



**FLORIDA STATE UNIVERSITY/FLORIDA
AGRICULTURAL AND MECHANICAL
UNIVERSITY**



EVERGREEN PLANTATION FIELD SCHOOL

Course ID: TBD

May 14– June 17, 2023

Academic Credits: 8 Semester Credit Units (Equivalent to 12 Quarter Units)

FIELD SCHOOL DIRECTOR(S)

Dr. Jayur Madhusudan Mehta, Department of Anthropology, Florida State University
(jmehta@fsu.edu)

Dr. Natalie King-Pedroso, Department of English and Modern Languages, Florida A&M
University (natalie.kingpedroso@famu.edu)

Dr. Alisha Gaines, Department of English, Florida State University (amgaines@fsu.edu)



OVERVIEW LITERATURE, HISTORY, AND ARCHAEOLOGY OF THE AFRO-SOUTH AT EVERGREEN

This course refuses nostalgia and miseducation. Instead, we will learn truths about the histories and legacies of enslavement through hands-on studies at Evergreen Plantation in Edgard, Louisiana—one of best-preserved plantations in the Southeast. A still working sugar cane farm complete with 22 slave cabins, Evergreen, and the surrounding River Parishes, will serve as our classroom. Zooming out, we will consider the Afro-South as it speaks to us through an inheritance of experiences before, during, and after the transatlantic slave trade. Even in the twenty-first century, the history of the Afro-South and its legacy impact the cultural, social,

economic and political landscapes of the United States. From participants' unique vantage point on the grounds of Louisiana's historic Evergreen Plantation, let us examine those "precarities of the afterlives of slavery" noted in Christina Sharpe's *In the Wake: On Blackness and Being* through discussions on literature and culture of the region.

This project grew out of a quest to create an interdisciplinary experience for students as they investigate the legacy of plantations in the American South. Allow your work in the archaeology and history segments of your Evergreen experience to enhance and illuminate your analysis of literature informed by the history and culture of the region. This unique and multi-disciplinary field school gives students the opportunity to learn how to interpret at the "trowels edge" through supporting coursework in archaeological field methods, African American history, and Literatures of the Afro-South.

In the field, students will interpret ground penetrating radar (GPR) data and will work with faculty and graduate students in the excavation of anomalies located in the spaces surrounding 22 quarters for the enslaved. Subsurface testing and excavation will add to our rudimentary understanding of the kinds of activities that took place at Evergreen Plantation.

While acknowledging how the "land of the free and home of the brave" only guarantees freedom for some, this course still insists, despite recent monumental setbacks, that the American experiment in citizenship and equality is not over yet. Through essay, memoir, foodways, slave narratives, and field trips, we will engage the interdisciplinary fields comprising Black Studies to facilitate liberation for us all. In conjunction with the written record, oral traditions, and literature, the Evergreen Plantation Archaeological Survey (EPAS), and this field school, strives to uncover a fuller, richer, and more detailed history, from the perspectives of enslaved and free people of color who lived at Evergreen from 1800 until 1950. This multidisciplinary approach to teaching the history and culture of this sugar-producing region will provide students with the reflexive tools necessary to interpret excavations and material culture while in the field and while excavating. These lessons will be supported by field trips to surrounding museums and historical sites.

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: <http://bit.ly/2hvurkl>.

PREREQUISITES

None.

DISCLAIMER – PLEASE READ CAREFULLY

Our primary concern is with education. Traveling and conducting field research involve risk. Students interested in participating in IFR programs must weigh whether the potential risk is worth the value of education provided. While risk is inherent in everything we do, we do not take risk lightly. 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.

The IFR does not provide trip or travel cancellation insurance. We encourage students to explore such insurance on their own as it may be purchased at affordable prices. Insuremytrip.com or Travelguard.com are possible sites where field school participants may explore travel cancellation insurance quotes and policies. If you do purchase such insurance, 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 any number of unforeseen circumstances, including revised decisions by local permitting agencies, political unrest, and changes in the weather. While this schedule represents the best of the director(s) intentions, we—students and staff alike—need to be adaptable and tolerant of necessary alterations. This adaptability is an intrinsic part of all field research.

