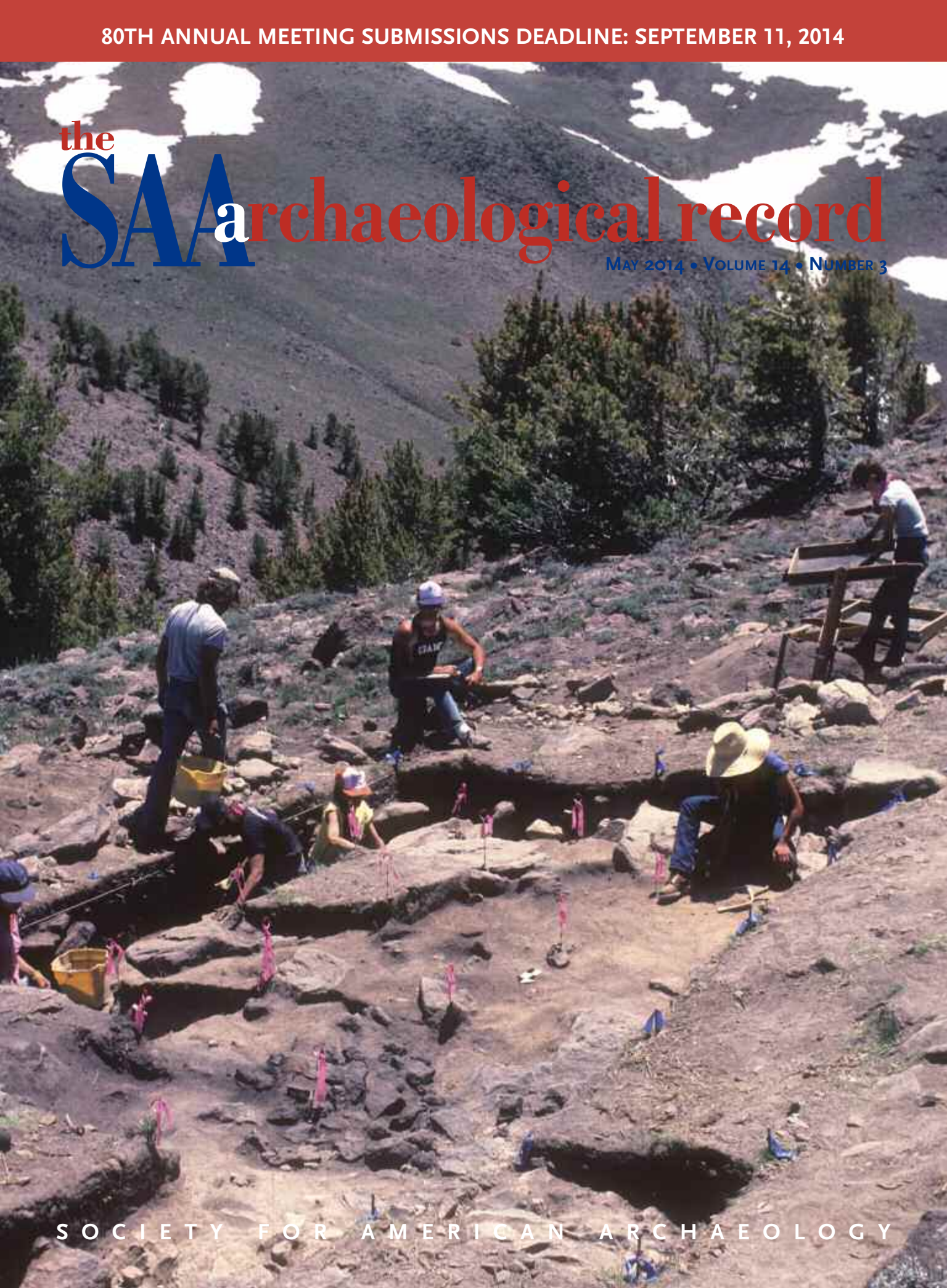


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the SAA archaeological record

MAY 2014 • VOLUME 14 • NUMBER 3



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The Magazine of the Society for American Archaeology

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On the cover: Summertime excavations at Alta Toquima—Figure 4 from the article, Exploring and Explaining Alta Toquima: The Higher You Get, The Higher You Get (photo reproduced by permission of David Hurst Thomas)



The *SAA Archaeological Record* (ISSN 1532-7299) is published five times a year and is edited by Anna Marie Prentiss. Submissions should be sent to Anna Marie Prentiss, anna.prentiss@umontana.edu, Department of Anthropology, The University of Montana, Missoula, MT 59812.

Deadlines for submissions are: December 1 (January), February 1 (March), April 1 (May), August 1 (September), and October 1 (November). Advertising and placement ads should be sent to SAA headquarters, 1111 14th St. NW, Suite 800, Washington, DC 20005.

The *SAA Archaeological Record* is provided free to members and subscribers to *American Antiquity* and *Latin American Antiquity* worldwide. The *SAA Archaeological Record* can be found on the Web in PDF format at www.saa.org.

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EDITOR'S CORNER

Anna Marie Prentiss

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

Ethics and education are on the radar in this issue of the *SAA Archaeological Record*. The recent SAA Annual Meeting in Austin was the largest ever at 4,483 member attendees. The 2015 meeting in San Francisco will undoubtedly be as widely attended. Thus, while this last meeting is still fresh in our minds and as we begin to imagine next year, it is also a good time to think about ethics and annual presentations. Jane Baxter and Terry Childs provide a report on the recently convened SAA Task Force on Presentation Ethics. Their article points to issues to be overcome and a series of task force recommendations that will affect the Society and its members. Most importantly, their contribution reminds us that even short presentations at the annual meetings can have potentially big impacts, which should be a concern to us all.

This issue presents the second half of the special section on Teaching Archaeology in the Twenty-First Century. The special section is organized by Kathryn Kamp, who provided an introduction in the January 2014 issue of the *SAA Archaeological Record*, noting that these articles seek to introduce and discuss the goals of curricular reform designed in 1999 and published in book form by SAA in 2000. These articles thus represent a very important and ongoing consideration of education in archaeology. In doing so, they raise a wide range of important and provocative issues and ideas directing us to think further about social relevance (Newman and West), ethics (Seebach), problem solving in the real world (Carter), communication skills (Jones), and basic archaeological skills (Wholey and Nash). Clearly, archaeological education has the potential to offer students of all stripes unique insights and tools to better understand and contribute to a complex world. Archaeological education is, of course, essential to our discipline as we strive to demonstrate the relevance and indeed criticality of our work to a range of publics.

This issue also includes the final two contributions to the special issue on Mountain and High-Altitude Archaeology (March 2014). David Hurst Thomas reviews his important research at Alta Toquima, a high elevation village in Nevada, summarizing new insights linking ancient land-use strategies with climate and resource variability. Niko Efstratiou and colleagues provide an overview of their exciting research program in highland Northwestern Greece with a special focus on Levallois Mousterian sites. Finally, the issue closes with reports from the recent annual meeting in Austin. Be sure to check out the outstanding award winners!



THE SAA PRINCIPLES OF ARCHAEOLOGICAL ETHICS AND ANNUAL MEETING PRESENTATIONS

A REPORT OF THE PRESENTATION ETHICS TASK FORCE

Jane Eva Baxter and S. Terry Childs

Jane Eva Baxter is a member of the Task Force on Presentation Ethics and the Program Chair of the 2015 Annual Meeting.

Terry Childs is the Chair of the Task Force on Presentation Ethics and a member of the SAA Board of Directors.

Introduction: The SAA Task Force on Presentation Ethics

Part of archaeological practice that many take as a given is participation in the SAA annual meetings, including the presentation of original research in paper and poster formats. Of course, the SAA Principles of Archaeological Ethics (Sidebar) should be applied in this context as much as in any other. However, in recent years, SAA Program Committee members have grappled with issues involving the application of the Principles as they review abstracts and develop the program for the annual meetings. For example, there often can be a delicate balance between abiding by Principle #6 on public reporting and publication and other principles that deal with stewardship, accountability, commercialization, and the preservation of archaeological collections (Sidebar). It was suggested that the SAA provide some guidance to members and future Program Committees on issues surrounding presentation ethics to help clarify potential areas of confusion and to assist members in their adherence to the Principles.

The SAA Board of Directors acknowledged these concerns and established a Task Force on Presentation Ethics, “to review ethical principles as they relate to the presentations and exhibitions at the Annual Meeting.” The Task Force (TF) was convened in the late summer of 2013. S. Terry Childs was appointed Chair of the TF, which included five members: Jane Eva Baxter, Mark Lynott, Desiree Martinez, Barbara Mills, and Gordon Rakita. All had experience on the Program Committee (PC) and/or the Ethics Committee. Two members were past PC Chairs and one is the Chair for the 2015 Program. The TF also reached out to other past Chairs to become acquainted with their experiences and to gather their thoughts about possible ways to minimize abstracts and presentations that were at odds with the Principles.

The Work of the Task Force:

Identifying Issues in Presentation Ethics

Initial information gathering and preliminary discussions by the TF yielded several findings. First and foremost, it was agreed that it is very difficult for the PC to find ethically sensitive topics in abstracts during the review process, given the short length of the abstracts, the very large number of abstracts to review, the enormous breadth of topics and geographic locations related to archaeology, and the relatively short review period. Given these parameters, it is often difficult to identify ethically sensitive or problematic abstracts in any given year.

A second issue identified was that submitted abstracts and presented papers/posters can sometimes share little resemblance to one another; an abstract of 150 or 200 words does not always capture the details of a paper. Thus, ethical issues may become apparent only when someone in the audience hears a paper, not at the stage of abstract review. The SAA has long recognized this limitation of the review process, and there is a disclaimer on the first page of every SAA Annual Meeting Program that reads:

The Annual Meeting of the Society for American Archaeology provides a forum for the dissemination of knowledge and discussion. The views expressed at the sessions are solely those of the speakers and the Society does not endorse, approve, or censor them. Descriptions of events and titles are those of the organizers, not the Society.

The TF discussions also affirmed that the overwhelming majority of abstracts submitted pose no cause for concern in terms of adherence to the Principles. That being said, there have been several different ethical issues that have been identified in

abstracts submitted for recent meetings, including:

- Presentation of analyses of Native American human remains without the descendant community's knowledge and contrary to the agreements verbally made by all parties involved.
- Abstracts submitted by employees of an organization with known ties to looting and salvaging terrestrial and underwater archaeological sites.
- Abstracts of research based on commercially trafficked or looted artifacts.
- Abstracts from vendors seeking free advertising.

- A presenter falsely claiming s/he had collected data used in a presentation without acknowledging the person(s) who really did collect the data.
- Abstracts reporting non-scholarly archaeology (e.g., ancient alien intervention at archaeological sites).

Clearly, identifying these types of issues from abstracts demands knowledge about a project, site, or situation that may not be within the expertise of any particular PC member. The challenges of identifying ethically sensitive issues from abstracts were underscored by this discussion.

The TF went on to evaluate current procedures in the submis-

THE SAA PRINCIPLES OF ARCHAEOLOGICAL ETHICS

The SAA Executive Board adopted the SAA Principles of Archaeological Ethics (Principles) in 1996. In doing so, the Executive Board strongly endorsed the Principles and urged their use by all archaeologists “in negotiating the complex responsibilities they have to archaeological resources, and to all who have an interest in these resources or are otherwise affected by archaeological practice” (Lynott and Wylie 1995:8). When an individual chooses to become a member of the SAA, s/he also endorses the Principles and agrees to uphold them. There is no enforcement of the Principles by the SAA or any other organization, and instead the Principles operate as a form of self-regulation where each member is asked to monitor her/his own adherence to these ethical standards.

Principle No. 1: Stewardship

The archaeological record, that is, in situ archaeological material and sites, archaeological collections, records and reports, is irreplaceable. It is the responsibility of all archaeologists to work for the long-term conservation and protection of the archaeological record by practicing and promoting stewardship of the archaeological record. Stewards are both caretakers of and advocates for the archaeological record for the benefit of all people; as they investigate and interpret the record, they should use the specialized knowledge they gain to promote public understanding and support for its long-term preservation.

Principle No. 2: Accountability

Responsible archaeological research, including all levels of professional activity, requires an acknowledgment of public accountability and a commitment to make every reasonable effort, in good faith, to consult actively with affected group(s), with the goal of establishing a working relationship that can be beneficial to all parties involved.

Principle No. 3: Commercialization

The Society for American Archaeology has long recognized that the buying and selling of objects out of archaeological context is contributing to the destruction of the archaeological record on the American continents and around the world. The commercialization of archaeological objects—their use as commodities to be exploited for personal enjoyment or profit—results in the destruction of archaeological sites and of contextual information that is essential to understanding the archaeological record. Archaeologists should therefore carefully weigh the benefits to scholarship of a project against the costs of potentially enhancing the commercial value of archaeological objects. Whenever possible they should discourage, and should themselves avoid, activities that enhance the commercial value of archaeological objects, especially objects that are not curated in public institutions, or readily available for scientific study, public interpretation, and display.

Principle No. 4: Public Education and Outreach

Archaeologists should reach out to, and participate in, cooperative efforts with others interested in the archaeological record with

sion and review of abstracts and made several recommendations to the Executive Board that would enhance adherence to the Principles by presenters. Some of these recommendations relate to the abstract submission process and are designed to remind presenters of the Principles when submitting an abstract and preparing a paper. Other recommendations involve the work of the PC and the SAA as a whole.

Presentation Ethics: Changes for Members

Members submitting abstracts for the SAA Annual Meeting will notice a few changes in the submission process. There is now a checkbox on the Abstract Submission Form, where pre-

senters must certify that their presentation at the Annual Meetings will conform to the SAA Principles of Archaeological Ethics. This checkbox first appeared in the abstract submission process for the 2014 meetings, and it must be checked in order to submit an abstract. A link will be provided that guides members directly to the Principles from the checkbox on the Abstract Submission Form, so that every member will have the option to review the Principles prior to making her/his submission. The 2015 Call for Submissions document has been revised to explain the new checkbox on the form and to emphasize the importance of both considering the Principles when submitting an abstract and upholding the Principles during the Annual Meeting.

the aim of improving the preservation, protection, and interpretation of the record. In particular, archaeologists should undertake to: (1) enlist public support for the stewardship of the archaeological record; (2) explain and promote the use of archaeological methods and techniques in understanding human behavior and culture; and (3) communicate archaeological interpretations of the past. Many publics exist for archaeology, including students and teachers; Native Americans and other ethnic, religious, and cultural groups who find in the archaeological record important aspects of their cultural heritage; lawmakers and government officials; reporters, journalists, and others involved in the media; and the general public. Archaeologists who are unable to undertake public education and outreach directly should encourage and support the efforts of others in these activities.

Principle No. 5: Intellectual Property

Intellectual property, as contained in the knowledge and documents created through the study of archaeological resources, is part of the archaeological record. As such it should be treated in accord with the principles of stewardship, rather than as a matter of personal possession. If there is a compelling reason, and no legal restrictions or strong countervailing interests, a researcher may have primary access to original materials and documents for a limited and reasonable time, after which these materials and documents must be made available to others.

Principle No. 6: Public Reporting and Publication

Within a reasonable time, the knowledge archaeologists gain from investigation of the archaeological record must be presented in accessible form (through publication or other means) to as wide a range of interested publics as possible. The documents and materials on which publication and other forms of public reporting are based should be deposited in a suitable place for permanent safekeeping. An interest in preserving and protecting in situ archaeological sites must be taken in to account when publishing and distributing information about their nature and location.

Principle No. 7: Records and Preservation

Archaeologists should work actively for the preservation of, and long-term access to, archaeological collections, records, and reports. To this end, they should encourage colleagues, students, and others to make responsible use of collections, records, and reports in their research as one means of preserving the in situ archaeological record, and of increasing the care and attention given to that portion of the archaeological record which has been removed and incorporated into archaeological collections, records, and reports.

Principle No. 8: Training and Resources

Given the destructive nature of most archaeological investigations, archaeologists must ensure that they have adequate training, experience, facilities, and other support necessary to conduct any program of research they initiate in a manner consistent with the foregoing principles and contemporary standards of professional practice.

Many members may not be aware that the Abstract Submission Form is available in four languages: English, French, Portuguese, and Spanish. The TF recommended that the Principles be translated into French and Portuguese, so that they are available in all four languages (English and Spanish are already available). Once these translations are completed, the Principles will be available in four languages on the SAA website and through the link provided for those submitting abstracts.

Presentation Ethics: Changes for the Program Committee

The TF also made recommendations that will affect the work of the SAA Program Committee. Particularly, the TF drafted a “living” guidance document for the PC Chairs on how to address ethical issues and sensitivities that might arise during the review of abstracts. It is expected that this document will evolve and be amended over the years as new issues arise and are addressed and as the Principles are revised in the future. Members of the PC will be asked to reread the Principles prior to their review of abstracts, to be mindful of the Principles when evaluating abstracts, and to bring any potential issues of ethical concern to the PC Chair. The Chair will then be able to seek other reviewers for the abstract and/or contact the individual submitting the abstract as necessary.

Particular attention is given in this guidance document to the review of abstracts that involve the discussion of human skeletal remains. The document advises that the PC Chair should contact presenters of such work and request that they notify the audience if human remains will be shown during the presentation as a courtesy to audience members. This warning shows respect to some Native people and others who do not want to see these images and will allow people the opportunity to avert their eyes or leave the room.

Presentation Ethics: Changes for the Organization

The TF also made recommendations to the SAA in general that could be implemented to enhance and support this emphasis

on upholding the Principles during presentations at the Annual Meetings. The first was to make the disclaimer in the front matter of the Annual Meeting Program more prominent and visible, so that the responsibility of presenters is made clear to all meeting participants. The second was to make minor edits to the President’s letter to each new/renewing member and to the Membership Kit on the SAA website (<http://saa.org/ForMembers/NewandReinstatedMemberKit/tabid/1378/Default.aspx>) to bring more attention to the Principles and to the responsibility of members to uphold them.

Finally, the TF reviewed the exhibitor evaluation process and found that no changes were needed. The Executive Director should continue to vet a new exhibitor with at least one SAA member to make sure that the exhibitor is reputable.

Conclusion

The SAA annual meetings have grown to include over 3,000 presentations each year. The requirement that presenters at the annual meetings be current members of the SAA means that each presenter should be familiar with the organization’s ethical Principles and that s/he is responsible for upholding those principles in all aspects of archaeological practice. The work of the TF was undertaken to make sure that all SAA members are mindful of ethical obligations in presenting work, to assist the PC in evaluating abstracts for ethical issues, and to strengthen the support of these efforts by the SAA as a whole. We hope that when you check the box to certify that your paper abstract conforms to the Principles for the 2015 meeting you will review the Principles, think about their importance to our organization and discipline, and feel good about your commitment to ethical conduct in all aspects of your archaeological practice.

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VOLUNTEER PROFILE:

Suzy Fish

All members become de facto SAA volunteers when they join and add their personal and financial support to the Society's initiatives. The most commonly perceived benefits of membership are the exemplary scholarship in SAA's peer-reviewed journals and the opportunity to present research and interact at annual meetings. What many members may not fully understand is that SAA membership also opens the door to professional growth and the

advancement of worthy agendas through a host of volunteer and service roles.

After a B.A. from Rice University and during early graduate studies, I became a "de facto" volunteer in order to enjoy the standard member advantages of journals and opportunities to present papers. Eventually, I co-organized a symposium that gave rise to an edited volume on prehistoric southwestern agriculture. By that time, with an M.A., I was a consulting palynologist for numerous CRM and other projects, had two high-priority children and, with my career research partner Paul Fish, had begun to direct and publish on a long-term grant and contract-funded Hohokam survey and excavation program. Returning to graduate school in 1981 at the University of Arizona for an interdisciplinary Ph.D. in Arid Lands Resource Sciences pushed any possibility of SAA service even farther back in a long line of personal, professional, and educational obligations. Moreover, I do not remember my student peers at that time serving on SAA committees, nor did the archaeology faculty during the 1980s include any women who could act as role models or set an immediate example for such endeavors. My dissertation committee never mentioned that volunteer participation could immeasurably enrich a career path. It was not until I had completed my Ph.D. and became a curator in the Arizona State Museum at the University of Arizona and, subsequently, a professor in Anthropology, that the SAA invited Paul and me to be co-program chairs for the 1996 New Orleans meetings. During an all-time high attendance, we sorted hundreds of paper abstracts on the floor in the last year before the SAA adopted a computer database and scheduling program!

Looking back, I see that my ensuing service and volunteer roles formed a logical progression—for example, from membership on the 1998 Task Force on Meetings to serving on the 2001 annual meeting program committee. The SAA commitment to achieving a balance among member constituencies was brought

home following my election to the 1997–1999 Nominating Committee. It sought balance with regard to gender, region, context of employment, degree institution, and other variables. Graduate involvement in central Mexico and ongoing collaborative projects in northwest Mexico settlement survey and shell mound excavations in coastal Brazil enabled me to join the 1997–1999 Committee on the Americas and, thereafter, its Advisory Network. This committee gives voice to the concerns and taps the advisory capacity of its predominately Latin American members. As my most intensive SAA service, I co-edited *Latin American Antiquity* with my Brazilian colleague Mara Dulce Gaspar from 2002 to 2005, with concomitant ex-officio status on the Publications Committee. Three graduate editorial assistants also attained broad familiarity with archaeological publishing and Latin American scholars and research. I co-hosted annual meeting roundtable luncheons for young professionals on Latin American fieldwork in 2001 and on publishing in 2003. A Southwest research focus led to the 2005 Fred Plog Memorial Fellowship Committee.

Election to the Board of Directors in 2012 dramatically expanded my awareness that SAA business could not advance without members as the creative drivers of publications, standing committees, task forces, advisory groups, interest groups, and interfaces with a wide range of critical external entities. Officers, a board of directors, our dedicated Executive Director Tobi Brimsek, and her Washington staff provide the nexus for this impressive commitment and effort. As Board liaison to the Committee on Awards and the individual award committees, I now appreciate how the SAA promotes and recognizes excellence in scholarship and practice. Today, the SAA actively recruits volunteers representing all constituencies, including students. Every member possesses qualities of value for SAA service and, in turn, stands to gain satisfaction, enhanced knowledge, and unmatched collegial networks.

CAREERS IN ARCHAEOLOGY

THERE IS STILL SO MUCH LEFT TO LEARN AND DO

Carl R. Shields

Carl R. Shields is an archaeologist with the Division of Environmental Analysis, Kentucky Transportation Cabinet, in Frankfort, Kentucky.

