SPECIAL SECTION: TEACHING ARCHAEOLOGY IN THE TWENTY-FIRST CENTURY

# the SAAcchaeological record JANUARY 2014 • VOLUME 14 • NUMBER 1

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### The Magazine of the Society for American Archaeology Volume 14, No. 1 JANUARY 2014

Editor's Corner	2	Anna Marie Prentiss
Letters to the Editor	3	
In Brief	4	Tobi A. Brimsek
Austin 2014	5	Christopher B. Rodning
2014 Annual Meeting in the Lone Star State	7	Patricia A. Mercado-Allinger
Volunteer Profile: Melinda Zeder	8	
Current Research Online: A Powerful New Tool for Archaeological Research	9	E. Christian Wells
Student-Initiated Projects, the Flipped Classroom, and Crowdfunding	14	Matthew Sayre
Navigating the Interdisciplinary Academic Job Market in Archaeology	18	John M. Marston
Fiftieth Anniversary of the History of Ceramics Laboratory	22	Y.B. Tsetlin
An Anthropocene without Archaeology— Should We Care?	26	Todd J. Braje, Jon M. Erlandson, C. Melvin Aikens, Tim Beach, Scott Fitzpatrick, Sara Gonzalez, Douglas J. Kennett, Patrick V. Kirch, Gyoung-Ah Lee, Kent G. Lightfoot, Sarah B. McClure, Lee M. Panich,

### SPECIAL SECTION: TEACHING ARCHAEOLOGY IN THE TWENTY-FIRST CENTURY

Teaching Archaeology in the First Part of the Twenty-First Century	30	
Teaching Students about Stewardship: Current Concerns and Approaches	33	
Integrating the Concept of Diverse Interest Groups into Undergraduate Curriculum in Archaeology		

- In Memoriam: Barbara Thiel
  - Calendar 42

- Kathryn Kamp
- Kelly L. Jenks
  - Tammy Stone
- 41 Sharon Jones and Gail Wells

Torben C. Rick, Anna C. Roosevelt, Tsim D. Schneider, Bruce Smith, and Melinda A. Zeder



On the cover: Cornell University Field School participants at work, White Springs Site, 2008 (Jordan 2013:2; photo reproduced by permission of Michael Rogers).

## SAArchaeological record

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# 目

## **EDITOR'S CORNER**

### Anna Marie Prentiss

Anna Marie Prentiss is Professor of Anthropology at The University of Montana.

n an age of global climate change, social unrest in many parts of the world, and a myriad of associated challenges here at home, it is clear that our next generation of professional archaeologists must be trained to truly "think globally and act locally!" Archaeological research presented in this magazine and in the Society for American Archaeology's flagship journals, *American Antiquity, Latin American Antiquity,* and *Advances in Archaeological Practice,* clearly offers many local contributions, while simultaneously demonstrating extraordinary global implications. Discussions concerning the "Anthropocene," as highlighted by Braje et al. in this issue clearly illustrate this fact. If the concept of an Anthropocene is truly concerned with the impacts of human activities on the Earth's systems, then who better than archaeologists to lead the discussion? Braje et al.'s Figure 1 really says it all, as it encapsulates local events such as forest clearing and mound-building within a structure of global climate impacts.

Articles by Sayre, Kamp, Jenks, and Stone offer a range of exciting new ideas on education and career paths. One emergent theme in these contributions concerns archaeological pedagogy and the fact that archaeological education, while always evolving, has often been ahead of the curve in educational circles. Teaching to student needs? Check! Experience in "real" research activities? Check! Flipped classrooms? Check! Yet, it is also clear that we can do more. Instilling a concern for our fragile heritage is one area. Another is developing student consciousness concerning descendant groups and their essential attachments to their ancient cultural places. Archaeological research and heritage management today and in the future is inextricably bound to the interests, concerns, and ideas of these "local" groups, whether the African American community of New York City or an indigenous population in Peru. Many of our best ideas about the past and the future will come from these discussions.

All the good ideas imparted to us in our schooling can be endangered if we fail to find employment and drift out of the field. Marston offers hard-won advice for graduates of Ph.D. programs seeking academic employment. A critical theme in his article is communication. While we have been reminded for many years of the importance of getting our research into the public eye, Marston emphasizes the personal side, which is equally essential for getting a job. As a colleague reminded me several years ago, the days of getting a faculty job with a brand new degree but no publications and little teaching experience are long gone. As in any discipline, archaeology thrives on energetic new colleagues with exciting new ideas. This is nowhere more evident than in the incredible story of the History of Ceramics Laboratory at the Institute of Archaeology, Russian Academy of Sciences, as told by Y.B. Tsetlin in this issue. Little did young scholar Alexander A. Bobrinsky know in 1963 that his big job offer would allow him to establish the reputation of an internationally recognized research laboratory, an entity that would persist for now more than 50 years. Should we all have such careers!

### **TEXAS & ARCHAEOLOGY**

Since the SAA will be meeting in Austin this spring, I think it is important to educate its members about an unfortunate series of events in Texas archaeology. These events revolve around "protection" for unmarked burials that has managed to be both anti-scientific and culturally insensitive. Following openrecords requests, conversations with legislative and Texas Historical Commission (THC) staff, it is my opinion that the THC intentionally misrepresented their intentions for the law to secure its passage.

During the 2009 Legislative Session, the THC promulgated changes to the Health and Safety Code (Section 711.010; see statutes.legis.state.tx.us) regarding unmarked burials on private land. According to the bill's digest, witnesses, and legislative staff, the bill was to apply to small historic family cemeteries of which there was written or local knowledge of their existence. After it passed, the THC used its rule-making authority to expand the law far beyond its intent. The resulting actions have damaged archaeologist-land owner relations and discouraged cooperation on the reporting and salvage of endangered burial sites.

The original bill (House Bill 2927) did not contain the words "archaeology," "prehistoric," or "Native American." Yet according the THC, the law applies to all burials regardless of time, size (one burial now constitutes a cemetery), or prior knowledge of their existence. Once a burial is discovered its location must be recorded with the county clerk, which makes it a public record. Landowners cannot restrict access by "visitors" to the site. Naturally, any land-use that would negatively impact the cemetery must cease. If a landowner wants to move the burial, he or she needs an order from a district judge. This requires hiring an attorney and months of waiting for an order. Once the order is granted, the remains must be speedily reburied preferably as close to the original burial site as possible. There are no emergency provisions for removal of skeletal remains that have been uncovered by erosion, animal disturbance, or human activity. In fact, salvage excavation of an eroding burial is now a felony. During a 2009 phone conversation with the former director of the THC's Archeology Division (witnessed by the State Archeologist), I raised the issue of burial salvage. His response was that he preferred these remains simply "melt away."

Following open records requests, I found no evidence the THC sought input from professional biological anthropologists, forensic investigators, or law enforcement. Laws from other states were not referenced. None of the federally recognized Native American tribes indigenous to Texas were consulted, or even notified, that the law would apply to prehistoric remains (the Comanche NAGPRA committee was unaware of the changes until I notified them over one month after passage of the bill). Under the rules written by the THC, Native Americans have no voice on the excavation or final disposition of affiliated remains and funerary objects.

Admittedly, I did not get a complete picture of the THC's planning for the burial law during the 2009 session. When I submitted an open records request to the THC for communication between their staff and state legislators, my query was blocked with a claim of "attorneyclient privilege." Perhaps it is relevant that providing false or misleading information to the Texas Legislature is a Class A misdemeanor punishable by a year in jail and a hefty fine.

In a state that is 98 percent privately owned, archaeologists' relations with landowners are vital for site conservation. Given the limitations on land use, it is plainly obvious that property owners have little incentive to report skeletal remains when found. Placing the compliance burden on landowners could have dire consequences when those remains are of medico-legal significance. Just one unreported forensic case is too many.

There is a remedy. Laws in other states, such as Washington and Arizona, protect property rights and include Native American consultation. The burden of compliance is placed on the state, not property owners. Scientific study and reburial of remains should be the result of consultation between biological anthropologists and extant Native Americans, not the whims of a state bureaucracy. Unfortunately, I think there is more desire in the THC to do what is easy, rather than what is right.

Matthew S. Taylor, Ph.D. Department of Anthropology University of Washington Seattle, WA 98195-3100

#### AGRICULTURAL YIELDS

In the article "Agricultural Intensification and Long-term Changes in Human Well-being," Swantek and Freeman claim that "people on Hawaii initially reaped large yields by farming intensively, but over time the intensification led to decreases in soil fertility and increases in erosion; as a result, people produced less and less food every year."

Your readers should know that this statement is an inference without a sound basis. It presumes that there is an archaeological measure that indicates a low agricultural yield at a late time and a higher yield at an earlier time, but there is no such measure of agricultural yield.

The subsidiary claim that the non-existent measure is annual suggests that Hawai'i has an archaeological record with an astounding temporal resolution. Does such an annual archaeological record of agricultural production exist anywhere in the world?

HAWAII, continued on page 43



## **IN BRIEF**

### Tobi A. Brimsek

Tobi A. Brimsek is Executive Director of the Society for American Archaeology.

#### A Taste of Austin

The 79th Annual Meeting will provide the stage for the largest number of submissions ever, combined with a plethora of tried and true and new activities. The venue will be the Austin Convention Center, along with the headquarters hotel, the Hilton Austin. You can explore the breadth and richness of the content through the Preliminary Program, which is posted on SAAweb (www.saa.org). Preliminary programs were also dropped in the mail at the end of December. Even if you are already registered because of a participant role, you will want to review the program and take advantage of the workshops, special programs, field trips, and other events now open for registration.

In addition, to the Opening Session, which is the President's Forum, *Publishing Archaeology in the 21st Century*, you are able to choose among activities including:

- Wonderful field trips designed either by the Local Advisory Committee or one of SAA's 13 interest groups. For itineraries and details, please check out the descriptions of the tours in the Preliminary Program and register now. If tours do not fill during advance registration, they will be cancelled.
- Enriching workshops—Choose one of the three offerings in Austin!
- For students—Consider either the resume/CV review service or the student mentoring. Both are absolutely free to meeting attendees but do require advance registration.

#### Launching in Austin

SAA's 79th Annual Meeting Mobile App is premiering in Austin. Available for Android, Apple, and Blackberry, the Mobile App will launch mid-April! Oh, and by the way, if you download the mobile app to your device and show it to one of the volunteers holding a sign about the app at registration or at the SAA booth, you will be able to enter your name in a drawing for a free mini iPad. You will need to be present at the Business Meeting in Austin to win! Plus the app will have, among other things, the abstracts and the full final program—and that is just to start!

#### And about Participation...

As is customary, the election for the 2014 slate will be launched in early January of that year. Please participate in the Society by casting your vote for the next President-elect, Secretary-elect, two Directors on the Board, and two members of the 2015 Nominating Committee. Watch for your ballot link in your email.

#### Groundbreakers in 2013!

2013 was a groundbreaking year with more major program launches than in recent history. Summarizing:

- *Current Research Online* launched in the summer of 2013. While viewing the remarkable database is open to all, only SAA members may contribute to its development. Check it out at www.saa.org under Publications. Have you sent your work to be included?
- Advances in Archaeological Practice, a new peer-reviewed quarterly, digital journal, was launched with the August 2013 issue, followed by the November 2013 issue. Those issues are available to all through SAAweb. Beginning in 2014, SAA members may choose the new journal as a primary, secondary, or tertiary journal. If you have not done so already, please check it out! Non-member subscriptions are also available.
- The SAA Online Seminar Series also launched in 2013. The series offers both free and fee-based online seminars. Covering a wide-range of topics, from Section 106 to airborne laser scanning to getting a job to public archaeology to technology and archaeology (and the list goes on), the Online Seminar Series is an effective way to have a professional development experience without leaving your own desk! The course offerings are detailed on www.saa.org.

See You All in Austin!!!



## **AUSTIN 2014**

## Christopher B. Rodning

Christopher B. Rodning is Program Chair of the SAA 79th Annual Meeting.

re y'all ready for Austin in April? I look forward to seeing you there, for the Presidential Forum on Wednesday evening ("Publishing Archaeology in the 21st Century"), through the exciting sessions on Sunday morning (including discussions about fiction as a genre of writing in archaeology, posters about the Gault site in Texas, papers about diverse periods and places in Native North America, and papers about public archaeology programs), and at events in between those bookends to SAA 2014-perhaps including some live music in the town, known as the live music capital of the world. Throughout the conference, there will be papers and posters about prehistoric and historic archaeology in the Pecos River Valley and other areas of Texas, about the Wild West and the Near East, about the North Atlantic and the South Pacific, and many points in between. Meanwhile, perhaps we can contribute to an unofficial local slogan, "Keep Austin Weird," when we are in town, and we can feast on barbecue, brisket, and bookstores.

The program for SAA 2014 is taking shape. Thanks for your help and thanks for your patience with issues that have come up in putting everything on the schedule. There are organized paper and poster sessions on the Paleolithic through Neolithic, Bronze Age through Iron Age, and historic and recent periods of the past, as well as sessions on themes such as mining, mortuary practices, kinship, gender and childhood, bioarchaeology, death and disease, the roles of plants and animals in past societies, borderlands and boundary dynamics, trade and exchange, integration and identity, communities of practice, art and iconography, architecture, landscape and environment, and geoarchaeology. Papers on culture and climate change in several regionally focused general sessions have broader, global implications, and, similarly, general session papers on topics such as urbanism, colonialism, monumentality, museums, historical ecology, and material culture analyses appeal to broad audiences.

One of my favorite paper titles is "Canal Junction: What's your Function?" Hohokam canals are interesting, indeed, and Schoolhouse Rock is popular in my household. Another captivating paper title is "Archaeology Should Be Futuristic," in a symposium on diverse perspectives about what archaeology should be and can be. One symposium is titled "Those Dam Archaeologists," referring to river basin survey archaeology programs. Another symposium will explore the land of chocolate and honey, which sounds like a sweet place to visit. Other interesting titles include a symposium on the archaeology of "Lonesome Landscapes," about colonization and settlement in remote places; "Moving On," about archaeological perspectives on mobility; "What's Up There?" about human settlements on hilltops and other high places; and "The Destiny of Their Manifests," about Spanish colonial assemblages in the American Southwest and Southeast-full disclosure: I am a coauthor of a paper in that symposium, but I was not involved in crafting (manifesting?) the title. There are new perspectives on old topics, such as early human settlement in the New World during the Ice Age, the emergence of complex societies and urbanism in Asia and Africa, and hunter-gatherer interactions with land and landscapes; and there are conversations about new directions in archaeology, including applied archaeology in historical ecology and human ecodynamics, the relevance of archaeology to conflict management, the study of acoustics in places and spaces of the past, and the diverse roles of digital technology in the study and preservation of sites and artifacts. A paper in a general session on "Teaching Archaeology," is titled "#Archaeology#Makingitrelevant"-in the futuristic ancient script of hashtaglyphics.