It is important to remember that Louisiana is hot in the summers and students should be aware that fieldwork will be taking place outside and during the day, but before 1pm (typically from 7am to 1pm). Students should be able to tolerate the heat and working outside.

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

COURSE OBJECTIVES

- Engage the full landscapes and history of Evergreen Plantation and its surrounding River Parishes.
- Engage with and learn from the local community, and identify important themes related to the Afro-Southern world through interactions with community members and local site tours.
- Understand the principles of archaeology and its role in shaping past and present research on plantations, slavery, and the afterlives of slavery.
- Acquire and apply the basic skills of archaeological excavation, survey, and interpretation.
- Develop strategies for applying the logic of archaeological thinking to fieldwork, artifact analysis, and applying the data we gather to answering anthropological and historical questions about the past and present, placing history in contemporary contexts.
- Examine—through textual analysis and exchanges with classmates and guests—an Afro-Southern aesthetic or sensibility.
- Provide students with an opportunity to think critically about the aims of each artist and how these art pieces function as reflections of the past and present, as well as those “precarities of the afterlives of slavery” noted by Christina Sharpe.

LEARNING OUTCOMES

- Students will be able to use mapping equipment and describe procedures for mapping excavation units and site components.
- Students will be able to lay out, excavate, and record materials associated with an excavation unit.
- Students will be able to describe natural and cultural impacts on artifacts, ecofacts, and feature preservation.
- Students will be able to recognize artifacts and features for a given context.
- Students will be able to wash, process, and to identify artifact material types in the field.
- Students will be able to engage in critical thinking and close reading during analyses of assigned different types of texts.
- Students will be able to understand the histories of enslavement and the ramifications of slavery in contemporary society.
- Students will be able to respect difference and diversity in ideas presented by texts, guests, and excursions.
- Students will be able to integrate ideas from other Evergreen experiences—including excursions, history course, and archaeological excavations —into their readings of assigned texts.

ASSESSMENTS

Daily Contributions to Journaling	= 50%
Daily Participation and Cooperation	= 25%
Community Presentation in Student Groups	= 25%

Field Journal – a field journal is a critical part of fieldwork and the record keeping process. Your journal should be descriptive, include daily activities, what you looked at and helped with, what contexts you were working on, what stratigraphic layers and what you found, sketches and drawings, and how your work/findings/artifacts changed. Describe differences in contexts and material culture. Mark down any significant finds and make sketches if possible. For guidelines on a field journal, look here

(<https://www.amnh.org/learn-teach/curriculum-collections/biodiversity-counts/what-is-biodiversity/keeping-a-field-journal-1-eleanor-sterling>).

In addition to describing excavations, your journal should also be an accounting of what you are learning in the historical and literature components of the field school. You will be tasked with coming to class with prepared discussion questions based on the reading. Record questions in your journal (this will be the same notebook as your field journal.) Be prepared to share when prompted.

- During each class meeting we will be introduced to a different Song of the Day (SOD) that will ground that day's learning. Your engagement with and reflection on the SOD along with the day's questions should be recorded in your journal and shared with the class and/or instructor when prompted.
- Since we will be experiencing Louisiana through multiple field trips, during or after each will be different writing prompts and/or activities to enhance learning. All of your work should be recorded in your journal. Be prepared to share when prompted.
- Only a continuously up to date journal will receive full credit. Keep it current! Random checks and "journal swaps" just might happen.

Group Community Presentation – students in teams of 2 will give an 8–10-minute presentation that summarizes a particular topic (identified with faculty) germane to the field school (focusing on either archaeology, history, or humanities, or a combination of the three). This presentation should be 8-10 minutes in length and include the following elements:

1. What is the topic of the research that you are presenting?
2. Give a brief overview of the issue or topic. Identify and define any key terms.
3. Explain the methods you used in the field and through teaching to investigate this topic.
4. What did you learn?
5. Why is this important to us? And what can it tell us about our future selves?