“By the year 2000, most Native American groups will disappear.”

That is what my mother told me in 1976 when I was learning about the Yanomami in my fourth-grade social studies class. That left an impression, and instilled in me the belief that anthropologists were quite important.

Then I read *Potawatomi Indian Summer*, a children's book by E. William Oldenburg. It started me thinking about what life was really like centuries ago and questioning what we actually know about the past. During a trip to Mexico with my ninth-grade Spanish class, I visited Teotihuacan. The architecture, the artifacts, the murals, and the scope of the city were amazing! But at the same time, the guides and staff at the site stressed how much was still left to be learned. At that moment I knew: I wanted to become an archaeologist.

During my undergraduate studies at Michigan State University, I sought out ways to become involved in archaeological work. I ended up volunteering in the lab for Mark Esarey, one of the graduate students who was studying and excavating Fort Gratiot, a War of 1812 fort. I enjoyed cataloguing and preparing artifacts for metal conservation so much that I went on to take the field school at Fort Gratiot, which Mark taught. It was an awesome site! The whole experience reaffirmed my desire to be an archaeologist. I received a bachelor's degree in Anthropology in 1989.

I was first exposed to Cultural Resource Management work (CRM) in the fall of that year, prior to entering graduate school. And I did not like it. It wasn't so much the fieldwork, which entailed testing sites around Missouri's Truman Reservoir. Rather, it was the *kind* of sites we were working on. Most dated to the Archaic period, and we were finding only lithics. I was more interested in Mesoamerica and ceramics. However, the fieldwork improved my excavation skills; the exposure to other cultural periods gave me an appreciation for archaeologists and research elsewhere; and the field experience was important to

my professional development. Receiving a paycheck for doing archaeology was pretty cool, too! A subsequent CRM project involved survey for a pipeline. After weeks of digging shovel probes across southern Ohio in freezing to sub-zero temperatures, often in blizzard conditions, I swore I would never become involved in CRM again.

I pursued a Master's degree at SUNY Buffalo, completing my coursework and participating in research excavations at La Quemada in the state of Zacatecas, Mexico, and Mimbres sites near Truth or Consequences, New Mexico. Teaching assistantships at SUNY Buffalo were hard to obtain, and I was unlikely to receive one while at school there. My advisor helped me to get a job as a field director for a CRM project run by the university's Archaeological Survey.

It was a recipe for disaster. I came to the project late, and so I was not its first director. I had little prior supervisory experience. Equipment got left behind at the lab. I wasn't very clear about field methods—I was always second-guessing whether the features were actually tree falls. Despite these issues, we completed the fieldwork and I produced a finished report, but I'm still embarrassed about the whole process. Credit goes to the field crew for their good field methods and notes, to the specialists in the lab, and to the patience and understanding of Survey Director Elaine Bluhm. Once the final report was accepted, I again vowed never to work in CRM again. I keep that horrible report as a reminder that you *can* improve with experience and training and that you should always look for ways to further your career. While some situations might not be ideal, treat them as opportunities to learn.

Though I was only beginning to work on my Master's project, I knew I wanted to continue academically. I switched universities, arriving at the University of Kentucky (UK) in 1992 with the intention of entering the Ph.D. program. While I was there, I had a research assistantship, a teaching assistantship, and the opportunity to participate in a number of research projects, including work at Xochicalco in Morelos, Mexico.



Figure 1. Carl identifying Adena landscape features examined via LiDAR.

Unfortunately, life did not turn out the way I planned—I was unable to complete my Master's and continue toward a Ph.D. However, my graduate studies did provide in-depth exposure to anthropological theories, archaeological methods, and writing for grants and research. Without my graduate school experience, I doubt I would have survived as an archaeologist. However, much of my schooling focused around academic research on Mesoamerican archaeology. I had paid little attention to contract archaeology in the United States and all that it entails.

When I left graduate school in 1994, I seriously considered leaving archaeology as well. I had failed to get a graduate degree and thought my opportunities for archaeological employment were slim; most CRM firms require project supervisors to have a Master's degree and have little time for mentoring their employees.

Fortunately for me, the Kentucky Archaeological Survey (KAS) had just started up at UK, and I was able to find employment with them. KAS's mission involves public education, research, and service. Under the guidance of David Pollack, Kim McBride, Gwynn Henderson, and Jay Stottman, I was able to more fully develop my skills as an archaeologist. This included organizing projects, carrying out fieldwork ranging from survey to large-scale excavations, analyzing prehistoric and historic artifacts, writing reports and presenting the results at conferences, and working with and speaking to both school children and the general public.

I worked for KAS for several years. Then, for a short while in 1997, there was a lull in projects. I had to find work elsewhere. Eight years after my first experience with CRM, I returned to Missouri to work on another CRM project.

The Center for Archaeological Research, at what is now Missouri State University, was starting work on a multicomponent site called Big Eddy. Neil Lopinot and Jack Ray were directing the project. They were both very open, sharing with the field crew their research approach and methodology. Jack went out of his way to instruct us and to highlight the importance of lithic technology research and the theories that went along with it. The field crew was highly skilled and everyone worked well together. I was surprised to find that the hot, humid weather and the site's clay matrix did not diminish my interest in the work. Neither did the deeply buried multiple Paleoindian and Archaic components.

While working at Big Eddy, I experienced an epiphany. I truly loved archaeological research and wanted to continue my career as an archaeologist.

I returned to KAS with a greater appreciation for CRM, the academic research that can be conducted within that context, and the archaeologists who do this work. In tandem with the research opportunities at KAS, I became more involved in CRM projects through UK's Program for Archaeological Research.



Figure 2. An onsite visit to a cool site... Living vicariously through the field-work of a consultant.

Though not actively seeking another job, I was mindful of the ebb and flow of funding, and I was willing to entertain other opportunities for advancement.

In 1999, a close friend told me about an archaeology position at the Kentucky Transportation Cabinet (KYTC). I submitted a letter of introduction, a detailed CV, and numerous recommendations. To my interview I brought many report examples (excluding that horrible first one) that emphasized my experience in conducting research, field methods, and my ability to argue convincingly for a site's eligibility for listing in the National Register. I was fully prepared to highlight my various skills and the personal qualities I could bring to the job and the work environment.

I did not have that advanced degree, but my extensive experience and demonstrated ability to see projects through, from start to finish, landed me that job. I also think that my ability to work well with others helped. Nobody wants to work with a jerk for the rest of their career, no matter how brilliant they may be! I was happy to be a gainfully employed full-time archaeologist (with health insurance) and to have the opportunity to further my career.

Initially, I spent much of my time in the field carrying out survey and testing projects on proposed transportation projects, with some review of reports submitted by consultants for Section 106 Compliance. Working with a good team of fellow archaeologists allows me to share ideas and consider different approaches to the everyday problems that come with archaeology and transportation projects.

Over the years, my work at KYTC has changed. I now spend little time in the field. When I am out of the office, it is typically for small, simple projects that can be easily cleared. Larger transportation projects are sent to consultants, and I help manage the archaeological aspects from the office. I usually live vicariously through the consultants, visiting their ongoing work and reviewing their reports. I do enjoy working with them on developing mitigation research designs. These opportunities permit me to have an impact on Kentucky archaeology by considering new theories, supporting new methods and technologies, and incorporating public archaeology and outreach. And I find it very rewarding.

Another way I impact Kentucky archaeology is through policy and decision-making. In 1999, when the government made changes to the Section 106 process and the National Historic Preservation Act, I worked with the Kentucky Division of the Federal Highway Administration (FHWA) to develop their process for consulting with federally recognized Indian tribes. I now assist FHWA by preparing consultation packets that include information on archaeology and the identification of potential traditional cultural places.

I have discovered that geographic information systems (GIS) are a fundamental tool for professional archaeologists. Initially, I played a supporting role in the development of a statewide GIS for archaeological sites and surveys. This sparked my interest in developing predictive models for prehistoric site locations. With the recent availability of high resolution LiDAR data, I have begun incorporating this information into my everyday work and also pursuing personal research locating prehistoric earthworks and mounds. All of this I find cosmically rewarding.



Figure 3. A typical day at the office.



Figure 4. Posting an update to *Whiskey Diggers*, my Facebook page about good archaeology, good whiskey, and their intersection.

Despite not having a Master's degree, my skills have provided opportunities for me to take on additional responsibility and advancement. In the near term, it is unlikely I will go back to school to get that degree. Work and family take much of my focus, and the cost of returning to college is prohibitive. I do attend conferences, keep abreast of new research, and try to volunteer on research projects when the opportunity presents itself. Classes in professional management, environmental and planning work related to the Section 106 process, the National

Historic Preservation Act, the National Environmental Policy Act, and GIS training provide me with diversified experiences.

Some of the biggest challenges at work involve educating staff and the public about the importance of archaeology and historic preservation. This is especially so when economic and development factors weigh heavily on project schedules and some try to cut corners and minimize the level of archaeological effort, or when there is a lack of appreciation regarding the relevance and significance of an archaeological site.

When I meet someone who says they want to become an archaeologist, I ask them about their interest. Yes, archaeology is cool and there are so many new things to learn and so many new ways to do it. But the path is not easy, there aren't many jobs, and it's getting more competitive. I tell them that they may not be able to follow my path. To get that edge, I stress that getting a graduate degree is more crucial now than when I started at KYTC 14 years ago. The in-depth exposure to anthropological theories and methods, writing and research experience, and analytical and technological training is vital. And yes, even practical CRM experience is important!

Though sometimes challenging, my job still has plenty to offer. My career continues to satisfy. With luck and good health, I plan to continue as an archaeologist and do good work for decades to come. While the path that led me here is certainly not the one I expected to take, I still find archaeology to be good science, intellectually stimulating, and ultimately exciting. There is still so much to learn and do!

SAA 2015 CALL FOR NOMINATIONS

The 2015 Nominating Committee of the Society for American Archaeology (SAA) requests nominations for the following positions:

Treasurer-elect (2015) to succeed to the office of Treasure for 2017–2019

Board of Directors member, Position #1 (2015–2018), replacement for current member Suzanne K. Fish

Board of Directors member, Position #2 (2015–2018), replacement for current member Sarah A. Herr

Nominating Committee member, Member #1 (2016)

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If SAA is to have effective officers and a representative Board, the membership must be involved in the nomination of candidates. Members are urged to submit nominations and, if they so desire, to discuss possible candidates with the 2015 Nominations Committee Chair Alex Barker (email: barkeraw@missouri.edu).

Please send all nominations, along with an e-mail address, address, and phone number for the nominated individual, to:

Chair: 2015 Nominating Committee
c/o SAA Executive Director
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Please note that nominees must be current members of SAA. Nominations should be received no later than September 3, 2014.

TEACHING ARCHAEOLOGY IN THE TWENTY-FIRST CENTURY

SOCIAL RELEVANCE

Elizabeth Terese Newman and Benjamin West

Elizabeth Terese Newman, History and Sustainability Studies, Stony Brook University. Benjamin West, Anthropology, Dickinson College.

This article continues the series on SAA's Seven Principles of Archaeological Curriculum, introduced by Kathryn Kamp, Kellie Jenks, and Tammy Stone in the January 2014 issue of the *SAA Archaeological Record*. Here, we discuss the fourth principle, Social Relevance, originally described in the *SAA Bulletin* in 1999 and then expanded upon in book form in 2000 (Bender and Smith 2000; Davis, et al. 1999).

Introduction

In a day and age when state governors call for the defunding of anthropology programs at public universities and the U.S. Congress debates funding social science research through the National Science Foundation, the ability to articulate the social relevance of archaeology is more pressing than ever. As professionals, we need to be able to articulate archaeology's relevance, but, just as importantly, we also need to train our students to articulate it as well. When confronted with the question, "Is archaeology socially relevant and why?" many of the undergraduate anthropology majors we informally surveyed responded immediately in the affirmative to the first part of the question but struggled with the second. Everybody seemed to believe that archaeology matters, but few could get beyond the justification that those who are ignorant of the past are doomed to repeat it. For those of us who have dedicated our lives to studying the past, this may be sufficient justification, but for many who live in the present and worry about the future, that particular argument can come across as a tired trope. Both we and our students need to be able to justify how and why the study of the past fits into the present. Further, the undergraduate archaeology classroom, often well-stocked with students from other majors seeking to fulfill general education requirements in an alluring field, is an ideal place to spread the message beyond the confines of our own field. If

we look across the college curriculum, we can find many opportunities to "proselytize."

Making Archaeology Socially Relevant

In 1999, the Undergraduate Education Work Group at the SAA Workshop "Teaching Archaeology in the Twenty-First Century" highlighted the importance of communicating the social relevance of archaeology to our students and to the wider general public. They explained, "If we are to justify the existence of archaeology as a discipline and gain public interest and support, then we must effectively show how archaeology benefits society" (Davis et. al. 1999). The authors expressed concern that such justifications were left implicit in the presentation of class materials, on the assumption that the relevance would be self-evident to students (though it often was not). Our informal survey suggests that this concern continues to be valid.

The 1999 Work Group listed six suggested subtopics which would allow for an emphasis on the social relevance of archaeology: environment as a catalyst for both the rise and fall of past societies; the relationship of warfare to politics, economics, and "other historical circumstances"; the history of cities and urban life; the applicability of archaeological method to current public policy in areas as diverse as forensic/war crimes studies and garbage/waste management; systems of social inequality in the past and their implications for the present; and the history of human health and disease. Though it has been 15 years since this list was drawn up, all six subtopics are clearly still relevant, even urgently so, in the modern world, and all could draw on a wealth of archaeological cases in a variety of classroom settings.

In the SAA Curriculum Committee's recent survey of course syllabi (see Kamp 2014 for a summary of results), the topic

of social relevance in archaeology took fourth place in order from most to least emphasized of the original seven proposed principles. It is most often dealt with in topical and theory courses and least often emphasized in methods courses or during field schools. This trend may be a symptom of a certain level of discomfort with operationalizing this principle at all levels of the profession, or, alternatively, a sign that social relevance is, indeed, often left as an implicit lesson rather than made an explicit one. That said, the original guidelines laid out by the 1999 Work Group suggest that social relevance should be emphasized in large enrollment and introductory courses where the principle was likely to reach the widest audience—from majors to non-majors—though they targeted only world archaeology and area archaeology courses as the likely and appropriate venues for the introduction of the principle (Davis et. al. 1999). On this front, we can count ourselves doing well, as social relevance was the most popular component of the seven principles on the survey of introductory syllabi and, within its own category, appeared most frequently on topical, though not area, courses. In spite of this, we must not be complacent. The social relevance of archaeology, and the importance of being able to accurately express that social relevance, is clear. In the next section, we will focus on the implementation of two of the original six suggested subtopics as examples for integration across the college curriculum.

Case One: Environmental Change

“Sustainability” is a buzzword on many college campuses these days, and it is an ideal field into which archaeology may be integrated to highlight the social relevance of the field. On some campuses, Sustainability has become a stand-alone program; on others, and more commonly, students with the goal of working in a sustainability-related field (be it clean energy, business, or city planning, to name just a few) are trained in environmental studies programs. Students in these programs are often so focused on the present and the future that they forget that the past also has things to teach us. Offering courses that attract such students and at the same time meet university general education requirements is an effective way of extending the message that archaeology is relevant outside the confines of the department.

Students in these fields especially, but also in a wide range of fields relating to the physical and natural sciences, spend much of their classroom time learning about the impacts of climate change on our world today and grappling with potential solutions for the future. Most are unaware that pre-modern societies have also been confronted with a wide range of environmental issues—from natural disasters to climate

change—and have dealt with those issues with varying degrees of success. Courses exploring past social responses to climate change offer these students an opportunity to put their studies about the present and anxieties about the future into perspective, and archaeologists have done an excellent job of publishing volumes suitable for the classroom that address questions about environmental change in the past, discuss human responses, both good and bad to those changes, and articulate the relevance of these studies to modern policy decisions (e.g., McAnany and Yoffee 2010; Redman 1999; Schwartz and Nichols 2006).

Case Two: Social Inequality

Just as archaeological treatment of human-environmental relationships increasingly complements the curricula of the social and physical sciences, archaeology's application of social theory from many fields in the humanities and the social sciences permits students to consider the archaeological dimensions of larger questions in their other non-archaeology classes. Social inequality, as it has been constructed along lines of gender, race and ethnicity, and caste and class, possesses significant time depth and variation. Works from the last several decades render these categories and their origins increasingly visible in the archaeological record and call into question the “natural” inequality we see in the present (e.g., Hastorf and Johannessen 1993). Courses that explore constructions such as race or masculinity and that trace their variation over time will benefit from the addition of archaeological sources into syllabi. Along the same lines, students performing coursework in archaeology, either toward a degree or as a component of a liberal arts curriculum, should enjoy options that tackle the same issues of power and privilege encountered in classes outside of the anthropology program.

Archaeology contributes perspectives and evidence that enrich the discourse surrounding those topics in other disciplines. For example, works regarding the origin of states and the emergence of social inequality (e.g., Marcus and Feinman 1996) pose new questions and offer challenging answers to students in disciplines such as Philosophy and Political Science who are accustomed to reading theorists like Hobbes, Montesquieu, and Rousseau. Archaeologists borrowing research questions from history and sociology offer new data sets to students of these disciplines, documenting struggle and strife in the historic past in ways that documentary research alone can never establish. These contributions can acquire increased relevance if the research area is local, helping students perceive how archaeological knowledge serves to enhance and form community and a

sense of place among many populations, a process that can encourage contemporary peoples to ally themselves in previously unrecognized ways for social and political change (Gadsby and Chidester 2011).

Conclusion

In 2000, the Society of American Archaeology published the edited volume *Teaching Archaeology in the Twenty-First Century*, (Bender and Smith 2000). In it, Anne Pyburn described the discipline of archaeology as “under siege;” according to Pyburn, we were in a precarious position, with shrinking funding from the National Science Foundation, fewer and fewer academic jobs for PhDs, and politicians and a general public who put us on the defensive by viewing our work as “frivolous” (Pyburn 2000:121). Though nearly 15 years have passed since Pyburn’s article was published, it seems that little has changed. Perhaps we are all doing a good job of demonstrating archaeology’s relevance in our college classrooms, but, if so, then that work has evidently allowed us only to maintain the status quo. Perhaps we could become more effective in integrating our studies across the college curriculum and highlighting the contemporary relevance of archaeology to students in disciplines as diverse as Physics and Philosophy, and, thus, 15 years from now, find ourselves and our discipline feeling more confident and less embattled. Regardless, clearly articulating the social relevance of archaeology for ourselves, for our students, for our communities, and across the college curriculum as a whole is not simply good practice. It is vital to the continued health of our field.

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THE LAST CHAPTER

(HOW) ARE WE TEACHING ARCHAEOLOGICAL ETHICS AND VALUES TO OUR UNDERGRADUATES?

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As many recent edited volumes suggest (Adler and Bruning 2012; Scarre and Scarre 2006; Zimmerman et al. 2003), today's archaeologists think and read a lot about ethical practice. Yet the syllabus survey conducted by Kamp (2014) suggests that, out of the seven curriculum goals put forth by the SAA Committee on Curriculum, ethics and values do not command much attention in our classrooms. This is paradoxical and even somewhat unsettling: if we are training the next generation of professional archaeologists, why are we apparently neglecting to instruct them in the ethics and values that support our practice? The short answer, and good news, is that we aren't so neglectful. A brief survey of the domains considered to be part of ethical practice, as codified by the SAA Ethics in Archaeology Committee (Lynott and Wylie 1995), and of the textbooks commonly used in introductory-level courses reveals that ethical considerations, to varying degrees, pervade almost *all* of our pedagogy. What we are guilty of is not making our ethical standards more explicit on syllabi and potentially in our lectures, which we should strive to do. Students leave our classrooms with only their syllabi, notes, and memories, and if we are not more open about the ethical stances we take as individuals and as a profession, we run the risk of making our values seem less important than they are. This is of particular concern for those students who will not continue on in archaeology and who will be bombarded in their lives by media featuring misused or illegally gained archaeological finds.

Before going further it is useful to consider what kinds of subjects and concepts fall under the broad heading of "Ethics and Values." In the mid-1990s, the SAA Ethics in Archaeology Committee was charged with creating a set of statements codifying our values. The resulting list was debated and passed by the membership at large (Lynott 1997). These eight statements later appeared in print (Lynott 1997; Lynott and Wylie 1995) and can be found online on the SAA website (SAA 1996). Given the dual scientific and humanistic nature of our discipline, the eight principles are understandably broad. They are comprised of two statements regarding our responsibility to the past in the present and six statements that refer to professional practice

(though Lynott (1997:593–594) notes that these are not meant to govern our conduct). The list begins with "Stewardship," the primary term covering the ways professional archaeologists try to inculcate nonprofessionals (whether students or avocationals) with our deeply held belief that the material remains of the past are nonrenewable, important, and worthy of preservation in the face of rampant looting and development. Consciousness-raising is the goal: looting destroys our knowledge of the past; antiquities should not be bought and sold on the art market; and context is paramount. The second principle, "Accountability," states that archaeologists should make good faith efforts to consult with interested stakeholders, including descendant communities, land developers, our respective municipal and state governments, and other affected entities. This issue is of obvious importance to cultural resource legislation, repatriation, and, importantly, our authority to interpret the past to communities that may or may not have a more immediate connection to the cultural properties controlled by the archaeologist (Stone 2014).

The six statements about professional practice begin with "Commercialization," stating that archaeologists should avoid "activities that enhance the commercial value of artifacts" and actively discourage the sale of antiquities. "Public Education and Outreach" asks archaeologists to recruit the public in stewardship efforts by engaging them in our work through education, whether in public lectures, print, or other media sources. Similarly, "Public Reporting and Publication" asks archaeologists to publish their work in a timely fashion and also to disseminate their research results to the lay public. Doing so is good scientific practice, as well as an acknowledgment that we work in the public trust. "Intellectual Property" reminds us that the products of our research, including field notes, maps, and other documents, are also part of the archaeological record and should be stewarded as much as the prehistoric and historic material remains we curate. "Records and Preservation" is a related notion, stating that all records of research should be preserved. As a principle, "Training and Resources" affirms that fieldwork should be undertaken only according to the highest currently accepted standards.

