Recommended Model Curriculum
Masters in Applied Archaeology
Committee on Curriculum
Society for American Archaeology
May, 2008

Introduction

In recent years there has been extensive discussion within the North American archaeological community about the lack of fit between traditional archaeological training and the realities of the current jobs that archaeologists find when they complete their degrees (e.g. Bender and Smith 2000, McAndrews 2007, Whitley 2004). To a large extent, these discussions have centered on the need to provide adequate preparation for those archaeologists who are entering the field of Cultural Resource Management either in the private or government sector. However, there has also been a growing awareness among archaeologists that today's students, who may pursue a variety of career paths and even work in different sectors at various stages of their careers, require greater exposure to topics such as the nature of historic preservation law, working with descendant populations, interpreting archaeological findings for the public, curating archaeological collections, and preserving archaeological records. In short, as our discipline has changed, the curriculum offered to those electing to pursue archaeology also has begun to change (see Vawser 2004).

The SAA, as the main professional organization for American archaeologists, has been deeply involved in these discussions. After establishing a Task Force on Curriculum, the SAA sponsored the Wakulla Springs Workshop in 1998. One outgrowth of this workshop was the SAA publication, *Teaching Archaeology in the Twenty-first Century* (Bender and Smith 2000), which put forth "seven principles of curricular reform". This led to the MATRIX (Making Archaeology Teaching Relevant in the XXI Century) project, a grant funded initiative that made course syllabi for key undergraduate courses based on these principles available on the web (Ebbitt et al. 2004, (http://www.indiana.edu/~arch/saa/matrix/homepage.html). In 2003, the SAA established a permanent Committee on Curriculum, and the *SAA Archaeological Record* has continued to devote space to the topic of curriculum reform (e.g., Ashley 2006; Ebbitt 2006, Mills 2006, Sebastian 2006, Shackel and Mortenson 2006, Smith 2006, White et al 2004; Yu et al 2006).

In the Fall of 2006, discussions of the SAA Board of Directors led to the conclusion that the SAA should support the development of appropriate graduate curricula by providing specific recommendations concerning Masters degrees designed to meet the needs of today's professional archaeologists. To this end, the Board asked the SAA Committee on Curriculum to work in conjunction with other SAA committees to develop a concise curricular outline for a Masters in Applied Archaeology. Committees to be consulted in this process included the Committee on Consulting Archaeology, the Committee on Government Archaeology, the Committee on the Americas, the Student Affairs Committee, the Committee on Museums, Collections and Curation, and the Committee on Professional Development.

The model curriculum which follows is a response to this request. It has been developed from the feedback received from other SAA committees as well as from discussions among the members of the Committee on Curriculum both at the annual meeting in Austin in April 2007 and since that time via email. An initial draft was developed and circulated between September and December, 2007, and comments received from the SAA Board and from various committees and their members as well as continuing discussion within the Committee on Curriculum have led to this revised document. We wish to thank those colleagues who have provided either verbal or written comments to our requests for feedback.

Definition of Applied Archaeology

There has been some debate among those developing and commenting on this curricular model about what the proper name for an MA program designed for today's professional archaeologists should be. In the end we have chosen to retain the name used by the SAA Board in asking us to develop a curricular outline: Applied Archaeology. Nonetheless, it is important to clarify that in using this name we envision training that should be useful in a broader set of contexts than are found in cultural resource management alone. At the same time, we do not necessarily view the program as providing background and training in all possible areas of cultural resource management, a field that certainly can encompass more than archaeology. The definition of applied archaeology used in this model is as follows:

> Applied Archaeology refers to the application of archaeological research
> and its results to address contemporary human problems, including (but not
> limited to) issues that involve cultural resource management, heritage tourism
> and development, long-term modeling of human/environment dynamics, and
> public education aimed at awareness and stewardship of archaeological remains.

Issues and Concerns

The SAA of course has no certification capabilities or authority and this document is intended solely as guidance for those academic departments considering curricular modification and development. It reflects the SAA's continuing recognition of the need for universities to provide meaningful educational opportunities in our changing and dynamic field.