The Presidential Forum at SAA 2013 focused on interactions and collaborations among indigenous peoples and archaeologists. Those conversations will continue at SAA 2014, with forums, sessions, papers, and posters about ethics in archaeology, heritage stewardship, historic preservation, cultural resource management, and community-based collaborative archaeology in its many forms.

Several SAA committees and interest groups are sponsoring sessions at SAA 2014, including the Committee on Ethics; the Committee on the Status of Women in Archaeology; the Com-



The 23rd Street Renaissance Market, open 7 days a week, is located on the Drag across the street from the University of Texas campus; it features the handiwork of some great local artisans (photograph courtesy of the Austin Convention & Visitors Bureau; credit: Dan Herron, HerronStock.com).

mittee for Museums, Collections, and Curation; the Military Archaeological Resources Stewardship Interest Group; the Island and Coastal Archaeology Interest Group; the Geoarchaeology Interest Group; the Zooarchaeology Interest Group; the Fiber Perishables Interest Group; the Public Relations Committee; the Media Relations Committee; the Student Affairs Committee; the Rock Art Interest Group; and the History of Archaeology Interest Group.

Other groups outside the SAA and CRM firms that are sponsoring sessions at SAA 2014 include the Archaeology Division of the American Anthropological Association; Statistical Research, Incorporated; PaleoWest Archaeology; Instituto de Estudios Peruanos; the Paleoresearch Institute; the Gault School of Archaeological Research; the Society for Africanist Archaeologists; the Society for Ethnobiology; the Intellectual Property Issues in Cultural Heritage Project at Simon Fraser University; the International Society for Archaeological Prospection; the International Association for Obsidian Studies; the Society for Archaeological Sciences; the Frison Institute at the University of Wyoming; the Center for Digital Antiquity; and *Anthropocene*, the journal published by Elsevier, Ltd.

Thanks to those of you who are chairing organized symposia and general paper sessions. Please make plans to load Power-Point slides onto laptops before sessions are scheduled to start, or in advance of the conference itself. Given the numbers of papers at SAA 2014, there are sometimes only 5 minutes between sessions that are scheduled for the same room; please make every effort to ensure that papers start and end on time. All of us can help in that effort by preparing talks to fit within allotted periods and by stepping out of rooms when sessions come to an end, if participants in another session need time to get situated and to get set up.

Aside from papers, posters, and forums, there are vendors to visit in the exhibit hall between 9:00 a.m. and 5:00 p.m. from Thursday through Saturday; the SAA Ethics Bowl on Thursday from 1:00 p.m. until 3:00 p.m.; the SAA Business Meeting and Awards Ceremony on Friday from 5:00 p.m. until 6:30 p.m.; and student day events and tours to local sites of interest on Saturday. Peruse state archaeology posters, place bids at the Native American scholarship silent auction, and attend the CRM Expo. Please note that conference participants will need to have conference badges to enter all conference venues.

I am grateful for help from the members of the SAA 2014 Program Committee. They have read abstracts carefully and quickly, and they have advised me on a variety of scheduling considerations, all while juggling myriad other commitments and responsibilities. Shaza Wester Davis and Cheng Zhang deserve great credit for their expertise in database management and their efforts in composing the program. Several past SAA program chairs-including Gordon Rakita, Paul Welch, Elizabeth Chilton, and Barbara Mills-have been valuable sources of guidance and insight. Tobi Brimsek, Eleanor Umali, and others at the SAA office have helped out greatly, as has current SAA president Jeff Altschul and past SAA president Vin Steponaitis. Meanwhile, I appreciate help from several graduate students at Tulane University-Jayur Mehta, Bryan Haley, and Maxime Lamoureux-St. Hilaire-as well as logistical support from Susan Chevalier and Adeline Masquelier in the Anthropology Department at Tulane. I accept responsibility for any problems that have arisen in composing the program for SAA 2014, but I am excited about the program and the contributions from "all y'all," and my colleagues on the program committee and on campus here at Tulane deserve considerable credit for crafting a good schedule.

My fellow program committee members for SAA 2014 include Elizabeth Arkush, Sarah Stacy Barber, Whitney Battle-Baptiste, George Bey, Michele Buzon, Marcello Canuto, Christina Conlee, Sharon DeWitte, Scott Fitzpatrick, Lynn Gamble, Patrick Garrow, Janine Gasco, Jeffrey Homburg, Andrea Hunter, Dana Lepofsky, Mary Ann Levine, Matthew Liebmann, Patrick Livingood, Grant McCall, Jason Nesbitt, Anna Marie Prentiss, Julien Riel-Salvatore, Chuck Riggs, Chen Shen, Kathryn Sampeck, Monica Smith, Jason Ur, Fred Valdez, Carla Van West, Nicole Waguespack, Henry Wallace, Cameron Wesson, and Jeremy Wilson. Thanks, y'all!



## 2014 ANNUAL MEETING IN THE LONE STAR STATE

Patricia A. Mercado-Allinger

Pat Mercado-Allinger is Chair of the Local Advisory Committee of the SAA 79th Annual Meeting. She is Archeology Division Director and State Archeologist of the Texas Historical Commission.



embers are no doubt well aware that the 79th Annual Meeting of the Society for American Archaeology (SAA) is returning to Austin, Texas, in 2014. By now, you have received your Preliminary Program, which covers a wide array of papers, symposia, forums, and other activities on a multitude of archaeological topics reflecting the SAA's mission of research, interpretation, and preservation of the archaeology of the Americas. Meeting attendees will also have the largest ever selection of excursions from which to choose, including a number of unique tours organized by SAA Interest Groups, a guided tour of the French Colonial Belle shipwreck exhibit at the Bullock Texas State History Museum (http://www.thestoryoftexas.com/) led by Dr. Jim Bruseth, a trip to San Antonio to visit the Mission San José y San Miguel de Aguayo and the Casa Navarro State Historic Site (http://www.visitcasanavarro.com/ index.aspx?page=3), a journey to the National Museum of the Pacific War (http://www.pacificwarmuseum.org/) in Fredericksburg, and a trip to the Gault Archaeological Site (http://www.gaultschool.org/ Home.aspx).

Meeting attendees will notice that more Austinites make their home in the core of the city than was the case when the 2007 SAA Annual Meeting was in town. As a result, there is more "infrastructure" now in evidence in the form of neighborhood markets, restaurants, food trailers, boutiques, and entertainment venues. These amenities are all within easy walking distance of the Austin Convention Center and the conference hotels. There have also been some improvements to the city's public transportation system (http://www.capmetro.org/), including the addition of a light rail line. Mobile ticketing and tracking will reportedly become available in early 2014.

We here in Texas are delighted that the Annual Meeting is returning to the Lone Star State and welcome everyone with open arms. So, what are you waiting for? Finalize your plans to join thousands of your colleagues. April is a great time of year to be in the "Heart of Texas!"

#### **VOLUNTEER PROFILE**





## VOLUNTEER PROFILE Melinda Zeder

he SAA has been a major shaping influence for me throughout my career, from my undergraduate years up to today. My first involvement with the Society was in 1975, when I co-organized a session at the SAA annual meeting. For this session, Richard Meadow and I brought together researchers from Europe, the US, and North Africa, established scholars and young Turks like ourselves, who were approaching zooarchaeological analysis from both anthropological and zoological perspectives. It was an amazing experience and one that continues to shape the way I think about zooarchaeology to this day. Not only did this session result in a co-edited volume (a nice thing to have on your vitae when applying to grad school), but it was also a catalyst in the formation of the International Council for Archaeozoology, an organization that I later (much later) led as President and that is now the primary professional organization for zooarchaeology, with a vibrant worldwide membership.

In the early 1990s, I was asked to serve on the Fryxell Award Committee, chairing this committee for the zooarchaeology award year of 1996. This experience gave me an opportunity to work with a remarkable group of other researchers representing various archaeological science disciplines. Reviewing the nomination dossiers submitted to the Committee also provided me with a remarkable overview and appreciation for the vibrant interdisciplinary work that is the hallmark of anthropological archaeology. It also impressed upon me the important role the SAA plays in recognizing excellence and in inspiring people to strive for it. The Fryxell Symposium, held in honor of the recipient of this award, is a particularly valuable aspect of the award. Usually organized by a younger researcher to feature emerging work in the featured discipline, this symposium is not only a celebration of the recipient, but also a showcase for new work that has the quite tangible benefit of moving the field forward.

My role as Chair of the Membership Committee in the early 1990s gave me a very different window into the profession. Here I was tasked by the SAA Board of Directors with developing the first-ever membership survey. While the Society knew how many members it had, until this time it had no hard data on *who* these members were. Working with a great committee representing all sectors and segments of the archaeological community, we developed an eight-page census document that collected information not only on the age, sex, and work sector of SAA members, but also on what archaeologists in various sectors earned, what they did, and how they felt about their careers in archaeology. The 2,000-plus responses we got to this census formed the basis of two different SAA Bulletin articles and a book (*The American Archaeologist: A Profile*, 1997, Sage Press). To me the most remarkable findings of this project had to do with the growth and vibrancy of private sector archaeology and the ways in which this employment sector was shaping archaeological training and aspirations of archaeologists in America.

In 2011, I was elected to a two-year term as a Director on the SAA Board of Directors. Here again was another eye-opener about the reach and importance of the SAA, as twice a year the Board worked through an exhausting agenda of 90 or more agenda items covering all of the Society's many activities, initiatives, and responsibilities. My role as liaison to the SAA award committees confirmed and enhanced my appreciation for the importance of these awards and heightened my admiration of the dedicated committee members responsible for administering them. I was also lucky enough to get a front row seat on the SAA's ability to respond swiftly and effectively to the controversy raised by the National Geographic Channel Diggers program. Here, working with other major archaeological professional and avocational organizations and the National Geographic Society, the SAA took a leadership role in airing the profession's concerns with the pilot episodes of the program, which resulted in substantive changes being made to the series.

In all these ways, the SAA has been a constant in my career as an archaeologist—helping me build my own professional profile, expanding my appreciation for the breadth and depth of the profession, and providing me with opportunities to participate in the many ways in which the SAA is advancing American archaeology.

## **CURRENT RESEARCH ONLINE**

## A POWERFUL NEW TOOL FOR ARCHAEOLOGICAL RESEARCH

#### E. Christian Wells

E. Christian Wells is Global Coordinator of Current Research Online and Associate Professor of Anthropology at the University of South Florida.

urrent Research, a news section in *American Antiquity* established in 1962, has transitioned to an online format after many years of planning and discussion: www.saa.org/CurrentResearch. As with the original journal section, the mission of Current Research Online (CRO) is to bring greater awareness of current field, lab, and collections work being conducted by archaeologists around the world in a timely, clear, and concise manner that is accessible to archaeologists and the public through the Society of American Archaeology web portal. CRO aims to become a comprehensive, online, database-driven search application for global archaeological research, updated continuously throughout the year, with an attractive, easy-to-use, interactive user interface offering professional quality reporting output. Overall, CRO offers unparalleled opportunities for archaeologists to share their research with the world, use the database of current projects for research or teaching, and give the public a "sneak peak" into the latest discoveries.

#### Background

With Volume 28, Number 2 (October, 1962) of *American Antiquity*, Current Research was initiated "in order to achieve a cohesive and balanced coverage of current archaeological research in the Americas" (Borden 1962:261). The inaugural editor was Charles E. Borden, who had compiled the Northwest section of Notes and News (edited by Nathalie Woodbury), from which Current Research evolved. As Borden (1962:261) wrote in his introduction to Current Research, "The change in the title of this section from 'Notes and News' to 'Current Research' reflects a continuation and further development of the policy initiated by the outgoing editors of emphasizing research rather than news." The plan was "to publish in this section regional summaries from North and South America in alternate issues. Reports from the northern half of the Hemisphere will appear in the April and October issues and those from the southern half, including Mesoamerica and the Southwest, in January and July" (Borden 1962:261).

Current Research ran continuously, without interruption, for 31 years under eight Coordinators (Charles E. Borden, 1962–1965; Francis A. Riddell, 1966–1970; Mary Elizabeth King, 1971–1975; Thomas P. Myers, 1976–1980; Nan A. Rothschild, 1981–1983; Lynne Goldstein, 1984–1986; Thomas F. Lynch, 1987–1989; Teresita Majewski, 1990–1993). In 1994, it was suspended "pending discussion on its disposition" (Majewski 1997:17). As the *SAA Bulletin* (1995:13) reported, "The original decision to withdraw Current Research from *American Antiquity* was made in response to increased numbers of manuscripts submitted for publication. Because financial resources prohibit an increase of journal size, the removal of Current Research has allowed more space to be devoted to publishing peer-reviewed manuscripts."

It was decided to move Current Research to an online searchable database associated with SAA's new website: "All new submissions would be added to the database. Members could, at no cost, view, search, and print it, as well as submit contributions electronically to Terry Majewski, the coordinator of Current Research" (SAA Bulletin 1995:13). As Majewski (1997:17) explained, "The new electronic version offers

several benefits. An on-line version can be published more frequently than the print version; it is relatively inexpensive to publish; and contributors can potentially include photographs and illustrations. Perhaps the most important reason for mounting CR on the web is that timely archaeological information will now be available to a much wider readership than was ever possible in the journal." Discussion and development of the online Current Research database waxed and waned (alongside development of the SAA website) until 2012, when SAA's then-president Fred Limp reinitiated discussion of the project.

#### Status

Design and development of CRO took place from May–December 2012, with John Wilson (Center for Advanced Spatial Technologies, University of Arkansas) serving as the lead developer. The Center for Advanced Spatial Technologies provided the development of CRO at no cost to the SAA and transferred the system to SAA's servers in 2013. The online relational database management system currently in place allows for various management operations, including submissions, review by regional coordinators, data storage, text and spatial (via Google Earth) search functions (via a MySQL database), and formatted output (as Adobe Acrobat PDF files), among other tools.