Table 1. The Seven Curriculum Goals and Their Corresponding Ethical Principles

Curriculum Goals (Bender and Smith 2000)	Ethical Principles (Lynott and Wylie 1995)
Stewardship	Stewardship; Records and Preservation; Intellectual Property
Diverse Pasts	Accountability
Social Relevance	Public Education and Outreach
Ethics and Values	N/A
Written and Oral Communication	Public Reporting and Publication
Fundamental Archaeological Skills	Training and Resources
Real-World Problem Solving	None

The similarities between the eight ethical principles and the seven curriculum goals are remarkable (Table 1). No fewer than seven of the curriculum goals have clear ethical dimensions or are drawn from the principles themselves. Stewardship appears on both lists, a critical inclusion considering the rate at which archaeological sites are being lost. The curriculum goal of recognizing diverse pasts is also part of ethical behavior with regard to archaeology's relationship to descendant communities. This is "Accountability" from the list of principles. As a discipline, we must understand and teach our students that we do not necessarily have a monopoly on the interpretation of prehistoric human cultural behaviors and that the past has power in the present. As with the extreme case of Puebloan cannibalism, descendant communities have a vested interest in what "truths" are disseminated to an interested public, and we should take great care when dealing with such incendiary claims. Indigenous knowledge and oral history is also playing a larger interpretive role today than in the past, and how archaeologists manage these competing/complementary interests is increasingly an integral part of ethics discussions in classrooms. Ethics and values also inform "Written and Oral Communication," particularly when dealing with our responsibility to publish the results of our work in both professional and public outlets. "Teaching Fundamental Skills" ensures that field research will be conducted according to the highest standards of the discipline into the future. Articulating the social relevance of the past is also ethical to the extent that it is related to accountability and our uses of archaeological data. Real-world problem solving is the only goal that is not as immediately tied to ethical behavior, though it certainly could be if we designed problem-solving or critical thinking exercises using one of the other goals, even with something as putatively ethics-free as budget design.

If ethics and values can range from excavation methodology to how we incorporate stakeholders into our analyses and interpretation, then all facets of an archaeological education consider ethics in some form. The question becomes whether or not we are making such linkages in our classrooms. Assuming that most introductory archaeology courses use textbooks, one easy way to discern the importance given to ethical topics is to see how such topics are covered

in commonly used texts. For this discussion, I consulted five of the more popular introductory texts: Ashmore and Sharer's (2010) *Discovering Our Past: A Brief Introduction to Archaeology, Fifth Edition*; Feder's (2008) *Linking to the Past: A Brief Introduction to Archaeology, Second Edition*; Kelly and Thomas's (2013) *Archaeology, Sixth Edition*; Renfrew and Bahn's (2008) *Archaeology: Theories, Methods and Practice, Fifth Edition*; and Sutton's (2013) *Archaeology: The Science of the Human Past, Fourth Edition*. I also considered the brief discussion of ethics by Juli in Rice and McCurdy's (2002) *Strategies in Teaching Anthropology* volume.

According to many syllabi, ethics are covered in only one or two class periods, which are often scheduled during the latest portion of the semester. This relegation of ethics to the end of the term is understandable, given that most course calendars are designed to match the order of chapters in the textbooks we use, and "ethics chapters" are by and large the last chapters in the books (Table 2). At first blush, this would seem ignominious for such a critical topic. Are our authors using ethics as an important "takeaway message" that caps the class as a whole, or is ethics truly one of those subjects to be squeezed in only after the much more important lessons about dating and typology have been digested? More critically, what messages about ethics are being absorbed by students who may be otherwise distracted by looming final exams and term paper deadlines?

Though textbook chapters specifically devoted to ethics and values comprise the final chapters of books, subjects that are usually discussed under the rubric of ethics and values (e.g., looting) are also found elsewhere. Ashmore and Sharer (2010), for example, include a brief paragraph on professional responsibilities in Chapter 1 and Sutton discusses professional fieldwork in Chapter 5. Similarly, Feder (2008) briefly outlines some of the standard topics in his Chapter 2, though his is the only text that does not include a separate ethics chapter. Kelly and Thomas (2013) employ a unique method of addressing topic. In addition to the requisite last two chapters, chapters throughout the book also contain clearly demarcated "What Does It Mean to Me?" and "Looking Closer" subtopics that cover ethical behavior by using specific examples. For example, Chapter 10, on bioarchaeology, pres-

Table 2. Texts Consulted and Their Ethics Chapters.

Text	Total # chapters	Ethics chapter	Chapter Title
Ashmore and Sharer (2010) ^a	10	10	Archaeology Today
Feder (2008) ^b		none	N/A
Kelly and Thomas (2013) ^c	16*	15 & 16*	Ch. 15: Caring for America's Cultural Heritage; Ch. 16: Archaeology's Future
Renfrew and Bahn (2008)	14	14	Whose Past?
Sutton (2013)	14	13 & 14	13: Cultural Resource Management & 14: Archaeology in the Real World
Juli (2002)	N/A	N/A	An Introductory Unit on the Illegal Antiquities Trade

Note: Ethics chapters are regularly the last chapters in any book.

a. Ashmore and Sharer include one paragraph on ethics and NAGPRA in Chapter 1.

b. In Chapter 2, Feder includes a brief subsection entitled "Who Owns the Past?"

c. Kelly and Thomas provide ethical discussions under the What Does it Mean to Me? subheading in 10 of 16 chapters.

ents the sensitive issue of unearthing human, specifically Native American, remains (p. 230) and the morbid delight with which popular media seized on archaeological interpretations of Ancestral Puebloan cannibalism to the detriment of some American Indian communities (p. 241). The result of this approach, I find, is that students are consistently reminded of the ethical questions we face with our every discovery and interpretation.

The breadth of the SAA's ethical principles means that they cannot all be addressed in an introductory chapter-length treatment. As a result, textbooks define ethics much more narrowly, usually as the principles of "Stewardship" and "Accountability." Two topics are discussed at length by all authors: looting and our relationship to descendant communities. For example, all consulted texts contain sections titled with some derivation of "Who Owns the Past?" Within these sections, however, are diverse topics ranging from the ownership of cultural property to questions about who has the authority to interpret archaeological materials. Specific thorny examples are objects held in museums outside their country of origin, such as the Elgin Marbles (Kelly and Thomas 2013; Renfrew and Bahn 2008), materials collected from private property (Feder 2008), and contentious access to sacred sites (Kelly and Thomas 2013). Both the Sutton (2013) and the Ashmore and Sharer (2010) texts interpret the question solely in terms of who can speak for the past and discuss the importance of working with descendant communities. The Kennewick Man debacle looms large as an example, with Sutton (2013) giving it extended treatment and Kelly and Thomas (2013) interweaving it throughout the course of the book. The New York African Burial Ground is also popular (Ashmore and Sharer 2010; Kelly and Thomas 2013).

All authors agree that looting and the destruction of the archaeological record are among the most important ethical issues facing modern archaeology. Indeed, this is how Ashmore and Sharer's (2010) entire ethics chapter is framed. The scale of looting and antiquities legislation is generally described using examples of the entry of illegally gained antiquities into the art market. The 1970 UNESCO Conven-

tion (and its non-enforceability), the market for Mimbres-Mogollon and Ancient Maya ceramics, and the looting of the Baghdad Museum during the second Iraq War are popular topics. Two textbooks (Kelly and Thomas 2013; Sutton 2013) separate and give chapter length discussions of antiquities legislation and cultural resource management. Looting's prominence remains intact in these discussions, but CRM also allows us to alert students to development's destructive effects on the archaeological record. Other authors simply embed CRM in their ethics chapters (e.g., Renfrew and Bahn 2008). The project described by Juli (2002) takes the issues surrounding looting and carries them through a semester-long project. Briefly, a clip from *Raiders of the Lost Ark* is shown on the first day of class and the issues brought up within it (looting and the complicity of museums; the economy of looting; the importance of context; media portrayals of archaeology) are then taken up in turn, using additional readings and documentaries.

The narrow definition of ethics employed by textbook authors is apropos in that the message to students is clearly that archaeological objects are cultural patrimony and that the disposition of cultural patrimony can be extremely contentious. This is an accurate and useful way to relay to students that archaeology matters—to them, to us, and to the public at large. What gets left out of this discussion, however, are the six principles covering professional behavior and how they relate to accountability and stewardship.

But this doesn't mean that these six are ignored in our classes. In practice, it is quite the opposite. The greater part of an introductory semester is dedicated to the fundamentals of archaeological analysis and interpretation, as the many textbook chapters on time, space, form, excavation, survey, and so on, attest. Furthermore, by default, our use of books and bibliographies, journal articles, and other media shows students the scientific importance of publishing and disseminating research results. If we aren't making this connection explicit, it is very easy to do so. Lessons expressing the importance of context and the fact that we can excavate a site only once are avenues we can use to speak about the ethical

importance of preserving site records and other forms of intellectual property, to say nothing of the sites themselves. As an ethical principle, "Commercialization" means that archaeologists shouldn't appraise artifacts or facilitate such appraisals, but as a curriculum goal, this topic should be well covered under stewardship. The scale of the problem can be underscored by the 17 million Google hits one gets when searching for "artifacts for sale." Finally, that classes in archaeology are readily available to students at almost all institutions of higher education is in itself public education and outreach, and we can begin each semester with these sentiments. In essence, as far as students are concerned, we are always modeling our ethics and values. Perhaps this curriculum goal ranks low on the sampled syllabi not because it is rarely mentioned, but because, as exemplified by the Kelly and Thomas text and the SAA principles, it is ubiquitous. Syllabi course goals and calendars may simply not reflect this ubiquity. As such, the question is not whether and how we teach ethics, but whether or not we are attempting to cast all other subjects in light of our values. Unfortunately, this is not something the syllabi survey can address, but it is something we must ask ourselves. The approach taken by Kelly and Thomas and Juli, essentially forcing students to encounter ethical decisions throughout the semester, instead of just before finals, seems to be one way to make sure that we make our values and ethical conundrums explicit.

A recent survey of introductory archaeology syllabi suggests that ethics and values are being taught with less frequency than other SAA curriculum goals. In fact, we see the exact opposite when comparing the curriculum goals to SAA's Ethical Principles and to the textbooks used in introductory courses. Our values are (hopefully) being taught and imparted at almost every turn. The perceived difference may simply be based on audience. Professionals intimately understand the moral decision-making that goes into almost every aspect of our work, to the degree that it becomes second nature. On the other hand, our textbooks and syllabi are designed to communicate to nonprofessionals, and they generally define ethics less as a part of professional practice and more as a moral issue involving patrimony and destruction of the archaeological record. One is implicit, the other made explicit. This dichotomy probably translates to the way we compose our syllabi, which may not be reflective of our day-to-day pedagogy. The syllabus survey and the suggestions given throughout this series of papers suggest that we should work harder to make ethical considerations explicit in all aspects of our work, particularly in introductory sections, and this is undoubtedly the case. Considering most of our students will not take another archaeology course, we may have only one chance to undermine the kinds of "research" displayed on shows such as *American Diggers*, *Ancient Aliens*, and similar programs. We need to make the most of it.

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REAL-WORLD PROBLEM SOLVING IN ARCHAEOLOGY IN AND OUT OF THE CLASSROOM

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Real-world problem solving is the seventh and final Principle for Curricular Reform recommended by the SAA's Task Force on Curriculum (Bender and Smith 2000; Kamp 2014). Its position at the end of this venerable list—which includes Stewardship, Diverse Pasts, Social Relevance, Ethics and Values, Written and Oral Communication, and Fundamental Archaeological Skills—is appropriate because the key to real-world problem solving is the application of the other six principles. It is active engagement in a messy world filled with conflicting interests in which a “right” answer does not exist, but a socially, ethically and legally appropriate resolution must be found. By making use of the multifaceted, chaotic real world, we can teach students to assess the various interests in a situation and produce a best, or most viable, solution. We can foster the most engaged and engaging archaeologists and, in the case of the majority of our students who will not become archaeologists, productive and active citizens who recognize the significance and non-renewable nature of archaeological resources. The following essay includes a brief discussion of the term “real-world problem solving” and a look at where and how we can foster a culture of problem solving in the classroom and beyond, focusing upon how we can bring the real world to our students and them to it.

When I began writing this piece, I became less sure of what is meant by the phrase “real-world problem solving,” even though it is something that I care deeply about and volunteered to write about. Where, or what, is the real world? In the original publications by the Committee on Education derived from the Wakulla Springs meeting (Bender and Smith 2000; Davis et al. 1999; Lynott et al. 1999), Davis et al. (1999) contrast “theory (classroom experience) with practice (real world experience).” This suggests that real-world problem solving happens outside of the classroom, or even outside higher education generally, under the assumption that the world inside the classroom is not real. Yet the classroom is a very real place where people from a wide variety of back-

grounds interact on many different levels. It certainly isn't imaginary or fake. Though the assumption that the classroom is not real may be problematic, it remains clear that a student's experience is distinctly different within the intellectual confines of campus than in the world beyond. The “real world” of archaeology exists temporally and physically outside the classroom; it is archaeological practice, in which people are actively engaged as researchers, experts, employers, employees, consultants, and/or volunteers. However, the mere fact that the real world exists beyond the traditional classroom does not mean that we cannot train students in real-world problem solving in the classroom, but only that opportunities outside the classroom may be preferable.

The Task Force on Curriculum provides additional guidance on what they mean by real-world problem solving. It includes “flexibility,” “grounding in the basics of archaeology,” “archaeology as one of many interests,” our “public service responsibilities,” and problem-oriented (rather than research-oriented) archaeology (Bender 2000:37). Suggested topics include “Professional Responsibility and Accountability, Archaeopolitics (know the players and the process), citizenship (civics), how business works and Legal and Regulatory (know the rules)” (Bender 2000:39). Clearly, the Task Force was concerned with developing archaeologists who can solve the complex problems that develop during archaeological practice.

Considering that the real world is largely outside of the classroom, one of the primary challenges for instructors is to either bring the world into the classroom or take students outside the confines of the classroom. Let's examine the former first.

Bringing the Real World into the Classroom

There are myriad ways to bring real-world problem solving into the classroom. Assignments and activities include the

use of simulation, scenarios, laboratory activities, or projects. Published examples include paper-based problems, such as those in the classic Archaeology Workbook and the Next Archaeology Workbook (Daniels and David 1982; David and Driver 1989; see also Patterson 1994), and hands-on laboratory-based activities (e.g., Banning 2000; Rice 1998). Generally speaking, paper-based activities present the context of an archaeological excavation and associated data that students are asked to interpret. These activities involve problem solving because prior knowledge is brought to bear upon a set of data, and they engage with the real world in the sense that there are no perfect solutions and students are required to document and provide justification for their interpretations. However, the business, logistical, ethical, and political aspects of archaeology are rarely addressed.

Hands-on activities (or labs) can involve greater real-world engagement because students must improvise in the face of actual artifacts that imperfectly match academic definitions. However, the value of these activities lies less in the fact that they promote problem-solving skills than in the fact that they allow students to gain a hands-on understanding of materials, types of artifacts, and analysis procedures while experiencing the thrill of engagement with ancient technologies. My students are never quite as happy as when they are making stone tools or clay pots. Hands-on activities are more relevant to teaching Basic Archaeological Skills, but they can be fashioned to encourage students to face real-world issues.

Recently, Burke and Smith (2007) produced an edited volume containing a wide variety of activities, including “role play, simulations, games, hands-on learning, narrative, creative construction, performance, and critical reflection” (Burke and Smith 2007:17). The contribution of this volume, however, lies less in the well-designed and diverse activities, but in the promotion of a different kind of classroom, one that is more like the “real world.” The real world of archaeology is about social interactions between and within groups of people—archaeologists, interested communities, government officials, and businesspeople (Perry 2004). Burke and Smith’s (2007) promotion of cooperative learning, collaborative learning, problem-based learning and guided discovery gets to the heart of real-world archaeology by developing and nurturing social skills such as “the ability to lead, develop trusting relationships, make decisions, resolve conflicts, and communicate effectively” (Burke and Smith 2007:12). During *cooperative learning* students interact with each other to develop a solution to a problem. *Collaborative learning* places the students on an equal level with the instructor, giving students greater responsibility in their own educational experience. *Problem-based learning* is similar to the paper-based activities discussed above in that they are complex, open-ended problems with no clear single answer. *Guided discovery* focuses upon the student’s role as a discoverer who gains

understanding through the messy cumulative process of research through a wide variety of materials, including, but not limited to, historic documents, artifacts, ecofacts, excavation notes, ethnographic interviews, and secondary sources. These methods focus upon the process of learning, which approximates social learning in the real world, not the content. This does not mean that content is lost. As students become more engaged and take responsibility for their own education, they learn both content and how to apply it in the real world.

Bringing Students to the Real World

Even considering the potential options for teaching real-world problem solving within the academic environment, having students participate directly in archaeological research is a better option—because it is the real world. Though there are a number of ways for students to engage in archaeological practice, such as volunteering, internships, or independent studies (e.g., Schuldenrein and Altschul 2000), archaeological field schools are our most important tool for teaching real-world problem solving skills, while training future archaeologists in essential methods. “The practice of doing archaeology in this context is one of authentic, collaborative learning and scientific apprenticeship” (Perry 2004:249).

Field schools tend to be one of the critical events in nearly every archaeologist’s life; they are a veritable rite of passage into archaeology and are required for nearly any archaeology graduate program or job. It is with great surprise, therefore, that one searches for discussion of field schools and their pedagogical value in *Teaching Archaeology in the Twenty-First Century* (Bender and Smith 2000) to find nothing (Baxter 2009:17, 29). Yet, this lack of discussion appears to be the continuation of a long term pattern in archaeology; we generally do not talk about field school pedagogy or even logistics, but instead simply reminisce about our best, and worst, field school moments (Perry 2004:236). This means that there is little guidance for archaeologists teaching their first field school (Baxter 2009:18). Thankfully, a number of archaeologists have recently expanded upon an extant, but limited, conversation about teaching field schools (see Baxter 2009; Mytum 2012; Perry 2004 and citations therein).

Archaeological field schools are the ideal theater in which to teach real-world problem solving to all of our students. Field schools are not just for students intending to be archaeologists; they also attract students who want an adventure in an exotic or unusual locale. Our ability to teach real-world problem solving skills to all students is particularly important; few of them will need to know how to trowel correctly, but all of them will need real-world problem solving skills. I suggest that archaeological field schools are not only one of our most

important disciplinary tools, but also one of the most unique experiences in which college students can participate.

The centrality of real-world problem solving in archaeological field schools comes from the variety of purposes they serve. First, field schools focus on active research projects, which means that they have scientific research goals and cannot be exclusively for training students. Directors are instructors and principal investigators; staff members are field technicians, analysts, and teachers. Second, because they affect the archaeological record, field schools are also public projects, for “all archaeology is public archaeology” (e.g., White et al. 2004:26). All concerned parties must be taken into consideration, including Native Americans (or other indigenous peoples), groups of concerned citizens, relevant government agencies, land owners, interested onlookers, potential donors, and more. Third, because field schools are “real” archaeology, not manufactured training exercises that directly affect the non-renewable archaeological record, they come with the multifarious and complex ethical concerns of any archaeological project. In particular, these ethical concerns include stewardship of the site, detailed record keeping, appropriate artifact processing, preliminary analysis, and report writing.

How can we teach real-world problem solving in the field? How do we guide students in discovering how to assess and remedy problems that are messy, involving many internal and external factors, some of which they (and we) have no control over? One suggestion is that students learn by watching their instructor(s) solve these problems. It is certainly true that students learn by observing, but they will learn much more by doing. That brings us to an ethical quandary: What problems can students be allowed to solve when they are in the process of being trained how to solve them? Failure is an important part of learning, but we cannot let students fail to preserve the archaeological record. We cannot let untrained undergraduates make decisions that directly affect the archaeological record. Or can we? There are a number of ways to give students problem-solving and decision-making roles in field schools without negatively affecting the archaeological record. Here I offer a few examples from my own experience, organized from the least complex and ethically charged to the most. I should note here that every field school is amazingly different. Therefore, the specific details of the following examples may not be relevant in all cases. However, I hope that there are ideas within them that promote the teaching of real-world problem solving in every archaeological field school.

The first example involves something we all care about—food. Provisioning a crew indirectly affects the archaeological record, for, as we all know, a poorly fed crew is a grumpy, less effective crew. However, meal preparation also provides

an ethically safe space for students to practice problem solving and to develop complicated relationships with their new peers and housemates.

During many, though not all, field schools, participants dine together and food can be a major issue—despised, derided, and divisive, or loved, complimented and unifying. I have found that placing students in charge of cooking has consistently been a resounding success, not because of the quality of the food, but because of the problems the students solve and the relationships they develop. During my field school, two to three students are responsible for a week’s worth of suppers. They plan each meal in consultation with staff and then provide a detailed shopping list. However, most students are inexperienced at organizing and cooking meals, especially for large groups, and food dilemmas occur: some ingredients are unavailable or too expensive or get eaten; fresh ingredients spoil; kitchen tools are missing, etc. This means that, frequently, students begin cooking only to realize that they do not have all of their desired ingredients or tools, which forces them to improvise. While this results in frustrating situations and even arguments, this system also yields some absolutely amazing, nutritious, and imaginative meals, as well as some true flops (such as a meal of tasteless Ramen mush). Because students know that they also made mistakes or that they may make them in the future, a dud meal becomes an occasion for complimenting each other on the “excellent” meal, which later becomes the butt of friendly joking. Because students are responsible to each other and must produce a meal, no matter the hiccups that may arise, they are invariably able to actively problem solve and are always successful; we have yet to go hungry. As important as this exercise is, it is but a preface to teaching students to apply these same skills in archaeological practice.

I also involve students in field school budgetary decisions. Doing so means that I expose the inner workings of an archaeological project, which is supported, at least partially, by funds paid by students. This can be awkward and uncomfortable, but tremendously valuable. I don’t show students the entire budget; many decisions are made prior to the commencement of the field school, and, therefore, much of the money has already been spent. Students cannot be involved in those decisions, though they certainly can and should be discussed in retrospect. Throughout the field season many small purchases must be made that tend to involve relatively low cost items and for which there are multiple ethically sound solutions. For example, what kind of covering should be used to protect the excavation from rain? There are many viable solutions, but the students can weigh the costs and benefits of each. When students are involved in financial decisions, they learn to balance budgetary needs with research, ethical, and community goals. Although absolutely essential to any archaeological project, funding is rarely cov-

ered in depth in the classroom. Involving students in these decisions in the field means that they get direct, practical exposure to a critical component of field archaeology.

