TITLES FROM THE SAA PRESS
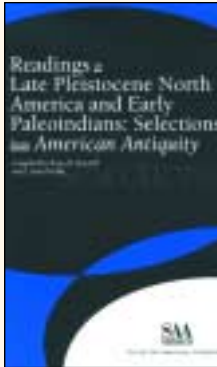
Readings in Late Pleistocene North America and Early Paleoindians: Selections from America Antiquity. Compiled by Bruce B. Huckell and J. David Kilby. This Reader focuses on one of American Archaeology's most interesting topics: the presence of late Pleistocene humans in North America. The volume features articles and reports from the journal American Antiquity, and is an ideal text for graduate and undergraduate courses. 312 pp. 2004. ISBN 0-932839-26-6. Regular Price: $27.95, SAA Member Discount Price: $21.95.

From Campus to Corporation: Emergence of Contract Archaeology in the Southwestern United States. Edited by Heidi Roberts, Richard V. N. Ahlstrom, and Barbara Roth. This book chronicles one of American Archaeology's most fascinating stories: the growth of contract archaeology in the American Southwest. The contributors, all contract archaeologists themselves, provide firsthand narratives of this exciting story. 176 pp. 2004. ISBN 0-932839-27-4. Regular Price: $33.95, SAA Member Discount Price: $26.95.
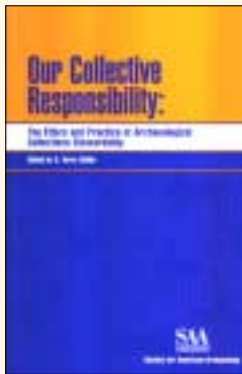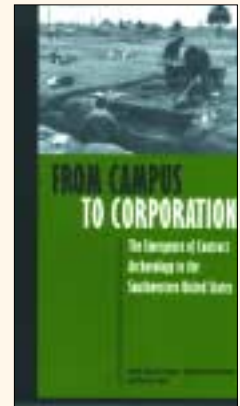
Our Collective Responsibility: The Ethics and Practice of Archaeological Collections Stewardship. Edited by S. Terry Childs. Archaeological curation is in a state of crisis. Existing collections have inadequate space, resources, and professional staff; meanwhile, new collections continue to grow at an alarming rate. Making matters worse, many existing collections are in deplorable condition. In the introduction to this timely book, editor S. Terry Childs argues that "until archaeologists truly accept their roles and responsibilities to the collections they create, as well as the value of those collections, the crisis will continue to intensify." 190 pp. 2004. ISBN 0-932839-28-2. Regular Price: $30.95, SAA Member Discount Price: $23.95.

Archaeologists and Local Communities: Partners in Exploring the Past. Edited by Linda Derry and Maureen Malloy. In this timely volume, the contributors provide case studies that range geographically from the Bering Sea to the suburbs of Washington, D.C. The book shows that by involving communities in archaeological projects, archaeologists build public support for archaeological sites and, in so doing, enrich the quality of the archaeological research itself. This text is an invaluable handbook for practicing archaeologists and students interested in establishing local community partnerships. 193 pp. 2003. ISBN 0-932839-24-X. Regular Price: $26.95, SAA Member Discount Price: $21.95.

Readings in American Archaeological Theory: Selections from American Antiquity 1962–2002. Compiled by Garth Bawden. This Reader is an ideal text for graduate core classes in archaeological history & theory, and undergraduate theory and survey courses. The articles provide critical discussions in American archaeology over the past 40 years. 292 pages. 2003. ISBN 0-932839-25-8. Regular Price: $24.95, SAA Member Discount Price: 19.95.

SEE INSIDE BACK COVER FOR ORDERING INFORMATION

the SAArchaeological record

The Magazine of the Society for American Archaeology
VOLUME 5, NO. 1
JANUARY 2005

Ruins from the Los Amarillos archaeological site, Quebrada de Humahuaca, Jujuy Province, Argentina. Courtesy Dr. Axel Nielsen.

EDITOR'S CORNER

John Kantner

John Kantner is an assistant professor of anthropology at Georgia State University.

Bibliometric Musings

Among the many contributions in this issue, Robert Rosenswig reports the results of bibliometric analyses of *American Antiquity* and *Latin American Antiquity* to not only show how the founding of the latter has impacted the content of the former, but also to discuss how the inequality of the two journals impacts the SAA membership. His article piqued my curiosity about the impact of articles from *The SAA Archaeological Record (SAA-AR)*

Figure 1: Citations to articles in The SAA Archaeological Record have grown over the past decade.

on the discipline, as measured by how often *SAA-AR* contributions are cited in professional journals. My brief investigation was much more rudimentary than the extensive analysis conducted by Robert Rosenswig, but the results are still intriguing.