In the database, entries are currently organized among 22 world regions: Arctic-Subarctic, Canada, Northwest US, Southwest US, Northeast US, Southeast US, Midwest US, Caribbean, Northern Mesoamerica, Southern Mesoamerica, Central America, South America, Western Europe, Eastern Europe, Mediterranean, North and Central Asia, South/East, and Southeast Asia, Middle East, Pacific Islands, Northern Africa, Southern Africa, and Australia. Each region has a Regional Coordinator to manage submissions. It is important to note that each geographical location is somewhat arbitrary. The locations include multiple cultural-historical areas, some of which span more than one region. It was decided early on in the design process to limit the number of geographical locations (and corresponding Regional Coordinators) to about 20—a number that we considered was the upper limit of "manageable" for the system in the beginning. We could have easily chosen 30 or even 50 such regions, but quickly realized the complexities that come with this scale. In the end, it is up to those submitting research reports to decide which Regional Coordinator they wish to review their submission, regardless of geographical area. Since this is a database searchable by spatial and textual means, the geographic divisions are less important.

While submissions to CRO are a privilege of SAA membership (including both professionals and students in all settings), the resource is open to the public to search. By providing an internet platform for archaeologists to better connect with the public and with other archaeologists, CRO may globalize archaeology in ways that we have never seen before.

#### Highlights

Already, CRO contains an amazing variety of entries. Take, for example, an entry by James A. Neely who, responding to the SAA email about CRO, "decided to submit it, because it contained significant information in which my colleagues would be interested, and because of the length of the process to publish" (James A. Neely, personal communication 2013). In "A Restudy of the Purrón Dam Complex, Tehuacán Valley, México," Neely (2013) reports on the usefulness of revisiting a previously studied area. In this work, he describes finding new evidence (including habitation sites and water management features) that the prehispanic dam was constructed collaboratively by small corporate groups during the Formative period, ca. 650–150 B.C., a time when occupation in the region was sparsely populated and settlements were dispersed (Figure 1). The findings suggest important links between political development and agricultural intensification and join other emerging studies in challenging the idea that large water management facilities required advanced sociopolitical systems for their construction and operation.

Another example comes from Kurt A. Jordon, CRO Regional Coordinator for the Northeast US. Jordan and colleagues Michael B. Rogers, Peregrine A. Gerard-Little, Jon W. Parmenter, Adam S. Watson, and Brian

Broadrose present "Opportunities and Adversities: Daily Life in Turbulent Times at the Seneca Iroquois White Springs Site, circa 1688-1715 C.E." (Jordan 2013). This project examines the impacts of warfare and political unrest in the eastern principal Seneca community from the perspective of domestic life at the White Springs Site, "a densely-occupied, nucleated town that likely occupied an area of 2-3 hectares and housed 1000-2000 residents" (Jordan 2013:1) Through collaboration with Seneca community members, researchers used excavation, surface collection, and high-resolution archaeo-geophysical survey to study the site (Figure 2). They found a rich material record of glass beads, bottle and mirror fragments, smoking pipe fragments, marine shell adornments, and a



Figure 1. Michael Aiuvalasit rappelling down the eroded south face of the Purrón Dam to study the finer points of construction and fluvial events (Neeley 2013:5, reproduced with permission).

variety of iron and brass objects, among other items. These domestic inventories help the group understand how turbulent times impacted daily life during this important period of Seneca history.

On the other side of the continent, Regional Coordinator for the Northwest US, Amy V. Margaris, reports with colleagues Patrick Saltonstall and Mark Rusk on "Alutiiq and Russian Colonial Interactions: A View from Alaska's Mikt'sqaq Angayuk (KOD-014)" (Margaris 2013). Mikt'sqaq Angayuk ("Little Friend"), located on Alaska's Kodiak Island, was "an historic Alutiiq settlement occupied by a small group of Native people in the early 19th century. The settlement, with sod houses and midden deposits, was likely home to Alutiiqs conscripted into service for the Russian American Company" (Margaris 2013:1). Recent excavations, conducted as part of the Alutiiq Museum and Archaeological Repository's annual Community Archaeology program, aim to reconstruct Alutiiq subsistence patterns over several millennia and across different environmental settings. This work is providing new information on Alutiiq life under Russian rule.

On the other side of the world, Joan S. Schneider (with Dalantai Sarantuya, Jennifer Farquhar, Patrick Hadel, Jim Cassidy, Roger Riolo, and Charles Bennett) introduces us to the "International Cooperative Cultural Landscape Study in Ikh Nartiin Chuuluu Nature Reserve, Dornogovi Aimag, Mongolia: Cultural Heritage in a Mongolian Protected Area" (Schneider 2013). This project consisted of a pedestrian survey of the Ikh Nartiin Chuluu Nature Reserve, providing the first systematically acquired archaeological data for this understudied region. Over 90 sites were discovered, representing a wide range of settlements (residential, burial, ceremonial, hunting, and more) from the Neolithic, Bronze, and Iron ages, along with Turkic, Mongolian, Empire, Chinese, and Buddhist periods (Figure 3). The work—an international collaboration involving organizations from the US, Europe, and Mongolia—aims to inform a comprehensive management plan for cultural and natural resources in the region. In submitting her entry, Schneider hoped that CRO might facilitate connection and communication among colleagues working in Mongolia. According to Schneider, "Mission accomplished! A forum on 'Current Research in Mongolia' has been accepted for the upcoming SAA in Austin" (Joan S. Schneider, personal communication 2013).



on fieldwork. We are also interested in hearing about research projects in other settings. For example, Geoffrey G. McCafferty, CRO Regional Coordinator for Central America, reports on "Central American Archaeology on Display at the University of Calgary's Archaeology Museum" (McCafferty 2013). For this project, McCafferty worked with students from the University of Calgary to catalog and display an important collection of over 2,000 precolumbian materials from Central America recently donated to the Glenbow Museum of Calgary. The collection includes ceramic vessels. figurines of clay and stone, jade objects, zoomorphic ocarinas (whistles), and exquisitely carved metates (grinding stones) from

CRO does not simply report

Figure 2. Cornell University Field School participants at work, White Springs Site, 2008. (Jordan 2013:2, photograph by Michael Rogers, reproduced with permission).

Costa Rica. In one project, students studied the function of the *metates* through microscopic use-wear analysis and an iconographic study of engraved textile designs. The students found that "these elaborate-ly carved slabs resemble functional grinding stones in form, but the intricate decoration implies a more symbolic use, perhaps as thrones or 'seats of authority'" (McCafferty 2013:1).

Finally, Robert Z. Selden Jr., who heard about CRO from his former advisor in graduate school, describes his recent work on "Geometric Morphometrics of Caddo Ceramics" (Selden 2013). Responding to the need for more nondestructive methods for studying NAGPRA collections, Selden's research involves creating a new 3D digital research resource for Caddo vessels to become part of the Digital Archaeological Record (tDAR). According to Selden, "this substantially mitigates the risk involved in an analysis of the physical specimens, and preserves a digital proxy of Caddo material culture that is capable of being used within analytical endeavors subsequent to the repatriation of the physical artifact" (Selden 2013:1). Selden engaged CRO in hopes of gaining feedback from others working on similar archives and using similar methods (Robert Z. Selden, personal communication 2013).

#### Benefits

I hope that this brief introduction to Current Research Online stimulates further interest in the resource and opens up new dialogues for sharing and exchange. The most immediate benefit would seem to be to archaeologists (especially those working in the private sector), as a practical and effective way to stay up to date on the latest research and to network with other archaeologists working in similar regions or on similar topics. Yet, another obvious benefit is to public audiences, including K-12 teachers, who can use the spatial search tools to explore the archaeology of the world, learning about exciting discoveries before they see them in the pages of *National Geographic* or *American Archaeology Magazine*. SAA members will

need to think creatively about how to get the word out so that nonmembers can become more aware of this resource. In addition, once the database grows a bit more, I think there will be tremendous potential for research. For example, one might be able to use the database in ways similar to the Human Relations Area Files, in which one can search for cultural or historical patterns among different populations across the world and identify research questions from these occurrences. In this way, the database could be used in classes or workshops to help train budding archaeologists. In the end, however, the resource will only be as useful as we make it. Thus, the future of it depends on all of us. Please submit your work today and become part of this global archive!

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Figure 3. A cast bronze horse ornament used by Bronze-Age inhabitants of Ikh Nart (Schneider 2013:5, reproduced with permission).

## STUDENT-INITIATED PROJECTS, THE FLIPPED CLASSROOM, AND CROWDFUNDING

#### Matthew Sayre

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The academic world can be prone to embracing the idea that everything needs to change, or, conversely, that outsiders are forcing our world to change. While Massive Open Online Courses (MOOCs) and models of the "flipped classroom" swirl around us, we in archaeology can argue that many of these debates are not new to us. I discuss these issues as well as student-initiated projects and the changing nature of research funding in this article.

#### Anthropology and Careers

In the Fall of 2012, I taught a course on "Career Preparation in Anthropology" at the University of South Dakota (USD). I fortunately had the excellent book by Carol Ellick and Joe Watkins (2010) to serve as a guide. Every week, my class would have a guest speaker, live or via Skype, who described his or her transition from being a student of anthropology to working in the broader world. Our guest speakers held such diverse job titles as social media manager for an art museum, wealth manager, CRM archaeologist, and ethnographer of university libraries. The majority of these speakers emphasized the diversity of the field and discussed how their studies in anthropology were applicable to so many areas outside academic research.

The students who populated my classroom were quick to state their appreciation for such a course, as well as their frustration with the fact that our field of study, anthropology, had been under attack in the general news media in previous years. Many articles stated that anthropology was the "worst field" to study if you ever hoped to attain a decent income.<sup>1</sup> The students in my course protested that these articles seemed to feed off one another and that they failed to document the diversity of fields that anthropologists enter. However, for many of us who came on to the job market in these years of economic recession, the complaints about diminishing opportunities do provoke an immediate connection. We have seen the number of tenure track positions decline as more and more of the academic workforce is outsourced to part-time positions. And life for people in these positions is hard. So, many of us realize that the desire to purse a career in a field that we love is hard to fulfill. Thus, I generally avoided emphasizing academic career options for our students, as it is not the route most of them will take. I did share that upon graduation, I certainly contributed to the statistics on low initial salaries for anthropology majors; however, my initial job in Teach for America did allow me to develop important skills and further develop my awareness of how institutional inequalities impact all of society. It also really forced me to focus on pedagogy, which is rarely an overt part of formal graduate school training. After airing their frustrations with stories that disparaged anthropology, the students would begin to state their own counter narratives. These responses eventually led to a completely unexpected project.

The career preparation course was being offered at the same time as an "Introduction to Sociocultural Theory" course. During the first half of that course, we watched one video, a BBC Production on Malinowski. When it came time for my informal halfway-point evaluations of the course, most of the students

stated that they found Malinowski the most interesting anthropologist we had studied to date. I do not believe that this was due to their attraction to the deeper meanings of *kula*; rather, it appeared that they related to him because, in the documentary, he was presented as a living person, struggling through the difficulties of fieldwork and attempting to deal with his own strong biases. This personal connection was enhanced when they saw someone portray him, and the complexities of his real life, on the screen. The film made some students suggest that we as academics should do a better job of portraying our work and how it connects to the real world.

These issues were brought full circle when a student in the class (Nick Weiland, who had participated in our previous year's archaeological field school at Chavín de Huántar in Peru) suggested that we make a documentary about the fieldwork experience. He argued that this documentary should be a compelling story to show high school and college students that archaeology is not simply about brushing away dust from old objects, but rather that it is a field that combines many skills and disciplines. Archaeologists constantly need to stay up to date with changing



Figure 1. Student participants in the field school.

technologies, and they should consult artists about how their visions of the past are presented to the public. Furthermore, he wanted to emphasize that we don't work in a vacuum; archaeology necessarily requires collaboration with local communities, and the people in these communities can and should be seen as colleagues who teach outsiders not only about the past but also about how different societies attempt to maintain their cultural practices in a rapidly changing world.

#### The Flipped Classroom and Field Schools

Part of the appeal of making a documentary about an international field school is that it allows us to address many issues, including some that may not initially appear to be connected to the obvious theme.

Massive Open Online Classes and their supporters believe that technology will be an enormous, disruptive, changing force in higher education in the coming years. While these courses may greatly reduce the number of people who lecture, conduct research, and teach students, advocates state that, at the very least, they will force professors to reconsider issues of pedagogy and how they engage their pupils. This is certainly true, as many of us have had to begin recording lectures to watch outside of class. This allows us to devote part of the time we previously reserved for lectures to question-and-answer sessions, along with problem-solving sessions that require working on class material. This "flipped classroom" may sound like a radical departure from traditional lectures, but it is something that we as archaeologists have been doing for decades when conducting field schools.

The field school has always been a training place where students take material learned in class and apply it in the field<sup>2</sup>. This experience prompts new questions and new realizations, and, often, it engages students who are not always the best test takers or paper writers. This opportunity to engage students with multiple learning styles provides teachers and professors with the unique chance to openly discuss issues that would rarely arise in a traditional classroom discussion. These issues include such basic questions as: How do we define natural changes in stratigraphy—something that in textbooks is routinely depicted as a clear and abrupt change. How do we move from documenting what we find in the ground to writing interpretations about what we think happened in the past (Figure 1)? These questions require applying knowledge and critical thinking skills—which may appear to be recent issues in the current pedagogical literature but are issues that many archaeologists can honestly state have been part of their institutional



Figure 2. Students conducting excavation in Peru.

training for decades. These are questions that we attempt to address in our documentary about the field school.

Once the students had decided that filming a documentary was the best avenue, other questions arose-questions such as: How long should the film be? What niche would it fill? And, Who was the intended audience? Nick Weiland (director of photography) and Kate Simmerly (director) answered many of these questions. Kate is a graduate of the film studies program at the University of Southern California, and she participated in excavations at Chavín in 2005. So, in an anthropological sense, the director and the photographer were insiders to the archaeological project. They decided that the film should be half an hour in length. This would enable us to air it on PBS (and South Dakota Public Broadcasting also has agreed to do so), as well as to distribute it to other academic audiences, both high schools and colleges. The goal was to create an engaging film that would convey the complexity and mixing of art and science that modern archaeology requires.

