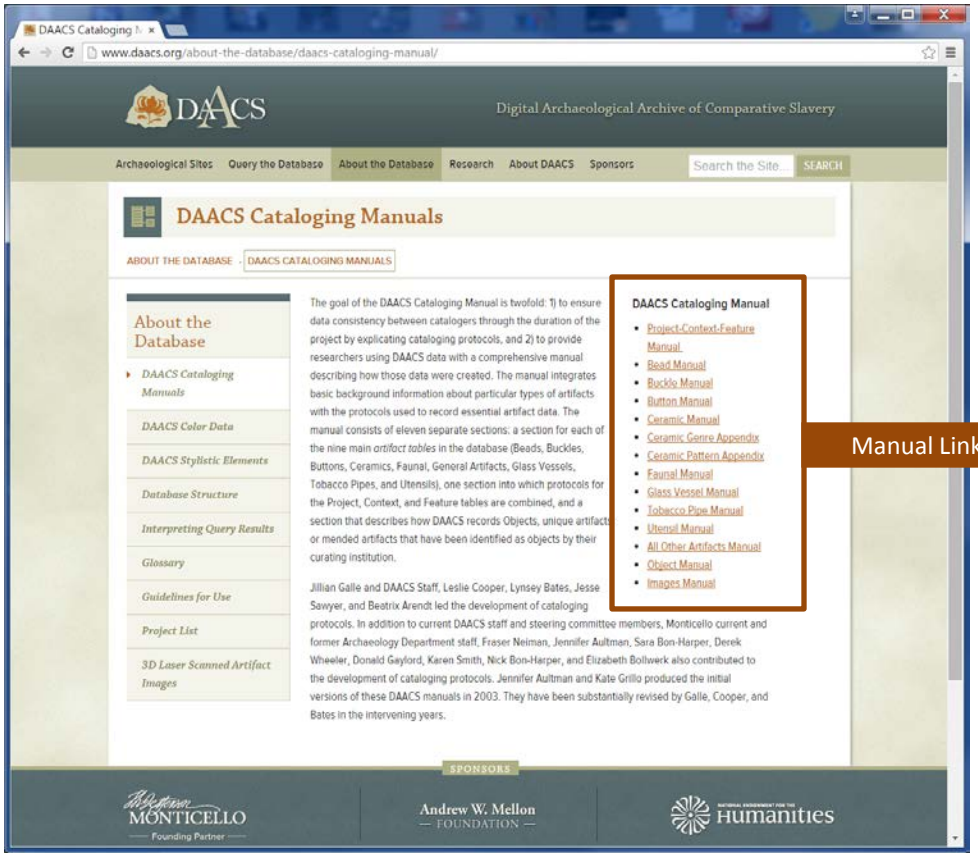
About the Database



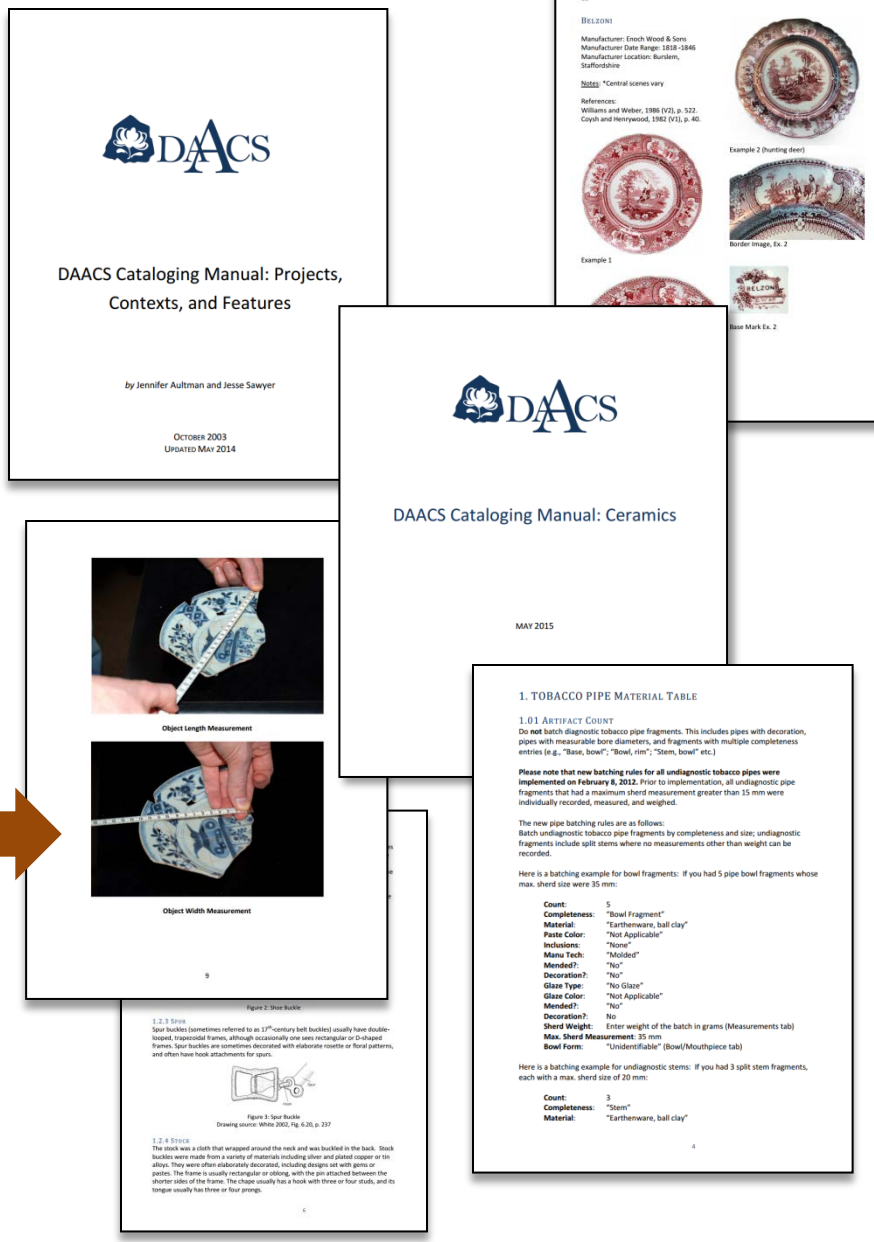
http://www.daacs.org/about-the-database/

About the Database: Cataloging Manuals

The DAACS Cataloging Manuals provide researchers using DAACS data with a comprehensive manual describing how those data were created and insure data consistency between catalogers through the duration of the project by explicating cataloging protocols.



Manual Links



About the Database: Stylistic Elements

DAACS — Digital Archaeological Archive of Comparative Slavery

Archaeological Sites | Query the Database | About the Database | Research | About DAACS | Sponsors | Search the Site... | SEARCH

DAACS Stylistic Elements

ABOUT THE DATABASE · DAACS STYLISTIC ELEMENTS

About the Database

- *DAACS Cataloging Manuals*
- *DAACS Color Data*
- *DAACS Stylistic Elements*
- *Database Structure*
- *Interpreting Query Results*
- *Glossary*
- *Guidelines for Use*