Participation – this entails showing up for excavations, historical lectures, and literature discussions daily with a positive attitude and with a spirit of cooperation. Fieldwork entails a variety of tasks, some more exciting than others, and students are required to participate in daily excavations (unless some medical necessity prevents such activity). Lectures and discussion require focused reading, attention, journaling, and oral participation. Being an active participant includes thoughtful and rigorous preparation for, and participation in all class discussions and activities; active listening; prompt and consistent attendance; and phone/tablet/laptop/app etiquette. Participation is not presence. It also includes:

Excursion Etiquette: While in Louisiana, you are representing yourself, the instructor, and your institution. Be polite, curious, thoughtful, and engaged at each site. Respect location guides, guest lecturers, and/or museum docents as you would your home instructors. Follow all excursion site rules including rules about masking.

Course Protocols

Whatever your reasons for choosing this course, your decision reveals your commitment to the subject matter as well as your interest in helping to create a productive learning environment. The following list comprises your responsibilities for maintaining productive and respectful classroom dynamics:

- Come to class or the course site having fully read the text(s) assigned along with questions and comments provoked by your reading.
- Among other reasons, you have chosen this course to learn something about its proposed topic. To do so, you must be exposed to in-class insights and assigned readings with which you may disagree or make you uncomfortable. No matter your political, social, and/or religious loyalties, engage these insights and readings with intelligent thoughtfulness. Avoid responses based solely on what you believe; instead, logically evaluate the strength of an argument based on its rhetorical and literary strategies.
- Be careful how you phrase your perceptions of the world, the readings, and/or other members of the community. Name-calling, accusations, verbal attacks and/or other negative exchanges are both counterproductive and unacceptable to the learning environment we are committed to creating.
- Recognize that not all social groups or identity categories are visible. Sexual orientation, immigration status, nationality, neurodiversity, disability, ethnicity, HIV status, mental health status, gender identity, gender expression, self-determined pronouns, school shooting survivor status, sexual assault survivor status, economic and/or social class, as well as one's conservatism, liberalism, fascism, radicalism and/or religion, are some of the categories that may be represented in the classroom but may not be visible to the eye. Please don't make assumptions based on what you think you see.
- Be mindful that an individual from a particular group does not represent that entire group. Refrain from in/directly asking any individual (including yourself) to do so.

One more note: This Summer course is a short and fast paced term. It is even faster than a summer course at your home institution. Our success is dependent on everyone's commitment to working through the texts, questions, and themes of this course with timely and rigorous engagement.

COURSE SCHEDULE

All IFR field schools begin with 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.

Daily Schedule

M-F

7:00 am – Arrive on site – orientation for daily excavation activities.

7:15 am – Break up into teams, begin excavations assisted by faculty and TA's

10:00 am – Snack break

12:00 pm – Lunch break

1:00 pm – Transition to historical/humanities content lead by Gaines and King-Pedroso

2:30 pm – Break

4:00 pm – Late afternoon break, transport back to lodging for journal time, clean up.

6:00 pm – Return on site for communal dinner, group reflection.

8:00 pm – Transport back to lodging.

Sat and Sun – catch up on readings, field trips, and personal time.

Syllabus with Required Readings

Monday and Wednesday – Gaines

Tuesday and Thursday – King-Pedroso

Week 1 Dispossession, Arrivals, Oral Tradition, and the Folk Community

May 15

M Intro

T Overview and Zora Neale Hurston *Mules and Men* (excerpt)

W Tiya Miles, *Dispossession*

Th Zora Neale Hurston *Mules and Men* (continued)

***Guest: Jamil Drake, PhD**

Friday Tour of River Road African American Museum with Kathe Hambrick

Week 2 “What Was Left of the Plantation”: Land and Identity

May 21

M The Code Noir

T Ernest Gaines *Of Love and Dust* (excerpt)

W Khalil Gibran Muhammad *Sugar*

Th Ernest Gaines *Of Love and Dust* (continued)

Friday Tour of Earnest Gaines Archives (University of Louisiana at Lafayette) and His Home in Oscar, LA

***Guest: Cheylon Woods (Archivist, Ernest Gaines Center)**

Conrad Soraporu (local sugar farmer)

Week 3 “The Landscape Is a Witness”: Visual and Performing Arts in the Afro-South

May 29

M Clint Smith *The Louisiana Rebellion*

T Ravi Howard *Driving the King* (excerpt)