We also wanted to make sure that a variety of voices were included in the project. So, students were filmed discussing their insights and concerns. The film was an international project about working in Peru, so local archaeologists and field assistants were filmed discussing their work in Spanish and Quechua (Runa Simi). The international focus of the project has led the U.S. Embassy in Peru to support having it subtitled in Spanish and, once completed, distributed in Peru. Finally, this film shows a group of students from a public university, many of whom had never left the country before, engaged in a unique learning project. The University of South Dakota has generously supported our project to date, allowing us to take students abroad at a reasonable cost (Figure 2).

#### Crowdfunding

In a time of declining national support for research, many scientists and artists have begun searching out new sources of funding. The initial decision to turn to crowdfunding from Indiegogo struck me as a big leap. These fundraising efforts seem designed to encourage us to wear silly hats and offer odd incentives to potential donors. However, the director and photographer of the project thought that this was the best option available to us so we decided to follow this course even as I reached out to some traditional funding agencies to see if they were interested in supporting our project.

Although I am a new professor, I am not a digital native in the way that many of my students are. In general, I am also more wary than they are about sharing personal data online. Yet, there is no question that digital social media spreads awareness, and it is a cultural area where many students feel comfortable and successful. This use of social media allowed further undergraduate participation, as we needed students to manage the marketing and digital media for fundraising and awareness. Experience in digital marketing is a useful skillset and one that I am happy to encourage.

Our crowdfunding campaign was pretty successful. This past month we completed our campaign, raising \$3,500 on Indiegogo and additional funds from a benefit dinner. The Indiegogo campaign required constant vigilance and input from the film's director, Kate Simerly. She followed much of the path outlined by Piscitelli (2013:36–39) in a previous edition of *The SAA Archaeological Record*. Her creative emails and our continuous outreach on social media and through traditional networks, such as Dr. Daniel Sandweiss' Andean Studies email list-serve, allowed our project to reach out to new audiences. It was also helpful to inform potential donors that this was not a project solely dedicated to forwarding academic

research; rather, it was a student-initiated project that allows them to share what they have learned with the public.

These funds will allow our film's director and photographer to recover many of the funds that they have invested to help bring this project to fruition. It will also allow them to devote future time to editing the final production<sup>3</sup>. Additional funding from traditional granting agencies should allow us to see this program to completion and to its public distribution in the coming year.

#### Conclusion

Although the impetus for the documentary project was a student complaint, it quickly broadened into something more than a communal catharsis. The circuitous path from classroom to discussion to individual reconsideration to massive organizing that led us to the point of starting a film project has been long. While the project is still ongoing and the final product has not been aired, the experience has been a valuable one for all involved, and, hopefully, it will lead to future student-initiated projects.

This experience has certainly taught me as a professor that, perhaps, we are not always the best people to formulate responses to critiques of our discipline. Rather, students can formulate their own responses to how they view the discipline and how it connects to their concerns about the world. This project was prompted by discussions on the value of studying anthropology. Students responded by creating a project that shows the diversity of the field and demonstrates the many skills and experiences acquired during fieldwork. The knowledge and skills learned in the field—such as acquiring cultural awareness, working as a member of a team, problem solving, and learning new digital techniques—can be applied to many areas outside of academia. These students hope to show future generations of archaeologists that ours is a dynamic and constantly evolving field with applied value.

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#### Notes

1. http://www.forbes.com/pictures/lmj45ldff/no-1-anthropology-and-archeology/.

2. The USD archaeological field school at Chavín de Huántar in Peru has benefited tremendously from the support and leadership of John Rick of Stanford University. For over 15 years, he has brought Stanford undergraduates to Peru so that they can gain field experience. As his research has broadened, he has always emphasized collaboration with local universities and hiring expert Peruvian archaeologists. This exposure to students from public and private universities in Peru allows American students on the project to get to know a wide spectrum of people in Peru, from rural field assistants to students and professors at elite universities. These types of collaborations are rarely possible in traditional study abroad programs, and they are a unique aspect of field schools.

3. http://www.intothefieldfilm.com/.

## NAVIGATING THE INTERDISCIPLINARY ACADEMIC JOB MARKET IN ARCHAEOLOGY<sup>1</sup>

### John M. Marston

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#### The Interdisciplinary Job Hunt in Academic Archaeology

I received my Ph.D. from the Interdepartmental Archaeology Graduate Program at UCLA in June 2010, spent two years at Brown University as a postdoctoral fellow, and was hired as an assistant professor in the Department of Archaeology at Boston University in 2012. This sounds like an optimal job trajectory, moving from one well-known school to another, and ultimately landing in a tenure-track position in relatively short order. The reality, however, was much messier: 61 rejections, countless hours spent preparing application materials, a cross-country move, a semester of adjunct teaching with no benefits, and an intellectual and emotional rollercoaster ride that lasted three years.

I am writing this column as advice for current Ph.D. students in archaeology, in order to share my experience on the academic job market: the annual cycle of applications for teaching and research positions at colleges and universities. Why should my unique experience be a useful example for others? I am no expert on the subject, but my job search can be generalized in three ways: (1) I applied to jobs recently (2009-2012)-in departments of archaeology, anthropology, classics, environmental studies, as well as interdisciplinary programs-so my experience speaks to a large slice of the job market in archaeology today; (2) I had both success (job offers) and failures (near unemployment) along the way; and (3) I made major adjustments to my job search strategy based on peer feedback and advice that brought me success. My ultimate success was not due to some innate genius or other unique quality, but rather to perseverance, honest self-reflection, and the help of others. I hope that makes this advice of use to you in your job hunt as well.

#### My Three Years on the Market

I began my search for jobs in earnest during the summer of 2009, the year before I finished my Ph.D. I took part in a series of professional development workshops offered by the UCLA

Graduate Writing Center during August of that summer, where I drafted initial versions of a cover letter and research and teaching statements, and began to study online job postings, looking for tenure-track and postdoctoral positions.

#### Year 1—Initial Success

Over the 2009–2010 year, I applied to three tenure-track jobs, all at major research universities advertising positions that seemed a close fit for my interests and experience, and five postdoctoral positions. I received no interviews but one offer: a one-year postdoctoral position at Brown University, teaching one class each semester. I accepted it gladly.

#### Year 2—Failure

During the fall semester of 2010, I began applying for tenuretrack jobs more widely. I was one of five postdoctoral and visiting faculty in my department at Brown, all of whom were on one-year contracts, and we met regularly and peer-reviewed each other's application materials. My applications improved, as did my traction on the job market. I applied for five postdoctoral and ten tenure-track positions that fall, again sticking with job descriptions that matched my expertise rather closely. January brought an invitation to interview (by phone) at a teachingintensive state university on the west coast; later in the spring, I was offered opportunities to interview on campus at a west coast liberal arts college and a research university in England.

These were my first job interviews of any sort in my entire life. I tried to prepare as best I could: I asked both junior and senior colleagues for advice, I read relevant articles online that might provide guidance, and I practiced my job talk repeatedly for diverse audiences. I then proceeded to bomb the interviews. The phone interview was perhaps the worst: they began by asking the simple question "Why did you become an anthropologist?"—which flummoxed me entirely. I did better, perhaps, on the later research and teaching questions, but I never caught up. I was not invited to interview on campus.

<sup>1.</sup> An earlier version of this article originally appeared as Marston 2012.

The on-campus interviews were challenges as well. The liberal arts college was my dream job in many ways, but the undergraduate students seemed bored during my combination job talk/teaching presentation, and I was not surprised to learn that the position was offered to someone else. England was worse: my talk (limited to 20 minutes!) went smoothly and several faculty members commended me on the presentation over lunch. However, part two of the interview was a panel interrogation by two members of the department and two senior deans—the actual hiring committee. My knowledge of the British educational system was limited, and their expectations for junior faculty were clearly different than mine. I left expecting the rejection that was delivered by email the following day.

By then it was late May, I had no job for the following year, and no remaining applications were outstanding. I began emailing chairs of every department of anthropology, classics, and environmental studies in the greater Providence area, including Boston, asking for adjunct teaching positions. Fortunately, I had made some contacts in environmental studies at Brown and they, together with my home department, pulled together funding for a 6-month extension of my postdoctoral position through the end of 2011. A university in Boston then offered me two anthropology courses as an adjunct instructor for the spring term, later supplemented by a third course as an adjunct in anthropology at Brown.

That summer was one of intense focus. I was demoralized by my failure to land a position for the following year, but nevertheless I resolved to move forward with new energy. I needed to build my CV, but it had already gotten me in the door at some wonderful universities. The real problem was my interviewing style. I went through an informal professional development boot camp, an idea pressed on me by my partner, who assigned me "summer reading" and gave me mock interviews based on her success in hiring and being hired in the non-professorial world. I also moved ahead with publications, designing new course syllabi, and preparing grant proposals.

#### Year 3—Success

My approach to the job market during the fall of 2011 was different. I again revised my application materials, enrolling in a fantastic year-long professional development workshop series at Brown through its Sheridan Center. This third time on the market I did not apply selectively to jobs that I thought were "looking for me." I applied to *everything* that even came close, totaling thirty-five tenure-track positions, five visiting faculty positions, and four postdocs, from the Mexican border to northern Canada, and coast to coast. My letters were customized for each job, the CVs were rearranged for each school, and my letter writers were kind enough to send individualized letters to each institution. Applying was nearly a full-time job, on top of teaching.

This time, success. I received three telephone interview requests, which led to two campus visits, and four other institutions invited me to campus directly. I was offered a two-year postdoc position in environmental studies at an elite liberal arts college before January was over. I would have leapt at the offer the year before, but with four interviews for tenure-track positions coming up over the following month, I took the risky step of declining the offer. That decision paid off when my four campus interviews turned into two offers, one at a public research university on the east coast, and the other at Boston University. Although the decision was difficult, the city of Boston offered more employment options for my spouse and Boston U perhaps a readier fit for my research.

#### Advice for the Market

My three years on the market alternated between success and failure in finding continuing employment, but ultimately produced the outcome I had imagined. Although I made some missteps along the way, I sought feedback continually and readjusted my strategy successfully.

I now turn to specific advice for current students, based on five factors that I believe contributed to my ultimate success on the academic job market. Much of this advice applies generally to the academic job market, but some of it is especially critical for archaeology and the interdisciplinary academic career options available to us.

#### Completion and Publication

No factor is more important than having a completed dissertation. I was interviewed for zero tenure-track jobs to which I applied before I received my Ph.D.; subsequently, I was offered interviews for nearly one in five. Indeed, the one postdoc I was offered during the year I graduated had an April application deadline; my dissertation was complete before I applied. One hears apocryphal stories of search committees simply tossing aside any applications from students who have not finished: in my experience that probably happens frequently.

Similarly, having at least one peer-reviewed journal article published (or at least accepted), preferably in a disciplinary or topical archaeology journal with a broad readership (e.g., *Journal of Archaeological Science, World Archaeology*) rather than a regional journal (e.g., *Illinois Archaeology*), is critical. Search committees need to see that your work has already been vetted by a broader scholarly community outside of your own doctoral institution. This gives you a writing sample, should this be required for an

application, and demonstrates the value of your dissertation work. Other applicants will have publications on their CVs; you should too if you want to remain competitive. Note that if you want that article in print by the time you apply for jobs, it should be submitted about one year earlier: i.e., during the fall term, two years before you plan to finish. That article could stem from your M.A. project or an early chapter of the dissertation.

#### Next Project

It's great to have a brilliant dissertation and multiple avenues for publication of that dissertation. Still, you will not get tenure based on a dissertation, but instead on the work you do subsequently. Similarly, many postdoctoral programs require you to propose a new project beyond the dissertation. Develop a second project, whether field-, lab-, or theory-based, before you begin to apply. This project should be tied to a theme related to your dissertation work but involve an expansion of it in a way that you can explain clearly in your cover letter and during interviews. It's best to begin laying the groundwork for this no later than the summer before you finish. In archaeology, field projects are important because they provide field opportunities for students: make sure you have access to at least one active field project where you could bring students, whether you direct this project or not.

#### Advice and Peer-Review

You are not the first person who has gone on the job market. Your dissertation advisor did this at least once, as did other faculty in your department. Junior faculty members even did this recently. Talk to them and get as much advice as you can, then filter out what is useful to you (not all of it will be!) and adopt that. Seek out workshops on campus offering job market advice, where you will get general advice to complement field-specific advice from faculty in your department. There are also fabulous books and articles that offer advice on the job market: I have found the most useful articles on the *Chronicle of Higher Education* website (Chronicle of Higher Education 2013a, 2013b) and recommend unconditionally one book on the search process (Vick and Furlong 2008; see also their regular column in the *Chronicle*) and one on the transition to a new faculty position (Boice 2000).

You also have friends and colleagues who are now doing just the same thing as you, in your department, in other departments, and at other universities. Talk to them. Work together to make your application materials as effective as possible. I owe a great deal to my co-postdocs at Brown who read so many of my cover letters, who let me use their well-organized CVs as templates for my own, and who honestly critiqued my practice job talks. I hope working with me benefited them as well. It's also great to get feedback from those outside of your area of study, in other departments, or outside academia entirely. If they can't understand the importance of your work from your letter, non-archaeologists on hiring committees won't be able to either.

#### Marketing Your Breadth to Interdisciplinary Audiences

In writing a dissertation, you learned how to design a research project, execute it, and draw conclusions from data. What you need now is the ability to market your work and to explain *why* it is interesting and relevant to someone *outside* your field. You will meet faculty from other disciplines during job interviews regardless of your specialty. More jobs (especially postdocs) are interdisciplinary in nature and demand scholars who can speak effectively to diverse audiences. As an archaeologist, you are more than someone who digs square holes. You deal with issues that speak to multiple contemporary audiences, and you need to be able to articulate those connections.

How do you learn those skills? Through practice. The job talk is likely the most important component of your campus visit, and a well-prepared job talk can give you talking points for earlier telephone interviews and even cover letters. Begin to build the talk by presenting parts of it at conferences to different audiences. Then present the talk in full privately to your peers and ask them to critique it. Use your professional network to garner invitations to present in the weekly seminar series of other departments and universities in front of new, friendly audiences; the responses you receive will help you to revise and improve your presentation. I built my job talk from presentations at three meetings during the spring I graduated (SAA, Archaeological Institute of America, and Society of Ethnobiology), each with a different audience, and over the following year presented the job talk five times at area universities before ever using it for an interview. The talk got a lot better and I became very comfortable giving it, which was invaluable when I had to deliver it fresh off a plane or directly following back-to-back interviews.