DAACS offers two approaches to recording and analyzing decoration on ceramics, the DAACS Stylistic Element Initiative and DAACS Ceramic Genres. The DAACS Stylistic Element Initiative records individual decorative elements on the sherd level, providing researchers with detailed data on decorative elements and motifs. DAACS Ceramic Genres provide a way of understanding decoration on ceramics by using traditional types, based on decorative technique and patterns. Both are described below.

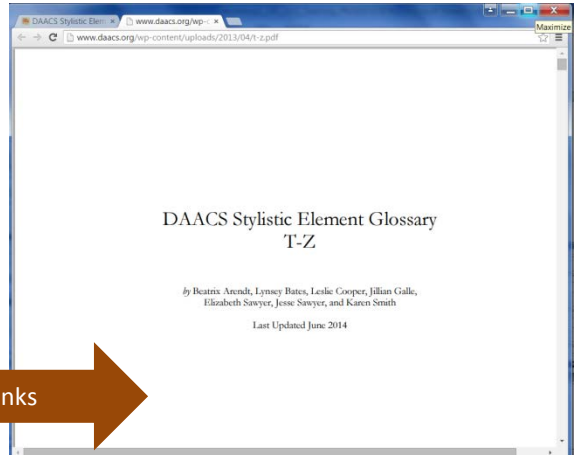
DAACS Stylistic Element Initiative

The DAACS Stylistic Element Initiative explores an approach to measuring variation in applied decoration on ceramics that is novel in historical archaeology. Traditionally historical archaeologists have measured decorative variation at the level of the sherd or vessel. This means that a single sherd or vessel has to be assigned to a single decorative category or genre. This approach produces useful results (and we have followed it in the DAACS ceramic genre field), but it may obscure decorative variation when there are multiple decorative elements on a single

