**Abstract**

I was honored to be invited to learn the field methods of linguistic research and archeology in Zambia for five weeks this summer. I and other students from Georgetown University and Rice University were able to learn the methods firsthand from experts in the field and learn how to create a reasonable interpretation of the region’s history through data that is sticky, and is challenging to access. This was done through archeology, soil analysis, faunal remains analysis, and linguistics. This allowed me to explore my love of linguistics as well as dabble in other fields related to linguistics and history.

**Types of Research**

We students were able to participate in linguistic research, as well as archeological and soil research.

Linguistic research comprised of interviewing specific people based on their occupation, such as salt-making or basket-weaving, about their life in Basanga, as well as the ways in which their occupation has changed over time. Zambia was colonized by the British, so it is important to know how Western standards have changed traditional processes.

Archeological research comprised of excavating a 5x5 meter trench and soil sieving for artifacts, such as pottery, bone, and the elusive beads.

Soil research was done through survey, which involved traveling to specific coordinates and digging a hole a meter down every hundred meters. We hoped to find pottery or charcoal, but more often than not, there was nothing. This still managed to tell us about the area.

After we had done the bulk of the research, we were able to work on individualized mini projects. Some of these mini projects had topics like language policy, traditional healers and their artifacts, fish-spearing, fire policy, and analysis of sparkly rocks. We came up with our topics as well as carried them out by ourselves. We conducted interviews, collected artifacts, researched at the Livingstone Museum, and wrote up short analyses of our work. These projects were designed to augment the work we had done in all three sectors of the overall research, just in case something we were interested in helped answer some remaining questions.

At the Livingstone Museum, we helped organize and store all the artifacts and other data we had collected in the past three weeks. This involved drying out soil, identifying faunal remains, and drawing pottery sherds to scale as well as their designs. When we weren’t working at the museum, we were able to explore the town of Livingstone and collect our own artifacts (souvenirs) for our travel back home!

**About Basanga, Zambia**

You can’t find Basanga on a map. It is a farming community a few kilometers away from Kafue National Park. It is run by a chief and several of his headmen, as it spans a great distance. Electricity is provided through solar power, and some of our group watched the World Cup live!

This is a map of Zambia. We worked in the Southwestern parts.

**Mini-Projects and Livingstone Museum**

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**Future Directions**

Hopefully there will be longer times spent in Zambia for all who participated in the research, but I know we all want to track down the elusive potter and do more work in the sparkly rocks!

**References**

2. Taken from group folder for the Zambia Field School.

**Acknowledgements**

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