#### Balance, Organization, and Constancy

As you prepare for the job market, remember that there are other demands on your time. At this point, completing the dissertation should be your priority, but you may also be teaching and working on an article or conference presentation. Add family priorities, sleep, and exercise (none of which should be neglected!), and finding the time for job applications becomes a challenge. The key here is balance and scheduling. Do not let important deadlines pass by because you were busy on other tasks. Set out a schedule that allows you to complete materials well before deadlines, giving you time for peer review, revision, and communication with recommenders when letters are needed. Practice constancy in your work, by limiting each task to the time it needs and working regularly toward your multiple goals and deadlines, and reign in your emotions. This process is stressful: waiting inspires emotions from impatience to panic, and rejections hurt, especially when the dream job slips through your fingers, as it most often does. Be as emotionally stable as possible and know that only dedication and commitment will lead to success—but that they *will*, eventually, lead you there.

#### Lessons Learned

My three years of job hunting were busy, stressful, overwhelming, depressing, exhilarating, and ultimately fulfilling. Your search will be too, and although I wish you success with your first application, the reality is that you will likely have to apply to many, many jobs. Maintain balance in your life as you go through this difficult time: balance the emotional highs and lows, your research and teaching, fieldwork and publication, and work and play. Be dedicated in your hunt, knowing you will suffer the sting of rejection and maybe the harsh reality of unemployment or underemployment. Rely on your colleagues for advice and peer review of your materials and presentations; rely on your family and friends for support and emotional stability. Be reflective about what you ultimately want in life and what you can do now to achieve those future goals. You will achieve those goals; it's only a matter of time.

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## FIFTIETH ANNIVERSARY OF THE HISTORY OF CERAMICS LABORATORY

## (INSTITUTE OF ARCHAEOLOGY, RUSSIAN ACADEMY OF SCIENCES)

### Y.B. Tsetlin

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ncient ceramics provide a critical source of archaeological information about the ancient past. There are many special laboratories that study archaeological ceramics and ancient pottery production in different countries, especially in the United States and in Europe. This article offers information on pottery investigations carried out in the History of Ceramics Laboratory in Russia, primarily during the last third of the twentieth century and in recent years.

We have several reasons to introduce the History of Ceramics Laboratory. Firstly, most of the investigations into ancient ceramics in Russia (covering both central and peripheral issues) have been published in Russian and are thus practically inaccessible to foreign readers. Secondly, a new scientific approach to the study of ancient ceramics and pottery production as a whole, which is quite different from the main approaches of foreign scholars, has been elaborated in Russia during recent decades. Thirdly, the History of Ceramics Laboratory just celebrated its 50th anniversary this past year.

The laboratory was organized in 1963 by the decision of academician Boris A. Rybakov, then Director of the Institute of Archaeology, Academy of Sciences of the USSR. His far-sightedness as an outstanding

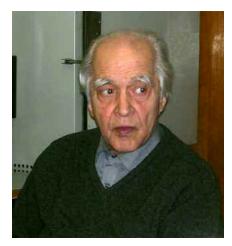


Figure 1. Alexander A. Bobrinsky.

organizer of Russian archaeology showed itself, on the one hand, in an understanding of the importance of specialized work with ceramics, which is one of the most widespread and informative archaeological materials, and, on the other hand, in the appointment of Alexander A. Bobrinsky (Figure 1), who had received his doctorate degree only a year earlier, as Head of the laboratory. The achievements of the laboratory have proven that this was the right decision. Until 1985, the History of Ceramics Laboratory was part of the Laboratory of Natural Methods, headed by the famous Russian archaeologist Boris A. Kolchin. In 1985, the laboratory and all the staff became part of the Institute's newlyorganized Department of Theory and Methods. Since that time, the members of the laboratory have been working among like-minded colleagues. Until 2010, i.e., for 47 years, Alexander A. Bobrinsky was a scientific leader and head of the laboratory. Among the people who worked at the laboratory during the 50 years of its existence are Mihail Gusakov (until 1984), Irina Gey (until 2012), Dr. Yuri Tsetlin (since 2010 Head of the laboratory), Dr. Helena Volkova, Dr. Olga Sharganova, and Olga Lopatina (currently members).

From the outset, the main scientific goal of the laboratory has been to elaborate new methods of ancient pottery investigation and their practical application to specific archaeological materials. The members of the laboratory consider ceramics to be an important source of historical information about ancient societies. For 50 years, the members of the laboratory have worked in various areas and have achieved the following results:

- a general system of technological investigation of pottery, consisting of 11 permanent and two additional steps (Bobrinsky 1978);
- new methods of analyzing vessel shapes (Bobrinsky 1991);
- in-depth investigation of special firing constructions: bonfires, ovens, stoves, and kilns (Bobrinsky 1991; Bobrinsky, Volkova, Gey 1993);
- a new theory of the origin and evolution of the pottery wheel (Bobrinsky 1993);
- a new hypothesis of the origin and evolution of pottery production (Bobrinsky 1993, 1999);
- a method of reconstructing the cultural stratigraphy of multi-layer settlements with mixed cultural layers on the basis of ancient ceramics (Tsetlin 1991);
- a method of historical periodization of ancient cultures on the basis of pottery decoration (Tsetlin 2008);
- an all-round investigation of Fatyanovo Culture pottery production, including vessel manufacture, their shapes and decoration, and the social structure and social stratification of Fatyanovo society from the Bronze Age in Eastern Europe (Volkova 1996, 1998, 2010);
- a method for identification of vessels made by the same potter (Volkova 1998);
- a study of Dyakovo culture pottery production and decoration from the Early Iron Age in the Eastern Europe (Lopatina 2009; 2011);
- an investigation of Slavonic pottery production, decoration, and pottery wheel constructions on the basis of ceramics from Gnezdovo settlement (Sharganova 2010, 2011).

Another important area was the laboratory's active participation in the Samara experimental expedition for the study of ancient ceramics, organized over 20 years ago by Irina N. Vasilieva and Natalia P. Salugina.

In the course of elaborating methods of pottery investigation, a new scientific methodological approach (named "Historical-and-Cultural") was formulated as a system by Alexander A. Bobrinsky in the late 1970s. The new approach was predicated upon data from archaeology, ethnography, and experimental work. Archaeological ceramics not only raise many questions for further consideration and increase the spectrum of known ancient pottery traditions, but they also serve as a criterion for verifying theoretical ideas and testing methods for studying pottery production.

Ethnographic data permit us to identify the main scientific ceramic "units" (such as the potters' working skills and cultural traditions) and to ascertain the differences in their behavior in various historico-cultural situations. Systemically organized activities such as pottery production are important for preserving the existence of individuals and societies in the world. As ceramic vessels are the result of the system-organized acts of potters, they can convey information on production techniques associated with specific forms. The Historical-and-Cultural approach has this scientific task as its aim.

The role of scientific experiments (Figures 2 and 3) is first of all to elaborate reliable and perceptive methods for extracting the necessary system-organized information on the working skills and cultural traditions of ancient potters. Such experiments are based on preliminary investigations into the technical and other features on the surfaces and in the cores of vessels and on the reconstruction of modes (methods) of pottery making as the reasons for such features. These experiments differ in principle from experiments that examine formal resemblances between experimental and archaeological vessels.



Figure 2. Students engaged in experimental studies of ceramics.

The most important feature of the Historico-Cultural approach is the consideration of ancient clay vessels as a result of the use of concrete pottery skills fixed in specific pottery traditions, which regulate the modes of making, distributing, and using pottery employed by the members of an ancient society.

Under the Historical-and-Cultural approach, the study of ancient ceramics emphasizes two main questions: 1) *What* and *how* historical and cultural events and processes are reflected (recorded, materialized) in the results of a potter's work (primarily in vessels); 2) *How* it is possible to reconstruct these events and processes on the basis of studying ceramic material (History of Ceramics Laboratory 2010; Tsetlin 2010; 2012).

After 50 years of work we have a tremendous base of ethnographic, archaeological, and experimental sources. The ethnographic sources include (a) published data; (b) the data from a recent potter's questionnaire (late 1950s to middle 1960s); (c)

the data from field investigations at modern pottery centers; and (d) patterns of ethnographic vessels, pottery wheels, and other tools collected during expeditions. At present, the laboratory has information on over 2,000 rural pottery centers in Eastern Europe, Middle Asia, and the Caucasus.

The archaeological collections include whole vessels and potsherds with different technological traces from different sites in Eastern Europe, Siberia, the Far East, Middle Asia, the Caucasus, and some regions of the Near East, Africa, and Central America. Altogether we have materials from about 1,000 archaeological sites.

The experimental collection consists of (a) clay samples with different kinds of mineral temper (samples of two clays and samples with sand, rock, and grog additions) in various concentrations; (b) clay samples with different kinds of organic temper (bird and animal excrement, molluscs with shell, straw, and so on);



Figure 3. Student examining ceramics under a microscope.

(c) clay experimental vessels with traces of different modes of construction; (d) clay samples with traces of different tools and modes of treatment on their surface (both mechanical and chemical and thermal modes); (e) clay samples with traces of firing in different modes and regimes (in field and laboratory fire constructions); (f) the results of field experiments on potters reproducing (imitating) customary and non-traditional vessels. Now we have about 20,000 experimental samples and standards for the study of different aspects of ancient pottery production.

All the materials are used for further elaboration of methods for pottery investigation and for training young scholars in this area of archaeology. Therefore, the teaching activity of the laboratory staff is one of the most important areas of work. During the past 50 years, the laboratory has prepared many highly-skilled scientists who are now working in different scientific centers in Moscow, Saint Petersburg, Kaluga, Samara, Veliky Novgorod, Petrozavodsk, Orenburg, Barnaul, Tyumen, Tobolsk, Chelyabinsk, Yoshkar-Ola, Yekaterinburg, Novosibirsk, Izhevsk and Ufa (Russian Federation), Kiev (Ukraine), Petropavlovsk, and Karaganda (Kazakhstan).

The members of the laboratory have actively participated in international scientific conferences, including conferences in Bulgaria (1980), Poland (1983), the United Kingdom (1994, 1997, 2005), Greece (1999), Switzerland (2001), Portugal (2003), France (2005), Hungary (2007), Ukraine (2008); and China (2009).

At present, the History of Ceramics Laboratory continues to further develop new methods of investigating pottery technology and shapes and uses these methods in working with ceramics from the Neolithic, Bronze, Early Iron, and Early Middle Ages.

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## AN ANTHROPOCENE WITHOUT ARCHAEOLOGY—SHOULD WE CARE?

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or more than a decade, a movement has been gathering steam among geoscientists to designate an Anthropocene Epoch and formally recognize that we have entered a new geological age in which Earth's systems are dominated by humans. Chemists, climatologists, and other scientists have entered the discussion, and there is a growing consensus that we are living in the Anthropocene. Nobel Prize-winning atmospheric chemist Paul Crutzen (2002a, 2002b; Crutzen and Stoermer 2000) coined the term, but the idea that humans are a driver of our planet's climate and ecosystems has much deeper roots. Italian geologist Antonio Stoppani wrote of the "anthropozoic era" in 1873 (Crutzen 2002a), and many others have proposed similar ideas, including journalist Andrew Revkin's (1992) reference to the "Anthrocene" and Vitousek and colleagues (1997) article about human domination of earth's ecosystems. It was not until Crutzen (2002a, 2002b) proposed that the Anthropocene began with increased atmospheric carbon levels caused by the Industrial Revolution in the late eighteenth century (including the invention of the steam engine in A.D. 1784), however, that the concept began to gain serious traction among scientists and inspire debate.

Despite growing recognition that we are living in a humandominated climatic and geological epoch, considerable debate surrounds the Anthropocene concept. This includes questions about the utility of the new designation, debate about when the Anthropocene began, and concern about how the Anthropocene differs from the Holocene that began about 10,000 years ago. These debates have garnered attention in the popular media (e.g., *National Geographic*; the cover story on the May 26, 2011, edition of *The Economist*) and top-tier academic journals such as *Science, Nature,* and the *Proceedings of the National Academy of Sciences.* 

A large volume of data have been gathered in support of the Anthropocene, including rapid accumulations of CO<sub>2</sub>, CH<sub>4</sub>, and N<sub>2</sub>O in atmospheric records; exponential growth of human populations; anthropogenic land surface clearance and human manipulation of floral and fauna communities; the collapse of aquatic ecosystems from overfishing, ocean acidification, and pollution; the appearance of radionuclides from atomic detonations; and much more. These data have focused most on the current debate on when the Anthropocene began. In 2008, a proposal for the formal designation of the Anthropocene was presented to the Stratigraphy Commission of the Geological Society of London (SCGSL) (see Zalasiewicz et al. 2008). A 22person Anthropocene Working Group was formed to evaluate the proposal's merits and determine whether the Anthropocene be formally added to the Geological Time Scale and to decide when it began (Zalasiewicz et al. 2010).

The working group is dominated by geoscientists and paleoclimatologists, but also includes an environmental historian and a journalist. After our 2013 Society for American Archaeology symposium in Hawai'i, archaeologist Bruce Smith accepted an invitation to join the group. Prior to Smith's 2013 appointment, despite a specific objective to address the environmental impact of pre-industrial societies, archaeologists trained to investigate the complex dynamics of human–environmental interactions and evaluate when humans first measurably shaped local, regional, and global natural systems were absent from the formal evaluation of the proposed Anthropocene Epoch. Although humans are central to the processes leading to the Anthropocene, there also has been relatively little discussion on the topic in the archaeological literature.

The formal SCGSL proposal suggests that the Anthropocene be defined as starting with the dawn of the Industrial Revolution (~ A.D. 1850) or the nuclear era of the 1960s. Most Anthropocene supporters have proposed to further segment the Holocene (Figure 1), already the shortest geologic epoch beginning 11,700 years ago, or to do away with the Holocene all together (Ruddiman 2013). The compression of the Holocene makes sense to some scientists, given that recent climatic data and stratigraphic records are of higher resolution; but for others, such condensed geologic epochs are out of synch with normal geologic timelines (Jones 2011).