DAACS Stylistic Element Glossaries

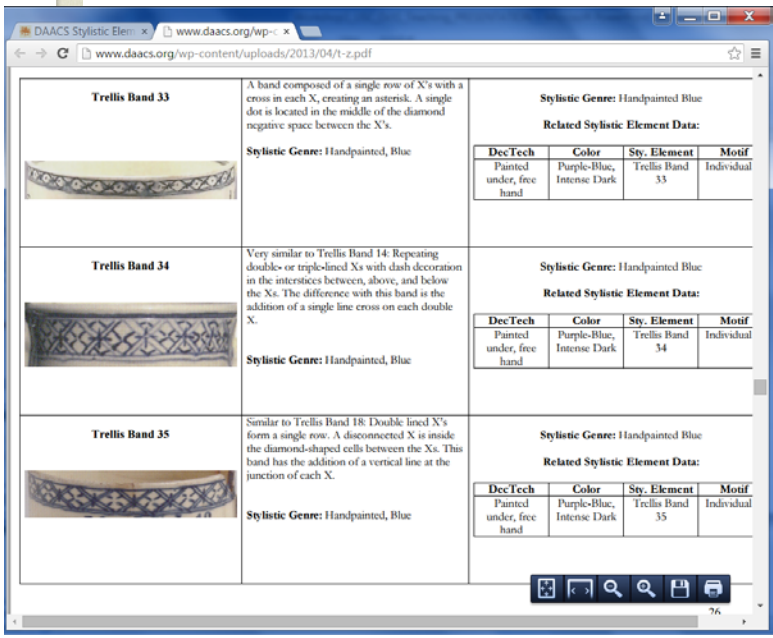
- Stylistic Element Glossary A-C (4 MB)
- Stylistic Element Glossary D-G (1,386 KB)
- Stylistic Element Glossary H-Q (895 KB)
- Stylistic Element Glossary R-S (1,088 KB)
- Stylistic Element Glossary T-Z (952 KB)

Glossary Links


DAACS Stylistic Element Glossary
T-Z

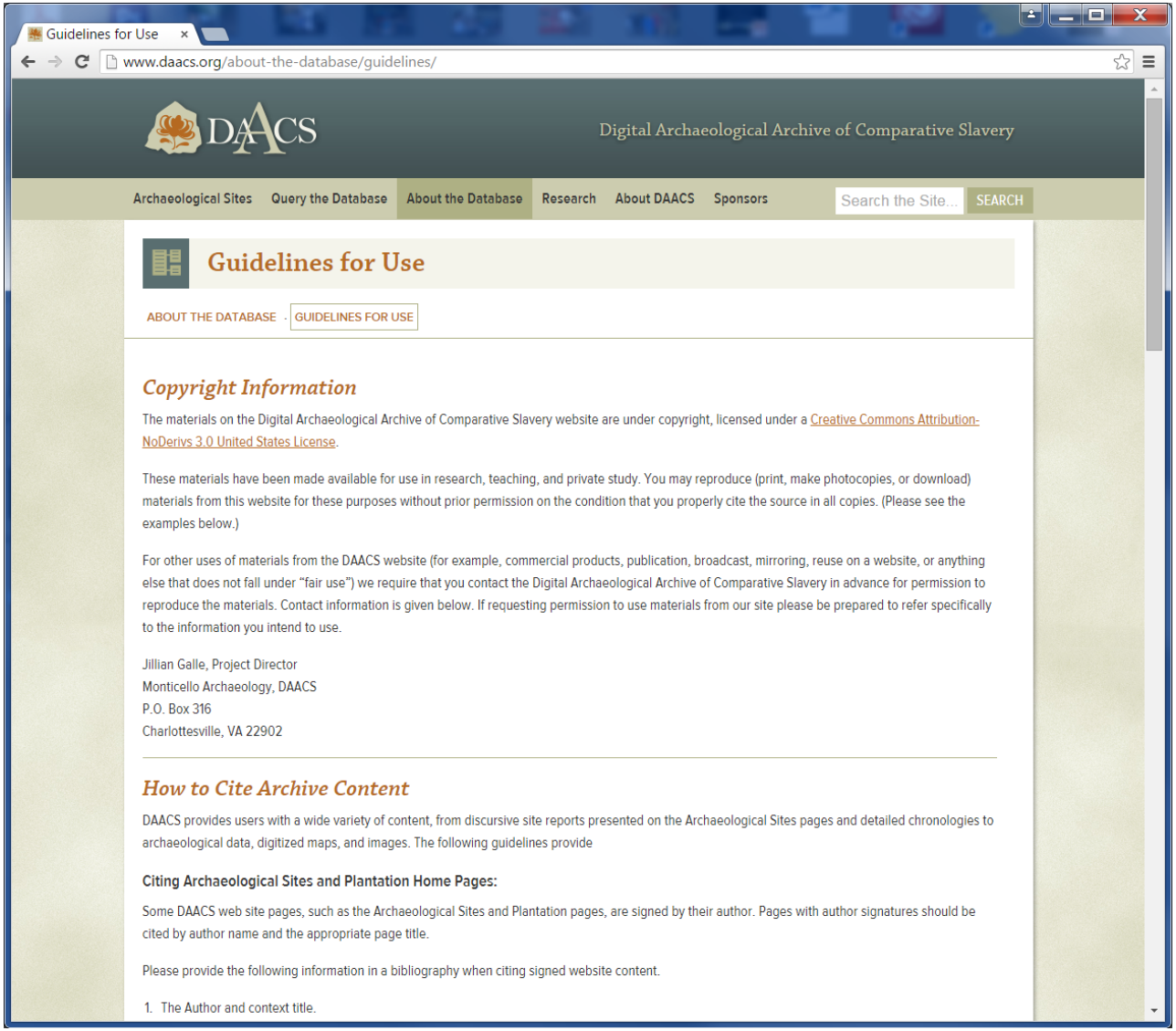
by Beatrix Arendt, Lynsey Bates, Leslie Cooper, Jillian Galle, Elizabeth Sawyer, Jesse Sawyer, and Karen Smith

