

MAKING A DIFFERENCE

ARCHAEOLOGY FOR EDUCATORS AND STUDENTS

Jeanne M. Moe

Jeanne M. Moe is the National Program Leader for Project Archaeology, National Landscape Conservation System, Division of Education, Interpretation, & Partnerships, Bureau of Land Management (jmoe@blm.gov).

Being an archaeologist has given me a lifetime of fulfilling work and interesting challenges. For the last ten years, I have been honored to lead Project Archaeology, a national educational program, through my job as an archaeologist for the US Bureau of Land Management (BLM). I work with many federal, state, local, and nonprofit partners who sustain our state and regional programs across the country. When I'm not working on Project Archaeology, I help out with other BLM educational projects. Most recently, I staffed the conservation exhibit at the National Boy Scout Jamboree in 2010, where cultural resources personnel and scouts built a replica of an Ancestral Puebloan pithouse.

My experience with conservation education, curriculum development, program evaluation, and group facilitation comes in handy frequently at BLM and in some of my volunteer work on community projects when I'm not on the clock. My varied academic training and diverse past experiences have prepared me for a career in archaeology education. And thus, I see myself as equal parts archaeologist and educator. But it wasn't always that way.

I'm not sure why, but my dad encouraged me to read about the Leakey's and their discoveries in East Africa in *National Geographic Magazine*. I thought it was all very interesting, but I didn't think it was possible to be an archaeologist unless your name was Leakey. As an undergraduate at Montana State University, I knocked around in several majors until I realized that most of my credits were in cultural anthropology. I picked up a couple of archaeology jobs and found out that it was possible to fuse my diverse interests in people, science, and the outdoors into a single profession. I guess my dad understood me better than I ever dreamed.

As a neophyte Plains archaeologist, I was troubled by the lack of uniformity in lithic material nomenclature; knappable stone seemed to have many different names depending on where you were working and with whom you were

working. Dr. Tom Roll, my mentor at MSU, encouraged me to explore lithic material designations with a geologist to sort out real geological rock types from generic designations. When I finished, Tom said, "You did something," which was high praise from him. I was pleased when he published my results as an appendix in a major site report—I was a real archaeologist!

In the master's program at the University of Idaho, I concentrated on anthropological theory, statistics, and soil science for my thesis on pre-contact settlement in southwestern Idaho's mountains. After graduate school, I landed a job with the Office of State Archaeologist in Wyoming and spent five long and intense field seasons surveying, testing, and directing data recovery projects all over the state. We did a lot of the state highway compliance work. I don't think there is a major road in Wyoming that I haven't been on.

After Wyoming, I embarked on a doctoral degree at the University of Utah in 1985. Life happened, and the degree just didn't work out. I realized that what I really wanted to do was to teach anthropology. So I switched to education and earned a secondary teaching certificate in hopes of teaching high school history from an anthropological perspective. In the meantime, I got a job at BLM's Utah State Office to tide me over until I could get a teaching job. At BLM, I worked on environmental impact statements and helped with enforcement of the Archaeological Resources Protection Act (ARPA).

The passage of the 1988 amendments to the ARPA mandating federal land managing agencies to educate the public about the "significance of archaeological resources ... and the need to protect such resources" (16 U.S.C. 470ii(c)) spurred many federal archaeologists to action. Not long after I got to BLM, Shelley Smith, BLM archaeologist in the Salt Lake District, offered me a place on a team that was developing an archaeology education program for Utah. Having just earned

that teaching certificate, I was thrilled to have an opportunity to employ my interests and training in both archaeology and education.

We published *Intrigue of the Past: Investigating Archaeology* in 1992 and launched Utah's Project Archaeology Education Program that same year. Project Archaeology strives to teach citizens to respect and protect the rich archaeological heritage on public lands that belongs to all Americans. We develop educational materials and offer professional development for educators in schools and many other venues across the nation, such as museums and visitor centers. The materials are distributed through a national network of archaeology educators and master teachers.

Along the way, I completed a master's degree in education at the University of Utah to expand my educational credentials. When Shelley moved on to other challenges, I happily inherited the Utah program. Little did I know what was in store for me, but looking back, I see I had been preparing for this all my life. That rough spot in the late 1980s actually helped me find my calling in archaeology education.

BLM established a national heritage education program in 1992, and we introduced Project Archaeology to the nation that year at the Society for American Archaeology meetings in Pittsburgh, PA. We were met with such enthusiasm! Many of our colleagues were hungry for archaeology education materials and for a way to distribute them to teachers. Many of them wanted *Intrigue of the Past* for their state, so the BLM Heritage Education Team geared up to meet the demand. I am so gratified that, all these years later, archaeology educators across the country are still offering *Intrigue of the Past* through workshops and institutes.