Designations of geologic timescales and a potential Anthropocene boundary are determined by either a numerical age (Global Standard Stratigraphic Age) or a physical stratigraphic section or ice core (Global Stratigraphic Section and Point, often called a "golden spike"), and are generally the domain of geoscientists. In this sense, the composition of the working group is not surprising. Because the Anthropocene would be defined on the basis of human domination of Earth's systems, however, the debate must include perspectives from archaeologists, historians, and other social scientists.

#### Archaeology Considered?

Arguments over the genesis of the Anthropocene center on how we should identify temporal and stratigraphic markers of a human-dominated epoch. With all previous geologic epochs, scientists enjoyed considerable temporal distance, and thousands or even tens of thousands of years of gray area between geologic boundaries made little difference. With the Anthropocene, the deposits being identified, and perhaps the boundary itself, are currently being formed. The primary problem with an Anthropocene starting date of A.D. 1850 is that it lacks engagement with the deep historical processes that created our humandominated planet, such as pre-Industrial Revolution landscape alteration and clearance; anthropogenic extinctions and translocations of plants and animals; the construction of mines, earthworks, canals, dams, irrigations systems, cities, and roadways; and much more that are instead placed into a pre-Anthropocene phase (Smith and Zeder 2014; Steffen et al. 2007). Periman (2006:558) bluntly summarized the problem from an archaeologist's perspective: "... by defining the beginning of the Anthropocene as a geological epoch beginning only 200 years ago, Crutzen and Stoermer (2000) truncate thousands of years of human interactions with the global environment."

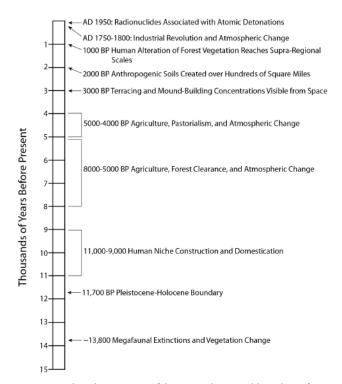


Figure 1. Timeline showing some of the proposed temporal boundaries for the Holocene-Anthropocene division; all dates are in calibrated calendar ages before present (adapted from Smith and Zeder 2014).

In an effort to draw attention to this issue and to stimulate archaeological dialogue and perspectives, archaeologists Todd Braje and Jon Erlandson organized a symposium titled "When Humans Dominated the Earth: Archaeological Perspectives on the Anthropocene" at the 2013 Society of American Archaeology annual meeting in Honolulu (Balter 2013). The session employed (and a forthcoming 2014 special issue of the journal Anthropocene will employ) archaeological, paleoecological, and historical records to consider the Anthropocene from a variety of topical or regional perspectives. Papers addressed human niche construction and the development of agricultural and pastoral societies as marking the onset of the Anthropocene (Smith and Zeder2014); late Pleistocene and Holocene extinctions as a continuum mediated by climate change, human activities, and other factors (Braje and Erlandson 2013); human impact on Polynesia, the Caribbean, and California's Channel Islands (Rick, Kirch, Erlandson, and Fitzpatrick 2013); the deep history of human impact on marine fisheries and ecosystems (Erlandson 2013); and the effects of colonialism and globalization along the Pacific Coast of North America and around the world (Lightfoot, Pannich, Schneider, and Gonzalez 2013). Several other papers explored the archaeology of human landscape transformation within specific regions of the world, including in East

Asia (Aikens 2013), Europe (McClure 2013), Amazonia (Roosevelt 2013), and Mesoamerica (Kennett and Beach 2013). While not exhaustive, we hope the SAA symposium papers, its subsequent question-and-answer session, media coverage, and the upcoming 2014 special issue of the journal *Anthropocene* will initiate a deeper exploration of archaeological issues related to defining an Anthropocene Epoch and a greater understanding of the deep historical processes that led to human domination of Earth's ecosystems.

The papers presented in the 2013 SAA symposium highlight that archaeologists have much to offer in defining the Anthropocene and in the understanding of the complex cultural and ecological processes that have contributed to it. Humans have actively shaped environments and ecosystems for thousands of years, and their effects, sometimes subtle but often dramatic, have been compounding over the millennia. Archaeologists largely work at local or regional scales, identifying living surfaces, midden soils, potholes, irrigation channels, roads, agricultural fields, and much more. Taken individually, these may not be indicative of an Anthropocene; but the activities of a global community of humans, taken together, have resulted in human action that is planetary in scope. Human-induced extinctions; transformation of forests over large areas of continents; the construction of agricultural fields, mines, canals, and earthworks; the diversion of rivers and filling of estuaries; the transportation of plants, animals, and raw materials; the depletion of near-shore marine ecosystems; and more-all began thousands of years ago (Kirch 2005). Taken together, anthropogenic changes at a global scale began well before the Industrial Revolution. The identification of an Anthropocene starting point is bound to be at least somewhat arbitrary and predicated on the type and scale of the evidence consulted. But it seems clear from archaeological research that significant anthropogenic changes began to occur at least 10,000 years ago and accelerated through time, blurring the line between the Holocene and Anthropocene.

#### Science and Archaeology in the Public Domain: Perception Is Reality

Archaeologists have provided nuanced analyses of long-term human–environmental interactions and the impact of humans (both positive and negative) on local, regional, and global ecosystems for more than half a century. Nonetheless, the initial response of some archaeologists to debates over the Anthropocene may be one of indifference. Whether the Anthropocene began in A.D. 1850, 10,000 years ago, or not at all, may only minimally affect archaeologists' research agendas, results, and interpretations—or perhaps not at all. One of the more compelling aspects of the Anthropocene debate, however, might be the attention it has generated among the media and public. The Anthropocene has the potential to play a powerful role in shaping public perception and guiding policies related to anthropogenic climate change. How we describe the Anthropocene and how it is defined will influence the public's view of the state, scale, and causes of our planet's most pressing environmental issues and how best to transcend this crisis. We can ill afford to miss the opportunity to demonstrate the use of archaeology in defining the Anthropocene; in better understanding the cultural, social, and natural forces that have coalesced to shape the modern world; and in providing context and baselines for modern conservation and restoration efforts.

The designation of an Anthropocene Epoch at the dawn of the Industrial Revolution, the appearance of artificial radionuclides associated with atomic detonations, or any other recent date harkens back to the faulty premise that pre-industrial humans lived in harmony with nature and that a "natural" world existed in some idyllic pre-modern state. Archaeologists are well aware that as Europeans expanded their presence around the globe and long before the dawn of the Industrial Age, landscapes, plant and animal species, and local and regional ecosystems already had been shaped and altered by humans for millennia. A post-Industrial Anthropocene also gives short shrift to the severe impact of colonialism and the research of many archaeologists and tribal scholars trying to remedy these changes. Even if other scientists recognize this point but fail to understand the scale of these anthropogenic transformations, how can we expect the public to recognize this? Several authors of the Anthropocene proposal and members of the Anthropocene Working Group illustrate this view:

Preindustrial societies could and did modify coastal and terrestrial ecosystems but they did not have the numbers, social and economic organisation, or technologies needed to equal or dominate the great forces of Nature in magnitude or rate. Their impacts remained largely local and transitory, well within the bounds of the natural variability of the environment (Steffen et al. 2007:615).

The International Commission on Stratigraphy (ICS) will evaluate the Anthropocene proposal using the same criteria for defining all previous geological epochs since the Cambrian golden spikes or inception dates. Rigorous geologic standards will be applied and evaluated based on the established standards. The challenge is that the Anthropocene has been and continues to be referenced in the academic literature without a formal designation or definition, and a nebulous Anthropocene Epoch is being consumed by the media and interested public with little consistency in its message. The real power of the Anthropocene concept may lie in its potential to shape public opinion and future environmental policy. As archaeologists, we should take advantage of this opportunity to demonstrate the utility of archaeological data for addressing modern issues and challenges. We should not shy away from using the Anthropocene to raise public awareness of anthropogenic climate change and environmental degradation and to act as a call for increased conservation efforts and global awareness. We should actively consider how the designation of an Anthropocene is interpreted by the public and, to some degree, by other scientists. A post-Industrial Revolution starting date may suggest that our future environmental management strategies need not consider the deeper history of human impact. Decades of work and progress by ecologists, geologists, paleobiologists, environmental historians, archaeologists, and many other scientists have demonstrated the vast array of preindustrial human impact on local, regional, and global environments. The application of this work into public policy, however, is limited. Historical data are crucial to future management, conservation, and restoration efforts, and an Anthropocene that, at a minimum, acknowledges the transformative effects of ancient human societies and the lessons that can be learned from their successes and failures is clearly important.

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## TEACHING ARCHAEOLOGY IN THE FIRST PART OF THE TWENTY-FIRST CENTURY

### Kathryn Kamp

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s archaeologists, sooner or later all of us find ourselves teaching, whether in a formal classroom or an airplane seat, to a scout troop or to a client, or in any of the other multiple contexts in which we find ourselves called upon as experts. While the appropriate materials and pedagogies obviously vary considerably, depending on the parameters of the exact situation, it is useful to have a basic framework for the types of messages that we want to convey. Some 15 years ago, in response to a number of factors including a burgeoning interest in archaeology among the public, new cultural resource management laws, and increased engagement of descendent and local communities, a group of archaeologists met in the small community of Wakulla Springs, Florida, to talk about the state of the discipline (Snow 2000). In part, they were concerned that old curricular models had stressed the production of archaeologists whose major goal would be academic teaching and research, but believed the new disciplinary landscape made it desirable and perhaps even mandatory to broaden both the target audience and the target curricular goals. The group devised seven principles for curricular reform, modeled in part on SAA's Principles of Archaeological Ethics, which stressed the teaching of relevant skills, principles, and values. The re-envisioned archaeology curriculum mandated instructors to adhere to seven principles: (1) discuss the importance of stewardship, (2) take into account the diverse pasts of stakeholders, (3) articulate the social relevance of the past, (4) include a consideration of archaeological ethics and values, (5) teach effective written and oral communication, (6) provide fundamental archaeological skills, and (7) incorporate real-world problem solving.

These principles, first described in articles in the SAA Bulletin (Davis et al. 1999; Lynott et al. 1999) and later expanded upon in an entire volume, *Teaching Archaeology in the Twenty-First Century* (Bender and Smith 2000), have formed the focus of SAA's approach to instruction, and the Committee on Curriculum is charged with overseeing their implementation. As part of this effort, the committee attempted a study to determine the extent to which archaeological instruction at the undergraduate and graduate levels currently stresses the seven principles. We were told that the Board wanted to protect members' time, so we were not allowed to conduct a survey. As an alternative, we decided to examine syllabi for archaeology courses.

Committee members collected 98<sup>1</sup> syllabi and rated them on a 0 to 3 scale for the level of attention to each of the seven principles. Most syllabi were rated by eight committee members, and the ratings for each element were then averaged (Table 1). In addition to the non-random nature of the sample of syllabi, the major difficulty was the problem of evaluating course content merely on the basis of a syllabus. Thus, the ratings are probably systematically lower than if the committee had had more detailed information about how the topics and assigned readings were dealt with in class.

That said, some patterns did appear. Stewardship was the least emphasized principle. This seems paradoxical, especially given the over-representation of introductory courses. If archaeologists should be interested in inculcating any single principle in the general, non-archaeologist population, it should be an understanding of the inherent value of archaeological resources and the need for all responsible citizens to see themselves as stewards of the past. Like stewardship, ethics and values appear to be less emphasized than one would hope, although perhaps part of this is an artifact of the analysis procedure.

Some of the other patterns were expectable. Thus, fundamental archaeological skills are most emphasized in field schools and methods classes, while attempts to reach out to diverse audiences and demonstrate the social relevance of archaeology were less evident. Area courses appeared to stress fundamental archaeological skills and real-world problem solving less than other classes. Many of these patterns

	N	Stewardship	Diverse Pasts	Social Relevance	Ethics and Values	Written and Oral Communication	Fundamental Archaeological Skills	Real-World Problem Solving
Introductory Course	34	.57	1.22	1.38	.82	1.2	1.27	1.29
Area Survey	22	.37	1.26	1.18	.51	1.4	-57	.97
Topical Course	14	.8	1.44	1.65	1.08	1.81	1.33	1.54
Methods Course	13	-59	.8	.96	.76	1.5	2.49	1.74
Theory Course	7	.56	1.16	1.42	1.05	1.5	.98	1.44
Field School	8	.58	.77	-75	.68	.85	2.89	1.18
Total/All Syllabi	98	.56	1.14	1.27	.78	1.36	1.4	1.31

Table 1. Mean Average Scores for Each of the Seven Principles for Teaching Archaeology in the 21st Century.

Note: An average for each syllabus, calculated using ratings from Committee on Curriculum members was further averaged to create a mean score for syllabi of a particular course type.

were anticipated by the original framers of the principles (Bender 2000, Davis et al. 1999); nevertheless, they do not appear inevitable.

I augmented the survey results with a completely unscientific, casual survey of a few colleague- friends, simply to find out whether they were even aware of the existence of the seven principles. In fact, at the moment they are rather invisible, appearing primarily in print, but no longer on the SAA website-at least, in any place that I could find them. Some were aware of the principles, but could not list them, and others were aware of "Making Archaeology Relevant in the XXI Century (MATRIX)," an NSF-funded project that created materials for teaching archaeology to undergraduates, utilizing the principles (Pyburn and Smith 2014). Unfortunately, teaching materials in archaeology quickly become dated. This happened to the MATRIX syllabi and supporting documents, and the MATRIX website, formerly hosted by Anne Pyburn at the University of Indiana, has now been closed. These facts convinced the committee that it would be useful to remind SAA members of SAA's seven principles by submitting a series of short articles to The SAA Archaeological Record, one on each principle.

One observation that seems striking in an age of learning goals and learning assessment is the lack of reliance on SAA's seven principles when specifying learning objectives. Although, as is the norm in education today, many syllabi provided learning goals, only a single syllabus explicitly referred to SAA's seven principles. A few of the learning goals listed in syllabi were clearly institutionally mandated, but more seemed to be inspired by the instructor and the specific class. Whether there is an institutional requirement for providing learning goals, or the instructor wishes to do so for pedagogical reasons, the SAA principles provide a nice set. In addition to expressing archaeological priorities, the agendas are consistent with both liberal arts and current trends in pedagogy.