Finally, a number of decisions that directly affect the archaeological record and archaeological research can safely be made by students, with supervision. For example, after readings and discussions of sampling strategies, I asked four of my students to devise a shovel test pit strategy around a historic foundation to detect outbuildings. After an hour of discussion, they presented a plan to me. The plan did as I had asked and, with minor modifications, they set about executing it. As they progressed, they decided that their coverage needed to be improved and, with my approval, modified the plan. In the end, the students had solved a research problem while abiding by ethical standards. While I could have made the decision, directed them in what to do, and explained the reasoning, their discussion, planning, execution, and modification of their own plan made it so that they will be able to make those same decisions at different sites and under different conditions. Allowing students to devise and execute small portions of an excavation during a field school, especially when they need to modify them, provides them with authentic learning (Perry 2004) applicable to archaeological practice and beyond.

Conclusion

As instructors of archaeology, one of the most valuable skills that we can teach our students, both those who become archaeologists and those who do not, is real-world problem solving. Students who can solve complex problems involving many different interests will become a valuable asset to the world of archaeology and to their broader community. Real-world problem solving can be taught in the classroom, but the involvement of students in archaeological practice is a more appropriate method. However, archaeologists need to have a more robust discussion about field school pedagogy if we want to protect both the archaeological record and the discipline.

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TEACHING WRITTEN AND ORAL COMMUNICATION SKILLS IN ARCHAEOLOGY

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As Kathy Kamp explained in her introductory article (January 2014) in this series on SAA's Seven Principles of Archaeological Curriculum, *Teaching Archaeology in the First Part of the Twenty-First Century*, the SAA Committee on Curriculum is charged with overseeing the implementation of the seven principles (stewardship, diverse pasts, social relevance, ethics and values, communication, archaeological skills, and real-world problem solving). Kathy summarized the committee's efforts to understand if and how the seven principles are used in undergraduate and graduate classrooms based on an analysis of syllabi from across the country. The syllabi were rated on a scale of 0–3, based on the degree of attention shown to the principles. In general, the results suggest that there were some references to the seven principles, but almost all the syllabi lacked an explicit emphasis on these skills. As a committee, we hope to reinvigorate the discussion of pedagogy in archaeology with our series of short articles.

Communication skills are both used and required in every classroom. Therefore, not surprisingly, written and oral communication was one of the principles most often referenced in the reviewed syllabi. Nevertheless, this skill was not explicitly emphasized to the degree that might be expected, given its necessity and wide applicability in any academic setting. Ample opportunities for making detailed connections between reading, writing, and discussion-based assignments are presented when constructing a syllabus and learning outcomes. In this article, I discuss the value of thinking about communication skills in the classroom and emphasizing articulated learning outcomes. I also discuss some of the key issues surrounding the multifaceted topic of communication in archaeology and in the broader professional world.

In Bender and Smith's (2000) original proposal to guide curricular reform for the twenty-first century, Susan Bender described the principle of written and oral communication as follows:

Archaeology depends on the understanding and support of the public. For this to occur, archaeologists must be able to communicate their goals, results, and recommendations to diverse audiences. This goal must be supported by teaching our students how to think logically, write effectively, and speak clearly, all of which are central aims of a liberal arts education (Bender 2000:33).

Bender went on to suggest that the principle of communication may be imbedded in existing curricula and course structures using four topics, including clear writing, clear speaking, public speaking, and computer literacy (Bender 2000:37–40). These four skills are as relevant, if not more so, today as they were 13 years ago. As archaeologists dependent on public support, we need non-academics to understand and value our work. George Smith has argued that “it is more important than ever that archaeology present a balanced and credible account of the past in a way that presents it not as an isolated event detached from the modern world but rather as a building block of modern society” (2008:6). Professional archaeologists and archaeology students alike must be able to communicate motivations, goals, findings, and recommendations with clarity and with an eye to the social relevance of what we do.

The ability to present and explain key phenomena and concepts (individually or in collaborative groups) using both technical and non-technical language is a fundamental skill in our discipline and generally in any scientific endeavor or professional setting. Moreover, as global citizens, skilled communicators who have the ability to adapt their discourse to a variety of contexts are at a clear advantage. Many employers in the business and professional world identify communication skills as a job requirement (Mascle 2013:216). Schools of Business and Education and Departments of Communication often have well-defined and even elaborate curricula focused on teaching students to become better

communicators. There are also many journals in these disciplines that deal with this topic exclusively. Relative to the concerted and clearly defined efforts and goals of the aforementioned disciplines for establishing programs that highlight communication skills, archaeology lags behind. I have drawn several suggestions and insights from their approaches to teaching communication skills, and I describe these below in the context of effective higher education practices.

Educators and employers often classify skill sets of potential candidates into two major groups: hard skills (including the technical expertise and knowledge needed to do a particular job) and soft skills, that is, interpersonal modes of engagement, people skills, and emotional intelligence¹ (Evenson 1999; Sigmar et al. 2012). Communication is among the highest ranked form of all the so-called soft skills (Klaus 2010; Robles 2012). Importantly, soft skills enhance a person's interactions, job performance, and career prospects, and the application of these skills is not limited to a particular profession. Workers today must be able to function and communicate effectively in a "global workplace with its complex informal networks, intercultural issues, and team emphasis" (Sigmar et al. 2012:301). Job candidates who have strong soft skills and excel in written and oral communication are highly sought after in the professional community, in heritage management, and in academia. It has become clear that technical skills are not enough to ensure employment and long-term job security in the contemporary workforce (Robles 2012). Given the demand for talented communicators inside and outside of our discipline, how can we best prepare our students using archaeology?

Teaching Communication Skills in the 21st Century

Modeling social skills, as anthropologists know well, is an important teaching tool, and we have a long tradition in our discipline of teaching via this mode. While the lecture/modeling approach certainly has value (and may even be the most appropriate method of teaching in large classes), this has been referred to as a passive teaching mode (Smart et al. 2012; Stage et al. 1998). This is because lectures are teacher-centered, where knowledge is delivered from instructor to students, and students are expected to receive and assimilate the knowledge with little contextual understanding or actual engagement with the material. Modern learning theory, however, advocates for teachers to move into the role of facilitators and to allow students to learn within a social context in which students actively construct knowledge, often in groups; this is what is known as a social constructivist approach to learning (Stage et al. 1998).²

In an effort to move beyond teaching by showing, and to engage in constructivist approaches, modern pedagogical research has identified teaching methods (such as Problem Based Learning and High-Impact Practices) that map nicely onto the seven principles of curriculum reform in archaeology that Bender and Smith originally identified. Anyone who has engaged in a field school will quickly recognize that, for students, learning by experience is powerful and provides for deep knowledge and understanding. This kind of active experiential engagement is collectively referred to as High-Impact Practices (HIP) by the Association of American Colleges and Universities (Kuh 2008). Examples of HIP include: first year seminars, learning communities, common intellectual experiences, undergraduate research, writing-intensive courses, internships, collaborative assignments, capstone projects, and service learning. The learning outcomes associated with PBL and HIP are impressive, suggesting that students who engage in these approaches have higher grades and "retain, integrate, and transfer information at higher rates" (Kuh 2008:14).³

In a classroom setting, Problem Based Learning (PBL) scenarios are effective means to teach writing skills (Smart et al. 2013), and they provide valuable methods to engage students in meaningful discussions. PBL scenarios that emphasize rhetorical principles (rather than content or format) serve to improve communication abilities while motivating critical thinking. In most workplaces, communicators are required to explain new or relevant information to people who are unfamiliar with these ideas and to draw conclusions, solve problems, and make informed recommendations. High-level skills are needed to determine what information and messages are appropriate for a particular audience, context, and purpose. Conversely, traditional academic writing has cultivated an environment where students write for the purpose of illustrating how much they know about a particular topic. This mode provides little room for complex authentic thinking and communication suitable for varied audiences.

Writing-intensive coursework has been found to improve undergraduate perceptions and confidence in their abilities to read scientific literature and communicate about science (Brownell et al. 2013). Researchers have found that popular science journalism can be used to teach communication skills in a process that incorporates peer review, exercises to link ideas from separate disciplines, and critical thinking (Tuten and Temesvari 2013). In archaeology, as in many disciplines, writers often struggle to transfer their knowledge and skills to new and different contexts (Masclé 2013). Many people do not consider themselves to be "writers"; therefore, it is necessary for instructors to foster writing self-efficacy (or

confidence in writing abilities) to ameliorate writing apprehension. Part of this challenge involves providing a range of writing experiences for students to apply their developing skill sets in new contexts. Writing apprehension, and communication apprehension in general, have been found to be serious barriers to student success in academic settings and in the workplace (Blum et al. 2013).⁴ Discussions and writing exercises about archaeology, at many levels, in different contexts, and with varied audiences, are essential practices for improved communication. Heather Burke and Claire Smith (2007) have edited a book that provides excellent examples of active learning activities and recommendations specifically for archaeology courses. While communication is not an explicit focus of the text, all of the activities described cultivate enhanced communication skills. Exercises include role playing, games, reflective writing, simulations, and performance, among a wide range of other writing, drawing, and discussion-based activities.

In higher education, there is an increased emphasis on HIP, such as service learning and experiential learning (including undergraduate research), where students engage in real situations in the field and/or in the community that put academic foundational knowledge to use. In these contexts, learners are challenged in new ways and will employ both formal and informal communication skills (including traditional academic forms using professional jargon and discipline specific terms, as well as less formal social-oriented communications). High-impact experiences challenge students to communicate in varied settings and to translate knowledge in multiple ways for different audiences. In the discipline of archaeology, we have great potential to engage students in hands-on working environments (in the field, the laboratory, and in community outreach). These experiences add to the richness and diversity of situations in which students can practice and hone their communication skills. Moreover, communication in informal but academic settings, such as an archaeological field school, brings freedom to explore and adapt, as well as opportunities to express oneself in creative ways—obviously there is great potential for communication proficiency development in archaeology.⁵

In sum, expressing the purpose of archaeology and justifications for our work to a variety of audiences is something that professional archaeologists constantly do in heritage management, in universities, in contract archaeology, in discussions with the public (live and online), and in our everyday conversations with our colleagues, friends, and families. In addition to the ability to communicate effectively, students need to be adaptable and able to translate anthropological and archaeological concepts across multiple contexts. New

technologies have created a great shift in knowledge production and dissemination practices that have already affected our discipline. This shift will undoubtedly continue (Boast and Biehl 2011; Harding 2007; Kansa et al. 2013). The Internet is being used to transform archaeological communications into forms that are more open, inclusive, and collaborative (Kansa et al. 2013). More than ever, we now have great potential to make archaeology a communications instrument for civic engagement, stewardship, global education, social justice, and improved management of cultural resources. These emerging modes of communication in archaeology have created new challenges for practitioners and for students. Nevertheless, this is an exciting time and the situation has stimulated an urgent need for more conversations about the role of communication in archaeology.

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Notes

- ¹ Emotional intelligence has also been referred to as social intelligence and a person's emotional quotient (Sigmar et al. 2012:302). Emotional intelligence involves interpersonal skills, including communication, that allow people to work effectively with others.
- ² An example of constructivist learning is the Flipped Classroom, where students watch or listen to lectures at home and then engage in collaborative learning in class by working through homework-style problems together, with the instructor's assistance and guidance (for example, see Bergmann and Sams 2012).
- ³ Interestingly, HIP have especially positive learning outcomes for underserved students, including first-generation students, minority students, and low-income students; in these cases, HIP have proved to be transformational for student learning outcomes (Brownell and Swaner 2009:26).
- ⁴ Blum et al. (2013) found that communication apprehension was negatively associated with students' willingness to take on leadership opportunities, multicultural appreciation, and adaptability to new situations. Surprisingly, no significant relationship was found between GPA and communication apprehension.
- ⁵ Reviews of engagement and learning outcomes in HIP settings show strong evidence for improved graduation and retention rates and enhanced academic performance (Brownell and Swaner 2009; Hill and Griswold 2013).

TEACHING BASIC ARCHAEOLOGICAL SKILLS

CURRENT APPROACHES IN UNDERGRADUATE FIELD AND CLASSROOM SETTINGS

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"In my opinion, our major responsibility to the rest of the world is to do good, basic archaeological research."

—The Old Timer in *The Golden Marshalltown: A Parable for the Archaeology of the 1980s* (Flannery 1983)

Three decades ago, Kent Flannery's (1983) metaphorical Old Timer insisted that basic archaeological research is both foundational to and expected in the discipline. Today, that assertion can be made even more strongly, as archaeologists are increasingly held accountable by local communities, descendant groups, clients, civic and municipal agencies, and students. It is thus well worth considering the relevant skills needed to conduct sound archaeological research and interpretation and to examine the pedagogies involved in transmitting those skills. Teaching basic archaeological skills to undergraduate students is a central concern within the archaeological community of academic faculty, staff researchers, students, and cultural resources professionals (Davis et al. 1999). Here we focus on the present state of the curriculum for transmission of basic skills to undergraduate students who may continue to the professional world of cultural resources management or enter a graduate program to further their studies in the discipline. We also address the transmission of basic skills to undergraduate students who, more commonly, will not pursue a career in archaeology but may nonetheless garner important life skills. In many cases, these students will undergo transformative experiences that will leave them with an appreciation for the practice of archaeology and instill in them the value of stewardship for the archaeological record and cultural heritage.

Background

In 1998 a small group of archaeologists gathered in Wakulla Springs, Florida, to discuss the skills and ethical principles

needed to address changes in archaeological practice, particularly due to the growth of cultural resources management and public archaeology, as well as technological innovations. One of the topics was curricular reform in higher education. Seven "Principles for a New Archaeology Curriculum" (designed to align with the SAA Principles of Archaeological Ethics) emerged, with specific recommendations for how, at what stage, and to what level each curricular principle should be introduced into archaeology higher education. At the time, it was proposed that students planning a career in archaeology should demonstrate "the ability to make pertinent observations of the archaeological record, describe and record these observations, and draw appropriate inferences" (Davis et al. 1999). To this end, students should work toward mastery of fundamental archaeological skills including "survey and cartography (e.g., map making and reading), stratigraphy (e.g., draw and accurately interpret a soil profile), archaeological methods (e.g., complete field and laboratory forms), database management (e.g., create and use data tables), and technical writing (e.g., write artifact, feature, and site descriptions)" (Davis et al. 1998). The committee proposed that, at the undergraduate level, specific topics, such as observation/inferential skills, basic map skills (scales, contours), ability to organize and assess data, knowledge of the law, and description (one step above field description) would be appropriate to incorporate into standard undergraduate courses (Davis et al. 1999). Table 1, originally published in Davis et al. (1999) and Bender (2000), illustrates the proposed sequencing and student target audiences in teaching archaeological skills that emerged from the Wakulla Springs conference.

The SAA publication *Teaching Archaeology in the Twenty-First Century* (Bender and Smith 2000) assembled the discussion topics from the 1998 conference, with a few chapters focusing on or drawing attention to the undergraduate archaeolo-

Table 1. Introduction of Basic Skills to Student Target Audiences
(excerpted from Davis et al. 1999; Bender 2000:38).

Course Type	Incorporation of Basic Skills	Student Target Audiences*
Introduction to Anthropology		
Introduction to Archaeology		
World Archaeology		
Area Archaeology		
Method and Theory	X	1,2,3
Principles of Archaeology		
Field School	X	3
Lab Methods	X	3
Internships	X	3

*Student Target Audiences: (1) Non-majors; (2) Anthropology Majors (who enter another profession); (3) Archaeology Track Majors (who attend graduate school for archaeology).

gy curriculum. A basic premise of the volume was that curricular reform was necessary because archaeological pedagogy was no longer consistent with how archaeology was being practiced (Bender 2000), largely due to the rise of cultural resources management and significant public archaeology initiatives. Curricular reform in archaeology must, at one end of the continuum, prepare students for graduate studies or a professional career, and, at the other end, account for students who may take only a single course in archaeology (Bender 2000).

Fagan (2000) charges that the primary role of the introductory undergraduate course is to create an informed citizenry and thus that it is important for pedagogy to be student-oriented and structured around topically specific learning materials and case studies. He further asserts that upper division undergraduate courses yield a relatively small number of future archaeologists, so again the focus should be on creating an informed citizenry, with course content structured around real-world case studies infused with ethical and decision-making issues. In the publication, Fagan forecast that the most effective elements of curricular reform would come in the form of course delivery, utilizing topically specific instructional materials, computer- and web-based inquiry, and institutional collaborations between instructors.

Current Implementation of the Principle

In 2012–2013, the SAA Committee on Curriculum undertook a study to assess the extent to which the Principles of Curricular reform are implemented. Ninety-eight syllabi gathered through professional contacts from four-year public

Table 2. Summary of Means Scores for Teaching Basic Archaeological Skills across a Standard Archaeology Curriculum (excerpted from Kamp 2014).

Course Type	Mean Score*
Introductory	1.27 (n 34)
Area Survey	.57 (n 22)
Topical	1.33 (n 14)
Methods	2.49 (n 13)
Theory	0.98 (n 7)
Field School	2.89 (n 8)
Total	1.40 (n 98)

*(1) Introduced: Item is introduced briefly, and mastery may or may not have any weight on the student's course grade; (2) Reinforced: Item is explored in some depth, but mastery is a minor component of the student's course grade; (3) Emphasized: Item is explored in great depth, and mastery is a major component of the student's course grade.

and private colleges and universities were sorted into basic categories common to an undergraduate archaeology curriculum. Each committee member rated each syllabus on a scale from 1–3, using the criteria outlined below. Table 2 shows the mean rating for syllabi for each course type for “Teaching Fundamental Archaeological Skills.” The criteria for Fundamental Archaeological Skills outlined at the 1998 conference and in the 2000 publication were key to the ratings assignment.

Table 2 suggests three interesting trends related to teaching basic archaeological skills in an undergraduate context: (1) the least emphasis on basic skills appears in area survey courses and stand-alone theory courses; (2) nearly equal emphasis is placed on teaching basic skills in introductory courses as in topical courses; and (3) the greatest emphasis on basic skills appears in stand-alone methods courses and in field schools.

Content analysis of the syllabi focused on the stated learning objectives, assigned readings, and class assignments. For Introductory Archaeology courses (taught separately from global prehistory), the learning objectives of applied problem solving, application of archaeological evidence, and active learning are commonly included. Likewise, assignments and activities geared toward introducing and/or practicing archaeological concepts such as sampling, survey, spatial analysis, stratigraphy, dating, and provenience are frequently incorporated into the course structure through reading assignments, in-class practicums, and/or case studies. Clearly, basic skills are being introduced much sooner and at a more “advanced introductory” manner than was anticipated

in the 2000 compilation. Students are, in many cases, learning to “think like an archaeologist” at the outset.

Topical courses are generally taught to advanced undergraduates, and included in this examination are courses such as Archaeology and Identity; Archaeology of Food; Men, Women, and Children in Archaeological Perspective; Ecology, Culture and Environmental Change; Ethnoarchaeology; and, Experimental Archaeology (this latter could also be considered a Methods course). These courses also tend to introduce archaeological skills in an “advanced introductory” manner by situating archaeological research methods within anthropological topics such as gender, ecology, and food. Courses in experimental archaeology are explicitly grounded in project-based, hands-on learning and the acquisition of basic skills such as observation and inference, data collection, organization and description, and record-keeping.

The introduction of basic skills in area survey (including global prehistory or area-specific) courses is understandably not a priority, given the amount of material that must be covered. Nonetheless, there is evidence that many instructors incorporate archaeological methods into these courses in a cursory fashion. For example, courses in North American prehistory may also include flintknapping demonstrations or activities, atlatl contests, or acorn collection and processing. Likewise, courses in Mesoamerican or South American archaeology may include brief units on pottery analysis, chemical sourcing, or spatial analysis, and, in one case, a survey of Old World prehistory included a bronze tool experiment. In several instances, experimental archaeology appears to have been incorporated into the course to enhance student learning in the area, with the introduction of methods and skills being derivative.

Not surprisingly, methods courses and field schools place the greatest emphasis on teaching basic archaeological skills. Methods courses are taught as a survey of methods and as an in-depth exploration of particular methodologies such as ceramics analysis, lithics analysis, or the analysis of floral and/or faunal remains. The latter tend to be project-based and appear to involve hands-on learning by having students perform typological studies, stylistic or technological analysis, refitting exercises, and the like. Many lab-based courses also incorporate use of microscopes and statistical software packages and involve students in curation and database development. Again, experimental archaeology often appears to be integrated, primarily to enhance instruction of basic skills and to provide a social context (e.g., *chaîne opératoire*) for the more technical aspects of the coursework.

Field schools overtly focus on teaching fundamental archaeological skills through instruction and supervised practice. In the twenty-first century, most field schools are project-oriented and organized around a specific research objective. They tend to be taught as educational apprenticeships in which students both observe and participate in the research experience (Miller 2012). A survey of the field school syllabi gathered for this study, along with a cursory review of recent field school announcements, indicates that fundamental skills common to most field school situations include survey and/or excavation, working with soils, record keeping, and map work. How much emphasis each of these skills receives in the field school setting correlates to the nature of the project undertaken. Similarly, the project-specific nature of the field school determines whether and to what extent students will be introduced to more advanced or multidisciplinary skills. It increasingly appears to be the case that students can anticipate gaining experience with what were once considered specialized applications, such as geophysical prospection, GIS, GPS, and geoarchaeology. In some cases, innovations and greater accessibility to technology and multidisciplinary approaches are de rigueur in field schools.

Case Studies from the Middle Atlantic Region

The Middle Atlantic has a strong tradition of student training and mentoring, with more than 50 undergraduate archaeology programs in the region. A recently held workshop, “Boot Camp for Teaching Archaeology: Lessons from the Middle Atlantic,” organized by Nash and Wholey (2014) for the annual meeting of the Middle Atlantic Archaeological Conference (MAAC), drew together archaeology faculty from 13 public and private four-year institutions to showcase active learning and other pedagogical modalities for the teaching of basic skills to undergraduates. Participants were asked to give synopses of their programs and their approaches to teaching, along with examples of their work. An important goal of the gathering was the comparison of teaching methods both across and within curricula to better understand how context can shape significant learning experiences (Fink 2013).

The archaeologists who were part of the workshop contributed a wide range of teaching contexts and examples, all focused on undergraduates. These include teaching (1) with experimental archaeology; (2) in an interdisciplinary setting; (3) in a compliance setting; (4) through long-term, collaborative projects; (5) with collections; (6) through intensive writing; (7) with mock sites; (8) with technologies; (9) through virtual curation; (10) through stewardship; and (11) transmitting life skills through an archaeology education. A repeated

theme of the presentations was the importance of bringing undergraduates into research projects to solidify basic field and laboratory skills. The practice and enhancement of these skills in a variety of active learning contexts has resulted in undergraduates contributing to professional research throughout the Middle Atlantic.