In 1994, I became the National Project Archaeology Coordinator. I haven't considered doing anything else since then.

Early in my role as national coordinator, it became clear to me that Project Archaeology would have a life of its own. I feel like I have been running to keep up ever since. Like the old game of hoop and stick, once the hoop has started rolling, one must guide it, help it over the rough spots, and keep it going in the right direction.

I was not content to develop archaeology education materials. The more I did, the more I wanted to know about the how and why of the learning. Archaeology education is similar to the larger field of environmental education, but it does not have the same solid foundation in research as the latter. Although some of my colleagues and I have made pioneer-



Jeanne ties a latilla on a replica of an Ancestral Puebloan pithouse at the National Boy Scout Jamboree in July 2010.

ing efforts in this area, there are still very few published studies that speak to the efficacy of archaeology as science or social studies education.

To help fill this gap, I embarked on a doctoral degree in science education. At this writing, I am very close to completion. I studied how fifth-grade students understood science inquiry through an archaeological investigation of a slave cabin at Thomas Jefferson's Poplar Forest plantation in Virginia. I found that kids can grasp how science works through an archaeological investigation. My research has documented that archaeology certainly has a place within inquiry-based science education.

Leading a national archaeology education program certainly has its challenges, and Project Archaeology has been the most challenging and fulfilling work of my entire career. My days are varied and full. I still call on my experience in field-

work and resource protection on a daily basis to guide the program forward. In recent years, I have been exploring archaeology education as a form of applied anthropology.

Project Archaeology is truly a team effort. It operates through a partnership between BLM and Montana State University (MSU). Without long-term support from BLM, the program would not exist. In-kind support from MSU and our many archaeologist and educator partners, who deliver our materials and support the professional development of teachers in their states and communities, make our program possible—we could not sustain this program over the long haul without their help. I coordinate all these partners, and I devote as much time as I can to supporting them. It is an enormous task, but it is also one of my favorite parts of the job.

Sometimes it seems like most of my job is mostly administrative (managing projects, completing reports, and coordinating with all the players), but occasionally I do get to teach archaeology to educators through workshops, institutes, and online. Teaching educators is like giving a gift—our materials provide them with an engaging way to teach social studies, science, literacy, and mathematics, and to instill deep cultural understanding and stewardship ethics. I believe archaeology can make the world a better place, and education is my way of fulfilling that potential.

My favorite task is developing new educational materials (others are now doing much of the development work, but I still get to do the hands-on part of a project occasionally). It's really fun to think of ways to engage upper elementary and middle school students in learning through archaeological content and process. I've worked with some of the best archaeologists in the US and Canada, talking through research and management issues and tailoring archaeological data to classroom applications for young learners. It's like thinking about archaeological method and theory on a fifth-grade level!

Through my work, I have learned so much about the diverse research and cultural resource management projects that are in progress all over the nation and the amazing knowledge about the past that North American archaeologists are constructing. Also over the course of my career, I have been privileged to work with members of descendant communities to build culturally relevant and culturally sensitive educational materials. Their participation has added much depth and perspective to Project Archaeology materials and professional development.

When I began my archaeology education work in Utah in 1990, teachers had much more latitude to choose their own curricula and professional development. But education has changed radically in the last 20 years. With the rise of national education standards and the requirements of No Child Left Behind, teachers must devote their efforts to specific outcomes. While the challenges are great, archaeology is, however, a natural fit for inquiry-based education, a new requirement in science and social studies.

Project Archaeology has responded by developing new curricula, like *Project Archaeology: Investigating Shelter*, which is based on current educational research and best practices for upper elementary students, includes authentic data for students themselves to analyze and interpret. We are currently developing several new units, on topics as diverse as archaeoastronomy and the archaeology in the Apsáalooke [Crow] homeland. These units will meet demands for shorter, inquiry-based materials that can be delivered to teachers in short workshops or online. These pieces, and others targeting the relationship between land and subsistence and migration, will provide in-depth understanding of archaeological processes and content and reveal how archaeological knowledge can guide us in the present and future. I am so pleased to be a part of this fascinating research.

One Project Archaeology research project, an American Honda Foundation-funded study of *Project Archaeology: Investigating Shelter*, showed that archaeology can provide culturally relevant science curricula for African-American students who are typically underserved in science education. Through a MSU National Science Foundation planning grant for incorporating archaeology into informal science education on a national scale, Project Archaeology has begun building new networks with museums and science learning centers across the nation.

Archaeology education is interesting, challenging, and fulfilling, but I cannot say that there are lots of jobs available in it (yet!). Still, if your dream is to be an archaeology educator, I say, "Go for it." You may have to make it a small part of your current job or perhaps, you may have to create your own position, so it may take a while to get where you want to be. But speaking from my experience, the rewards are worth the effort. Above all, don't hesitate to call on other archaeology educators for advice or to find out what is already available in your area of interest.

