

Exploring University Of South Carolina's History through Archaeology: A Proposal
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In this proposal I request that the Presidential Commission on University History include archaeology as one of the avenues through which UofSC engages our history. The written record is an important source of information about the history of our university, but it is not the only record of that history. Moreover, history is written only about events and people of interest to those who recorded it. Archaeology represents its own unique record of the past and it is a record that often captures the lives of the people that history did not write about. Through university sponsored archaeological field schools we can explore those hidden parts of our history, teach the university community about that history, and engage the public with at while at the same time providing students with experiential learning opportunities.

An archaeological field school (ANTH 322/522) is a hands-on university course taught by an archaeologist on the faculty or staff of UofSC. Under the right circumstances, archaeological excavations conducted in public places offer unique and meaningful ways for the public, descendant communities, and other stakeholders to engage in that history as students learn. UofSC's historic Horseshoe is an ideal place for such an archaeological undertaking. It holds a unique record of the early history of our university. While noted Order of the Palmetto archaeologist Stanley South conducted excavations on the Horseshoe decades ago, there is still a great deal to learn buried beneath it and the surrounding area. That history can reveal information about the creation of the earliest parts of our university and the people who built it. It also holds clues to the lives of early students, staff, and faculty.

A Field School Program

An archaeological field school already exists in our catalog (see attached syllabus) as a three to six-credit class that can be taught to undergraduate and graduate students. The primary purpose is to train students in the methods of archaeological research. As such, field schools represent an integral part of the training of future archaeologists. Currently, no field schools are offered by the university because the faculty member teaching them regularly took a position elsewhere. As a result, we are missing a vital part of the training of our students.

Because of the chosen location, the Horseshoe, the focus will be on the lives of people who are not written about in history such as the enslaved who worked at the university as well as the first African American faculty and students. This focus will not only give the university the chance to explore an important part of our history, but also engage descendant communities and culturally connected students through various kinds of participation. Accomplishing this will require a long-term commitment, meaning an ongoing program where field schools are offered every year and the materials and information recovered are studied and shared.

Faculty Support

The faculty member who taught field schools was part of the South Carolina Institute of Archaeology and Anthropology (SCIAA). SCIAA is a research institute on campus and a state agency created by an act of the legislature whose purpose is to preserve, explore, and study the past of South Carolina. Our

faculty are research faculty that teach in the Anthropology Department, and also provide important experiential learning opportunities. To be done well, engaging the public and descendant communities, teaching the field schools, exploring the information gathered, and sharing it take time and effort.

This proposal requests the creation of a two-year post-doctoral position in SCIAA that focuses on the archaeology of underrepresented communities and whose primary research task will be to establish and run the field school program. After the two-year term of the position, it is further requested that the university convert the position to permanent research faculty in SCIAA. Additionally, this proposal requests a graduate student funding line be included with the post-doc position. Not only will it be important for the post-doc to have support for completing the tasks required but helping with this program will be an important learning experience for a student. Just as important, both the post-doc position and the graduate line will give UofSC the opportunity to attract students and scholars from communities left out of the history books. While the university is very interested in diversity and inclusion, the field of archaeology is in desperate need of creating opportunities for descendant communities to study their own past.

Benefits

A yearly field school sponsored by the Presidential Commission on University History could meet a wide range of goals shared by the Commission, the university community, and the academy. The early history of our university, the history that is not in the history books, can be explored, engaged, and presented to various publics while at the same time furthering the educational mission of UofSC. In addition, it will allow us to attract students and scholars from underrepresented communities and create a place where they have the ability to study their community's past.

Course Syllabus
Anthropology 322/522
Field School in Archaeology

Instructor: TBD

Location: The South Carolina Institute of Archaeology and Anthropology and the Horseshoe

Time: TBD

Text: Readings will be provided

Office: 1321 Pendleton Street

Office Hours: By appointment or via email

Course Description

Students gain hands-on experience in basic archaeological excavation, mapping, note-taking, and laboratory processing by exploring parts of the historic Horseshoe on the campus of the University of South Carolina. The Horseshoe is the location of the earliest buildings on UofSC campus and was the center of academic and social life at the beginning of the university. During this course, we will uncover the lives of the people whose histories are not written down. Students will identify areas of interest using historical information, locate them on the current Horseshoe using mapping equipment, and investigate them with test units to capture artifacts and record features that can reveal aspects of people's lives. Students will be expected to help engage the visiting public and be able to explain both the purpose of the study and their daily activities.

Learning Outcomes:

Students taking the course will:

1. Learn the fundamentals of archaeological excavation including a wide range of skills such as excavation techniques, proper recording and documentation, field photography and drawing, and soil description.
2. Become acquainted the basic archaeological surveying skills, including surveying equipment, global positioning systems, and site mapping.
3. Develop the communication skills necessary to present their activities and purpose to the public.
4. Learn about the history of UofSC and the role that forgotten members of the community played in it.
5. Understand how archaeology and public interpretation can reveal new information about the past that is relevant to our lives today.

Method of Evaluation:

Attendance and daily performance of tasks	20%
Timely and proper completion of paperwork	30%
Field notebook	40%
Final Presentation	10%