A number of pathways for future collaboration emerged during the workshop. For example, it is common for archaeologists who teach undergraduates in the Middle Atlantic to do so in a restricted setting—for example, in archaeology programs embedded in combined departments, with small numbers of faculty and increasing numbers of students. Participants decided to initiate discussions on the creation of a “Middle Atlantic Archaeology Teaching and Learning Consortium,” through which faculty with a particular expertise could offer short courses for students from a variety of universities and work with them on a specific skill set. This will be the focus of a workshop at the 2015 MAAC.

Teaching Archaeology through Active Learning

Archaeology has much to offer undergraduate education: an interdisciplinary approach; a focus on temporal and spatial cognition; an emphasis on a broad skillset oriented to the field sciences; and an anthropological framework. Archaeologists who teach undergraduates commonly offer anecdotal evidence of the transformative power of the experiential pedagogies that are hallmarks of archaeological training. Well-assessed and shown to encourage a higher level of understanding and integration for students and teachers alike, experiential learning results in the mastery of skills so sought after in undergraduate education.

From a pedagogical standpoint, the instruction of archaeological skills is an archetype for active learning (Bonwell and Eison 1991; Felder and Brent 2009) in which students are at the center of the learning process and partners in discovery and problem-solving. Originally defined in opposition to traditional teaching, in which the lecturer is the “Knower of All,” active learning should sound familiar to archaeologists, who will welcome the large body of research on a teaching approach that is part and parcel of our discipline (Burke and Smith 2007). Active learning can take many forms, including hands-on learning, problem-based learning, case studies, and simulations, to name a few. In addition to the shift away from passive learning, the characteristic that truly distinguishes active learning from traditional pedagogies is the focus on student engagement, resulting in independent, creative inquiry (Bain 2004). Interestingly, this strength has been most clearly articulated for pre-collegiate archaeology

and programming for the public (Smardz and Smith 2000). Archaeology is not as visible in the scholarship of teaching and learning (SoTL) for higher education, despite the fact that archaeologists have much to say from years of active learning practice.

Archaeological skills like those seen in the syllabi collected for the present study embody a practice in which students “learn through an education of attention” (Ingold 2011:190). To borrow Høgseth’s identification of the transfer of knowledge through craft, archaeologists combine “knowing what” and “knowing how” (Høgseth 2012:61) to create rich learning environments. Taxonomies of learning propose dimensions of knowledge that extend from concrete (factual) to abstract (metacognitive), the latter associated with higher order thinking skills (Anderson and Krathwohl 2001). Active learning in archaeology can move students along this continuum, requiring them to build on foundational knowledge to understand, apply, analyze, evaluate, and ultimately create (hypothesize and design) as undergraduates. In addition to apprenticing students (Wendrich 2012) early in their archaeological careers, active learning in the undergraduate curriculum has the potential to promote higher-order learning for all students. This “thinking about thinking” or metacognition (Bain 2012), emerging from a variety of learning experiences and environments, positions archaeology students to develop the “far transfer of knowledge” (Ambrose et al. 2010) from one course to another, and to later life (Lang 2013). Rather than claim that archaeology teaches transferrable skills, it is more apt to say that archaeology, based in active learning, promotes a disposition of critical and synthetic thinking, requiring students to work across disciplines in different learning domains.

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EXPLORING AND EXPLAINING ALTA TOQUIMA

THE HIGHER YOU GET, THE HIGHER YOU GET

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Why would Great Basin foraging families decide to spend their summers atop the very highest place in their world? This question arose almost a century ago, when Julian Steward was told of ancient house foundations between 3,000 and 4,000 m in California's White Mountains. None of the Paiute and Shoshone elders apparently mentioned these alpine houses in their interviews, and Steward puzzled over "why houses were so often built above the piñon zone" (Steward 1938:58). An experienced backpacker, Steward was well aware that extreme cold and deep snow eliminated the possibility of overwintering at that elevation. While he thought it likely that these house foundations resulted from family residential occupations in the summertime, he also left the door open for all-male bighorn hunting parties. To my knowledge, Steward never discussed the alpine houses after the early 1940s.

So Steward knew about Great Basin alpine villages all along—he just didn't know what to do with them. I felt the same way when I found Alta Toquima in 1978. After some years of doing mountain archaeology in the Great Basin, our small crew spent a few days backpacking into the alpine reaches of the Toquima Range in central Nevada. The alpine plateau on Mt. Jefferson told a story of faulting, then sculpting by wind and frost erosion. Cirques and arêtes along the margins reflected Holocene glacial advances, some fairly recent. We were chasing rumors of ancient bighorn hunting blinds, which we found right away—plenty of them, each designed to exploit the nuances of this complex glacial topography. We split up the crew, systematically walking transects around and across the tableland.

About noon on August 16, 1978, two of us were walking out the 3,350-m rimrock that defines the Mt. Jefferson tableland when we saw it—a full-blown 31-pithouse aboriginal village (Figure 1). Dozens (maybe hundreds) of whole arrow and dart points were all over the surface, with plenty of potsherds and a lot of grinding stones, a few still chocked in place and ready for use. No metal artifacts were in sight.

It was immediately obvious that native families had spent their summers here, for a long time and a long time ago. Wintertime living at this elevation was an obvious impossibility; these were summertime houses, vastly different from the alpine hunting features we had recorded for years. Whole families—husbands and wives, and almost certainly their children and elders—chose to live atop the third highest spot in Nevada.

We called the place Alta Toquima. At the time, it was the highest recorded American Indian village, and the questions abounded. Why did these ancient mountaineer families choose to build their houses on this harsh, steep, remote hillside? Why did they leave so much behind, as if stepping away for just a few days? Wouldn't any modern hunter or Basque shepherd or casual hiker stumbling onto this alpine village have picked up the arrowheads—at least the whole ones? Thirty years ago, I thought we might be the first two Anglos ever to stand on Alta Toquima ... and I still wonder about that today.

Two years after we stumbled on Alta Toquima, my good friend and colleague Bob Bettinger found a remarkable series of surprisingly similar residential villages in California's White Mountains, some located at nearly 4000 m (Bettinger 1991). At first, we thought that such alpine villages must be everywhere and we just missed them—both of us agreeing, "If I don't want to walk up there, then the Indians didn't either." But decades of follow-up surveys throughout the alpine reaches of the Great Basin have failed to find anything remotely comparable to Alta Toquima and the White Mountains village sites. The unexpected recent discovery of High Rise Village and additional alpine residences in Wyoming's Wind River Range (discussed elsewhere in this issue) further raises the question of why *families* chose to live at such extreme elevations in North America.



Figure 1. Alta Toquima (center of this photograph) is located on top of Mt. Jefferson, the third highest spot in Nevada. The 31 aboriginal pithouses are carved into the rocky summit at the head of Barker Creek, the springy place near the snow patches. In the middle distance is Big Smoky Valley, with the crest of the Toiyabe Range defining the skyline. The Reese River Valley lies just beyond, and on a clear day, you can see the White Mountains and sometimes even the snow-capped Sierra Nevadas, more than 150 miles away.

The Man Caves of the Central Great Basin

Understanding the alpine residences at Alta Toquima requires an appropriate cultural and paleoenvironmental context. Middle Holocene aridity ended with a dramatic increase in annual rainfall in the Great Basin and beyond. Single-leaf piñon expanded its range, perhaps in response to an increased growing season due to precipitation from summer monsoons. The earliest detectable occupation of the mountains of the central Great Basin took place 4,350–4,100 B.C., a time when summer-wet climatic conditions likely fostered dramatic increases in artiodactyl densities, particularly in the extreme alpine reaches.¹

The Toiyabe, Toquima, and Monitor ranges dominate this landscape, with Mt. Jefferson (the highest point in the central Great Basin) reaching 3642 m (Figure 1). This lofty landscape carries with it vivid environmental gradients and major diurnal temperature swings. As foraging families

explored this mountainous world, they opened up some new survival options and eliminated others. Although the first families likely walked into these mountains and elevated valleys together, they soon negotiated an independence that would define their demographic and social interrelations for millennia. Female foragers set up winter camps in the lower piñon-juniper belt, and most target resources were usually close enough to allow the foragers to return home that night.

Bighorn hunters lived here too, but they often left the piñon villages behind during lengthy, far-reaching trips into the extreme mountains, including the alpine Mt. Jefferson tablelands. Alpine hunters spent days, even weeks, away from their families, working the high country and making alpine camps that the children didn't know and women never saw. Logistic bighorn hunters built hundreds, perhaps thousands of traps, blinds, and rock walls to increase their hunting success (Figure 2). They lost thousands, perhaps tens of thousands, of diagnostic projectile points as they hunted the

alpine mountains. We have spent decades mapping those hunting facilities and recording the hunting losses.

These alpine hunters would seem to be “travelers” (in the sense of Bettinger and Baumhoff 1982), meaning that they focused on a relatively narrow diet breadth with a high average foraging return from individual investments. Relying on rare resources with high caloric returns and low encounter rates, they paid high search costs but enjoyed low handling costs. These band-like polities likely lived in centralized villages, surrounded by a number of task-specific logistic sites (McGuire and Hildebrandt 2005).

Bighorn hunters of the central Great Basin engineered a number of exclusive Man Caves, and Gatecliff Shelter was one of these, located halfway up Mill Canyon (at 2,315 m), about 15 miles north of Alta Toquima (Thomas 1983). Horizon 16 at Gatecliff Shelter (4350–4100 B.C.) is the earliest datable presence in the central Basin mountains, with nearby Triple T Shelter being occupied about the same time. Several of these middle Holocene occupations document the beginning of a long-term pattern of sheep hunters visiting the logistic camps to work the remote uplands of the Toquima Range, especially the Mt. Jefferson Tablelands.

Gatecliff Shelter (along with several other central Basin caves and shelters) was engineered by bighorn hunters to suit their high-mobility hunting lifestyle. These south-facing shelters are huge lithic heat sinks, remaining fairly cool in the summertime and holding heat in the wintertime. Logistic hunters crafted their personal space in repetitious and redundant ways, building fire hearths in exactly the same places, sleeping in the same spaces, reworking their gear while sitting in the same spots through time. They carried field-dressed bighorn into Gatecliff Shelter, where they lightened the load by discarding waste and drying the meat for transport. They painted the walls with red, yellow, black, and white pictographs. Eventually, the hunters picked through their gear—carrying some and caching other things for later—and then headed home. This logistic pattern persisted throughout the post-middle Holocene Transition and into the Neoglacial periods. The rock blinds and hunting losses are scattered across the highest reaches of the Toquima Range and mountaintops across the central Great Basin.

For millennia, Gatecliff Shelter functioned as a camp for logistic hunters pursuing bighorn in the alpine Toquima Range catchment. Very similar logistic hunting patterns are evident at a number of caves and rockshelters throughout the central Great Basin—the Man Caves—including James Creek Shelter, Bronco Charlie Cave, Ruby Cave, Deer Creek



Figure 2. Deborah Mayer O'Brien inside one of the numerous beehive hunting blinds at the South Summit of Mt. Jefferson (located about 3600 m, roughly 3 km southeast of Alta Toquima).

Cave, and, to a somewhat lesser extent, South Fork Shelter and Pie Creek Shelter.

I use the term “man cave” to describe the apparently all-male hunting camps that proliferated during a time of intensive bighorn hunting. While female foragers certainly traveled extensively and sometimes hunted in the ethnographic Great Basin, this family band structure did develop until much later in the Intermountain West. Ironically, Julian Steward began his Great Basin research with deeply held convictions about the roles of men who hunted and fed their families, and he spent considerable time seeking male-centered hordes and bands, the so-called *patrilineal band*. But knowledgeable Paiute and Shoshone elders agreed—even insisted—that men’s hunting never provided nearly as much food as women’s gathering of nuts, seeds, and roots. This was bad news for Steward’s patrilineal band concept, forcing him to conclude that the fundamental sociopolitical group in the nineteenth-century Great Basin must have been the family band (Thomas 2014a). Ironically, the Man Caves of central Nevada do indeed demonstrate the importance of all-male hunting parties—Steward was just a couple of millennia too late to see these band-like polities in operation.

About 800–650 B.C., severe post-Neoglacial drought conditions gripped the central mountains. Gatecliff Shelter was abandoned, as were virtually all of the Man Caves of central Great Basin. Logistic bighorn hunting—a pattern that had persisted for nearly 4000 years—had effectively died out by about 200 B.C. The radiocarbon record further demonstrates that with the onset of the post-Neoglacial drought, much of

the central Great Basin was virtually depopulated as well. This is when Alta Toquima enters the picture.

Digging and Dating Alta Toquima

Alta Toquima (26Ny920), the most significant of several alpine settlements overlooking Monitor Valley, is perched atop Mt. Jefferson at almost exactly 3,350 m. These unusual alpine residences were built on the highest peak in the Toquima Range, a huge table-like plateau that varies in elevation from about 3,050 to 3,642 m (Thomas 1982, 2014b, 2014c). More than 300 time-diagnostic projectile points were recovered in stratigraphic context, and the Alta Toquima sequence is today anchored in a suite of 70 radiocarbon dates (which, like the comparable dataset from Gatecliff Shelter, have recently been subjected to comparative Bayesian analysis; Kennett et al. 2014).

We excavated 18 of the Alta Toquima houses (Figure 3) and a large extramural work area known as the Terrace Midden (Figure 4). The radiocarbon evidence clearly documents that families began living at Alta Toquima toward the end of the post-Neoglacial drought (410–200 B.C.)—the earliest documented alpine residences in the Great Basin (cf. Bettinger 1991). Several houses were constructed during this interval and numerous milling implements were recovered from inside the houses and also throughout extramural activity areas (Figure 5).

The alpine residences at Alta Toquima reflect a drought-driven intensification by “processors” (in the terminology of

Bettinger and Baumhoff 1982), tolerating lower average foraging returns to pursue a wider diet breadth and exploiting many resources with higher encounter rates and handling costs. Processors spend less time searching for things (cutting down their travel expenses), but expend more effort handling and processing what they find. They shifted to small, household-size groups that exploited resources more efficiently because they could shift residences between numerous short-term generalized encampments. The establishment of multiple alpine residences at Alta Toquima and elsewhere on Mt. Jefferson, coupled with the total abandonment of alpine and upland hunting, coincides with a more widespread utilization of the piñon-juniper woodland for both male and female foraging.

Foragers returned to Gatecliff Shelter sometime between 200 B.C. and A.D. 1, but it was no longer an all-male logistical hunting camp. Instead, Horizons 4–6 and subsequent occupations reflect a complex interplay of male and female maintenance, extraction, and fabrication activities. The multiple usages of Gatecliff Shelter (and several other caves and shelters in the central Great Basin) document this distinctive change in settlement pattern—in effect, the Man Caves had become Mom-and-Pop Shelters.²

Explaining Alta Toquima

Mensing et al. (2008) marshal an overwhelming and compelling set of paleoenvironmental proxies that document four Late Holocene droughts across the western and central Great Basin. There is a remarkable concordance between this drought record and the occupational histories of Alta Toquima and the rest of Monitor Valley.

The post-Neoglacial drought (850 B.C.–A.D. 100). The first residences appear at Alta Toquima (750–410 B.C.) during the epic drought conditions that dominated the central Great Basin for nearly a millennium. Strata H and F accumulated during this time across the Terrace Midden (the centrally located outdoor extramural workplace and discard zone) and three house structures constructed and occupied as well. There is no question that the 2,500-year-long alpine residential pattern at Alta Toquima began during a period of extreme aridity.

Alta Toquima was then abandoned ca. 200 B.C. through A.D. 150, during a brief return to mesic conditions. At the same time, the radiocarbon record shows a simultaneous burst of occupation within the piñon-juniper woodland of Monitor Valley (including Gatecliff Shelter, Triple T Shelter and Butler Ranch Cave).



Figure 3. Archaeologists digging House II-I at Alta Toquima. Photograph is looking north across the Mt. Jefferson tablelands. Two other residential sites are out there, North Flats (Ny2731) in the middle background and the 11,215 Peak site (Ny2729) in the extreme center background.



Figure 4. Summertime (August) excavations at Alta Toquima. This block excavation centers on the Terrace Midden, a long-term extramural activity area situated between House I-A (to the extreme left) and House I-B (where the screener is working). Despite the shallow profile, nine intact stratigraphic units can be defined in the Terrace Midden, with 33 ^{14}C dates defining a tight sequence beginning 1350–790 B.C. and carrying into the late prehistoric period.

The drought terminating at A.D. 750. Residential activity at Alta Toquima gradually intensified during this half-millennium of increased aridity, peaking during maximum xeric conditions (A.D. 600–750). Radiocarbon evidence from everywhere else in Monitor Valley disappears. With the subsequent return to mesic conditions (A.D. 780–990), Alta Toquima was once again abandoned for two centuries, and the lower-elevation Monitor Valley sites (Triple T Shelter and Toquima Cave) were reoccupied.

The drought terminating at A.D. 1150. This pattern repeats once again, with another occupational intensity at Alta Toquima during the buildup of drought conditions, terminating at A.D. 1150 with a corresponding hiatus in the use of lower-elevation Monitor Valley locales.

The drought terminating at A.D. 1400. Shortly after A.D. 1250, during another buildup of arid conditions, residential activi-



Figure 5. Stacy Goodman finalizing notes after completion of excavation at House II-I at Alta Toquima (looking west). Note the two hearths in the east-facing doorway.

ty escalates even further at Alta Toquima, peaking during the drought terminating at A.D. 1400, with little use of lower-elevation sites.

The Late Holocene ^{14}C evidence thus demonstrates a “synco-pated” occupation of Alta Toquima and the lower elevation settlements of Monitor Valley. On the one hand, the alpine residences at Alta Toquima are clearly tracking both short-term and long-term xeric signals: people live at Alta Toquima only during times of drought. By contrast, radiocarbon data from Gatecliff Shelter (and multiple additional sites in Monitor Valley) track short-term mesic pulses during the overall arid post-Neoglacial drought: people live at lower elevations in Monitor Valley during wetter intervals.

Conclusions

Julian Steward long ago warned of the perils inherent in any form of “environmental determinism” (1955:35–36). Today, with the allure of high-precision records and models charting abrupt and short-term climate change, we must be equally wary of any seductive *paleoenvironmental determinism* that automatically accords any direct, one-to-one relationships between environmental and cultural change. But Steward (1955:35) also cautioned that environment and geography must never be “relegated to a purely secondary or passive role,” and I agree with that.

I sense a strong paleoclimatic signal in the shifting settlement patterns of the Toquima Range, the rest of Monitor Valley, and the central Great Basin. This is not merely a generalized “response to mega-droughts.” Each of the xeric

episodes had a direct and significant impact on terrestrial ecosystems and the organisms living there, with decreased discharge in mountain streams into wetlands and reduced primary production (and thus harvestable biomass of wetland plants in the floodplains). There was considerably less available drinking water and many of the mountain springs likely ceased flowing altogether, at least during the autumn months. Increased salinity in playa lakes made them unfit for human consumption. Plant diversity decreased and fire intensity increased. This was likely a time of considerable stress on artiodactyl populations in the central Great Basin. This environmental variability, punctuated as it was with periodic xeric intervals, likely resulted in deteriorating resources at lower elevations, leading to a broader diet breadth and the drought-driven alpine residential occupation at Alta Toquima.

These results emphasize the importance of developing multiscalar temporal chronologies—especially the importance of refining and transcending millennial- and sub-millennial-scale chronologies to develop the centennial-scaled chronologies necessary to synchronize the archaeological record with the rapidly growing and increasingly high-precision paleoenvironmental records available.

Let me also hasten to add that no single explanation can (or will) account for all alpine residences across the American West. The alpine residential pattern and associated change in the Great Basin must be seen in manifestly local terms, addressing issues of intensified use of marginal resources in the face of local population increase, climatic instability, or perhaps both. Although the White Mountains and Alta Toquima complexes both involved summertime residential living at extreme elevation (as does the High Rise Village complex in Wyoming's Wind River Range), my guess is that a unique mix of local environmental, ecological, social, demographic, technological, ideological, and historical factors likely played out in each case. When it comes to alpine residences, one size decidedly does not fit all.

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Notes

¹ All radiocarbon ages are expressed as calibrated A.D./B.C.

² I am grateful to Bob Bettinger for this felicitous term.

HIGHLAND ZONE EXPLOITATION IN NORTHWESTERN GREECE

THE MIDDLE PALEOLITHIC LEVALLOIS SITES OF THE PINDUS RANGE OF WESTERN MACEDONIA

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This paper presents the preliminary results of the surveys and excavations undertaken along the fringes of the Pindus mountains of Western Macedonia (North-western Greece), where over 300 sites, among which are isolated tools and chert quarries attributed to an advanced period in the development of the Middle Paleolithic Levallois Culture, have been discovered during the last 13 years of intensive research promoted by Aristotle University, Thessaloniki (Efstratiou et al. 2006, 2011). The main scope of the “Grevena Project” was to discover new prehistoric sites in order to improve our knowledge of the peopling and exploitation of the mountain range, where only a few Iron Age and Hellenistic sites were known before that date. Additional goals included resuming excavation campaigns and eventually opening a few trial trenches to define the stratigraphic position of material culture remains and, whenever possible, date them.

It is well known that, in contrast with a few other regions of Europe, the Alps (Biagi and Nandris 1994) and the Pyrenees (Bahn 2005), for instance, high altitudes rarely attracted the attention of the Balkan archaeologists, whose research has often been centered on the fertile alluvial plains of the Danube, its tributaries, and eventually their surrounding hilly landscapes. In effect, apart from a few exceptions, among which are Epirus, Albania, and Thrace, Balkan prehistory is famous mainly for the presence of large Neolithic villages, sophisticated varieties of painted wares, the uniqueness of plastic representations, the number of Bronze Age fortified settlements, and the spread of the kurgans all over a wide part of its territory.

Given the above premises, research in the Pindus was focused mainly around the town of Samarina, the most important Vlach center in the region, the population of which fluctuated greatly, especially during the last century, because of the complex political events that affected this region of present-day Greece. Located at an altitude of some 1450 m along the southern slopes of the Gurguliu and Bogdani mountains, it is delimited to the east and the south by the course of the Samariniòtikos (Yiotsa) River that, bending to the west, flows toward the Ionian Sea (Figure 1).