MY CAREER AS AN ARCHAEOLOGIST

OR, “I NEVER KNEW I WANTED TO BE AN ARCHAEOLOGIST WHEN I GREW UP”

Melody K. Pope

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I don't recall ever thinking “I want to be an archaeologist when I grow up,” although, throughout my 30 some odd years as an archaeologist, I have been amazed by the number of people (neighbors, friends, relatives, strangers) who have apparently had that dream at some point in their lifetime. Well, maybe I am the sucker for becoming one, but truth be told, I can't imagine any other career.

I guess I decided to become an archaeologist in 1975 while a student at Indiana University Southeast taking all the anthropology classes offered by the Indiana University regional campus at New Albany (my home town). But I would have to credit my grandfather's interest in history and the buckets of stone artifacts family members collected from their Ohio Valley farm fields that inspired in me an early interest in American Indian history. Making A's in my anthropology classes also may have influenced my decision to major in anthropology, as did the opportunities archaeology offered to work outdoors, camp, and do photography.

To complete my degree, I moved to the main IU campus at Bloomington. There I had the opportunity to work at the Glenn A. Black Laboratory of Archaeology (GBL) on a variety of surveys and excavations. My first assignment was making boxes, but eventually I moved on to cataloguing collections, mostly Archaic period sites, and I guess that is how I became enamored with rocks instead of pots. What I learned as an anthropology major at IU was that archaeology was about people *and* the things they left behind. I also had the invaluable opportunity to get hands-on experience working in a research laboratory. Opportunities like these help you find out early if you like doing research and identify your research interests.

My previous experience at the GBL helped me land my first post-graduation position in archaeology as a field assistant at the Center for American Archaeology (CAA), a research field center then affiliated with Northwestern University, based in

a small river town in west-central Illinois. While working at the CAA for the next two years or so on the Napoleon Hollow site crew, I had the good fortune again to be immersed in a strong research environment. This experience would play an important role in developing my career and my decision to apply to graduate school at SUNY Binghamton. My early research experiences and mentoring provided opportunities for me to explore many facets of archaeology and to gain a sense of intellectual independence. I entered graduate school after being out in the archaeology working world for three years. Under George Odell's mentorship at the CAA, I was able to continue to hone my skills as a lithic analyst, thus one of my graduate school goals was to become trained as a microwear analyst. Also, my previous undergraduate schooling and time at the CAA imprinted on me the importance of getting a good grounding in anthropological theory.

SUNY Binghamton proved to be a good choice on both accounts. Several years (more than I want to count) and two degrees later, I had accomplished my goals. I attended Binghamton when the processual/post-processual debate was heating up and the Radical Archaeological Theory Symposium (RATS) was just getting organized. Needless to say, I was privy to a lot of theoretical discussion and rabble-rousing. Visiting Scholar Helle Juel Jensen, a Danish archaeologist who specialized in microwear, and her microscope, also were in residence. Under Helle's mentorship, I was able to pursue training in microwear, which I applied to both my masters and doctoral research.

It was an easy transition from the CAA environment to graduate school at Binghamton, since most faculty had research laboratories with state-of-the-art equipment, not unlike the many different laboratories at the CAA. Under the mentorship of Vin Steponaitis and Susan Pollock, in whose laboratories I spent a great deal of time, I was given many opportunities to explore new cutting-edge methods and techniques in archaeological research. Working with Susan, I had the

opportunity to do fieldwork in Iraq between 1987 and 1990. During this time, I gained experience working on multinational teams at two important Mesopotamian sites. This opportunity led to my dissertation research that explored questions of economic and political control in early state societies through a detailed study of chipped stone industries and their relationships to agricultural technology. It also allowed me to broaden my experiences as a field archaeologist and expedition photographer, and to live and work in a culture other than my own. Never upon entering graduate school did I think I would work in the Near East, but this experience was one of the most rewarding in my professional career.

Another graduate school bonus was the Public Archaeology Facility (PAF), a long-established office in the SUNY-Binghamton Anthropology Department that provides first-rate public and community archaeology services. At PAF, I learned how to dig a shovel test pit, how to be a successful crew chief, how to write a Phase I Survey report, and what a successful research-oriented public archaeology program looks like. Having a facility like the PAF is a real asset for students. It is a place where you can get lots of applied experience that will serve you well. It also gives you opportunities to build valuable and lasting relationships with your graduate school comrades, and keep food on the table during those unfunded semesters.