We realize that the missions of individual universities differ. Thus, whether or not an applied archaeology program is attractive to a particular institution will depend in part, on its perceptions of itself and its mission (Mills 2006). It is possible that long-standing anthropology programs that have focused on preparing students for academic careers will develop parallel programs emphasizing applied archaeology. Indeed some programs already have such dual track systems (Vawser 2004). In addition, anthropology programs in smaller, perhaps state-affiliated institutions may find that developing an applied program meshes well with their regional service mission. Thus, many institutions may be able to provide quality MA programs in archaeology with an applied focus, and it is the committee's subjective impression that many institutions are interested in developing applied programs.

This not withstanding, because of the historical tendency for CRM careers to be perceived as second choices, the committee has strong concerns about creating a two tiered approached to archaeological training. In fact, even for those archaeologists who are pursuing an academic career, much of the recommended coursework for an applied archaeology MA would be beneficial. The best approach to creating such Masters programs giving teaching resources would be to integrate some of the proposed courses into the existing graduate curriculum. In addition, we argue that courses in archaeology theory and method are as important for students in applied archaeology as they are for those pursuing more traditional academic careers (McAndrews 2007:40). In essence we see the skill sets that can be acquired in an applied program as also having utility for those pursuing more traditional (i.e. academic) employment. As McGimsey and Davis wrote in 2000, public archaeology is archaeology rather than an add-on (McGimsey and Davis 2000:5). It is our hope that colleagues in many types of programs will consider the merits of this proposed curricular model, and discuss the possibility of curricular change in their own programs as a result.

Structure

The discussions of the Committee on Curriculum have been organized around 1) what core courses all students in an applied archaeology program should take, 2) what are appropriate elective courses and 3) what kinds of experiential (e.g. internships, theses) requirements and recommendations should be incorporated to supplement formal coursework. We considered the topics to be covered by various classes as well as the courses themselves.

The program we envision conceivably could be completed within two years with core requirements being taken over the first year, and electives, optional internship and a required thesis supplementing these courses. The precise numbers of courses and division of credits necessarily would vary between universities that use semester and quarter systems. For example, though listed below as a sequence of two Masters Seminars, departments on a quarter system may find that they need a sequence of three seminars to adequately cover the topics listed below the seminars.

Departments should encourage non-applied students to take any of the below as electives as well. Furthermore, students wishing to combine a Masters program in applied archaeology with course work in a related field (e.g. an MBA, an MA in Museum Administration, GIS) should be supported in the pursuit of such combined programs.

Core Courses

Academic Year I
A) Masters Seminar I should cover the following (not necessarily in this order):
1) History of American historic preservation.
2) Overview of the most important laws and implementing regulations, including state and local in addition to federal laws; case studies for each; introduce Section 106 process, 36CFR 800, ARPA permitting, NAGPRA, protection of historic properties, undertakings, consultation, agreements, implementation; introduce standard CRM information development, including identification, evaluation, and mitigation of adverse effects, and site treatment/protection measures.

3) Class project: a detailed scenario requiring research proposal or statement of work; background research; field methods design; National Register procedures; and final presentation and/or paper. The final paper for this project should be in a report format. Eventually a student might develop this document while pursuing his or her thesis.

B) Masters Seminar II should cover the following (not necessarily in this order):
    1) More on how laws are implemented through regulations and agency policies, ARPA damage assessments, track recent changes and developments, including court cases.
    2) International cultural property laws.
    3) Working with various publics: media relations, public education, planning, introduction to negotiation and dispute resolution, international perspectives; special section on interested party consultation and emphasis on tribal consultation.
    4) Ethics: professional/anthropological, and business.
    5) Report writing, continued; also introduction to agreement documents (e.g. MOAs and MOUs) and management.
    6) Curating archaeological collections/cultural property: project design and collection strategy, costs, basic management, analysis, involvement of descendant communities, research potential and accessibility for research; archival records management and conservation.

C) Archaeological Theory:
    1) History of archaeological thought.
    2) Current theoretical approaches in archaeology.
    3) Relevance of archaeological theory in practice.
    4) Possible class project in which students employ a particular theoretical approach to a research study.

D) Research Methods:
    1) Quantitative methods.
    2) Sampling strategies and their practical implementation.
    3) CAD, GPS, GIS, and spatial analysis in archaeology.
    4) Practical research design and implementation.