***Guest: Wesley Chavis “Afro-Southern Perspectives and Art”**

W David Walker Excerpt from *Walker’s Appeal*, 1829

Th Ravi Howard *Driving the King* (continued)

***Guest: Ravi Howard**

Friday *Guest: Dr. Fredara Hadley (ethnomusicologist), Field trip to 1811 Kid Ory Historic House

Week 4 Psychic Afro-South and the “Outraged (M)Other”

June 5

M Frederick Douglass “What to the Slave is the Fourth of July”, 1852

T Toni Morrison “Sweetness” from *God Help the Child*

W Zella Palmer “Belle New Orleans: The History of Creole Cuisine”

Th Toni Morrison “Sweetness” from *God Help the Child* (continued)

Friday River Road Tour with Theron Oubre, including Destrehahn Plantation

Week 5 “Come to the South to Face It”: Afro-Gulf Poetics

June 12

M	Soloman Northup	Excerpts from <i>Twelve Years a Slave</i> , 1853
T	Jean Toomer	Selections from <i>Cane</i>
W	Harriet Jacobs	Excerpts from <i>Incidents in the Life of a Slave Girl</i> , 1861
Th	Natasha Trethewey	Selections from <i>Native Guard</i>

***Guest: Monifa Love Asante, PhD**

Friday Whitney Plantation Tours

Week 6 “You Better Leave from Here”: Migration Narratives

June 19

M	Ibrahim Kendi	<i>Progress</i>
T	Brit Bennett	<i>The Vanishing Half</i> (excerpt)
W	Keisha Blain	Our Ancestors Wildest Dreams
Th	Dawnie Walton	<i>The Revival of Opal and Nev</i> (excerpt)

***Guest: Dawnie Walton**

Friday Final wrap up, community engagement presentations.

Required Texts

Ernest Gaines	<i>Of Love and Dust</i> (excerpt)
Zora Neale Hurston	<i>Mules and Men</i> (excerpt)
Natasha Trethewey	Selections from <i>Native Guard</i>
Jean Toomer	Selections from <i>Cane</i>
Ravi Howard	<i>Driving the King</i> (excerpt)
Dawnie Walton	<i>The Revival of Opal and Nev</i>
Toni Morrison	“Sweetness”
Brit Bennett	<i>The Vanishing Half</i> (excerpt)

RECOMMENDED READINGS

Supplemental Texts

Nikole Hannah-Jones (ed.)	<i>The 1619 Project</i> (New York Times)
Joanne Braxton	“Ancestral Presence: The Outraged Mother Figure in Contemporary Afro-American Writing”
Toni Morrison	“Rootedness: The Ancestor as Foundation”
Patricia Yaeger	<i>Dirt and Desire: Reconstructing Southern Women’s Writing, 1930-1990</i>
Ibram Kendi	<i>Stamped from the Beginning</i>

Luisah Teish	<i>Jambalaya: The Natural Woman's Book of Personal Charms and Practical Rituals</i>
Michael Twitty	<i>The Cooking Gene: A Journey through African American Culinary History in the South</i>
Derrick Bell	"The Space Traders"
Christina Sharpe	<i>In the Wake: On Blackness and Being</i>
Skipper, Jodi.	<i>Behind the Big House: Reconciling Slavery, Race, and Heritage in the U.S. South.</i> United States: University of Iowa Press, 2022.
Spector, Janet.	<i>What this Awl Means.</i> United States: Minnesota Historical Society Press, 2009.

RECOMMENDED WATCHING AND LISTENING

Music

"Jack and Dinah Want Freedom" (secular rhyme)
 "John Henry" (ballad)
 "No More Auction Block" (secular rhyme)
 "Oh, Freedom" (spiritual)
 "Promises of Freedom" (secular rhyme)
 "Swing Low, Sweet Chariot" (spiritual)
 "We Shall Overcome" (spiritual)
 "We Shall Not Be Moved" (spiritual)