For my simple analysis, I queried the ISI Web of Knowledge's Web of Science database (http://isi4.newisiknowledge.com/), which allows users to search for citations within journal articles. The queries I built allowed me to determine how many articles in dozens of archaeology-related journals cited contributions published both in the *SAA-AR* and in its predecessor, the *SAA Bulletin.* Journals queried ranged from *American Antiquity* to *Plains Anthropologist* to *Current Anthropology,* but the database only includes issues published since 1992.

A total of 71 journal articles published since 1992 cite articles in the *SAA-AR.* The frequency of citation has increased in recent years (Figure 1), a testament to the continually improving quality of the contributions submitted to the magazine. The majority of citations (19) are made in *American Antiquity,* with the *Annual Review of Anthropology, Antiquity,* and *Historical Archaeology* accounting for three citations each over the past decade.

What does this quick-and-dirty analysis mean? First, it shows that articles in the *SAA-AR* enjoy a deserving degree of respect in the discipline, with a number of journal authors judging the content to be meritorious of reference in their publications. Second, considering the applied nature of the *SAA-AR* content, the increasing citation rate shows the growing importance of this topic in archaeology. Finally, I hope this shows to potential contributors that the *SAA-AR* is read by the profession and its content taken seriously!

One final note that returns to Rosenswig's article on the marginal nature of *Latin American Antiquity:* contributors to *American Antiquity* cite *SAA-AR* articles nearly three times as frequently as they cite *Latin American Antiquity* articles!
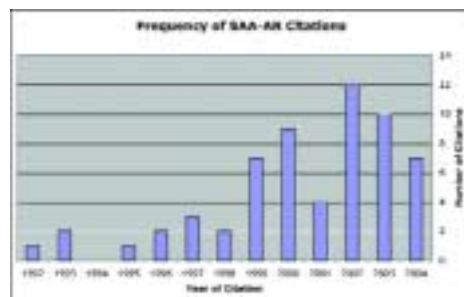
FROM THE PRESIDENT

Dear Colleague:

In this column, I would like to let you know about two important changes that will be coming in the next few months and to explain the "why" and "how" of each. Please take a few minutes to become familiar with these issues.

Bylaws Changes Proposed

By now, you should have received your 2005 SAA ballot. Included with the ballot is a presentation of proposed bylaws changes that would allow for a "hybrid" election process. This hybrid system uses web voting as well as standard paper ballots and allows you to choose your voting method. In order for us to implement a hybrid voting system, however, the membership must approve a small number of bylaws changes, since the bylaws were adopted before electronic voting was an option. The goal of the proposed changes is to increase voter participation by offering a choice in the way ballots can be cast.

I encourage you to vote for approval of the bylaws changes. If they pass, a hybrid system will be put into place for the 2006 election. It is important to note that no one will be required to vote electronically; mail-in paper ballots will remain an option.

LCD Projectors Available in Salt Lake City

The other important change that I want to discuss with you is something many members have requested—making LCD projectors available for annual meeting participants. I am happy to tell you that for the meeting in Salt Lake City (March 30–April 3, 2005), every session room will have an LCD projector (and cable connectors) in addition to the standard slide and overhead projectors. It is very important, however, for everyone to be aware that *SAA will not supply laptop computers*. Session organizers are

responsible for ensuring that laptops are available for their sessions and that presentations are loaded and ready to go.

For the general sessions at the 2005 meeting, arrangements will be made on a case by case basis. If the Session Chair of a general session is able and willing to provide a laptop and ensure that all the presentations are loaded and ready to run, participants will be notified. Otherwise, general session participants should plan to use slide projectors. Time constraints do not allow individual presenters to connect, boot, and use their own laptops for their presentations.

Beginning with the 2006 meeting, SAA will provide *only* LCD projectors (with cables) *instead of* slide and overhead projectors as standard equipment in meeting rooms. In part, this is a response to member requests, and in part the shift to LCD technology recognizes changing audiovisual industry standards. The shift to LCD projectors will be reflected in the 2006 Call for Submissions. We know this is a giant step, and SAA will make the transition as easy as possible. You will be able to rent slide/overhead projectors from the convention venue if you want them, and SAA will put you in touch with the supplier.

SAA is trying to put technology to work for the Society without driving all of us crazy. We hope you will think we are succeeding!