The group that devised the principles was at the time mindful of "the resonance between the skills and principles being advocated and traditional liberal arts values" and "sought to emphasize this complementary aspect" (Bender 2000:32). This liberal arts orientation makes it possible for archaeology curricula to coordinate well with institutional learning goals at diverse institutions of higher education as well as at the high-school and grade-school levels. As the seven principles point out, the ability to communicate well in a variety of genres and to varying types of audiences is critical to archaeology as a profession. Both writing and oral communication are also educational goals for nearly all, if not all, educational institutions. The same is true of critical thinking. While teaching critical thinking skills is not listed as a single principle, this skill suffuses archaeology with its competing paradigms and reliance on multiple lines of evidence. Contemporary concerns with reaching out to diverse groups, both global and local, and appreciating the social and political implications of knowledge are also both directly reflected in the goals set out by SAA.

Modern pedagogical theories are also very consistent with the seven principles. Archaeology is everywhere, and everyone's heritage is reflected in the archaeological record, making it possible for every student to become involved with archaeological inquiry on several levels. On the one hand, archaeology investigates the great questions about the ways that human societies have changed over time; on the other hand, it studies the specifics of the local, the places with meaning in personal histories. This kind of engagement inspires learning. The emphasis on practical, hands-on learning as reflected in both the archaeological skills and the real world problem-solving objectives is also consistent with modern pedagogies. These not only engage students, but also provide vehicles for instructing less mathematically inclined students in core quantitative skills and emphasizing critical thinking.

The current principles provide an excellent foundation for devising curricula. Nevertheless, we should not be complacent. Just as the archaeological landscape had changed drastically between the 1960s and the late 1990s (Krass 2000), it is in the process of constant flux, and even the original participants continue to refine and interrogate their model (Smith 2008). We need to be constantly assessing both our curricular goals and our pedagogical techniques. The current series of articles is designed to provide background on the principles for curricular reform designed in 1999 and a brief discussion of each of the principles. We are hoping that they will inspire additional discussion and perhaps a series of other short Archaeological Record articles that inspire still more teaching reforms for the second part of the twenty-first century.

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#### Note

1. While 108 total syllabi were collected, some were not used in the analysis because either they represented the same course offered in a different semester or they did not include sufficient information for an informed analysis.

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## **TEACHING STUDENTS ABOUT STEWARDSHIP**

## **CURRENT CONCERNS AND APPROACHES**

### Kelly L. Jenks

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he mission of the SAA's Committee on Curriculum is to encourage members to implement the seven principles outlined in *Teaching Archaeology in the Twenty-First Century* (Bender and Smith 2000), which are discussed briefly by Kamp in this issue. This article focuses on the first principle—*fostering stewardship*—and suggests strategies for educating undergraduates about the importance of stewardship in archaeology.

The seven principles of curricular reform in archaeology were defined during an SAA Workshop held in 1998, in which participants were asked to develop a list of ethical principles that could be "infused" (Davis et al. 1999:18) into archaeology classes in order to prepare students to meet the challenges of working in the twenty-first century. The first principle-to "foster stewardship by making explicit the proposition that archaeological resources are nonrenewable and finite" (Davis et al. 1999:18)-was intended to provide students with the understanding that the value of archaeological sites lies not in the objects they contain but in what they can reveal about the past. Thus, when sites are destroyed, whether through "looting, development, erosion, or other processes" (Davis, et al. 1999:19), whatever information they might have contained is permanently lost. A basic recognition of archaeological sites as nonrenewable resources is necessary for students to comprehend the purpose of archaeological field and laboratory methods as well as the process through which we use archaeological data to reconstruct the past. This concept is also necessary, as workshop participants observed, for students to understand the purpose of cultural resource management (CRM), which in the late 1990s accounted for "nearly 50 percent" (Davis et al. 1999:19) of archaeologists.

As I write this article in 2013, the need to educate students about stewardship is perhaps even more pressing than it was 15 years ago. The destruction of archaeological sites as a result of neglect or, more common, greed, continues to be a major concern. Understaffed land managers are continually seeking assistance in keeping looters away from known sites. Tales of vandalism and destruction are seldom tempered by news that the perpetrators were caught and punished. Archaeology listservs are flooded with irate messages about "reality" television shows that celebrate looting and news articles that romanticize antiquities dealers as treasure hunters à la Jack Sparrow. We respond to these challenges with calls to better educate the public, authorities, media, and future archaeologists about the value of archaeological sites and the need for responsible research.

The CRM industry has continued to expand, employing more than 85 percent of archaeologists in the United States in 2009 (Doelle and Altschul 2009) as compared to only about 50 percent (Davis et al. 1999:19) 10 years previously. Because most current archaeology students are likely to gain employment within CRM, it has become imperative to provide them with the necessary background and skills to enter this field (Doelle and Altschul 2009; Yu et al. 2006). The majority of textbooks now include an overview of cultural resource laws and practices, and many departments have begun to offer courses, certificate programs, or advanced degrees in CRM. Students in these courses or programs are trained to think of sites as nonrenewable resources that should be recorded, evaluated in terms of their research potential, and conserved or mitigated accordingly. They are also encouraged to recognize that these sites are *cultural* resources and may be valued, especially by descendent populations, for reasons that extend beyond pure research.

Another recent development that is relevant to this discussion is the so-called curation crisis that is challenging archaeologists to think about stewardship not just in terms of sites but also in terms of artifact collections and data. A rise in archaeological fieldwork conducted in compliance with CRM laws has quickly filled existing curation facilities, forcing curators to reassess and sometimes cull existing collections and be more selective about what items they were willing to accept in the future. Curation facilities were also compelled to increase their prices (Childs 2010), making it even more challenging for students or faculty to fund field projects and more appealing to conduct research using existing collections. As collections managers and researchers alike have begun the arduous process of working through older collections, the importance of preserving material culture and associated documentation has been reinforced, as has the need to justify these collections in terms of their research

potential (Majewski 2010). Managing archaeological data is proving to be equally important and challenging, as archivists (including those working at digital archives such as tDAR) struggle to preserve data in perpetuity while simultaneously minimizing costs and making data available to researchers. Collections and data management are likely to continue to grow in importance in the coming years, and students entering in or engaging with these fields will need to have a firm grasp on all that stewardship entails.

### Teaching Stewardship in the 21st Century

While a basic understanding of stewardship should be the foundation of all undergraduate archaeology classes, the results of our recent survey of undergraduate class syllabi suggest that many faculty are unsure of when or how to incorporate this material into their classes (see Kamp, this issue). This seems to be especially true in the case of classes focused on the archaeology of a

particular region—for example, Egyptian or Mesoamerican archaeology. In response, I would like to suggest general ways in which this principle can be included in each of the various categories of classes discussed in our survey, and then followed up with some strategies for teaching stewardship that have been particularly effective.

Lessons about the importance of stewardship in archaeology can be integrated into all kinds of classes at all levels. Introductory archaeology classes are an ideal venue in which to make students aware of the importance of stewardship. This can be accomplished easily by contrasting the discipline of archaeology with Indiana Jones–style antiquarianism, explaining how the former seeks to understand the human past through careful excavation, documentation, and application of the scientific method, while the latter is concerned only with an artifact's aesthetic or commercial value. An introduction to cultural resource laws will also help students recognize sites as nonrenewable resources that should be valued for their research potential and heritage value. This basic understanding of stewardship will be reinforced in field or methods classes as it explains the necessity of employing a research design and data collection strategies and carefully documenting the research project. Theory classes deal mostly with the interpretation of archaeological data; however, this presents teachers with an opportunity to discuss how the vari-

ety of theoretical approaches often rely on different kinds of data and thus can be rendered useless if excavators failed to collect those data. Classes focused on particular cultural or geographical areas can incorporate stewardship by questioning the impact of looting or of poor research on sites within these areas and/or by discussing current threats to cultural resources. Strategies for including stewardship in topical classes vary with the topic, but in my experience, most topics overlap with archaeological theory, methods, or a particular region and can be addressed accordingly.

Several strategies have been particularly effective in communicating the importance of stewardship to undergraduate students. The first and easiest of these, especially for students in introductory classes, is to share a particularly egregious example of a looted site and then have students list and discuss the many consequences. The first and obvious consequence is the permanent loss of information about the past, but it is useful to have students continue listing con-

sequences until they run out of ideas—for example, the financial boon to the antiquities market, the emotional and political consequences for descendent communities, and so forth. One particularly poignant case is that of the looted "buffalo soldier" burials at Fort Craig, New Mexico, which is described in an award-winning hour-long documentary "Helluva Way to Treat a Soldier" (Aukerman, et al. 2010). Exposing students to cases such as this and challenging them to consider the wider impact of looting helps them to appreciate the purpose, value, and limitations of laws protecting cultural resources.

Another way of helping students understand these laws and their limitations is to have them collect and share the results of their research on local, state, tribal, and federal laws that protect archaeological site or traditional cultural properties. This often works best as a group project in lower division classes, where different groups are allowed to select one area



Figure 1. Field school students learning the importance of documenting their work (photograph © Scott Griggs, courtesy of Fort Lewis College).

out of a list of possible options (e.g., Colorado, New Mexico, and the Navajo Nation), and are then able to compare and contrast cultural resource laws that apply in these places. The assignment can be easily modified for advanced students by turning it into an individual research project, including other countries as well as states, and/or expanding the assignment to include research on groups claiming cultural affiliation with sites in the chosen region. This exercise helps students grasp the various kinds of laws that exist (or *do not* exist) to protect archaeological sites. It also provides them with an understanding of the importance of public education in promoting site conservation, especially in situations where legal protections are inadequate or absent.

Teaching students about stewardship means conveying to them that each site is a unique record of past events, and that when a site is destroyed, all we have left to interpret these events are the data we (or others) have collected. When sites such as Fort Craig are looted and nothing is recorded, our ability to identify or interpret past events obviously becomes very limited. But even when sites are excavated by professional archaeologists, we may find ourselves in the same situation if those archaeologists did not keep careful records, neglected to collect certain artifacts or samples, or if their records and collections were destroyed or lost. This aspect of stewardship is important to stress in more advanced archaeology classes, especially those dealing with field and laboratory methods (Figure 1). One teaching exercise that conveys to field school students the importance of documentation during field research is to share an example of a poorly documented site or feature and have students discuss what they do not know and cannot reconstruct from the information provided. This often requires some prompting in the form of pointed questions-for example: "Was the structure burned?" and "Did it have a roof?" Reminding students to think of the research design and research questions is also helpful, as it encourages them to consider the kinds of data they would need to be able to answer those questions and whether they could provide definitive answers by using the information provided in the example. This, in turn, helps students produce better field notes as they understand both the purpose of taking detailed notes and the consequences of omitting information.

Incorporating stewardship into laboratory classes is equally important and can be done with relative ease. In a laboratory class, you can conclude with a discussion of the importance of curation and issues raised by the current curation crisis and, if possible, allow students to participate in the process of preparing artifacts for curation. When discussing the importance of curation, it is useful to show examples of older collections that were not handled appropriately, both to demonstrate how artifacts can be damaged over time and to illustrate how essential information can be lost as artifacts are disturbed or corroded or as they become separated from associated documentation. In a chapter about the importance of preserving the integrity of artifact collections, Alex Barker (2004) offered the example of an obsidian scraper of possible Mesoamerican origin that, according to collection notes, was recovered from excavations at Spiro. The implications of this find were profound, yet had the artifact become separated from its collection notes, it is highly unlikely that anyone would have believed that a Mesoamerican scraper could have been recovered at this site. Most repositories contain some collections that are either lacking provenience or have provenience codes but no associated maps or records to explain what those codes mean. Introducing students to these collections, and to the loss of research potential that they represent, helps them understand that our responsibility to protect the research potential of archaeological sites does not end with their excavation. Stewardship applies as much to the management of collections and data as to the management of sites. This aspect of stewardship will likely become more important as curation space continues to decrease.

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# INTEGRATING THE CONCEPT OF DIVERSE INTEREST GROUPS INTO UNDERGRADUATE CURRICULUM IN ARCHAEOLOGY

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e archaeologists are intensely interested in the past, but we are not alone in this interest. Many groups are concerned with and have their own views and interpretations of the past and the meaning of history in current social and political situations. As such, an emphasis on the importance of addressing diverse interests in the archaeological past is recommended for undergraduate curriculum by the Society for American Archaeology (Bender 2000). I concentrate here on how we can talk to our students in freshman through senior level classes about the impact of our work on the descendants of the people we study and how we can engage these groups in the archaeological process.

#### **Background of the Concept**

In its 2000 statement on undergraduate curriculum content, the SAA stressed the importance of instilling in students a respect for other views and a recognition of the need to develop partnerships with stakeholder groups, especially descendant and local communities (Bender 2000; Watkins, Pyburn, and Cressey 2000). The active integration of these communities into archaeological projects occurs throughout the world, but is most common in Africa, Australia, and North America (see Murray 2011 for a review) in both prehistoric and historic archaeology. The development of these relationships is not a postmodern attempt to delegitimize a scientific approach to archaeology or any particular theoretical perspective. Rather, it reflects a recognition that the past is both contested and an important part of who we are as humans in general and as members of particular cultural groups-a recognition that is consistent with any of the major theoretical perspectives in archaeology today (e.g., processual, contextual, and political economy).

The engagement of descendant/local groups is tied to an understanding that identity is both dynamic and historically contingent and that current interactions of these groups with their neighbors and broader political structures occur against the backdrop of a historical context of past relationships. As such, community members are not only interested in their past but also have an interest in the ownership and production of knowledge about their past and their ancestors. The past is tied to claims of rights, to place-making, to identity, and to the role of historical context in current relationships throughout the world (Murray 2011). Thus, archaeology is far from an irrelevant mental exercise, and the past is anything but a trivial consideration in today's world. Rather, archaeology has important social implications for the communities in which we work. Our interaction with these communities is not a one-way street, however, in which only descendant/local groups benefit as they claim ownership of their past. Archaeologists also benefit, as descendant/local knowledge informs our research designs and aids in our interpretations, providing deeper and more nuanced understandings of the past.