Films

Steve McQueen	<i>12 Years a Slave</i>
Ava DuVernay (director)	<i>13th</i>
Quentin Tarantino (director)	<i>Django Unchained</i>
Roger Ross Williams (director)	<i>High on the Hog: How African American Cuisine Transformed America</i> (Netflix)
Volker Schlöndorff (director)	<i>A Gathering of Old Men</i> (CBS)
Reginald Hudlin and Warrington Hudlin (directors)	"The Space Traders." <i>Cosmic Slop</i> (HBO)
Henry Louis Gates	<i>The African Americans: Many Rivers to Cross with Henry Louis Gates</i> (PBS)
Henry Louis Gates	<i>The Black Church: This Is Our Story, This Is Our Song</i> (PBS)
Julie Dash (director)	<i>Daughters of the Dust</i> (Kino International)
Ava Duvernay (exec. producer)	<i>Queen Sugar</i> (OWN)
Henry Hampton and Sam Pollard (executive producers)	<i>I'll Make Me a World</i> (Blackside/PBS)

TRAVEL, ROOM & BOARD, & SAFETY LOGISTICS

COVID-19 Disclaimer:

The logistics outlined below for this IFR field school were written according to the most current and accurate information available to IFR. We recognize that the best practices for preventing the transmission of the coronavirus may change in the coming months. The IFR will be revisiting program-specific plans periodically throughout the enrollment period and will update program details according to new developments, new travel protocols, and updates to local policies. Updates to program-specific protocols will be communicated to participants at the pre-program orientation.

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. The IFR COVID-19 Policies have been developed with Dr. Kurt Eifling, the IFR Medical Director. Dr Eifling is a Fellow of the Academy of Wilderness Medicine and a practicing physician (<https://ifrglobal.org/about/staff/>).

We strongly recommend reviewing IFR's COVID-19 policies before enrolling in a program. All IFR students sign an agreement (Student COVID-19 Prevention Agreement) to uphold and abide by all aspects of the IFR COVID-19 policy as published on the website (<https://ifrglobal.org/ifr-covid-19-practices/>) as well as any program-specific protocols. These practices are subject to change as health and risk management experts provide new recommendations and best practices.

PRIOR TO TRAVEL

IFR requires all students participating in IFR programs to be “up to date” with their COVID-19 vaccines, meaning they have completed a COVID-19 vaccine primary series AND received the most recent booster dose recommended by CDC, if eligible. For recommendations and eligibility for booster shots according to age and health status, please consult the [CDC website](#).

VISA REQUIREMENTS

No visa requirements for US Citizens.

Citizens of other countries are asked to check the embassy website page at their home country for specific visa requirements.

TRAVEL (TO AND DURING THE PROGRAM)

Due to ongoing uncertainties regarding the travel regulations related to COVID-19, IFR will assess the local conditions closer to the travel date (5–6 weeks prior to the program beginning) and will make Go/No Go decisions then. You are required to participate in the mandatory orientation meeting when we will discuss the latest travel information and regulations. We also suggest you consider postponing the purchase of your airline ticket until *after* the program orientation.

If you live in the greater Southeastern United States and drive, driving to Evergreen Plantation is convenient and easy. The plantation is located midway between Baton Rouge and New Orleans, and can be found at these coordinates: **30.027458, -90.639504** – or at this address:

4677 LA-18, Edgard, LA 70049

If flying, students are directed to fly into MSY – Louis Armstrong International Airport. Students should fly in on Sunday, May 14th, and plan to arrive by 3pm. Faculty will arrange for transport from MSY to Evergreen on this day for all students who fly in. Amtrak also operates a rail line to New Orleans and drops passengers off at: **Union Terminal, 1001 Loyola Ave, New Orleans, LA 70113**. If you choose to travel by rail, please coordinate with field school faculty.

- No quarantine requirements exist for Louisiana.
- Students should take a rapid COVID-19 test before traveling and upon arriving in Louisiana.
- Students will be transported from their lodging to the field site daily by faculty/grad students in a 12-passenger van.
- Students who test positive for COVID-19 should self-isolate in their rooms for a minimum of 5 days.
- Masks are voluntary in Louisiana.

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

LOCAL PROTOCOLS, REGULATIONS, & EXPECTATIONS

Louisiana has no quarantine requirements as of 8/11/2022

(<https://nola.gov/health/coronavirus/safe-reopening/>), (<https://ldh.la.gov/Coronavirus/>), but students are advised to wear N95 masks while travelling.