I have had the good fortune to have been given lots of room to grow intellectually and independently, both in my formal and informal schooling. My formal training taught me the nuts and bolts of archaeological research from a problem-oriented and theoretically informed approach. These are necessary tools for writing successful research proposals, or implementing them, whether one practices in a predominantly research or applied context. In my current position as the General Contracts Program Director at the University of Iowa Office of the State Archaeologist, I am in an environment that is supportive of service and research. Since I have been in my current position, I have taken advantage of opportunities to attend workshops and training sessions on successful proposal writing offered through the University of Iowa. My first year at Iowa, with support from an internal research funding initiative, I purchased a state-of-the-art optical microscope. I am now in a position to continue with microwear studies, and to train other interested students and staff.

My previous work and schooling experiences have instilled in me the value of team work, collegiality, and the importance of being flexible and adaptable. Working in the busi-



Photographing finds at Jemdet Nasr, Iraq 1989. Photo courtesy of Wendy Matthews.

ness of historic preservation, no two days are ever alike, and you never know from one day to the next what situations will arise. While it can sometimes be hard to work as a team when our professional jobs tend to compartmentalize us in institutional culture (whether practical or not), flow charts, and the dreaded cubicle, I believe team work is an important and fundamental component of successful research and job satisfaction; and, it is an important way to oppose the compartmentalization and estrangement that comes with solitary work. So, whether I am attending meetings with contractors, consultants, staff, or construction workers (often all of the above in the same room or on the same phone line), I try to stay focused on the common goal, be it a successfully concluded research project, journal article, grant proposal, or new sewer line. For me, archaeology is archaeology, wherever or in whatever context you practice it; your training provides you with tools and perspective; how and where you apply what you learn is up to you.

My day-to-day work also involves a large measure of management and administrative duties, skills I have had to

acquire “on-the-job.” Never in my schooling or training did I take a formal course in management, administration, or business. In my current position, I take advantage of career development courses in effective management offered at the University of Iowa. I remember being asked in the interview for my current position, “What is your management style?” I was stumped, which was odd, given that most of my professional life has been in the domain of cultural resource management as a planner, manager, or principal investigator. Team work, flexibility, and hiring good people and letting them do what they are good at, while staying out of their way as much as possible, are strategies I try to apply, having learned them along the way from my mentors, teachers, and colleagues. Everyday I manage multiple projects, moving them through administrative channels within university, government, and private-sector entities. Seeing a project from start to finish can be very rewarding, particularly ones that have positive outcomes for the public, profession, and preservation. Needless to say, this requires enormous amounts of time and energy.

Finding a balance in managing all the demands on your time, dealing with issues small and large, while having time and energy to sustain creative work, is one of the biggest challenges in my current position. One of the conundrums of doing archaeology today at research laboratories where funding is largely from external sponsors is that you are always juggling too many projects, or so it feels. Striking a balance between program sustainability and research viability is a constant challenge. But the motivation comes from



Excavating at Spring Mill State Park, Summer 2010. Photo courtesy of April Sievert.

the day-to-day rewards: sparking an interest in a student; seeing large and complex projects successfully completed; and, providing support for my staff to pursue their interests, take on new responsibilities, and grow.

Writing this essay has provided me a rare opportunity to indulge in a bit of introspection, a luxury in a fast-paced digital age. I am grateful to the Public Education Committee, Careers in Archaeology Subcommittee for this experience. One bit of insight I have gleaned is that I seem to feel most at home, professionally, in research laboratory settings. These are places I have gravitated to over and over again. I suppose this is due to the opportunities I had early in my career at the GBL, CAA, and PAF.

I have always had my feet planted in both the academic and applied worlds. In my current position as Director of the General Contracts Program at the University of Iowa Office of the State Archaeologist, I am part of a well-established research center. I have opportunities to teach, do research and public outreach, and direct a viable applied program.

My prior work experiences in applied archaeology in the historic preservation sector, as well as my ongoing research interests, made me a good fit with the OSA. I brought to the position several years of doing archaeology and managing applied programs in a variety of settings. I also had spent one year as a regulatory archaeology reviewer for the Indiana SHPO, where I learned a great deal about the process of historic preservation and started a public archaeology research program at an historic mill in southern Indiana. The well-equipped laboratory and professional atmosphere at the OSA were a good fit for me.

So while it has been a long road, it feels like I may have found my niche. No easy thing to do these days. My advice to anyone interested in a similar career in archaeology would be to keep doing what you like, to the best of your ability, with the resources you are given. Get a good education, and then get out there and get as much on the job experience as you can. Experience will help you figure out what you like to do and what you are good at doing. Keep learning, persevere, and stay positive, no matter what is thrown at you out there in the working world. You, too, will find your niche. And as I was once reminded by one of my doctoral committee members, remember to have fun along the way!