To instill in students an understanding of these diverse interest groups and to provide them with the skills needed to engage and interact with descendant/local groups in their careers, the SAA Task Force on Curriculum initially recommended that students in senior level classes be taught to create community ethnographies for the areas in which they conduct archaeological research to better understand the relevant stakeholders and their concerns, as well as how archaeological research benefits from this type of interaction (Watkins, Pyburn, and Cressey 2000). In the last two decades, however, there has been considerable scholarship in the area of college-level instruction and assessment (see Allen 2004 for a review), which suggests that this topic should be broached earlier in a student's academic program. Specifically, pedagogical research recommends a shift in approach to college teaching from a teacher-centered philosophy (what do I want to cover) to a student-centered approach (what do I want them to learn and how do I ensure that they develop a deep understanding). Scholarship on student-centered learning and assessment indicates that new ideas should be introduced early in students' academic careers (in lower division classes) and then be reinforced, further developed, and put into practice in upper division classes to ensure a deep understanding of relevant issues. Additionally, given that students learn in a variety of different ways (some primarily through auditory presentations, others visually, and still other through active participation), a multimedia approach that presents the information in several different ways (traditional articles, web sources, videos, class discussions, and planning projects) is beneficial (Mayer 2002).

#### Implementation in the Classroom

To illustrate how the engagement of descendant/local groups as partners in archaeological research can be integrated into an undergraduate archaeological curriculum at both the lower and upper division, I reference a specific project, the New York African Burial Ground project in New York City. The New York African Burial Ground project fully integrated the local community in both the research design process and the interpretation of the site. Although this project is not unique, and similar activities are occurring in many places around the world, the community engagement undertaken by the New York African Burial Ground project is particularly well documented through traditional scholarly articles (Blakey 1998; LaRoche and Blakey 1997; Mack and Blakey 2004), as well as through web sources sponsored by the National Park Service (www.nps.gov/afbg/index.htm). These sources can be incorporated into class presentations, discussions, and projects at a variety of levels. The class projects suggested here can be adapted to other instances of descendant/local community engagement appropriate to other themes in a department's undergraduate curriculum.

In 1991, the United States General Services Administration began construction of a new office building in New York City and quickly encountered burials dated to the 1700s. Examination of historic maps identified the area as a cemetery for free and enslaved residents of African descent used from the 1690s through the 1790s. Both historians and local community members were aware of the existence of the cemetery, if not the exact location. The cemetery's disturbance by construction and lack of consultation in the initial stages of mitigation of over 400 burials from the cemetery resulted in protest by the local community. By 1992, construction at the site was cancelled and moved to another location and archaeologists from Howard University stepped in to oversee research of the cemetery. A central part of the research design put forward by Howard University included active engagement with the local community, including the inclusion of research questions of interest to the local community (specifically, transitions of the 1700s community from African to African-American identities and modes of resistance in the face of slavery [see LaRoche and Blakey 1997 for an account of this process]). Community engagement continued as the cemetery was designated a National Historic Landmark in 1993 and reinternment of the remains occurred in 2003. The site is now the location of the African Burial Ground National Monument in New York City, administered by the National Park Service, and the associated web page includes video, social media links, research reports on the cemetery remains, cultural resource management plans, and interviews (text and video) with community members. As such, it provides an important resource for discussing issues of engagement with descendant/local communities.

For students to gain a deep understanding of any complex issue, it needs to be introduced in lower division courses and then reinforced and expanded upon in upper division courses. In many universities, introductory classes are fairly large, with many non-majors taking the course to fulfill basic studies requirements. Due to the large size of these classes and the attempt to introduce students to an entire field of study in the span of a single quarter or semester, lecture formats often dominate. The activities implemented by the New York African Burial Ground archaeological project can be introduced even in these conditions by using the project as an example of how to engage descendant/local communities during lectures on both current theories in archaeology and research design. Further, video presentations in the multimedia section of the National Park Service web page can be used to spark small group discussions. Alternatively, students can be encouraged to participate in the twitter discussions in the social media section of the Landmark's web page as a project outside of class. These projects and discussions can be structured through the use of specific questions similar to those contained in Table 1.

Introductory classes at the lower division provide a survey of the field and are ideal for introducing these concepts. Upper division classes on method and theory, field schools, and classes specializing in the archaeology of a particular area are ideal places to explore these issues in greater detail. Information on the types of consultation undertaken by the New York African Burial Ground project (outlined in LaRoche and Blakely 1997), supplemented by videos on the National Park Service web page (www.nps.org/afbg/index.htm), provide a model for how engagement can occur in other areas. Specifically, LaRoche and Blakely (1997) provide details of interaction with social, political, and religious leaders in the preser-

#### TEACHING ARCHAEOLOGY IN THE TWENTY-FIRST CENTURY

 Table 1. Questions for Use in Small Group Discussions and Projects in Introductory Level Classes Using Videos on Partnerships and Outreach on the New York African Burial Ground Web Site (www.nps.gov/afbg/index.htm).

- 1. What groups do the local community members think should be engaged in partnership with archaeologists at the site? What can archaeologists and these groups learn from each other? (Remember, it is a two-way street.)
- 2. What recommendations do the community members have for ways to disseminate information about the New York African Burial Ground site to the broader public?
- 3. Who do the community members think should be targeted in outreach programs?

vation of the site, the development of a community-based newsletter (Ground Truth) to keep the community informed and to request feedback from the public, visits of religious leaders to the lab where the materials were analyzed, and the inclusion of scholars from other fields (in this case, historians specializing in African ritual and symbols). Based on the lessons learned from the New York African Burial Ground project, students (in groups or individually) can be asked to develop research plans that identify descendant/local community interests and concerns, as well as mechanisms for contacting and engaging these groups and integrating their concerns and interests into the research and preservation of the cultural resource. Additionally, based on the model provided by the New York African Burial Ground project, a series of related student activities can be developed for other areas. The initial class assignment may be a proposal for community engagement. Specific issues addressed in the proposal may include the identification of relevant stakeholders and an action plan for how these stakeholders can be contacted. Additional questions for students to address concern the forum for interaction, the integration of stakeholders' concerns into the excavation, interpretation, and the dissemination of information about project members' activities. Secondary projects flowing from this proposal may include the construction of a newsletter about an ongoing project specifically directed to the descendant/local group (as opposed to scholarly missives written for other archaeologists) or the creation of videos of community members in which they tell their stories about the meaning of the site and express their concerns and ideas about how the project should be conducted (Table 2).

By introducing lower division classes to the issue of diverse interests in the archaeological record and demonstrating how to engage descendant/local communities as partners in archaeological research, we emphasize to students (both majors and non-majors) the importance of these types of activities in the field of archaeology. By further exploring and reinforcing these ideas in upper division classes, we give students the opportunity both to gain a deeper understanding of

Table 2. Questions to Structure the Content of Projects Surrounding Community Engagement at the Upper Division Level.

Project Type	Questions for Students to Address
Proposal for community engagement	<ol> <li>Who are all of the descendant/local groups for the area (i.e., the stakeholders)? Do the groups have different interest and/or concerns?</li> <li>How will the stakeholders be contacted? Do the groups have recognized leaders that can be approached for one-on-one meetings? Should an open call to a public meetin for all interested parties be used? Can social media be of help?</li> <li>How will ongoing consultation with and engagement of descendant/local groups occur? How will the interests and concerns of the stakeholders be integrated into the archaeological research? How will continuing communication between archaeologist and the stakeholders occur?</li> </ol>
Community Newsletters	<ol> <li>Who will the newsletter be sent to?</li> <li>What will the newsletter contain and in what format will it be presented (blogs, letter from the director, school projects, etc.)?</li> <li>How will feedback be solicited?</li> </ol>
Digital Storytelling (videos of community members)	<ol> <li>What will be the role of the archaeologists and community members in the videos?</li> <li>What format will the videos use (structured or unstructured interviews, dialogues between archaeologists and community members, and recreation of activities at the site in the past)?</li> <li>How will you solicit and implement story ideas from community members?</li> </ol>

these issues and to obtain skills they will need in their archaeological careers.

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# Humanities

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#### IN MEMORIAM

#### BARBARA THIEL 1950–2013

Dr. Barbara Thiel was an Associate Professor of Anthropology at Northern Kentucky University (NKU). She passed away unexpectedly on September 12, 2013 at her residence in Alexandria. Barbara was born on January 22, 1950 in Covington, KY, and was raised in the northern Kentucky area. After receiving her B.A. at the University of Kentucky in 1972 she moved to Columbia, MO, and received an M.A. in Anthropology at the University of Missouri. She earned a Ph.D. in 1980 from the University of Illinois (dissertation title: *Subsistence Change and Continuity in Southeast Asian Prehistory*), and began her career at NKU in 1979.

ple on this island, as well as elsewhere in Southeast Asia. Bar-

bara's work in northeast Luzon was meticulous and helped to

delineate major phases of cultural deposition relative to

hunter-gatherer occupation in the Holocene and the shift to

Neolithic farming. Barbara's data from Musang and Arku

Caves were especially important at the time because she

obtained some of the earliest stratified dates for occupation in Luzon, and she recovered materials that included some of the

oldest pottery, spindle whorls, and brass artifacts in the

Philippines. Beginning in the 1980's Barbara shifted focus to

the Ohio Valley and areas closer to home, where she could

more easily include students in her fieldwork.

Barbara became an archaeologist when there were few women working in this discipline in this region. She worked under challenging field conditions in the northern Luzon region of the Philippines for her dissertation research, starting in 1976. Northeast Luzon is a critical location for understanding the spread of Neolithic farming and early occupation and movement of peo-



Barbara Thiel was dedicated to educating future generations of archaeologists, and she ran a long-standing field school in the Ohio Valley from 1987 to 2012. NKU students have commented that she was a "great source of inspiration" and that "she was fully dedicated to their success." Barbara's archaeology students were actively engaged in experiential learning as they conducted excavations every summer at sites including Dunn Village in Mentor, KY, and the Fort Ancient in southern Ohio. Barbara was an excellent mentor for students and oversaw undergraduate research opportunities in the laboratory

> and field. She also served as the faculty advisor to the Lambda Alpha National Anthropology Honor Society and was the co-op and internship coordinator for the NKU Anthropology Program. She worked tirelessly to place students in internships and learning opportunities throughout the region. Both current students and alumni were appreciative of the important role she played in their education.

As evidence of this appreciation, in 2001 she received the *Strongest Influence Award*—an honor from the NKU Alumni Association. She continued to work with students even after graduation to support them as they searched for positions, and she responded to requests for assistance related to their work.

Barbara made many professional contributions to NKU. Over her career, she taught large numbers of students in a broad range of courses crucial to the program. She also was active in the development of the major and the multidisciplinary Evolutionary Studies minor. Dr. Thiel will be greatly missed by her students, colleagues, and friends.

Barbara was broadly trained in anthropology and her specializations included Southeast Asian archaeology, agricultural origins, human ecology, early hominid evolution, and Ohio Valley archaeology. She played a key role in establishing the vibrant Anthropology Program at NKU—this program has more undergraduate anthropology majors than any other public or private college or university in Kentucky and the tristate metropolitan area.

#### Sharyn Jones Associate Professor and Chair of Sociology, Anthropology, and Philosophy

Northern Kentucky University

Gail Wells Vice President and Provost Northern Kentucky University



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SAA's Online Seminar Series course: Introduction to Archaeological Damage Assessment. Instructor: Martin E. McAllister, RPA. For information, visit SAAWeb, www.saa.org.

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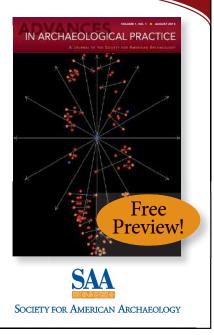
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#### HAWAII, from page 3 🖘

The inference of food insecurity ignores accounts by Captain Cook and his crew in 1778 and 1779 that describe a bounteous supply. Lieutenant King observed that sweet potato, the primary rain-fed agricultural crop, "thrives prodigiously, indeed it is such Plenty that the poorest natives would throw them into our Ships for Nothing" (Beaglehole 1967:618). The sweet potatoes themselves were described by Midshipman Trevenen as "infinitely superior to any others we ever met with ... they are bigger than a Man's head, sweet, and mealy when dressed" (Beaglehole 1967:618, n. 1).

Agricultural production of sweet potato in 1778 and 1779 was sufficient to sup-

port the largest pig herds encountered by Cook anywhere in the Pacific. Captain Clerke referred to Kaua'i Island as "the most extraordinary Hog Island we ever met with, take them for Number and size" (Beaglehole 1967:575). Lieutenant King's corroborating assessment included a direct comparison with Tahiti and the Society Islands: "Notwithstanding the much greater quantities of roots & hogs that we destroyd, & of the latter salted down, than at Otaheite or the Society Isles; yet here we never perceivd this had any effect upon the great plenty still on shore" (Beaglehole 1967:619).

Compare this testimony—an inexhaustible supply of "roots & hogs" and "the poorest natives" eager to give away food—with the recent claim of a holiday food drive that one in five Hawai`i children regularly go hungry. Perhaps the "human experience" discussed by Swantek and Freeman projects the insecurities of the present onto earlier, more secure times. In any case, it does not plausibly reflect the traditional Hawaiian experience, which appears to have been one of food security.

Thomas S. Dye T.S. Dye & Colleagues, Archaeologists Honolulu. Hawaii

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La Conferencia empezará la tarde del 8 de agosto, 2014 con la primera sesión plenaria de charlas. Esa noche, un invitado especial presentará la ponencia distinguida. Las ponencias generales seguirán en sesiones plenarias consecutivas el sábado 9 y la mañana del domingo 10 del 2014.

#### Temas de la Conferencia

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The editorship is unpaid, although financial support for an editorial assistant is provided. The editor is expected to provide some institutional support for their office, and to ensure they have sufficient time to carry out their responsibilities. Release time of at least 25 percent from university teaching has been customary. The term of the editor is for a period of three years; it may be renewed once thereafter.

The position falls vacant on April 18, 2015 when the present editor, Ken Sassaman, ends his term. The editorship is preceded by an overlap period with him beginning in November 2014. SAA anticipates making the appointment in the Spring of 2014.

Available to discuss the post informally are Ken Sassaman (contact information below) and the Chair of the SAA Publications Committee, Deborah Nichols (deborah.l.nichols@dartmouth.edu).

Applications outlining relevant qualifications and expected local institutional support, along with a current CV, should be directed by February 28, 2014, to Ken Sassaman, Department of Anthropology, University of Florida, Gainesville, FL 32611; Tel: (352)392-6772; email: sassaman@ufl.edu.