- Please treat all field crew members with respect
- Remember to always comport yourself as a respectable student and temporary member of the community
- No underage drinking (21+)
- No illegal drugs or drug use, or abuse of prescription drugs
- No posting of "archaeological" pictures online on Facebook, Twitter, or any other venue. Candid personal shots taken at the site are perfectly ok.
- Be wary of your surroundings.
- Do not take any artifacts from the ground surface anywhere you travel. Take pictures only.
- The director and assistants reserve the right to expel any student from the summer program at any time if any of the guidelines or honor code are violated.
- Students should abide by the FSU honor code - <https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>
- Students should self-isolate in case of a positive COVID case, or an outbreak. Work will resume virtually.

- All students should bring a laptop.

ACCOMMODATIONS

- Lodging for students is in shared or single rooms. All efforts will be made to accommodate students in single rooms.
- Communal cooking and eating areas are available.
- Lavatories are shared among students.
- Communal areas will be kept clean and sanitized through shared efforts.
- Students are responsible for keeping personal spaces clean.
- Laundry facilities are available on site.
- Hazardous materials will be doubled bagged and transported offsite to the nearest medical facility.

All participants in a field school, students and staff, will wear masks while indoors (i.e., during lectures, during labs, in shared residential spaces, etc.).

Regular hand washing will be a part of the project's daily schedule.

Students with dietary restrictions, including vegetarian and vegan, lactose intolerance, and religion-based diets (kosher/halal/etc.), should notify field directors.

Food will be kept refrigerated and purchased weekly.

MANAGING COVID-19 CASES & OUTBREAKS

- A special residence has been reserved for students who are experiencing COVID 19 symptoms or who have tested positive.
- Clinics
 - SouthStar Urgent Care Gramercy - 1665 LA-3125, Gramercy, LA 70052 – 225-754-9309
 -
 - Urgent Care LaPlace - 113 Belle Terre Blvd, Laplace, LA 70068 – 985-359-2273
 -
 - Oschner Hospital - 1514 Jefferson Hwy, Jefferson, LA 70121 – 866-624-7637
- Faculty will follow protocols identified by Duke University for field safety
 - <https://www.safety.duke.edu/news-events/essential-field-research-during-covid-19-pandemic>

EQUIPMENT LIST

- Bring all bedding and towels, soap, shampoo, hairdryers, etc. that you need for your stay.
- Bring Flashlights, a 15' extension cord (due to distances to outlets from the bed sides), any medications like balms, cortisone creams, etc.
- IF anyone has any bee or wasp or other serious allergies, faculty should know about them; and those people should be reminded to bring appropriate medications.

- Long sleeve shirts and long loose pants have proven to reduce the effects of sun and bug exposure.
- Bring several pairs of shoes and long socks.

Packing List

- Personal Items
- Flashlight
- Sleeping blankets/sheets (it will be hot)
- Battery-operated fan (optional)
- Small Camp chair (optional)
- Books to read
- Toiletries and meds

Clothes

- Field pants - make sure they are durable and will dry quickly.
- Raincoat that is lightweight/breathable (it may rain)
- Long-sleeve shirts - to protect you from the sun and bugs
- Short sleeve shirts
- Wide brimmed hat or ballcap - the sun will be hot!
- Hiking boots or shoes - may be a good idea to bring a backup pair in case one pair gets wet. Break in your boots before you start fieldwork. Waterproof them.
- Tennis Shoes or Flipflops for after work and lab days
- Bandanas – for hair, sweat
- Socks - always a good idea to have extra pairs

Other

- Towel
- Particular Snacks (Faculty buying breakfast/lunch/dinner supplies while at Evergreen)
- Hand sanitizer
- Personal Hygiene items (Shampoo, soap, deodorant, etc.)
- Advil/Tylenol
- Sunglasses
- Music player
- Laptop

Field Equipment

- 1 Backpack or daypack
- Water bottles - it will be very hot, and you must constantly
- Sunscreen - High SPF and waterproof
- Insect repellent
- Gloves – leather or construction-type
- Small First Aid Kit - small enough to fit into your pack
- (Hydrocortisone, Advil, Tylenol, Band-Aids, tweezers, etc.)