Last Updated June 2014


www.daacs.org/wp-content/uploads/2013/04/t-z.pdf

Trellis Band 33	A band composed of a single *row* of X's with a cross in each X, creating an asterisk. A single dot is located in the middle of the diamond negative space between the X's. **Stylistic Genre:** Handpainted, Blue	**Stylistic Genre:** Handpainted Blue **Related Stylistic Element Data:** DecTech: Painted under, free hand; Color: Purple-Blue, Intense Dark; Sty. Element: Trellis Band 33; Motif: Individual
Trellis Band 34	Very similar to Trellis Band 14: Repeating double- or triple-lined Xs with dash decoration in the interstices between, above, and below the Xs. The difference with this band is the addition of a single line cross on each double X. **Stylistic Genre:** Handpainted, Blue	**Stylistic Genre:** Handpainted Blue **Related Stylistic Element Data:** DecTech: Painted under, free hand; Color: Purple-Blue, Intense Dark; Sty. Element: Trellis Band 34; Motif: Individual
Trellis Band 35	Similar to Trellis Band 18: Double lined X's form a single *row*. A disconnected X is inside the diamond-shaped cells between the Xs. This band has the addition of a vertical line at the junction of each X. **Stylistic Genre:** Handpainted, Blue	**Stylistic Genre:** Handpainted Blue **Related Stylistic Element Data:** DecTech: Painted under, free hand; Color: Purple-Blue, Intense Dark; Sty. Element: Trellis Band 35; Motif: Individual

