Community Archaeology in Humåtak continues!

For the past three summers, GPT has engaged with University of Barcelona archaeologists and research scholars as they conduct community archaeological work at historic sites in the southern village of Humåtak. The fieldwork partners Humåtak community volunteers with the archaeologists through a summer field school program on the San Dionisio Ruins (GHPI site 66-02-1024) and the Palasyo (GHPI site 66-02-1116).

GPT’s role in the project is to help the project research scholars navigate the work and obtain ownership information and permission to conduct the study within the perimeter of the ruins and to formalize each of the responsibilities of the partners to the project. No local funding was used for this collaborative project.

The excavation of these sites is part of the project ABERIGUA, aimed at understanding the processes of identity, change and continuity related to the incorporation of the Marianas Islands by the colonial network of the Spanish empire.

GPT looks forward to the information obtained from these historic sites and commends the Humåtak community for being engaged with the archaeologists as they learn more about the rich cultural heritage of their village.
For the past three summers, GPT has engaged with University Pompeu Fabra from the city of Barcelona archaeologists and research scholars as they conduct community archaeological work at historic sites in the southern village of Humåtak.

The fieldwork partners Humåtak community volunteers with the archaeologists through a summer field school program on the San Dionisio Ruins and the Palasyo.

The proposed archaeological project will focus on documenting and investigating two Spanish-style buildings at Humåtak: the San Dionisio Areopagita Church and Palacio. Archaeological research on Spanish-style architecture at Humåtak will provide new insights, and complement existing information that has been drawn from 18th and 19th century documentary sources and artistic representations. Archaeological research will: 1) increase knowledge of Spanish-style architecture at Humåtak, 2) enhance the development of public education about Humåtak, and, 3) strengthen the preservation of Humåtak’s rich cultural heritage. Throughout its duration, the project will be undertaken in partnership with Humåtak’s local residents, as well as officials for the Guam Preservation Trust, and the Humåtak Community Foundation. Community volunteers and students from the University of Guam will also participate in the project, along with a limited number of university students from Spain and Hawaii.
Day 6:
Time in: 9:40 am
Time out: 2 pm

* Started out today by continuing to excavate Feature 1, toward the end closest to the entrance.
  - Karla and I were both helping Jim out Feature 1 using our tools: Pick-Ax's, Trowels, Dustpans, Gloves, Buckets etc.
  - Most of all the straws are pretty much exposed to the surface and need to be taken later.
  - Karla used the Pick-Ax while I used the Trowel and Brushed.

Feature 1: Picture Below:

July 11, 2017: Day 13
- We continued to accession the artifacts from above. The next step was to sort the artifacts by water or dry brush. Once the items were separated, we then bagged them up and logged them into the log book.

July 12, 2017: Day 14
- We continued with the accessioning process with more artifacts.
- We found a bead made from shell material, modern material, metal, ceramics, etc.

Blueprints:
OUTCOMES AND BENEFITS
Our project is committed to disseminate results to different target audiences (including specialized and not specialized public). The archaeological research will thus generate outcomes that will benefit both archaeology and the broader public: 1) It will increase knowledge of Spanish-style architecture at Humåtak; 2) It will provide new, substantive information that will enhance public education; and 3) It will strengthen cultural resource management.

Our dissemination plan and outreach activities include:
1. Publication in major academic journals.
2. Contributions and session’s organization in main international symposia.
3. Organization of a specialized workshop.
5. Contributions to social media.
6. Open data transfer.
7. A travelling bilateral exhibition.
8. Public talks and booklets for the local community and schoolchildren.

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