Very little is known of the early history of Samarina. The village is supposed to have been founded in the fifteenth century A.D., although Vlach tales and ballads suggest that the area had been temporarily settled centuries earlier by transhumant shepherds who camped somewhere in its vicinity. This tradition is perhaps supported by the discovery of a temporary site, radiocarbon-dated to the sixth century A.D., recovered along the slopes of Mt. Gurguliu extending just north of the small town. Curiously enough, it is to the sixth century indeed that Procopius, in his chronicles, traces the existence of Vlach communities in the Balkan Peninsula (Wace and Thompson 1923:256).

Samarina is considered to be the “capital” of the Vlachs of Western Macedonia, even though, at present, pastoralism and long-distance transhumance to and from the lowlands of Thessaly, and the Larissa Plain in particular, are noticeably less common than during the Ottoman Empire or before World War II (Sivignon 1968; Chang 1999).



Figure 1. The Vlach town of Samarina, in the center of the picture, along the southeastern slopes of Mts. Gurguliu and Bogdani, taken from the southeast, with the highest peaks of the Smolikas massif in the background (photograph by P. Biagi).

The Surveys

Since the main scope of our research was the recovery of hunter-gatherer sites, the first surveys were undertaken in a few areas where small water basins were known to the local villagers, starting from an altitude of some 1000 m upward. Forty years of research in the Italian Alps have shown that Late Paleolithic and Mesolithic hunter-gatherers preferred to settle close to passes of easy access, along the shores of small basins of glacial origin, and at altitudes ranging from ca. 1000–2500 m. According to these premises, and mindful of the presence of Middle Paleolithic artifacts recovered around Samarina from the top of the right terraces of the Samariniòtikos by J. Nandris in the 1960s, in October 2001 a first visit was paid to a small, shallow lake located just above Smixi, at some 1250 m of altitude, where a few typical Levallois flakes obtained from a light gray variety of chert were collected from the surface not far from the lake shore.

Following the above discovery, the surveys were continued first on the watershed that elongates in a north-south direction east of Samarina at some 1700–1800 m of altitude. The watershed is very rich in springs where Vlach shepherds water their flocks daily during the grazing season. Surprisingly, not only were many scatters of Levallois flakes recovered in many places, but also an outcrop of light gray chert, exploited by Middle Paleolithic hunters to produce their tools, was found at the top of the ridge. Further investigations in the area revealed that the above chert deposit extends

for at least 1500 m and is characterized by both seams and nodules of large dimension, part of which can also be found downhill along small streams draining the slopes (Efstratiou et al. 2011).

The discoveries made along the watershed are of primary importance for the definition of one of the probable routes followed by the Middle Paleolithic hunters during their seasonal movements between Western Macedonia and Epirus, whose present political boundary is marked by a neighboring saddle called “La Greklu” (Wace and Thompson 1914:178), where another important Levallois Middle Paleolithic site was discovered in the autumn of 2011. After 10 seasons of intensive surveys, more than 200 scatters, spots, or isolated specimens of Levallois Middle Paleolithic period have been recorded, distributed over a region some 25 km in diameter at altitudes ranging between 1200 and 1800 m.

The surveys were later extended to the slopes of Mt. Gurguliu, as well as to the watershed that separates Samarina from Epirus and leads to the Smolikas massif. Interestingly Levallois artifacts were collected also from the surface of the above narrow ridges, up to some 2100 m of altitude, close to the top of Gurguliu and Bogdani.

Because most of the artifacts were collected from the surface, the absolute date of the Samarina Middle Paleolithic assemblages is difficult to define. However, the typology of the chipped stone artifacts, among which are typical discoid Levallois cores, flakes, unretouched and retouched points, side scrapers, and a few Levallois blade products, suggests that the area was settled (or crossed) in a recent period in the development of the Middle Paleolithic. This impression is also confirmed by the presence of Levallois artifacts at the top of the most recent glacial moraines descending from the Smolikas group, which have been radiometrically dated to some 70 kyr (Hughes et al. 2006).

The 2010–2013 Discoveries

Two very important Levallois Middle Paleolithic sites (SMR-1 and SMR-2) were discovered at the end of the 2010 season. They are located at an altitude of some 1,520 m on the alluvial terraces that extend along the right southern bank of the Samariniòtikos River, some 19 m above its present bed, at the point where three seasonal watercourses converge and widen at the valley (Figure 2).

SMR-1 rests on a wide, well-preserved terrace covering a surface of some 3,000 m², while SMR-2 is located a few dozen meters west of the preceding one and is much more poorly



Figure 2. The terrace on which the sites of SMR-1 (red dot) and SMR-2 (blue dot) are located, at the confluence of three seasonal watercourses, the most important of which is the Samariniōtikos, taken from the outcrop discovered at the top of the opposite watershed. In the left corner below, a Levallois flake from the surface of SMR-2 (photograph by P. Biagi).

preserved. Both geomorphologic position and sedimentary data suggest that the sites were originally part of the same system and that their separation was caused by younger erosive events, mainly due to the Samariniōtikos River floods.

The surfaces of the above terraces are partly eroded at their northern edge, facing the stream, and sharply cut into the Pindus Flysch terrains (Konstantopoulou and Vacondios 2006). The exposed surface of SMR-1 revealed three distinct concentrations of typical Levallois artifacts, which were accurately recorded and mapped, showing different typological compositions in the chipped stone assemblages. The central one, which consists of a roughly circular spot some 15m in diameter, yielded mainly Levallois flakes and blades, debitage products, and a great number of discoid and prismatic Levallois cores of different sizes and thicknesses, probably representing different stages of reduction. The western one, located on an eroded gentle slope (Figure 3), yielded one characteristic retouched Mousterian point, which is so far the only tool of this class ever recovered in the Pindus range, while the eastern one revealed a much sparser distribution of chipped stone artifacts, mainly unretouched flakes.

In contrast, SMR-2 showed quite a different pattern, although its stratigraphic sequence was almost identical to that of SMR-1. The lithic assemblage from this latter site was collected from a surface of 1200 m². It is represented by an impressive number of typical Levallois retouched tools (Figure 4), mainly side and transverse scrapers, and retouched

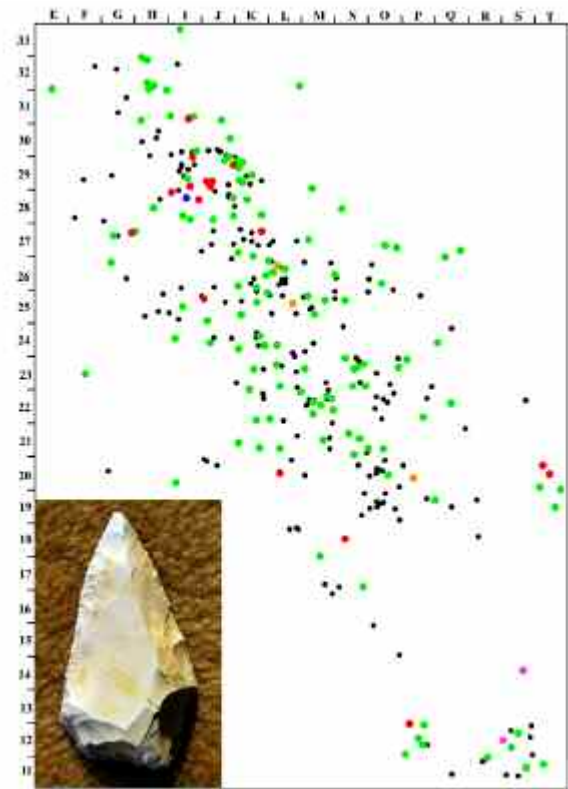


Figure 3. SMR-1: Distribution map of the chipped stone artifacts in the western spot of the site: cores (brown); Levallois points (violet); Mousterian point (blue and photograph); side scrapers (red); Levallois flakes (green); debitage flakes (black) (drawing R. Nisbet).

and unretouched Levallois points. Cores are rarer, but always of discoid type with centripetal detachments. The Levallois flakes are accurately shaped, sometimes only .5 cm thick, indicating a very high technological production skill. They often show characteristic *chapeau de gendarme* faceted butt. Furthermore, the tools from this site were manufactured from local light gray chert and dark red radiolarite, whose outcrops are known a few hundred meters from the site, and different types of allochthonous light brown, blonde, and bluish striped flint whose unknown source(s) are probably to be sought in neighboring Epirus. These latter raw materials are particularly important because they demonstrate once more the special role that good and attractive raw material sources played among hunters and gatherers, and they can help us define the movement radius of the Middle Paleolithic groups in this part of Greece.



Figure 4. SMR-2: Levallois points from the site's surface (photographs by P. Biagi).

The chipped stone assemblages from the two sites suggest that different activities were exploited within the different areas of SMR-1 and SMR-2. These activities are to be framed in the general pattern of the Middle Paleolithic exploitation of the Pindus range by mobile groups of late Neanderthals who traveled across the treeless alpine pastures of the mountain watersheds and river terraces during their seasonal transfers to and from the lowlands of Western Macedonia and Epirus.

Discussion

The highland zone of the Pindus range considered in this paper plays an important role in the study of the Levallois Middle Paleolithic of southern Europe mainly because of the characteristics of the mountain territory exploited by Neanderthal groups across which they moved, most probably slightly after 70 kyr, as the stratigraphic dislocation of their material remains would suggest. In effect, both the almost treeless landscapes of the Samarina alpine pastures, degraded by centuries of Vlach intensive deforestation, pastoralism, and transhumance (Chang and Tourtellotte 1993), and the scarce human density of the region have undoubtedly favored the discovery of lithic tools along the mountain slopes, making the region of unique importance for the archaeology of the Paleolithic period.

High altitude Levallois Mousterian sites are uncommon in Europe, even in the Alps, for instance, where except for a few cases, the advance and retreat of glaciers have destroyed most traces of Middle Paleolithic activity. This is not the case for the Pindus uplands where, due to their geographic location and the limited extension of the Pleistocene moraines (Boenzi et al. 1992), the Middle Paleolithic sites were not affected by glacial action. Moving to the east, high altitude Mousterian sites have been discovered in the uplands of Iran, in the Zagros, for instance, although in very different environmental conditions.

To conclude, the two Levallois sites described above lie some 2 kms, as the crow flies, to the northwest of a very rich outcrop of good quality light gray chert that was discovered at the top of the watershed facing the sites and that was utilized as a primary raw material source. This observation is reinforced by the presence of fractured chert nodules, very large corticated primary flakes, and tested raw material blocks that are scattered over a surface of more than 10,000 m² around the source (Figure 5). These discoveries demonstrated the intense exploitation of the outcrop in Middle Paleolithic times and that the first decortication of the raw material nodules took place on the spot. Large nodules, up to several tens of kilograms, were noticed not only in the above outcrop, but also at shorter distance (ca. 700m) in the alluvial deposits of



Figure 5. Part of the main decortication area located just below the light gray chert outcrop on top of the watershed; an example of the surface scatter is provided in the right corner below (photograph by P. Biagi).

a narrow seasonal stream that joins the Samariniòtikos just south of the terrace where SMR-1 is located.

The complex pattern described above makes the uplands around Samarina of unique interest for Middle Paleolithic archaeology of Greece and southeastern Europe in general, for which we had very little evidence at high altitudes until a few years ago. Furthermore, it contributes to the study of Neanderthal behavior, landscape exploitation, raw material procurement, and technological choices.

Acknowledgments: The authors are very grateful to the Municipality and Prefecture of Grevena, the INSTAP and the Ca' Foscari University Archaeological Research Funds for financing the project, and all the colleagues and students from Greece, Italy, and Spain who took part in the research. The Greek Archaeological Service and the Museum of Aiani are also to be thanked for the research permit they provided and their continuous help.

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REPORT FROM THE SAA BOARD OF DIRECTORS

Christina B. Rieth

Christina B. Rieth is the Secretary for the Society for American Archaeology

The SAA Board of Directors met on April 23 and April 26, 2014 at the Annual Meeting in Austin, Texas. The April 23 meeting was chaired by SAA President Jeff Altschul and attended by Secretary Christina Rieth, Treasurer Alex Barker, Treasurer-elect Jim Bruseh, and Directors Sarah Herr, Eduardo Neves, Kelley Hays-Gilpin, Rodrigo Liendo, S. Terry Childs, and Suzanne Fish. SAA Executive Director Tobi Brimsek attended *ex officio*. Guests included incoming President-elect Diane Gifford-Gonzalez, Secretary-elect Patricia Gilman, and incoming Directors Daniel Sandweiss, and Chip Collwell-Chanthaphonh. The April 26th meeting was chaired by SAA President Jeffrey Altschul. President-elect Gifford-Gonzalez, Secretary Rieth, Secretary-elect Gilman, Treasurer Bruseh, Executive Director Brimsek, and Directors Herr, Fish, Childs, Liendo, Sandweiss, and Collwell-Chanthaphonh were in attendance.

President Altschul provided a brief summary of his written report to the Board highlighting the accomplishments of the last year. The SAA has had a particularly active year especially in the areas of Annual Meetings, Government Affairs, Member Services, and Public Programs and Services. The Society launched its new digital journal titled *Advances in Archaeological Practice* in August. This online, peer-reviewed journal will publish short articles on all areas of archaeological practice. The articles will be of interest to all archaeologists, especially those in the consulting and government sectors. Members can receive the journal as part of their membership or purchase the journal separately as an add-on to their membership.

Building on the success of the 2012 *Conferencia Intercontinental*, the 2014 meeting will be held in Lima, Peru. Registration for the conference is currently open. In November 2015, the SAA will hold a joint thematic meeting, Archaeological Perspectives on Slavery and Colonialism, with the European Association of Archaeologists (EAA) in Curaçao. The meeting will bring together leading scholars from the two organizations on the topics of slavery and colonialism.

In the area of Government Affairs, the SAA's Government Affairs Committee (GAC) and the International Government Affairs Committee (IGAC) have continued to represent archaeology in state, federal, and international settings, advocating for the preservation of cultural remains and providing expertise when needed. The SAA has continued to engage Congress and

work with other groups to advocate for cultural resource protection in a variety of settings. Among these groups is the Gas and Preservation Partnership (GAPP), an organization established to work collaboratively with both the energy industry and the preservation community to identify and properly manage historic and cultural resources as a result of energy development and exploration projects. Currently, the SAA is the only professional archaeological society that sits on GAPP's Board of Directors. The SAA has also become a consulting party in the development of a Memorandum of Agreement between the U.S. Bureau of Fish and Wildlife, the Arizona State Historic Preservation Office, the Arizona State Museum, and the affected tribes (Zuni, Hopi, Acoma, and Navajo) to resolve the effects of the Bureau of Fish and Wildlife's action at Amity Pueblo. Finally, SAA has also joined with other professional organizations to plan for the 50th Anniversary of the National Historic Preservation Act in 2016.

Internationally, IGAC has continued to monitor issues and write letters related to historic resources threatened by war or conflict as well as events related to the trade in looted antiquities. IGAC has also been following projects in which cultural heritage is at risk as a result of development projects. Concerns over the lack of adequate compliance with cultural heritage policies has prompted the Society to sponsor a meeting in Lima, Peru entitled "Improving Standards and Practices in Cultural Heritage Compliance" with the World Bank and the Inter-American Development Bank in 2014. The purpose of the meeting is to develop current practice and to define standards of performance for cultural heritage compliance on bank-sponsored projects. The Lima meeting will be followed up with future meetings in Washington, DC.

In the area of member services, the Board continued to support the SAA online seminar series, commented on proposed regulations prepared by the National Park Service for the de-accessioning of federal collections, and continued to oversee the development of the Cheryl L. Wise Scholarship for undergraduate women pursuing a degree in archaeology in New Mexico. The SAA also continued to work with the National Science Foundation to investigate the disparity of rates of grant proposal submissions by gender and to find ways of increasing funding for archaeology. SAA has continued to monitor television shows that focus on metal detecting and have convened a task force on



The SAA Board of Directors. (Back row, from left to right) Eduardo G. Neves (retiring from Board), Daniel H. Sandweiss, Alex W. Barker (retiring from Board), Jim Bruseeth, Sarah A. Herr, Jeffrey H. Alschul, Christina B. Rieth (Front row, from left to right) Chip Colwell-Chanthaphonh, Rodrigo Liendo, Diane Gifford-Gonzales, Patricia A. Gilman, Terry S. Childs, Suzanne K. Fish, Tobi A. Brimsek.

metal detecting and Reality TV to advise the Board as we move forward.

Executive Director Tobi Brimsek provided a summary of staff changes and activities including the addition of a new manager, Publications, new manager, Memberships and Marketing, a new coordinator, Membership and Meetings, and a new coordinator, Financial and Administrative Services. The Board also approved the establishment of a new staff position, coordinator, Communications with the new coordinator joining the SAA staff during the summer of 2014. The Executive Director provided an update on the developments in government affairs, in particular, those relating to budget cuts and the protection of cultural resources both within and outside of the Americas. In the area of information management, the new submissions system which was successfully launched in the fall of 2012 continues to work well. Enhancements to the system are being considered and continue to be discussed by the Board. In Austin, the SAA mobile app was launched and provided members with information about the Annual Meeting as well as continuous updates on sessions via Twitter. The SAA's on-line seminar series remains popular with topics related to public archaeology, publishing

your first article in *American Antiquity*, archaeological applications of Airborne Laser Scanning, archaeo-politics, and an introduction to Section 106 among those presented.

Membership continues to remain strong with membership in the Society being 6,785 for 2013. SAA continues to have a presence on social media platforms, including Facebook, Twitter, and LinkedIn.

Registration for the Annual Meeting in Austin is on budget with 4,497 members attending. The meeting included trips to the Gault archaeological site as well as tours of the *La Belle* exhibit at the Bullock Texas State History Museum in Austin. The Publications program continues to be strong although institutional subscriptions to journals have continued to decline and will probably not rebound. The Executive Director provided a summary of other activities carried out by her and her staff including marketing of the new digital journal, and public education and outreach efforts.

Secretary Christina Rieth reported the results of the election. Diane Gifford-Gonzalez was elected as President-elect and

Patricia Gilman was elected Secretary-elect. Daniel Sandweiss and Chip Collwell-Chanthaphonh were elected Board members. Carla Sinopoli and Meghan Howey were elected to the Nominating Committee. There were 8,351 ballots distributed; 1,701 (20.3%) were returned.

Treasurer Alex Barker reported on the SAA's current fiscal position. The society is in robust fiscal health with operating expenses for FY 2013 at approximately \$1.6 million. The SAA Reserves Fund ended the year at 103% of the FY 2014 operating budget. Overall, the society enjoyed a healthy year with SAA investment accounts up and growth seen in several funds. Much of this growth is a result of the Cheryl L. Wase endowment as well as growth in net and current assets. Despite growth, costs continue to rise and some sources of revenue (i.e., institutional subscriptions to journals) continue to decrease. Several committees and task forces, including the Investment and Finance Committee and the Fundraising Committee, continue to work hard to develop new investment strategies and priorities for the Society.

The Board considered several agenda items including the allocation of FY 2013 surplus and endowment interest to the Technology Fund, the Native American Scholarships Fund, the Discovering the Archaeologists of the Americas Fund, and the Staffing Fund. The Board filled vacancies in board liaison assignments, discussed joint initiatives between the SAA and other professional organizations including the Archaeological Institute of America and the European Association of Archaeologists, considered updates to the Annual Meeting paper submission process from the Task Force on Presentation Ethics, and established with the Institute for Field Research an undergraduate paper and poster award. The Board established the Public Archaeology Webpages Task Force to review the Public Education and Outreach pages on the SAA Web site in anticipation of a future redesign of the Society's Web site.

The Board was joined by Christopher Rodning, program chair for the Austin meeting, who made some useful suggestions that will help future program chairs with the organization of the meeting. President Altschul thanked the 2014 Program Committee for their hard work in organizing this year's program.

The Board had breakfast with the chairs of the SAA committees and organizers of interest groups on Saturday, April 26th. The Board discussed with the committee chairs the process for submitting reports and budget requests, the process for setting up fieldtrips and workshops for the annual meeting, the process for nominating members for awards, and the use of social media and the SAA Web site to promote committee activities. During lunch, the Board met with Ken Sassaman, editor of *American Antiquity*; Geoff Braswell and Maria Gutierrez, co-editors of

Latin American Antiquity; Ken Ames, editor of The SAA Press; Anna Prentiss, editor of *The SAA Archaeological Record*; Christopher Dore, editor of *Advances in Archaeological Practice*; and Deborah Nichols, chair of the Publications Committee.

The Board was joined by Lee Raines Clauss, chair of the Government Affairs Committee; Ian Lilley, chair of the International Government Affairs Committee; and David Lindsay, manager, Government Affairs. The discussion focused on the Society's efforts to advocate for the protection of cultural remains within the Americas and abroad.

Barbara Arroyo, chair of the *Conferencia Intercontinental* and the Committee on the Americas, met with the Board on Saturday and provided an informative overview of the upcoming 2014 conference and the papers that will be presented. Giovanna Peebles, chair of the Task Force for Metal Detecting and Reality TV, met with the Board to discuss her committee's recommendations regarding SAA's response to the increasing number of metal detecting shows. The Board received an update from Terry Majewski, chair of the Discovering the Archaeologists of the Americas Task Force, regarding efforts to develop an RFP for a pilot study to determine the number of archaeologists working in the Americas. The Board met with Mark Lynott, chair, Committee on Ethics, and received an update on the committee's efforts to determine whether the Principals of Archaeological Ethics need to be updated.

Christian Wells, coordinator of Current Research Online (CRO), provided the Board with information about submissions to CRO and efforts to attract additional submissions over the past year. CRO continues to have the member benefit of bringing information about research to a wide audience in relatively short-order. Currently, only members of SAA are able to submit updates on their research to CRO; however, non-members are able to view the information, making it accessible to a wider audience.

The Board discussed plans for its fall meeting where it will discuss budget requests for 2015. Finally, the Board thanked outgoing committee and task force chairs and SAA representatives for their service to the Society: Patricia Mercado-Allinger, Christopher Rodning, Joel Palka, Anna Marie Prentiss, Lisa LeCount, Linda Mayro, Barnet Pavo-Zuckerman, Katina Lillios, Sarah Sherwood, Susan Benton, Michael Glascock, Adolfo Gil, Dean Snow, Ora Marek-Martinez, Dorothy Lippert, Meg Conkey, Ed Huber, Eleanor King, Christine Szuter, and Giovanna Peebles. President Alschul also acknowledged the contributions of outgoing Treasurer Alex Barker and Directors Kelley Hays-Gilpin and Eduardo Neves and thanked them for their exemplary service and contributions to the society.