About the Database: Guidelines for Use Copyright and Citation Information

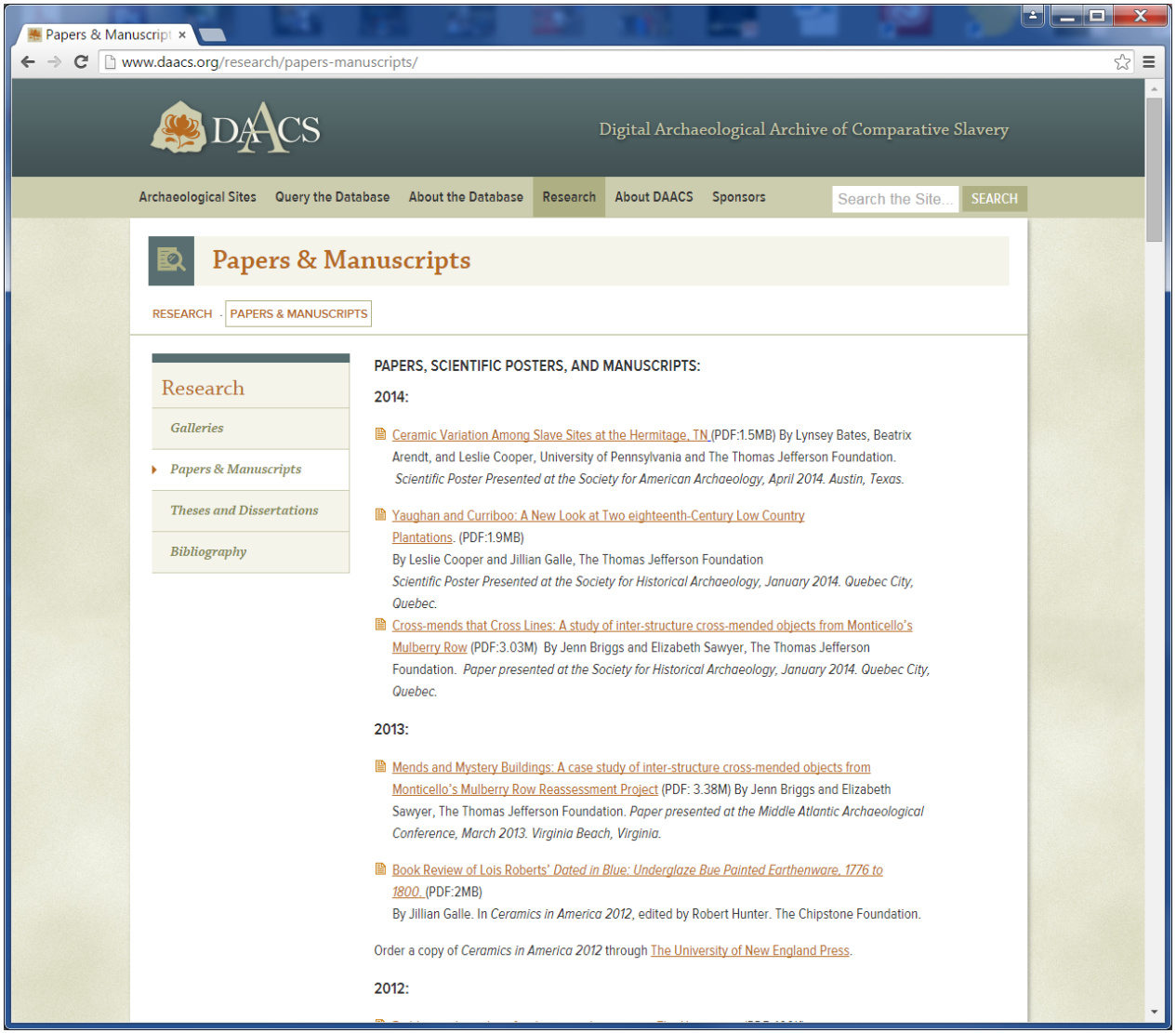


http://www.daacs.org/about-the-database/guidelines/

Research

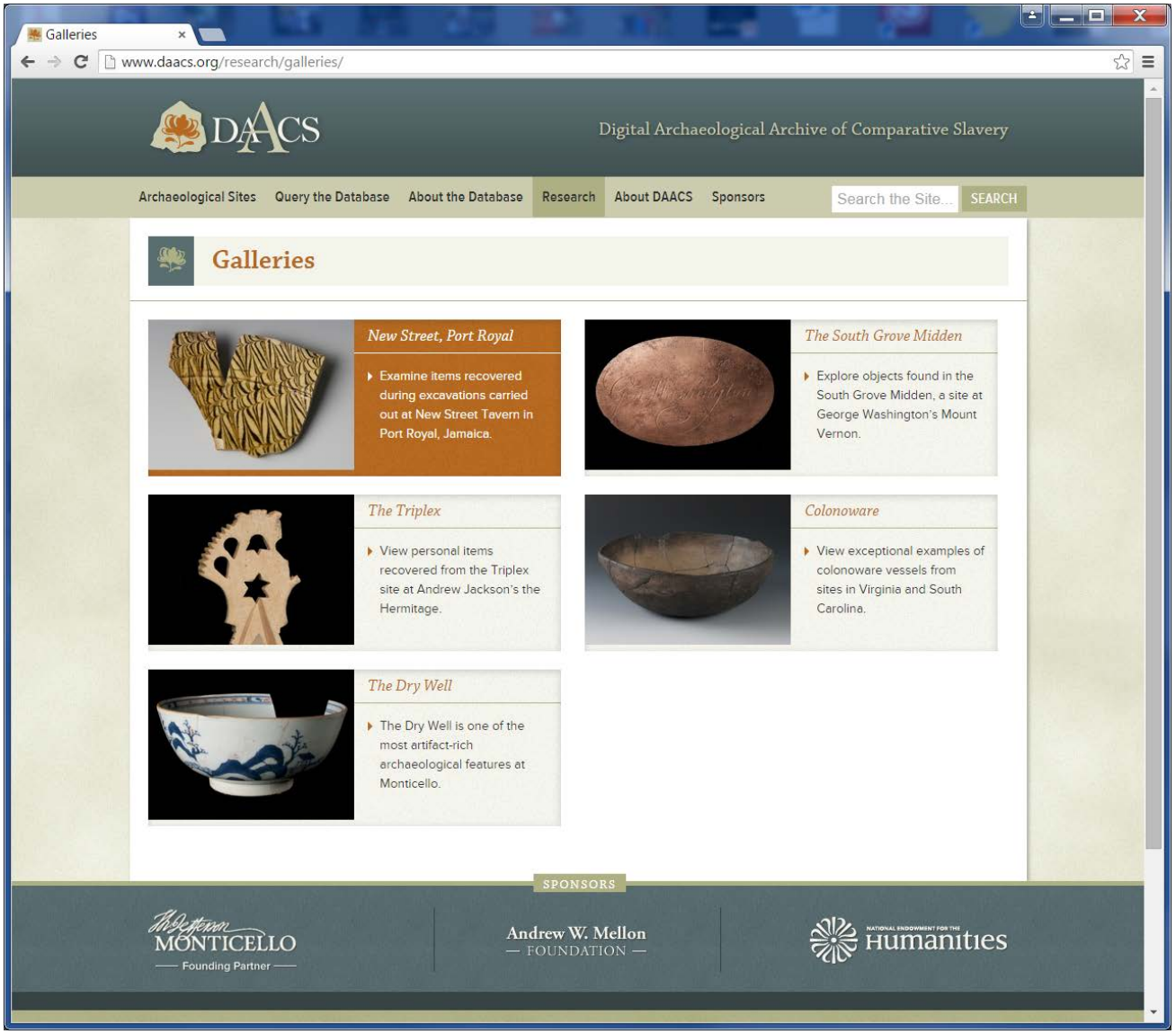
http://www.daacs.org/research/

Research: Papers and Manuscripts



http://www.daacs.org/research/papers-manuscripts/

Research: Galleries



http://www.daacs.org/research/galleries/

Colonoware

Back to Galleries

Colonoware jar with pedestal base, Curriboo Plantation, South Carolina

- Manufacturing Techniques: Handbuilt
- Date: 18th-19th Century
- Place of Origin: United States
- Object Dimensions: Height: 174mm; Rim diameter: 120mm

Colonoware is a hand-built, unglazed, low-fired, locally-made coarse earthenware found on many domestic archaeological sites in Virginia, South Carolina, the Caribbean and to a lesser extent in North Carolina and Georgia. As an almost ubiquitous late 17th to late 19th century ware, colonoware has been used by historians and archaeologists to explore a variety of topics including consumerism and local market participation, household-level craft production, dining styles and diet preferences, retention of folk traditions, and ritual or medicinal practices.

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Teaching with Digital Archaeological Data: A Research Archive in the University Classroom

Anna S. Agbe-Davies, Jillian E. Galle, Mark W. Hauser, and Fraser D. Neiman

Journal of Archaeological Method and Theory, 2013

Provides concrete examples of how to use digital archaeological data from DAACS to accomplish a range of pedagogical goals in undergraduate and graduate archaeology courses, as well as in general education classes.

Includes a discussion of how archaeologists can use digital data to address ethical and curricular concerns.

Available at: www.daacs.org/workshop-handouts/AgbeDaviesetal2013.pdf

Introductory Archaeology Undergraduate Courses

Common Themes:

1. A commitment to having students work with archaeological data.
    a. A belief that even beginning students should understand that archaeological research begins with the artifacts and the contexts from which they came.