AFTERWORD

ARCHAEOLOGY: A JOB. A CAREER. AND FOR SOME, A CALLING

A. Gwynn Henderson and Nicolas R. Laracuente

A. Gwynn Henderson is Staff Archaeologist and Education Coordinator at the Kentucky Archaeological Survey and Co-Chair of the PEC Careers in Archaeology Task Group. Nicolas R. Laracuente is a doctoral student in the Department of Anthropology at the University of Kentucky and Co-Chair of the PEC Careers in Archaeology Task Group.

Our goals in this wrap-up are to briefly highlight some of the authors' shared perspectives, comment on common themes, and, inspired by these essays, offer answers to the questions posed in the Forward.

Where the Essays Intersect

Half of these authors determined they would become archaeologists at a young age, citing an interest in archaeology or history dating back to elementary school. Most of the rest had no such plans: they encountered archaeology for the first time in an undergraduate introductory course. Each author secured another degree or certification after graduating from college. Many went on to get advanced degrees in Anthropology and/or Education.

Whether by direct or circuitous route, many cited "happy" career accidents: the falling apart of original plans or serendipitous opportunities on which they took a chance. Others, seeing a need, were compelled to make opportunities happen. All, in considering the arc of their careers, remarked on important turning points or watershed moments, and for many, their first Anthropology/Archaeology course or their fieldschool was one of those moments.

Some of these authors have conducted fieldwork throughout their career; others have not done it in a long time. But all went to the field and held a trowel early in their career.

Most of the authors mention the important role experiential learning or training (in archaeology and outside it) has played in their career. They view book learning and life experiences as complementary aspects of a career in our discipline.

Several authors, regardless of which archaeological generation they belong to, describe their career in terms of a life's mission, a journey, a search. Several speak of feeling a responsibility to give back and of a belief that archaeology can be a vehicle for social change, that it can make a difference in people's lives and in the world around us.

Some authors noted that they are finally seeing the path they have been following, and acknowledge they may have been preparing all along for what they are doing now, but just weren't aware of it. They remark that it took them this long to learn important lessons and gain perspective.

We were struck by the complementarity of advice the authors offered, irrespective of where they were in their careers and what kind of jobs they had:

- Make the most of the opportunities that come your way.
- Seek out challenges, or better yet, make them happen.
- Be a lifelong learner.
- Follow your dreams.
- Be flexible.
- Be patient.

And finally, there are the words that appear in most of the essays: cooperation and collaboration; fun and friendship. Words we would all do well to remember more often.

Moving Forward

We hope these essays will stimulate productive discussion about what archaeology is, who archaeologists are, why archaeology matters, and what role archaeology plays in the twenty-first century.

These essays demonstrate that the association of archaeology with fieldwork is no stereotype. As much as we may want to steer people's perceptions away from the "we dig for things" idea to the "it's not what we find, it's what we find out" idea, excavating "things" is a defining aspect of what archaeologists do. And while there is no denying the thrill when you discover new information and insights about the human condition from artifact patterns, it is the simple act of holding an object from the past and realizing how it links you to someone long ago that is the ultimate thrill.

We want to thank the authors for sharing their experiences and insights with us so candidly, so enthusiastically. Their

insights and trials relate lessons and advice. These essays should find their way into the hands of every high school guidance counselor and be a part of every college advisor's toolbox. We also encourage those considering a career in archaeology to consult other sources that present archaeologists reflecting on their careers in their own words (see www.saa.org/Careers/CareerAutobiographies/tabid/1442/Default.aspx for a beginning list).

Archaeology today is about diversity: there are so many different kinds of careers and jobs. Looking back at our history, as told through the stories and the careers of the people who lived it, may signal a growing maturity on the part of the SAA.

And Now...

We'd like to come full circle and close by returning to our Foreword's opening scenarios.

The fourth grader asked: "What do archaeologists do?"

The stereotypical archaeologists of yesterday and the movies-colorful swashbuckling characters who dig in remote exotic places seeking objects and adventure-still populate the public image. The idea of fun and adventure and the out-of-doors, of discovery and missing links, is what drew many of us to archaeology, too.

So how do we acknowledge the romance but tamp down the stereotype? How do we infuse the fun with science, and then present it in a way that makes sense to a fourth grader? Perhaps like this:

"Archaeologists are interested in people. They study the lives of people who lived long ago by studying the things they left behind. Archaeologists share what they've learned with others and work to protect the places where these long-ago people lived. Would you like me to tell you something I've learned by looking at the things those people left behind?"

The college senior asked: "What kind of job can I get with my degree?"

We hope that by reading these essays (and those that will appear in subsequent Careers in Archaeology columns of *The Record*, and the sources on the SAA's website) you now have access to more information than you imagined. We hope you have gained a perspective on the many different kinds of jobs you can do with your degree and the many con-

texts within which you can work. Researcher, writer, park interpreter, site steward, heritage tour developer, teacher/educator, company president/CEO: the list goes on and on.