SOCIETY FOR AMERICAN ARCHAEOLOGY

79TH ANNUAL BUSINESS MEETING

MINUTES OF THE MEETING

Christina B. Rieth

President Jeffrey Altschul called the SAA's 79th Annual Business Meeting to order at 5:14 PM on Friday April 25, 2014, after the Secretary determined that a quorum was present. He asked for the minutes of last year's business meeting in Honolulu, Hawaii to be approved. The motion was moved, seconded, and approved by those members who were present.

The President provided a summary of the previous year's activities. He thanked the Nominations Committee, chaired by Meg Conkey, for their work on putting together an excellent slate of candidates. He thanked the outgoing members of the Board of Directors, including Treasurer Alex Barker and Directors Kelley Hays-Gilpin and Eduardo Neves, for their service to the Society.

President Altschul praised the work of the various committees, task forces, and interest groups. Currently, the SAA has approximately 47 committees, task forces, and interest groups designed to serve and engage the Society's membership. He also thanked the chairs of the Society's committees and task forces who are cycling off this year: Patricia Mercado-Allinger, Christopher Rodning, Joel Palka, Anna Marie Prentiss, Lisa LeCount, Linda Mayro, Barnet Pavo-Zuckerman, Katina Lillios, Sarah Sherwood, Susan Benton, Michael Glascock, Adolfo Gil, Dean Snow, Ora Marek-Martinez, Dorothy Lippert, Meg Conkey, Ed Huber, Eleanor King, Christine Szuter, and Giovanna Peebles.

He thanked Christopher Rodning (Program Chair) and Patricia Mercado-Allinger (Local Advisory Committee Chair) and their respective committees for a successful annual meeting. The 2014 annual meeting was attended by more than 4,483 members.

The President especially noted the excellent work of Executive Director, Tobi Brimsek, and the SAA staff, including Cheng Zhang, Shelley Adams, David Lindsay, Maureen Malloy, Josh Caro, Cindy DeLano, Jonathon Koudelka, and Elisabeth Herschbach. The Society is extremely fortunate to have an exceptional professional staff.

The President reviewed the Society's activities in Government Affairs. He thanked the Board for their work in engaging Congress and advocating for cultural resource protection in a variety of settings including the Gas and Preservation Partnership (GAPP) and as a consulting party to several state and federal undertakings. The President provided an overview of the work of GAPP and highlighted the fact that the SAA is the only professional archaeological society that sits on its Board of Directors. The SAA has also become a consulting party in the development of a Memorandum of Agreement between the U.S. Bureau of Fish and Wildlife, the Arizona SHPO, Arizona State Museum, and the affected tribes (Zuni, Hopi, Acoma, and Navajo) to resolve the effects of the Bureau of Fish and Wildlife's action at Amity Pueblo. The SAA is also working with the Bureau of Land Management and the Forest Service on issues related to the management of cultural resources.

The Society will sponsor a meeting in Lima, Peru on Improving Standards and Practices in Cultural Heritage Compliance with the World Bank and the Inter-American Development Bank in 2014. The purpose of the meeting is to develop current practice and to define standards of performance for cultural heritage compliance on bank-sponsored projects. The Lima meeting will be followed up with future meetings in Washington, DC. The Society will once again sponsor the *Conferencia Intercontinental* in Lima, Peru. Registration for the 2014 meeting is on-going.

The President was happy to tell the membership that the SAA is fiscally healthy and after reaching last year's goal of 100% reserves, the Board has turned its attention to identifying areas in which member benefits could be enhanced. In December of 2013, the Society received a check in the amount of \$1.6 million from the estate of Jane Francy Wase to establish a scholarship for undergraduate women in New Mexico who are majoring in archaeology in honor of her daughter, Cheryl L. Wase. The SAA will create a committee to administer the scholarship in 2014.

Alex Barker, Treasurer, reported that the SAA is in robust fiscal health. Over the past year, the Society has seen an increase of more than 38% in its net assets, achieving a net operating surplus of \$169,079 and with the SAA Reserves Fund ending the year at 103% of the FY 2014 Annual Budget. Now that the Soci-

ety has reached its target goal of 100% of the Annual Operating Budget, the Society will shift from aggressively building that fund to maintaining the fund at or near desired levels. With this in mind, the Society has established policies that the three-year value of the Reserves should remain between 95% and 105% of the operating budget.

The Society's investments have done reasonably well, despite a mixed equities market. During the last year, the Investment and Finance Committee (IFC) worked with the Board to update SAA's investment policies. The Committee was tasked with evaluating SAA's investment policies to ensure that the Society not only grows the size of its investments into the future, but that the investments maintain their value and are hedged from inflation.

The Society's financial strength has allowed the SAA Board to undertake new initiatives to better support the members and its work. These undertakings are a direct result of members' dues payments and additional contributions to the Society's endowments.

Christina Rieth, Secretary, gave her report. She announced the results of the election: Diane Gifford-Gonzalez, President-elect; Patricia Gilman, Secretary-elect; Daniel Sandweiss and Chip Colwell-Chanthaphonh, new members of Board of Directors; and Carla Sinopoli and Meghan Howey, new members of the Nominations Committee. There were 8,351 ballots distributed and 1,701 ballots returned, for a return rate of 20.3%, slightly below that of recent years.

Executive Director, Tobi Brimsek, gave her report. Over the past year, several of the SAAs biggest challenges have been met, including the rollout of the new journal, *Advances in Archaeological Practice*, the continued development of the on-line seminar series, as well as the establishment of a new mobile app for the 2014 Annual Meeting.

The Executive Director described transitions in the SAA staff and thanked the staff for their work including Maureen Malloy, Manager, Public Education; Cindy DeLano, Manager, Publications; David Lindsay, Manager, Government Affairs; Cheng Zhang, Manager, Information Services; Shelley Adams, Manager, Membership and Marketing; Josh Caro, Coordinator Membership and Meetings; Jonathon Koudelka, Coordinator, Financial and Administrative Services, and Elisabeth Herschbach, Editorial Specialist.

The Executive Director continued by describing initiatives for the coming year, including the *Conferencia Intercontinental*. The Executive Director thanked the Society for its work over the past year and encouraged the membership to attend the 80th Annual Meeting in San Francisco, California.

Following the report of the Executive Director, the President drew the name of the winner of the mini-iPad. The iPad was won by James Allison.

President Altschul presented several Presidential Awards to acknowledge special contributions to the Society and to the field of archaeology. Presidential awards were presented to Deborah L. Nichols, Chair, SAA Publications Committee, and Christopher L. Pool and Gabriella Uruñuela y Ladrón de Guevara, outgoing Co-editors of *Latin American Antiquity*.

The President turned the program over to Dorothy Lippert, who awarded the Arthur C. Parker Scholarship and the other Native American scholarships. President Altschul presented the remaining awards and fellowships. Included among these awards was the Lifetime Achievement Award, which was presented to Dr. Jerry Sabloff. Dr. Sabloff was unable to attend the meeting but Dean Snow read a statement from him thanking the Society for the award. The President recognized all members of the awards committees who do the essential work of choosing deserving individuals for each award. The citations of all Awards and Scholarships follow this report.

The President then asked the membership if there was any new business. Hearing no new business, he asked for the presentation of the ceremonial resolutions. The ceremonial resolutions were read by Dean Snow, chair of the Ceremonial Resolutions Committee. The first resolution thanked the retiring members of the Board of Directors, Treasurer Alex Barker and Board Members Kelley Hays-Gilpin and Eduardo Neves for their service. The resolution then thanked the SAA staff and especially its Executive Director, Tobi A. Brimsek, who planned the meeting along with all the volunteers who worked at Registration and at other tasks related to the meeting; the Program Committee chaired by Christopher B. Rodning, with assistance from Shaza Wester Davis, and Committee Members Elizabeth Arkush, Sarah B. Barber, George J. Bey, III, Michele R. Buzon, Marcello A. Canuto, Christina A. Conlee, Sharon DeWitte, Scott M. Fitzpatrick, Lynn H. Gamble, Patrick H. Garrow, Janine L. Gasco, Jeffrey A. Homburg, Andrea A. Hunter, Dana Lepofsky, Anna Marie Prentiss, Julien Riel-Salvatore, Charles R. Riggs, Kathryn E. Sampeck, Rebecca H. Schwendler, Chen Shen, Monica L. Smith, Jason Ur, Fred Valdez, Jr., Carla R. Van West, Nicole M. Waguespack, Henry D. Wallace, Cameron B. Wesson, and Jeremy J. Wilson; and the Annual Meeting Local Advisory Committee, chaired by Patricia Mercado-Allinger. Committee chairs and members completing their service as well as the many members who have served the Society on its committees and in other ways were thanked. Sincere wishes were expressed that those members of the society who are now serving in the armed forces return safely.

A resolution of sympathy was proposed to the families and friends of: Linda Cordell, Christy G. Turner, Claudine Payne, Carol Ambruster, Fred Coy, Peter Harrison, Warren d'Azevedo, Frederick Bove, Richard Daugherty, Beth Walton, Ernest "Skip" Lohse, Robert Hall, Leslie Wildesen, Molly Thompson, Prescilla Renouf, and Charles Benz. The members rose for a moment of silence in honor of our departed colleagues.

President Altschul thanked the outgoing committee chairs and the outgoing Board members. The president also thanked the Executive Director and the SAA staff for their hard work. He concluded the meeting by reminding those in attendance that the actions and opinions of SAA matter and encouraged the membership to get involved.

President Altschul called for a motion to adjourn, which was made and seconded. The meeting was adjourned at 6:33 PM.

REPORT OF THE PRESIDENT

Jeffrey Altschul

I am very pleased to announce that we have 4,483 attendees at the annual meeting in Austin, Texas, making it the largest meeting in the history of the Society. The meeting's success is the result of many people's hard work. We need to thank Program Chair Christopher Rodning and his committee and Local Arrangements Chair Patricia Mercado-Allinger. We also acknowledge with gratitude the work of SAA's executive director, Tobi Brimsek, and the SAA Staff: Shelley Adams, Cindy DeLano, David Lindsay, Maureen Malloy, Cheng Zhang, Josh Caro, Jonathon Koudelka, and Elisabeth Herschbach. As evidenced by the smooth running of the meeting, the Society is extremely fortunate to have a truly exceptional professional staff. It is a pleasure to see the combination of their professional experience and skills and the superb volunteerism and capabilities of the membership working together.

I want to thank the Nominating Committee, chaired by Meg Conkey, for an outstanding slate of candidates, and to thank all the candidates, both those who were elected and those who were not, for their willingness to serve the Society. Serving on the Board of Directors is exhilarating and time consuming. I want to thank all the members of the Board for their hard work, and especially acknowledge and thank our outgoing officers and Board members, Treasure Alex Barker, Director Kelley Hays-Gilpin, and Director Eduardo Neves.

SAA finances are healthier than at any time in the 80-year history of the Society. Our reserves currently stand at 103% of our

operating budget. The Board is committed to keeping the reserves at or near 100%, at the same time funding new initiatives such as:

1. Our new journal *Advances in Archaeological Practice*
2. Additional pages for *Latin American Antiquity*, increasing issue size to 144 pages beginning in 2015
3. Archaeological meetings in addition to the annual meeting, including the *Conferencia Intercontinental* later this year in Lima, Peru and a new joint SAA-European Association of Archaeologists (EAA) thematic meeting entitled, Connecting Continents: Archaeological Perspectives on Slavery, Trade, and Colonialism, to be held in November 2015 in Curaçao.
4. A pilot study to test the methodology for the longer term project, *Discovering the Archaeologists of the Americas*
5. The Cheryl L Wase Scholarship for undergraduate archaeology studies for women
6. A new staff position, coordinator, Communications
7. Online seminars on pressing topics in American archaeology, including free seminars
8. Current Research Online, providing SAA members a way to rapidly disseminate results to their colleagues and the public

And much, much more.

SAA remains one of the major forces advancing the cause of archaeology and historic preservation throughout the World. Here, in the United States, SAA regularly engages Congress and Federal agencies on issues ranging from academic research funding to the legislative framework protecting cultural resources. But it is outside the beltway that SAA may have its greatest impact. SAA is the only professional society that sits on the board of directors of the Gas and Preservation Partnership. We are a consulting party on the Section 106 undertaking at Amity Pueblo in Arizona, joining tribes and state and Federal agencies to rectify damage and to ensure the long-term preservation of the site. SAA has requested consulting party status to assist the Bureau of Land Management in its Resource Management Plan Amendment for Mancos Shale/Gallup Formation in northwestern New Mexico, which impacts, among other resources, Chaco Canyon and outlying Chacoan sites and features.

SAA also has nominated a representative to serve on the National Advisory Committee for Implementation of the National Forest System Land Management Planning Rule and has requested consulting party status from the Forest Service so that the Society can be involved in discussions related to the content and design of a National Program Alternative. Finally, SAA has

asked the National Park Service to be included as a stakeholder in any discussions related to Secretary Jewell's initiative to develop guidance for landscape-scale mitigation of impacts to cultural resources under Section 106 of the NHPA.

SAA also is active in Latin America. Later this year SAA will sponsor a meeting, Improving Standards and Practices in Cultural Heritage Compliance in Latin America, that will bring together representatives of the World Bank, the Inter-American Development Bank, and the International Finance Corporation as well as government regulators from various Latin American countries and Latin American cultural heritage practitioners in Lima, Peru (see page 50). The goal of the meeting is to discuss improving cultural heritage compliance with bank policies and guidelines. The Lima meeting will be followed later in the year with a second meeting in Washington, DC .

Dissemination of information has been at the center of SAA's mission since the Society was founded. In addition to our annual meeting, the *Conferencia Intercontinental*, and the joint SAA-EAA meeting, we now have three journals, a magazine, The SAA Press, Current Research Online, and an online seminar series. There is no more important job at SAA than serving as an editor of one of our journals or The SAA Press or as a coordinator of Current Research Online.. These are hard job and at times can be quite stressful. I would like to thank all the editors and coordinators. However, I want to single out the outgoing editors of *Latin American Antiquity*, Christopher Pool and Gabriela Uruñuela y Ladron de Guevara, for special mention. Most editors are delighted to complete their term and move on to other things. I'm sure that Chris and Gabriela would have liked nothing more than to have stepped down a year ago at the end of their original term. However, for a variety of reasons, there was no one to replace them. And so, quietly and selflessly, they stayed on another year until we could replace them. The Society owes to them a special debt.

Even as SAA expands the methods and means of disseminating information, I have the sense of that American archaeology is playing catch up with other disciplines, in particular, the hard sciences. There is no area of archaeology evolving and changing faster than publications and communications. As a neophyte in the world of academic publishing and social media, I rely heavily on the thoughtful guidance of SAA's publication committee, chaired by Deborah Nichols, and the newly established task force on social media, chaired by Giovanna Peebles. The SAA will face many challenges in the publication and communications arenas in next few years and we are lucky to have such knowledgeable and dedicated volunteers to help guide us.

As Deb and Giovanna demonstrate, our success is entirely the result of the passion, dedication, and commitment of our mem-

bers. Today, SAA has 47 committees and task forces, and 14 interest groups. More than 10,000 SAA members participate in one of these groups. In an organization of about 7,200 members that means on average each SAA member belongs to 1.4 SAA committees, task forces, or interest groups: a sure sign of the Society's vitality. Seven percent of our members are actively engaged in the Society's business. To them goes all the credit for our success.

SAA has a long tradition of paying forward. Encouraging people to enter the field and mentoring students and young scholars has been a hallmark of the Society since its inception. Among other activities, SAA has an ambitious scholarship program, supporting students, disadvantaged minorities, women, and Native Americans. A major goal of the Society is to create fully funded endowments. Much of our efforts are carried forward by the fundraising committee, ably chaired by Julie Stein, which at this year's annual meeting hosted several receptions honoring donors and members with continuous membership of 20 years and more. The Board, which sets the fundraising priorities, has set a new target for the fundraising committee: to fully fund the Native American Scholarships Fund. The Fund currently stands at about \$340,000 with a target goal of \$500,000, well within reach.

It has been a memorable year. We have accomplished much and want to do more. On a personal note, it has been an honor and privilege to serve as SAA President. I continue to be amazed at the reach of the Society. Groups seek out our opinion on issues ranging from climate change, to natural gas development, to disaster relief, to heritage compliance in developing countries. We will be sponsoring meetings in Latin America and attending them in Europe and Asia.

What we do and say matters. Even more surprising, what I say seems to matter, at least until people get to know me. To some we are a professional society that puts out journals and puts on an annual meeting, to others we are a consulting party standing for up for archaeological research and preservation, to still others we are a persistent NGO that will not back down until all those who want to protect their cultural heritage are heard. You chose how you interact with SAA. But make no mistake, if you want to shape the future of our discipline you need to be part of the SAA. Make sure your voice is heard and get involved.

**THE FOLLOWING REPORTS, PRESENTED AT THE
79TH ANNUAL BUSINESS MEETING, CAN BE
VIEWED ON SAAWEB IN "ABOUT THE SOCIETY."**

- Report of the Treasurer
- Report of the Executive Director

Estimados Miembros de la SAA:

La arqueología en Latinoamérica está experimentando un crecimiento dramático. Actualmente se llevan a cabo muchos más proyectos arqueológicos que en el pasado. Mucho de este crecimiento responde a leyes y regulaciones que protegen el patrimonio cultural tangible e intangible. Sin embargo, el crecimiento ha venido con sus grandes retos. Muchos países en Latinoamérica no tienen estándares claros sobre cosas como:

1. ¿Quién puede conducir los estudios de cumplimiento de la herencia cultural?
2. ¿Cuáles son los estándares de campo aceptados?
3. ¿Cuánto esfuerzo debe dedicarse al trabajo de laboratorio y pruebas de análisis?
4. ¿Qué es lo que se necesita curar y cuáles son los estándares que los repositorios necesitan alcanzar?
5. ¿Qué debe incluir un reporte de estudios de cumplimiento de la herencia cultural y cómo debe organizarse?
6. ¿Quién es el responsable de revisar un reporte de cumplimiento de la herencia cultural (ej. Puede un biólogo que trabaja en una oficina de gobierno revisar un estudio de este tipo?)
7. ¿Dónde se encuentran archivados los estudios de cumplimiento y quién tiene acceso a ellos?

Los bancos de desarrollo tales como el Banco Mundial y el Banco Interamericano de Desarrollo financian proyectos que consideran esenciales para el desarrollo económico de muchos países en Latinoamérica. Estos bancos tienen una larga historia donde condicionan sus préstamos a una variedad de preocupaciones sociales y ambientales. El cumplir con estas regulaciones ha sido tradicionalmente la responsabilidad del país que requiere el préstamo. En algunos casos, el cumplimiento de regulaciones que protegen los sitios arqueológicos ha sido muy bueno. Sin embargo, en otros casos, el cumplimiento básico ha sido deficiente, si no es que completamente ignorado. Como arqueólogo y especialista en la herencia cultural, nuestra meta en el manejo de temas culturales apoyados por bancos debe inclinarse a intervenciones proactivas en lugar de reactivas. Estas incluyen desde la confianza en hallazgos accidentales hasta arraigar el cumplimiento arqueológico en el proceso de planificación; y de asumir que la ausencia de un sitio no significa su inexistencia, sino más bien la suposición que necesitamos encontrarlos. Las intervenciones exitosas deben integrar a las comunidades locales dentro de los proyectos científicos y producir resultados que ofrezcan beneficios tangibles a la población afectada.

Con este fin, la *Society for American Archaeology* será la anfitriona de una reunión de un día, titulada “Mejorando Estándares y Prácticas en el Cumplimiento de la Herencia Cultural en América Latina”, el 7 de agosto de 2014 en el Hotel El Pardo en Lima, Perú. La meta de esta reunión es auxiliar a los bancos de desarrollo, agencias de gobierno, practicantes de patrimonio cultural y arqueólogos en la definición de un conjunto de mejores prácticas para la conducción, regulación y distribución de proyectos de desarrollo cultural patrocinados por los bancos. La reunión de la SAA sobre herencia cultural tendrá lugar el día previo a la inauguración de la Conferencia Intercontinental (8-10 agosto), la cuál se celebrará en el mismo lugar.

Debido a las limitaciones de espacio, la reunión está limitada a 30 participantes. Aquellos interesados en asistir, deben contactar Tobi Brimsek a la oficina de la SAA a tobi_brimsek@saa.org. La participación de los interesados dependerá del espacio disponible. La SAA no cuenta con fondos para patrocinar la asistencia de sus miembros a esta reunión.

Atentamente

Jeffrey H. Altschul, Presidente
Society for American Archaeology



2014 AWARDS

SAA award recipients are selected by individual committees of SAA members—one for each award. The Board of Directors wishes to thank the award committees for their hard work and excellent selections, and to encourage any members who have an interest in a particular award to volunteer to serve on a future committee.



PRESIDENTIAL RECOGNITION AWARD

DEBORAH L. NICHOLS

As Chair of the SAA Publications Committee, Deborah L. Nichols has brought a steady hand and open mind to keeping SAA abreast of the ever-changing world of academic and scholarly publishing. For 80 years, SAA has been a leader in the publication of research results and theoretical and methodological advances in American archaeology. SAA now publishes three journals and a magazine, maintains its own press, and supports the posting of current research online. The Publications Committee is not only charged with maintaining these efforts but also with charting SAA's course through the opportunities and challenges presented by digital publishing and the open access movement. Deb has taken on these challenges in a thoughtful and inclusive manner, ensuring that all voices on these issues are heard, while being mindful of potential repercussions of publications-related changes on SAA finances and membership.

Their decision to remain editors of the journal for an additional year during the process of selecting their successors allowed the journal to continue publication on time and to maintain the highest scholarly standards. Gabriela worked tirelessly on ensuring the Latin American co-editor team had equitable support in copyediting Spanish language articles. In addition to his work on *Latin American Antiquity*, Chris worked with the SAA Publications Committee and other journal editors to develop the guidelines for supplemental materials and contributed significantly to discussions on the future of SAA publications.



GENE STUART AWARD

ANN GIBBONS

Ann Gibbons, an award-winning science writer and correspondent for *Science* magazine, has earned the 2014 Gene S. Stuart Award for her ethically responsible and entertaining writing about the fascinating research of paleopathology. *The Thousand-Year Graveyard* presents an engaging story

that profiles a team of archaeologists studying 1,000 years of health and disease in a graveyard in Tuscany, as they excavate and study skeletons in order to understand what made people sick and how they died, from the medieval period to the 20th century. Their work on ancient disease may help medical researchers today, for example in understanding cholera, and the story paints a rich picture of how historical archaeology is done. Ann Gibbons has delivered to the public a well-balanced article detailing the pursuit of the past in a way that all archaeologists can respect.