2. A gradual approach to data analysis.
    a. Often first course assignments involve data tables prepared by instructor.

    a. Later course assignments have students to engage directly with the DAACS website, requiring them to find and aggregate the data they need for their projects.

J. Cameron Monroe's and Greg O'Malley's

Slavery in the Atlantic World: Historical and Archaeological Research Methods

HIS 158C/ANTH 179

University of California, Santa Cruz

- Introductory Class on the History of Slavery in the Atlantic World.
- Solidly grounded in archaeological data.
- Has students work with data in nearly all of his project.
- Project difficulty builds gradually.

Exercise 1: Data and maps from DAACS are synthesized for undergraduate and history students. Professor Monroe used DAACS queries to get the data he wanted, and the aggregated it for the students. Students are asked to create their own density maps using the aggregated data paper maps

Exercise 2: Household Archaeology at Monticello: Faunal and Ceramic Analysis

Exercise 3: Students were assigned a site, and required to compare spatial and chronological variation of hollow and flat ceramics. Required to get their data from DAACS directly, organize it.

UC Santa Cruz Slavery in the Atlantic World Final Presentations

Jillian Galle's

Unearthing the Household: Gender, Class, and Ethnicity in Contemporary Archaeology (ANTH 284)

University of Virginia

AND

Research Methods and Techniques in Archaeology (H28A)

University of West Indies, Mona

UVA class taught in 2003, before the DAACS website was launched to the public. Data was provided to the students in excel files.

For UWI class, students used the website but Galle decided to provide excel data sets derived from DAACS for their final projects.

In both classes, the majority of students had never conducted any form of analysis or worked with excel before.

In both classes, the unit of analysis for the class projects was the household, and the students were presented with artifact and architectural data from these eighteenth- and nineteenth-century household sites. In a writing assignment and oral presentation, students were asked to interpret and compare the archaeological data from multiple households using the abundance index.

Advanced Undergraduate and Graduate Courses

Common Themes:

1. Prior coursework in archaeology is highly recommended.

2. Assumes some proficiency with statistical methods, and often requires use of a stats package.

3. Students engage with the archaeological data, and DAACS, in a sophisticated manner, using theoretical models and archaeological and historical literature.

4. Students are often required to find and download the data from the DAACS website directly.

5. When dataset is complex, instructor prepares data from DAACS prior to the assignment.

Anna Agbe-Davies's

The Archaeology of African Diasporas

ANTH 454

University of North Carolina, Chapel Hill

- Students required to work with both archaeological and documentary data.

- They work first with documentary data from Slave Voyages, The Trans-Atlantic Slave Trade Database: http://www.slavevoyages.org/tast/index.faces

The DAACS Assignment:

- For the undergraduates only.

- Requires students to develop a hypothesis from their readings, and to test that hypothesis using data from DAACS.

- They are not given prepared data, nor are they taught analytical methods in the class.

Fraser Neiman's

Archaeological Approaches to Atlantic Slavery

http://people.virginia.edu/~fn9r/AnthARH3603.7603/index.html

ANTH 3603/7603 and ARC 3603/7603

University of Virginia

Project 1: Utopia Chronology: How can we infer reliable, fine-grained archaeological chronologies that are necessary to trace patterns of change in lifeways of enslaved people within a single site and at multiple sites? http://people.virginia.edu/~fn9r/AnthARH3603.7603/Project1.pdf

Requires students to seriate pipe stem and ceramic assemblages from the three Utopia sites.

Project 2: Slave Housing in the Eighteenth Century Chesapeake: What do patterns of change across the 18th century and regional variation in slave houses and in the abundance and morphology subfloor pits tell us about social dynamics within slave communities?
http://people.virginia.edu/~fn9r/AnthARH3603.7603/Project2.pdf

Project 3: Enslaved Consumers : Do changing frequencies and shapes of locally made and imported ceramic vessels document changing social identities, economic opportunities, and participation by enslaved people in markets and the 18th-century "consumer revolution"?
http://people.virginia.edu/~fn9r/AnthARH3603.7603/Project3.pdf

Requires students to calculate abundance indices for ceramics, leaded glass, and buttons from 7 sites in DAACS.

Student Responses

- Students were excited by the prospect of analyzing data in novel ways that speak to the historical and anthropological issues raised in the reading and lecture.

- They shared a sense that they were discovering something new and are close to “the cutting edge.”

- They often lamented the lack of engagement with data in other courses.