Make no mistake. The jobs and careers these essays highlight require additional schooling and additional degrees, both inside and outside of Anthropology. They also require additional training that is available only through rich experiential learning. Take advantage of unexpected opportunities or, just as importantly, find ways to create the job or work context you want.

The old(er) archaeologist asked: "What kind of archaeologist AM I, now?"

Editing and writing, meetings and budgets, personnel crises and compromises have replaced seasons spent in the field and time analyzing what you found. Computers and pens have replaced your trowel.

Still, you know the answer to this question: you're the same archaeologist you've always been!

It's not the trowel or the fieldwork that makes the archaeologist. It's the archaeological state of mind, the way you look at the world.

You still have a passion for the past, are still excited to be shown an artifact that stumps you. The world for you is still one big site, a reflection of patterns of objects that tell stories.

Your heart still skips a beat when you see the wonder in someone's eyes when you share what a sliver of rock can tell; when someone tells you they are going to protect the site on their farm; when the commission finds a solution that preserves the sites *and* builds the highway.

Today, however, unlike in your youth, you are beginning to appreciate the depth and breadth, the complexity and diversity of the human condition, and you are humbled by how much there is still to learn. You are keenly aware of how rare true win-win situations are, and you embrace them. You recognize how much of archaeology is wrapped up in the friendships and relationships you've built over the course of your career, as together you worked to answer a research question, preserve and protect a site, or educate the public.

So, if for you, fieldwork really does remain the measure, then in the words of these essayists: Get out there and do it! And if it is not, they'll tell you: Make the adventures happen wher-

ever you are, because archaeology is the only work you can conceive of doing!

Archaeology is a job. It is a career. And for some, it is an identity and a calling. In whichever place you see yourself, it is a way of viewing the world.

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Chair), Maureen Malloy, Briana Pobiner, Christy Pritchard, Ben Thomas, A.J. Vonarx, and Stephen Whittington. Thanks go to colleagues Debbie Confer, George Crothers, and Scott Hutson, who also supplied us with potential candidate names, and to David Pollack, who not only supplied names, but helped us essentialize the essay questions, and read and commented on drafts of the essays and our “bookend” articles. And finally, thanks go to Jane Baxter and John Neikirk for encouraging our enthusiasm within the limits of word counts and page limits.



POSITIONS OPEN

POSITION: DIRECTOR OF UMASS ARCHAEOLOGICAL SERVICES

LOCATION: AMHERST, MASSACHUSETTS

The University of Massachusetts Amherst seeks to hire a Director of UMass Archaeological Services (UMAS) under a faculty, non-tenure track appointment. Under the general direction of the Chair of the Department of Anthropology, the Director of UMass Archaeological Services (UMAS) serves as the Principal Investigator for contracts and grants awarded by outside sponsors in the area of cultural resource management and historic preservation. The Director develops, implements, and administers daily operations, and oversees finances, grants and contracts, and personnel actions within the organization. A Ph.D. in anthropology, archaeology, or closely related field is required by time of appointment. A specialization in Northeast U.S. archaeology is preferred. A minimum of five years of supervisory and administrative experience in the field of Cultural Resource Management is required. We seek candidates with (1) a knowledge of state and federal cultural resources legislation; (2) demonstrated experience in conducting and managing large-scale archaeo-

logical surveys and excavations, and in producing timely reports; (3) demonstrated experience in computer applications to large-scale archaeological research projects, including GIS, database development and data-management; (4) and demonstrated experience in sponsor and regulatory agency negotiation and outreach to stakeholders. Knowledge of architectural history is beneficial, but not required. The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer. Women and members of minority groups are encouraged to apply. For more information about the University and the complete job ad, go to umass.edu/anthro or call 413-545-2221. We are accepting applications online at: <https://academicjobsonline.org/ajo>. Please include a letter describing interests and qualifications, a CV, and list of 3 referees. Alternatively, paper submissions should be sent to Tracy Tudryn, Dean's Assistant, Dean's Office, 230 Draper Hall, University of Massachusetts, Amherst, MA 01003. Application screening commences on March 15, 2011. No applications will be accepted after April 1, 2011.



NEWS & NOTES

Fifth Annual Dissertation Research Grants in Historic Preservation.

SRI Foundation is pleased to announce that it again will award two \$10,000 SRIF Dissertation Research Grants to advanced Ph.D. candidates. This year, we have distinguished two classes of awards. As in previous years, the first class of award will be given to students who expand the scholarly impact of one or more completed historic preservation projects. The new second class of award will be given to students who advance the practice of historic preservation. Awards will be made to the top two proposals, regardless of class of award.