PRESIDENTIAL RECOGNITION AWARD

**CHRISTOPHER A. POOL and
GABRIELA URUÑUELA Y
LADRÓN DE GUEVARA**

As co-editors of *Latin American Antiquity*, Christopher A. Pool and Gabriela Uruñuela y Ladrón de Guevara exhibited remarkable skill and dedication to the timely dissemination of quality research and scholarship on the archaeology of Latin America.



**GEOARCHAEOLOGY INTEREST
GROUP M.A./M.S. RESEARCH
AWARD**

BRENDAN S. FENERTY



**ARTHUR C. PARKER SCHOLAR-
SHIP FOR ARCHAEOLOGICAL
TRAINING FOR NATIVE AMERI-
CANS AND NATIVE HAWAIIANS**

**THE NAVAJO NATION
ARCHAEOLOGY DEPARTMENT**



DIENJE KENYON FELLOWSHIP

SARAH RAFFAE MACINTOSH

**NSF SCHOLARSHIPS FOR ARCHAEOLOGICAL
TRAINING FOR NATIVE AMERICANS AND NATIVE
HAWAIIANS**

ALICIA MARY OLEA

**SAA NATIVE AMERICAN UNDERGRADUATE
ARCHAEOLOGY SCHOLARSHIP**

ANITA FELLS



**FRED PLOG
MEMORIAL
FELLOWSHIP**

**CHRISTOPHER
W. MERRIMAN
and
KATHRYN J.
PUTSAVAGE**



**SAA NATIVE AMERICAN
GRADUATE ARCHAEOLOGY
SCHOLARSHIP**

JOSEPH AGUILAR



**DOUGLAS KELLOGG
FELLOWSHIP**

MICHAEL AIUVALASIT



DISSERTATION AWARD

MATHEW A. PEEPLES

Dr. Matthew A. Peeples (Arizona State University) is the winner of the 2014 Dissertation Award for his dissertation *Identity and Social Transformation in the Prehispanic Cibola World: A.D. 1150-1325*. In this innovative, ambitious, and comprehensive dissertation, Peeples addresses a major social transformation in the U.S. Southwest: the process of mass resettlement and reorganization of social practices and identities that occurred in the Cibola region between the 12th and 14th centuries A.D. Peeples approaches identity by distinguishing between relational and categorical processes and criteria of identification, and engages with these concepts by deftly weaving together large datasets and multiple lines of evidence. In

this exemplary and enduring contribution to anthropological archaeology, which fuses innovative theory, analytical acuity, and expository clarity, Peoples provides a framework for understanding identity and collective action in other regions of the Southwest and beyond.

DISSERTATION AWARD HONORABLE MENTIONS

DESTINY LYNN CRIDER *and* JADE D'ALPOIM GUEDES



BOOK AWARD: SCHOLARLY CATEGORY

MICHAEL GALATY, OLS LAFE,
WAYNE E. LEE, AND ZAMIR TAFILICA

Michael Galaty, Ols Lafe, Wayne E. Lee, and Zamir Tafilica's co-edited book, *Light and Shadow: Isolation and Interaction in the Shala Valley of Northern Albania*, represents an outstanding example of cross-discipline and community-based research

directed by archaeologists. The Shala Valley is little known to the field, but the intriguing question of cultural persistence, the meticulous research and the stunning images presented in the book shine a light into this unfamiliar landscape. The central question of the book is why do some people endure and survive against all odds. Taking a holistic approach, the authors' craft an answer rooted in deep history, one that investigates the enduring forces that shape peoples' lives from prehistoric times to the present. In this superbly written, painstakingly edited, and beautifully illustrated volume, archaeology stands on an equal footing with other disciplines to examine how a marginal people resist domination and extinction.



BOOK AWARD: PUBLIC AUDIENCE CATEGORY

JERRY D. MOORE

Jerry Moore's *The Prehistory of Home* reflects the best of anthropological archaeology made accessible to the general audience. From the earliest human dwellings some 400,000 years ago to suburban California ranch houses today, Moore presents

a comparative approach to the social, symbolic, and political dimensions of the house across societies in different times and places. Along the way, he points out how homes function to shield people from the elements, display equality or proclaim social divides, and connect the sacred and the domestic into a

single place. More important, Dr. Moore keeps archaeology as the backbone of the narrative by describing his own archaeological investigations into the prehistory of home in each chapter. For these reasons, lay people and archaeologists alike will be informed and intrigued by a masterfully written book full of insight, humor, and information about a place we call home.

AWARD FOR EXCELLENCE IN ARCHAEOLOGICAL ANALYSIS

HAROLD L. DIBBLE

Harold L. Dibble has earned the SAA's Award for Excellence in Archaeological Analysis for his remarkable achievements in the study of chipped stone technology and Paleolithic archaeology. Dr. Dibble's contributions are extensive and include reinterpretation of Paleolithic typology; examination of technology in relation to raw material access, taphonomy and site formation processes; experiments into the formation of flakes; the study of symbolic behavior, and the development of field techniques. His research on such sites as Combe-Capelle Bas, Tabun, and La Ferrassie has revolutionized our understanding of Middle Paleolithic technological organization and land-use, with implications that extend well beyond western Eurasia and North Africa. He has set an exceptionally high standard for actualistic research in a laboratory setting. Dr. Dibble's legacy is enhanced by his outstanding record of collaboration and student training. In presenting this award the SAA recognizes Dr. Dibble's significant and lasting contributions to lithic analysis.



AWARD FOR EXCELLENCE IN CULTURAL RESOURCE MANAGEMENT

MARK MICHEL

Mark Michel's life's work and accomplishments exemplify the contributions and special achievements that the SAA strives to recognize with the Award for Excellence in Cultural Resource Management. There are few individuals whose lives and careers have had such a broad and profound impact on archaeology at the national scale. Mark Michel's efforts over the last 35 years in advocating for, and effecting, cultural heritage stewardship, conservation archaeology, policy and legislative implementation, and public outreach are unsurpassed and have forever changed the face of US archaeology. Under Michel's pioneering leadership, The Archaeological Conservancy remains the only national nonprofit organization dedicated to the permanent protection and management—through site acquisition from private landowners—of America's endan-

gered archaeological sites. In creating a national system of archaeological preserves for future generations to study and enjoy, Michel has helped to ensure the survival of our irreplaceable cultural heritage—a lasting legacy for all.

AWARD FOR EXCELLENCE IN PUBLIC EDUCATION

ABBY THE ARCHAEOBUS

Abby the ArchaeoBus is a mobile archaeological classroom that has reached thousands of educators, students, and families since it was created in 2009 by the Society for Georgia Archaeology (SGA) and its volunteers. It is a creative and innovative means to foster public understanding of archaeology and appreciation for site stewardship. It provides flexible, informal programs for large public events and formal classroom resources emphasizing standards-based analytical skills. In 2013, New South Associates staff and Georgia State Anthropology graduate students, guided by the SGA, served as ArchaeoBus educators—targeting schools, libraries, museums, and events in metropolitan Atlanta and reaching 6,000 youngsters, many in economically challenged school districts. As a “magic school bus” full of archaeology fun and knowledge; a collaborative partnership among the avocational, academic, business, and CRM communities; an opportunity for public archaeology training of college students; and in the educational experience it provides to visitors, it deserves the SAA’s Excellence in Public Archaeology award.



CRABTREE AWARD

FRANCIS H. SNOW

Frankie Snow has earned the 2014 Crabtree Award for his history of intellectual contributions to the archaeology of the Georgia Coastal Plain. Although not formally trained in archaeology, Mr. Snow’s interest began early and developed under the guidance of Dr. Chris Trowel, a geographer at South Georgia College. Beginning in the 1960’s, Mr. Snow spent his free time conducting archaeological field and lab work—particularly at threatened sites—in the local region. He also developed expertise on the elaborately carved wooden paddle-stamped designs of Woodland Era Swift Creek pottery, and is now a recognized authority on the subject. During his avocational career to date, Mr. Snow has published 30 articles, presented 40 professional papers, given hundreds of public presentations, and nurtured both avocational and professional archaeologists. He has received several previous awards for his contributions to Georgia archaeology, and his career embodies the characteristics that SAA’s Crabtree Award recognizes nationally.



THE FRYXELL AWARD FOR INTERDISCIPLINARY RESEARCH

MARVIN W. ROWE

Dr. Marvin W. Rowe has earned SAA’s Fryxell Award for Interdisciplinary Research (Physical Sciences) based on his prominent role in developing methods for rock art dating and minimally-destructive dating of fragile organic artifacts, and studying these methods through scientific analysis, as well as his service to the profession through scholarship, student training, and public dissemination. While other rock art dating methods have come and gone, Dr. Rowe’s method has stood the test of time and of critics. It is unquestionably the most successful way to establish a numerical age for rock paintings. Equally important, he has helped graduate students develop an interest in dating rock paintings. This is extremely important because he wants his dating methods to be available into the future. The methodologies that Dr. Rowe has developed, and taught to generations of students represent a most laudable contribution to the field of archaeology.



PUBLIC SERVICE AWARD

LORRAINE MARQUEZ EILER

For her dedication to the protection of archaeological and cultural resources of the Hia C-ed O’odham, we proudly present this award to Lorraine Marquez Eiler. To anyone that will listen, Lorraine Marquez Eiler tells the story of the Hia C-ed O’odham, the indigenous people of the western Papaguería. Long told that her people are extinct, Lorraine has led the charge to demonstrate their existence, vitality, and proud cultural heritage. She was instrumental in having the Tohono O’odham Nation place in trust the land around Darby Wells, the last Hia C-ed O’odham settlement. She then led the effort to create the Hia C-ed District, which Lorraine currently represents on the Tohono O’odham Nation Legislative Council. In her quest for recognition for her people, Lorraine has worked with many archaeologists, exhorting them to understand that their work is not about the past, but about the living and their responsibility to future generations. She has co-authored articles, generously shared her knowledge, and insisted that federal agencies hire archaeologists who have demonstrated knowledge of Papaguerían archaeology and who meet the profession’s highest standards.

PUBLIC SERVICE AWARD**JOSEPH T. JOAQUIN**

For his dedication to the protection of archaeological and cultural resources of the Tohono O'odham Nation we proudly present this award to Joseph "Joe" T. Joaquin. Joe Joaquin has worked tirelessly for decades protecting the cultural heritage of the Tohono O'odham Nation. As the Sells District representative on the Legislative Council, he was instrumental in establishing the Nation's Cultural Affairs Office. After the passage of the NAG-PRA and the Arizona burial law, he worked with federal, state, and local government agencies to implement the laws. He also has taught archaeologists that they can fulfill their scientific obligation and at the same time respectfully return remains and sacred items to the tribes. After leaving the tribal council, Joe became a Cultural Resource Specialist for the Nation, where he continues to teach both archaeologists and tribal members, particularly the young, on the importance of heritage. A Marine veteran of Korea and Vietnam, Joe serves as an honor guard for tribal veterans as they are laid to rest. Joe truly embodies the proud heritage of the Tohono O'odham Nation.

LIFETIME ACHIEVEMENT AWARD**JEREMY SABLOFF**

Jeremy Sabloff has earned the SAA's Lifetime Achievement Award for his extraordinary contributions in teaching, mentoring of graduate students, research in several domains, and public outreach. There are few other senior scholars who have so consistently dedicated their careers to the advancement of archaeology as a discipline and a scientific pursuit while simultaneously working toward the continued relevance and strengthening of archaeology by means of communication with an audience beyond narrow disciplinary limits. Moreover, the career of Jeremy Sabloff has been marked by selfless service and extraordinary collegiality tempered by adherence to the core principles of archaeological conservation and the value of empirical analysis. Jeremy Sabloff has been a mentor and a role model for several generations of scholars, many of whom have gone on to their own distinguished careers.

ETHICS BOWL**THE UNIVERSITY OF CALIFORNIA—BERKELEY, TEAM****AWARD FOR EXCELLENCE IN
LATIN AMERICAN AND CAR-
IBBEAN ARCHAEOLOGY****LUIS ALBERTO BORRERO**

Luis Alberto Borrero has earned the SAA's Excellence in Latin American and Caribbean Archaeology Award for his combination of scholarship and service to the profession. Dr. Borrero's contributions to Latin American archaeology and international theory and method are exceptional and have garnered considerable praise from his peers. This lifework has been undertaken primarily on the early peopling of southern South America, while his focus on zooarchaeology and taphonomy sets the bar in these particular specialties. This award also lauds Luis Alberto Borrero's long and expert service in developing the institutional and academic basis for archaeological research, in Argentina in particular and Latin America in general. He has consistently pierced the barriers that national frontiers present to archaeological research, both within Latin America and between Latin America and North America. His career is a model of excellence in Latin American and world archaeology.

**STUDENT PAPER AWARD****G. LOGAN MILLER**



**STUDENT PAPER AWARD
HONORABLE MENTION**

AMY FOX

ARCHAEOLOGY MONTH POSTER AWARD

FIRST PRIZE: WYOMING

SECOND PRIZE: MICHIGAN

THIRD PRIZE: OHIO

CEREMONIAL RESOLUTIONS

The Resolutions Committee offers the following resolutions:

Be it resolved that appreciation and congratulations on a job well done be tendered to the

Retiring OFFICER

Treasurer

Alex Barker

And the retiring BOARD MEMBERS

Kelly Hays-Gilpin and Eduardo Neves

To the Staff, and especially to Tobi A. Brimsek, Executive Director, who planned the meeting, and to all the volunteers who worked at Registration and other tasks;

To the **Program Committee**, chaired by

Christopher B. Rodning,

And assisted by

Shaza Wester Davis

And to the **Committee Members of the Program Committee**

Elizabeth Arkush
Sarah B. Barber
George J. Bey, III
Michele R. Buzon
Marcello A. Canuto
Christina A. Conlee
Sharon DeWitte
Scott M. Fitzpatrick
Lynn H. Gamble
Patrick H. Garrow
Janine L. Gasco
Jeffrey A. Homburg
Andrea A. Hunter
Dana Lepofsky
Mary Ann Levine
Patrick C. Livingood
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Grant S. McCall
Jason Nesbitt
Anna Marie Prentiss
Julien Riel-Salvatore
Charles R. Riggs
Kathryn E. Sampeck
Rebecca H. Schwendler
Chen Shen
Monica L. Smith
Jason Ur
Fred Valdez, Jr.
Carla R. Van West
Nicole M. Waguespack
Henry D. Wallace
Cameron B. Wesson
Jeremy J. Wilson

To the **Annual Meeting Local Advisory Committee**, chaired by

Patricia Mercado-Allinger

And to other **committee chairs and members completing their service** and to the many members who have served the Society on its committees and in other ways;

And sincere wishes that those members of the Society who are now serving in the armed forces return safely.

Will the membership please signal approval of these motions by a general round of applause?

And be it further resolved that thanks again be given to those who inform us of the deaths of colleagues, and finally,

A resolution of sympathy to the families and friends of

Linda Cordell
Christy G. Turner
Claudine Payne
Carol Ambruster
Fred Coy
Peter Harrison
Warren d'Azevedo
Frederick Bové
Richard Daugherty

Beth Walton
Ernest "Skip" Lohse
Robert Hall
Claudine Payne
Leslie Wildesen
Molly Thompson
Priscilla Renouf
Charles Benz

LESLIE ELIZABETH WILDESEN

1944–2014

Leslie Elizabeth Wildesen, Ph.D. passed away peacefully at her home on January 24, 2014. She was 69. Leslie was born on December 5, 1944, in Phoenix. At 17, she won a scholarship to Stanford, graduating in 1966 with a degree in English with a creative writing emphasis. She went on to get a Master's in anthropology from San Francisco State College and a Ph.D. in archaeology from Washington State University (1973).

Following a brief stint heading a research institute at the University of California, Riverside, Leslie moved to Portland, Oregon, in 1974, and became the first regional archaeologist for the U.S. Forest Service in the Pacific Northwest. Her *Guidebook of Procedures and Techniques for Managing Historical and Archaeological Resources* (1977) was the first heritage resource guidance manual for federal agencies. She also served as adjunct faculty in Portland State University's public history program, as secretary for the Society for American Archaeology, and as a member of the State Historic Review Board.

Leslie left the U.S. Forest Service in 1980 and became a consultant on archaeological resources, primarily in Idaho's River of No Return Wilderness and in Alaska. In the early 1980s, she became a Congressional Fellow for the Society for American Archaeology. There, she served on the staff of Congressman John Seiberling, working on the House Subcommittee on Public Lands and National Parks.



In 1984, she became the Colorado State Archaeologist and Deputy State Historic Preservation Officer. In the same period, she served three consecutive terms as a presidential appointee on the Cultural Property Advisory Committee, overseeing U.S. involvement in the UNESCO Convention on International Trafficking in Cultural Property.

Next, Leslie spent a year in Pittsburgh with the Office of Surface Mining negotiating environmental agreements between federal and state entities, and then in 1990 returned to Colorado and became Regional Archaeologist for the USDA Forest Service in the Rocky Mountain Region.

In 1993, Leslie and her life partner, Jeanne Crouch, founded Environmental Training & Consulting International, Inc. (ETCI), a company specializing in custom environmental planning training within the U.S. For the next 20 years, Leslie designed and delivered over 400 courses to clients throughout the U.S. and in Zimbabwe, Indonesia, Malaysia, and Sri Lanka. She and

Jeanne also worked with the Smithsonian Institution for 10 years to design and deliver the Smithsonian Environmental Leadership Course.

You may honor Leslie by making a contribution in her name to an organization she supported and admired, The Nature Conservancy.



NEWS & NOTES

In honor of the 100th anniversary of the Arizona Archaeological and Historical Society (AAHS) in 2016, the AAHS Publications Committee is seeking a guest editor to create a forward-looking issue of five to six articles about how we practice anthropology and history in the Southwest United States and northern Mexico, a region where some of the most innovative work in North America has been and is still being conducted. Possible topics include, but are not limited to, collaborative U.S.–Mexican projects; indigenous views of history; big science/big data; communication to scholarly and public audiences; and the

new conservation archaeology (“Conservation Archaeology” was a seminal article by William Lipe in a 1974 issue of *The Kiva* that changed the way cultural resource management was practiced).

AAHS seeks a guest editor who can encourage narrative articles that consider disciplinary history in the Southwest while looking forward and who is committed to creativity in finding voices who can write for avocational and professional audiences. Proposals will also be judged based upon how well they fit with the AAHS’s objectives:

- to encourage scholarly pursuits in the history and anthropology of the southwestern United States and northern Mexico;
- to encourage the preservation of archaeological and historical sites;
- to encourage the scientific and legal gathering of cultural information and materials;
- to publish the results of archaeological, historical, and ethnographic investigations;
- to aid in the functions and programs of the Arizona State Museum; and



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- Co-authored volumes are eligible, but edited volumes and textbooks are not

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For more information about AAHS, please visit: <http://www.az-arch-and-hist.org/>.

Please reply with a letter of interest that summarizes your vision for this issue, a proposed table of contents (you do not need to contact authors in advance), and a curriculum vitae. Materials should be addressed to: Publications Committee, c/o Sarah Herr (sherr@desert.com) by July 1, 2014.

A draft volume will be due to the acquisitions editor of *Kiva* one year after a contract is signed for publication in volume year 81. A stipend will be offered when the final draft of the volume is submitted.

The Pre-Columbian Society of Washington, D.C. will hold its 21st annual symposium—*Land Without Borders: Cultural Interaction between the Prehispanic Southwest and Mesoamerica*—on Saturday, September 20, 2014, at the U.S. Navy Memorial and Naval Heritage Center, Washington, D.C.

Steve Lekson, Professor of Anthropology and Curator of Anthropology, Museum of Natural History, University of Colorado/Boulder, will be symposium moderator. Invited speakers include Patricia Crown, Patricia Gilman, Randall McGuire, Ben Nelson, and Karl Taube.

See www.pcswdc.org for further details and information about registration.

American Archaeology Magazine On The Web

You can now read complete back issues of *American Archaeology* on the Web.

The available issues range from Spring 1997, *American Archaeology*'s debut issue, to Spring 2012.

There will be a two-year lag between the most recent print and Web issues.

American Archaeology also has a subject index on the Web that is searchable by key word as well as a list of all the books that have been reviewed in the magazine.

www.americanarchaeology.org



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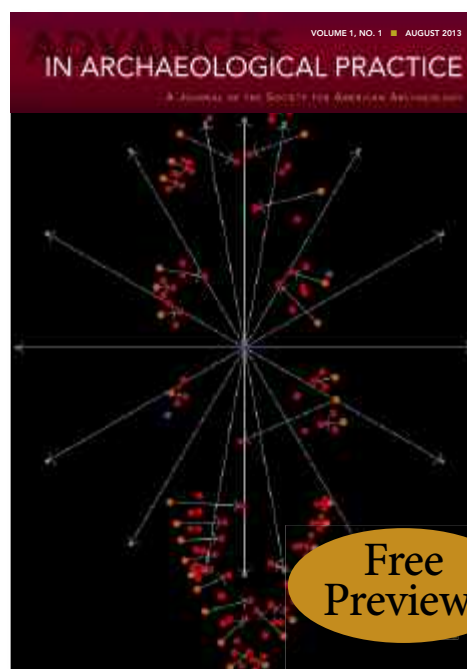


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CONFERENCIA INTERCONTINENTAL



SAA

SOCIETY FOR AMERICAN ARCHAEOLOGY

¡La SAA regresa a América Latina!

Lima, Perú

8-10 de agosto de 2014

¡La SAA regresa a América Latina! La Sociedad para la Arqueología Americana (Society for American Archaeology) se complace en anunciar la segunda Conferencia Intercontinental para reunir a los especialistas de la arqueología de América y el Caribe en América Latina a realizarse del 8 al 10 de agosto del 2014 la cual será coordinada por Bárbara Arroyo y Luis Jaime Castillo como el coordinador local.

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

- Orígenes del Estado
- Historiografía en Arqueología
- Arqueología y Turismo

Fecha Importante

1 julio 2014— Fecha límite para la inscripción de asistentes (no presentadores)

Para más información visite SAAweb a www.saa.org

¡Nos vemos en Lima!



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Questions?

Email us at meetings@saa.org or call us at +1 (202) 789-8200 x109.