- One student wrote in a recent anonymous evaluation: “I wish more archaeological courses like this (practical skills, data analysis, etc.) were offered at UVA, and in this manner for that matter, grounding one in both theory and method. The course material has been deeply engrained and I will use its content for years to come.”

Also check out….

Fraser Neiman's

Historical Archaeology

http://people.virginia.edu/~fn9r/arh3604/index.html

ANTH 3850/7855 and ARC 3604/7604

University of Virginia

AND

Quantitative Analysis I

http://people.virginia.edu/~fn9r/anth4840.7840/index.html

ANTH 4840/7840

University of Virginia

General Education Undergraduates

These classes use DAACS and data analysis to emphasize that the conceptual and analytical skills are broadly applicable outside archaeology *AND* outside the university.

Like the introductory archaeology classes, exercises in writing and basic data analysis requires students to develop arguments and learn introductory

Unique challenges of using digital archaeological data in teaching general education classes: archaeological data can be “unruly” requiring iterations of analysis. Learning that research, and data analysis, is iterative is a critical concept, across all course levels.

Anna Agbe-Davies and Mark Hauser

The Science of Archaeology (ANT 120)

DePaul University

The course was to be pitched to a general student audience with no archaeological experience and no intention of further archaeological study. Challenges quickly emerged: first, to fulfill the goals of science curriculum, including instruction in hypothesis development, testing, and interpretation; second to provide a hands-on learning experience with real data; and finally, as best as we could, to mirror field school learning experiences in the classroom.

The Instructors turned to DAACS to provide the raw material with which to accomplish these objectives.

Had two hour weekly laboratory sessions during which students completed exercises that reinforced concepts covered in lecture and readings. Topics included relative and absolute dating methods in archaeology, how sites are mapped, and site formation processes, familiarizing students with the procedures that produced the data they would get from DAACS. In the fifth week of the ten-week term, the instructors began to introduce students to those data. The students calculated dates using pipe-stem bore sizes and ceramic manufacturing dates. Once they had established temporal contexts for analysis, they used ceramics and faunal remains to study food ways using their assemblages.

--Mark Hauser's DePaul Course "Archaeology: Unearthing History", provides students with individual objects from Seville Plantation, and asks them to use library and web resources to write a history of the object, its use, and contexts in which it might be found. He sees this as a precursor to working with tabular data.

Use of DAACS by Historians

(that we know about)

Morgan, P. D., and A. J. O'Shaughnessy

2006 Arming Slaves in the American Revolution. In *Arming Slaves: From Classical Times to the Modern Age*, pp. 180-208, edited by Christopher Leslie Brown and Philip D. Morgan. Yale University Press, New Haven.

Bly, Antonio

2008 "Pretends he can read": Runaways and Literacy in Colonial America, 1730-1776" Early American Studies 6.2 (Fall 2008): 261-294. http://history.appstate.edu/sites/history.appstate.edu/files/Bly,%20Pretends%20he%20can%20read.pdf

DAACS also figures in historians' reflections on the ways in which archaeological data might advance their understanding of changing slave life ways.

Morgan, Phillip D.

2006 Archaeology and history in the study of African-Americans. *African Re-Genesis: Confronting Social Issues in the Diaspora*, edited by Jay B Haviser and Kevin C MacDonald, pp. 53-61. Left Coast Press, Walnut Creek, CA.

2011 The future of Chesapeake Studies. In *Early Modern Virginia*, edited by Douglas Bradburn and John C. Coombs, pp. 300-333. University of Virginia Press, Charlottesville.

Other Digital Resources for Teaching Slavery and Archaeology

Data Rich

- Voyages: The Trans-Atlantic Slave Trade Database: http://www.slavevoyages.org/tast/index.faces
- The Digital Archaeological Record (tDar): http://core.tdar.org/
- Chaco Research Archive: http://www.chacoarchive.org/cra/
- The Comparative Archaeological Study of Colonial Chesapeake Culture: http://www.chesapeakearchaeology.org/index.cfm

Qualitative historical data but quantitative data could be gleaned

- The International Slavery Museum's Archaeology of Slavery website, developed in collaboration with DAACS: http://www.liverpoolmuseums.org.uk/ism/slavery/archaeology/index.aspx
- Two Plantations (companion to Richard Dunn's 2015 book, A Tale of Two Plantations): www.twoplantations.com
- Slave Revolt in Jamaica, 1760-1761: A Cartographic Narrative: http://revolt.axismaps.com/