Applicants for the first class of award (e.g., in archaeology, cultural anthropology, historic architecture) must use information derived from one or more *already completed* historic preservation projects as their primary source of data (e.g., a series of compliance-driven cultural resource inventories, large-scale excavations, historic property recording projects). Applicants for the second class of award (e.g., in anthropology; history; architecture; historic preservation planning, law, and public policy) must undertake research directed primarily to understand and improve the practice of historic preservation (e.g., designing local historic preservation plans, developing Tribal historic preservation programs, investigating creative alternatives to standard mitigation for historic architectural resources and archaeological sites).

Detailed information on this dissertation research grant program, including an application form, is posted on the SRI Foundation website (<http://www.srifoundation.org>) under Educational Opportunities and Resources. Applications will be accepted through Friday March 18, 2011. The SRIF Dissertation Research Grant Review Committee will evaluate all proposals and make funding recommenda-

tions to the SRIF Board of Directors who will make the final award decisions. Winning applicants will be notified during the week of April 11-15, 2011. Grant funds will be released within 45 days of award notification.

For more information, contact Dr. Carla Van West (cvanwest@srifoundation.org).

The National Park Service's 2011 workshop on archaeological prospection techniques entitled **Current Archaeological Prospection Advances for Non-Destructive Investigations in the 21st Century** will be held May 23-27, 2011, at the Palo Alto Battlefield National Historical Park in Brownsville, Texas. Lodging will be at the Courtyard by Marriott in Brownsville. The field exercises will take place at the site of Fort Brown on the University of Texas at Brownsville and Texas Southmost College campus in Brownsville. The Palo Alto Battlefield National Historical Park preserves the historic and archeological remnants of the first battle of the Mexican War in 1846. Co-sponsors for the workshop include the National Park Service's Palo Alto Battlefield National Historical Park and the Midwest Archeological Center. This will be the twenty-first year of the workshop dedicated to the use of geophysical, aerial photography, and other remote sensing methods as they apply to the identification, evaluation, conservation, and protection of archaeological resources across this Nation. The workshop will present lectures on the theory of operation, methodology, processing, and interpretation with on-hands use of the equipment in the field. There is a registration charge of \$475.00. Application forms are available on the Midwest Archeological Center's web page at <http://www.nps.gov/history/mwac/>. For further information, please contact Steven L. DeVore, Archeologist, National Park Service, Midwest Archeological Center, Federal Building, Room 474, 100 Centennial Mall North, Lincoln, Nebraska 68508-3873: tel: (402) 437-5392, ext.

141; fax: (402) 437-5098; email: steve_de_vore@nps.gov.

Forum On Revisions To The SAA Code Of Ethics In Sacramento- An Invitation To Participate. In October 2008, twelve archaeologists of diverse backgrounds, interests, and ages, met at Indiana University, Bloomington, to revisit the Principles of Archaeological Ethics and their implications for archaeological practice. Proceeding from the position that collaborative practice is essential for quality archaeology, the group reviewed the Principles for possible revision and expansion. They also began developing ideas to improve interactions between archaeologists and affected groups, particularly Native American and Indigenous communities. The group solicited comments from archaeologists via an open letter published in the March 2009 (page 4) edition of *The SAA Archaeological Record* and online at <http://www.archaeology-ce.info/letter.html>.

The Committee on Ethics approached the SAA Board of Directors about this concern. At its fall 2010 Board meeting, the Board charged the Committee to review the Principles and "recommend whether there are areas that may be in need of revision and further discussion, and report back to the Board by September 1, 2011."

To help meet this charge, the Committee on Ethics is conducting a sponsored forum at the Sacramento meetings titled "The Principles of Archaeological Ethics as a Living Document: Is Revision Necessary?" Join us Thursday evening, March 31st, to participate in this important discussion. If you can't attend, email your opinions, suggestions or comments to jwatkins@ou.edu.

(Convocatoria, continuación)

5. **Instalaciones para la Proyección:** Todas las imágenes para las ponencias deben estar en formato electrónico, de preferencia en Powerpoint o Keynote. La Conferencia contará con una computadora laptop, un proyector LCD, y una pantalla.
6. **Proceso de Selección: Se pueden aceptar solamente 36 ponencias y 18 carteles.** Un comité internacional de arqueólogos latinoamericanistas y caribeños revisarán los resúmenes y elegirán a las ponencias y los carteles a presentarse en la Conferencia. Se anunciarán los resultados del concurso a fines de julio, 2011.
7. **Necesidad de Ser Socio de la SAA:** Para presentar una ponencia o un cartel en la Conferencia Intercontinental es un privilegio reservado únicamente para los miembros de la SAA. Todos los ponentes deben abonar su cuota de afiliación con la SAA para el año 2012 entre el 16 de septiembre y el 1º de diciembre de 2011 [visite <http://bit.ly/2012cuotas> para más información]. Si la solicitud para afiliarse o renovar su afiliación no se completa antes del 1º de diciembre de 2011, su ponencia o cartel no será incluido en el programa. Si tiene cualquier pregunta en cuanto al necesidad de ser socio, escriba a meghan_tyler@saa.org, la encargada de afiliación y mercadeo de la SAA.