Electives

Academic Year I
At least two elective courses from the list below should be selected during the first year of the program based on the interests of the student.

Academic Year II
Students should select at least four elective courses from the list below distributed over the course of their second year. Students taking internships with agencies or firms during this year may substitute internship for up to half of these electives. Other students, in

consultation with their advisor, should use these electives to develop an analytic or other specialty useful in applied settings.

Elective Courses:

Departments, of course, will be constrained by faculty expertise as well as the size of the faculty with respect to the courses they are able to offer. All of the following courses need not be available, but as suggested in the notes that follow, departments should provide courses in the various categories shown below.

Anthropology Courses:

Regional Prehistory, e.g. Southwest, Southeast, Pacific Northwest (a department should minimally offer a course in the local region)

Historical Archaeology (should be included in the elective list for all departments)

Artifact Analysis, e.g., ceramics, lithics, historical artifacts (one or more of these courses should be available to students)

Specialized Methods, e.g., faunal analysis, floral analysis, geoarchaeology, geophysics/remote sensing (one or more of these courses should be available to students)

Native Americans, e.g., modern first nation people and the issues they confront (should be included in the elective list for all departments)

Archaeological Collections Management, e.g., coverage of curation and collections management in museums and repositories , object and records conservation, digital records and associated documentation, special ethical concerns

Ethnographic methods

Computers in archaeology, e.g., databases, GIS, (some of these topics might be provided by other departments if available)

Issues in Historic Preservation, e.g., coverage of allied fields such as historic architecture and planning (might be provided by another department if available)

Landscape archaeology

Courses in Other Departments as available:

Technical Writing or other non-fiction writing
Accounting/Financial Management
GIS
Cultural Geography
Environmental Planning
Urban Planning
Public History
Sustainable Tourism/ Heritage Tourism
Museum Methods and Administration

Field Experience

Competency in applied archaeology depends in part on enough field experience to be able to make informed decisions about developing and managing archaeological data sets. For this reason, it is important that programs in applied archaeology provide

opportunities for students who do not already have extensive field experience including opportunities at the supervisory level when possible. Although we do not believe that a two-year MA program can meet Secretary of Interior requirements for one year of supervisory experience fully, we recommend that programs in applied archaeology:

1) require an undergraduate field school experience either before admission or, as a remedial course that does not receive credit toward the degree following admission, and
2) provide an advanced field school or an option to supervise fieldwork conducted by departmental regular or adjunct faculty. This would typically be available during the summer between the first and second years of the program.

Programs should also develop provisions for students who already have extensive experience as archaeological technicians, crew chiefs, or field directors upon admission. Typically such students would be able to have some or all of these requirements waived or altered.

Of course, internships and theses will also include important experiences in fieldwork as well as in analytic analysis. It is imperative that such experiences be designed with the applied archaeologist's need for a strong background in the field and lab in mind.

Internships
An internship in a public agency or a private firm is strongly encouraged and may be used to replace up to 6 credits of electives in the program. An internship is an important step in a students' training as an applied archaeologist, because it can provide invaluable practical experience in applied archaeology. There are many possible sites for internships in both private and public sector organizations. Some governmental agencies, public or private museums, and consulting firms have formal internships, but internships may also be established on a case by case basis at the initiative of students and their advisors. Departments should cultivate potential relationships in their area and internships should be carefully planned so that the experiences involved are useful to the student. Students generally should not be allowed to use their place of employment as an internship site. For example, working as a field technician or a crew chief in itself would not qualify as an internship. Establishing a formal internship contract may be advisable so that all parties are aware of the educational goals, and the faculty internship coordinator should monitor the progress of the internship, requiring evaluations from on-site supervisors as well as the student.

Thesis
A thesis representing completion of an archaeological project and report must be completed. Thesis topics can vary widely but must involve the student in some aspect of applied archaeology. Generally, the thesis will provide the student with experience designing, implementing and reporting on applied archaeological research. In some instances, a policy paper on the management of archaeological resources, which uses site

distributions, collections or other archaeological data from a region, will be acceptable. Students will take up to the equivalent of 6 hours thesis credit during Semesters III and IV. However, thesis credit cannot be taken before completion of core courses and at least 6 hours of approved electives.

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