Instrucciones para Postular una Ponencia o un Cartel:

1. **Correo electrónico:** Toda entrega tiene que ser por correo electrónico. Se ha establecido una dirección de correo electrónico especial para mandar resúmenes para la Conferencia Intercontinental (conferenciaintercontinental@saa.org).
 - a. Indicar en el encabezado del correo electrónico si se trata de una propuesta para ponencia o un cartel. Para ponencias, usar el título "SAA Paper Abstract." Para carteles, usar el título "SAA Poster Abstract."
 - b. Enviar su resumen por correo electrónico como un archivo adjunto en formato Word (límite máximo de 200 palabras) a: conferenciaintercontinental@saa.org a más tardar el 15 de junio de 2011.
 - Aparte del resumen de 200 palabras, incluya en el archivo de Word: el título de la ponencia o el cartel, y los nombres y afiliaciones académicas del autor y los co-autores.

Cuota de Inscripción para la Conferencia:

La inscripción para la Conferencia Intercontinental se abrirá el 1º de agosto de 2011 en la red de SAA. Las cuotas de inscripción son:

| | |
|-----------------------------------|----------|
| Socio con descuento | \$59 US |
| Socio estudiante con descuento | \$29 US |
| Socio estándar | \$99 US |
| Socio estudiante estándar | \$69 US |
| No-socio con descuento | \$79 US |
| No-socio estudiante con descuento | \$59 US |
| No-socio estándar | \$149 US |
| No-socio estudiante estándar | \$89 US |

La cuota estándar se aplica a los socios que viven en Australia, Bahrain, Islas Bermudas, Brunei, Canadá, Chipre, Israel, Japón, Corea, Kuwait, Libia, Nueva Caledonia, Nueva Zelandia, Qatar, Arabia Saudita, Sultanato de Omáa, Singapur, Taiwán, Emiratos Árabes Unidos, Estados Unidos, o Europa Occidental. La tarifa con descuento se aplica a los socios que viven en Latinoamérica o en cualquier país no incluido en la lista anterior.

Los ponentes de ponencias o carteles aceptados deben inscribirse para la Conferencia Intercontinental a más tardar el 29 de septiembre de 2011. Los asistentes que no presentarán una ponencia o un cartel pueden inscribirse a más tardar el 9 de diciembre de 2011. No habrá posibilidad de inscribirse en la Conferencia misma. Se puede reembolsar la inscripción, según las circunstancias, si se hace la solicitud antes del 1º de octubre de 2011. Toda solicitud de reembolso debe dirigirse por escrito a la Directora Ejecutiva de la SAA, Tobi Brimsek (tobi_brimsek@saa.org).

Fechas Importantes

| | |
|---------------------------|---|
| 15 junio 2011..... | Fecha límite para proponer una ponencia o un cartel |
| Fin de Julio de 2011..... | Notificación de decisiones |
| 1 agosto 2011..... | Apertura del inscripciones |
| 16 septiembre 2011..... | Apertura de la solicitud /renovación de afiliación para 2012 |
| 29 septiembre 2011..... | Fecha límite para la inscripción de ponentes |
| 1 diciembre 2011..... | Fecha límite para la solicitud/renovación de afiliación para 2012 |
| 9 diciembre 2011..... | Fecha límite para la inscripción de asistentes (no presentadores) |

¿Preguntas?

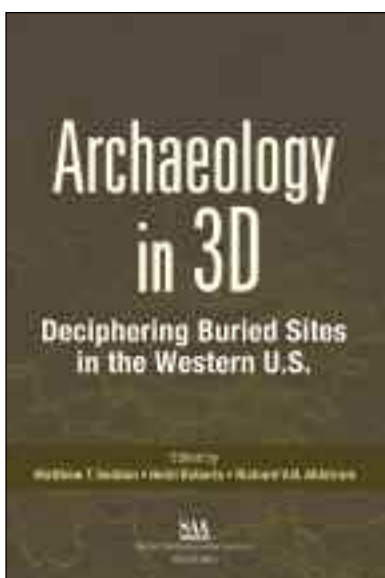
Para mayor información, escriba a Dan Sandweiss, Jefe del Comité Organizador de la Conferencia Intercontinental a dan.sandweiss@umit.maine.edu o a Tobi Brimsek, Directora Ejecutiva de la SAA Executive Director a tobi_brimsek@saa.org.

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