Sincerely,

Lynne Sebastian

Lynne Sebastian, Ph.D., RPA
President

IN BRIEF

Tobi A. Brimsek

Tobi A. Brimsek is executive director of the Society for American Archaeology.

Incredible Options at the Salt Lake 2005 Meeting

March 30–April 3, 2005 promises to be a memorable 70th gathering of the Society for American Archaeology. In addition to the stellar array of symposia, general sessions, and forums, there are celebrations, second-time events, hosts of workshops, and a wonderful selection of tours. Here is a sampling of these options:

The President's Invited Forum

Don't miss it!—*The Impact of Postmodernism on American Archaeology: The Good, The Bad, and The Jury is Still Out.* Participants: Rosemary Joyce, University of California Berkeley; Dean Snow, Pennsylvania State University; Vin Steponaitis, University of North Carolina. Moderator: Lynne Sebastian, SRI Foundation.

Sponsored SAA Session

Session title: *The Practice of Archaeology in Mexico: Institutional Obligations and Scientific Results.* This session offered on Saturday grew out of a discussion between SAA's Board of Directors and the Consejo de Arqueología of Mexico's National Institute of Anthropology and History (INAH). The purpose of this symposium is to offer American archaeologists an overview of current procedures and regulations applicable to undertaking projects in Mexico. It also addresses the most important contemporary problems in Mexican archaeology today. The symposium, organized by SAA and INAH, will be presented by several representatives from the Consejo de Arqueología, recognizing the importance of assisting foreign archaeologists to follow the legal norms that define the development of archaeological projects in Mexico.

The Ethics Bowl

The Ethics Bowl is a festive debate-style competition that explores the ethics of archaeological practice. Initiated in 2004, the Ethics Bowl returns in its second year on Thursday, March 31 in the Salt Palace.

ArchaeologyLand

Debuting at the Salt Palace on Saturday, April 2, from 8 am–12:00 pm—ArchaeologyLand! If you ever found yourself faced with developing hands-on, archaeology-based activities or need some quick recipes for the future, stop by ArchaeologyLand to personally try some child-tested, parent-approved activities that focus on archaeology, cultural history, and historic preservation. Walk away with the plans for recreating a complete set of hands-on activities.

Tours, Tours, and More Tours

There are an unprecedented number of tours at the Salt Lake meeting that give you an opportunity to explore a wide range of sites. Sign up during the advance registration process to ensure your place and guarantee that the tour will go forward!

Check these out in the preliminary program:

- Walking Tours of Salt Lake City
- Tour of Museum of Natural History, University of Utah (Sponsored by the Fiber Perishables Interest Group)
- Ancient Caves of the Bonneville Basin: A Tour of Danger and Juke Box Caves
- Golden Spike National Historic Site Tour
- Connor Springs Rock Art Tour

PowerPoint Power

Need some help in developing your PowerPoint presentations? There is a series of three independent workshops to help you along. Material covered in one workshop will not be repeated in another. Try one or all three of the *Excavating PowerPoint—A Guide to Going Digital* workshops on Saturday in Salt Lake.

Wish You Had a Complete Picture of the Meeting?

Why don't you check out the preliminary program for the 70th annual meeting? Mailed to almost 10,000 archaeologists December, the program is also available on SAAweb. Go ahead and view the PDF file of the preliminary program posted at http://www.saa.org/meetings/prelimprogram.pdf. **Please note**

that due to printer's errors, a corrected program was remailed at the printer's expense on January 7, 2005.

Presenting at the 70th Annual Meeting in 2005?

In response to many member requests, the Board has agreed to add LCD projectors to every session room. Laptop computers will **not** be provided by the Society. Even better, in Salt Lake all of the following equipment will be available in session rooms:

- *an LCD projector (new for 2005)*
- a 35-mm carousel slide projector with wireless remote control—*Presenters must provide their own carousel trays; 80-slide trays are recommended to prevent jamming.*
- an overhead projector
- one screen
- a laser pointer
- a countdown timer

Meeting A/V Equipment in 2006 and Forward

Beginning in **2006 in Puerto Rico**, only LCD projectors (as opposed to slide and overhead projectors) will be provided in session rooms. If an individual presenter would like a slide projector or an overhead projector at the 2006 meeting or beyond, they will be able personally to rent one from the A/V company. SAA staff will have the contact information for those rentals which will be arranged directly between the presenter and the A/V company. Laptops will not be provided by SAA. In 2006 and forward, every session room will be equipped with the following:

- an LCD projector
- one screen
- a laser pointer
- a countdown timer

CALL FOR VOLUNTEERS. We need enthusiastic volunteers to help out the SAA team March 30–April 3, 2005. In return for **12 hours of your time**, you will receive **FREE meeting registration** (refunds available to preregistered participants will be processed after the meeting), a **COMPLIMENTARY** copy of the **70th Annual Meeting Abstracts book, $5 stipend per shift**, and SAA's sincere **gratitude.** Act quickly as opportunities are limited. For details and a volunteer application, contact Jennie Simpson at SAA headquarters, 900 Second Street NE, Suite 12, Washington, DC 20002-3557; email: jennie_simpson@saa.org; fax: +1 202/789-0284; telephone: +1 202/789-8200.
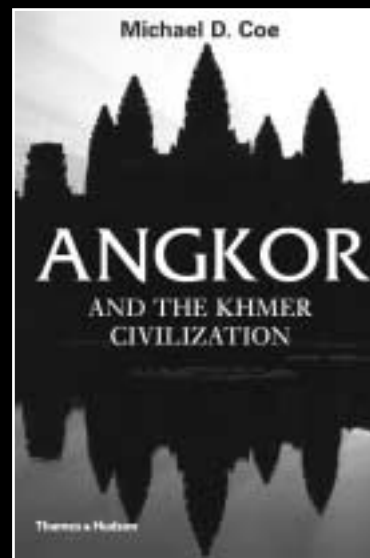
The SAA leadership needs to face facts: there are many papers delivered at the SAA meeting that are a waste of time to the audience and should be an embarrassment to the speaker.

Even after Lynn Sebastian's (2004, 4[4]:3) and Michael Smith's (2004, 4[5]:4) letters on the subject, we have not yet come to the crux of the matter. Alternative formats such as poster sessions and forums are worthwhile additions to the mix, but there is no substitute for a well-illustrated lecture. For me, hearing a well-illustrated, well-spoken lecture reinforces the retention of important points and may bring up new associations between ideas, even after reading an article on the same subject.

For many years now, my purposes in going to the SAA meeting have been to hear a very limited set of papers, often in a specialized symposium, and participate in ancillary meetings or committee work. No longer can I attend a symposium at SAA on a topic that may sound interesting and anticipate a learning experience without annoyance. The problems, of course, are bad papers. How self-centered does one have to be to read one's paper as fast as possible, without illustrations or with a few bad slides, and feel that one is benefiting oneself and not imposing on one's colleagues in the audience? Sorry, Lynn, but the answer will never be reviewing abstracts and making a judgment based on the written content therein, nor solely in diversifying our presentation formats.

Here's my key observation after 35 years of listening to lectures: a bad lecturer will tend to repeat the offense unless motivated to make an effort to change. A good lecturer tends to repeat with enjoyable presentations. Delivering a public lecture takes effort, learning, and/or talent. Nor is the problem correlated with age, seniority, reputa-

tion, or standing within the profession. Recently, I have heard many exciting, informative SAA papers given by graduate students (mostly PowerPoint presentations, notably). Sure, sometimes a student or junior colleague is nervous and does not present well, but many of the worst lectures I've heard have been delivered by people with regional or continent-wide reputations. Those who have heard me speak, I suspect, have not had a riveting experience, but hopefully a positive one. It takes work, for most of us, to accomplish even that.

As a suggested solution, why not peer-review lecture presentations? Those with failing grades don't get to give another lecture to SAA until they have proven that they can improve their product. And what to do about students and young members of the profession? Acknowledge that lectures delivered to regional meetings, or even large state archaeological society meetings, can be peer-reviewed by SAA members at the invitation of the speaker or symposium organizer. Obviously, there would be lots of details to work out if this solution were chosen.

Either make an effort to change the current situation, or maintain the status quo and admit that anyone who pays annual dues and meeting registration has the right to waste our collective time for 15 minutes.

Arthur E. Spiess, Ph.D.
Senior Archaeologist
Maine Historic Preservation Commission

SAA ANNUAL MEETING JUST AROUND THE CORNER

Steve Simms

Steve Simms is Program Chair for the 70th Annual Meeting.

By now you should have received your Preliminary Program. It is also posted on SAAweb, as are all the forms and information about the Annual Meeting in Salt Lake City. Make your plans to attend soon.

The SAA has not met in Salt Lake City since 1959. At that time, Salt Lake was indeed a cow town. Like all cow towns, it was in fact possible to get a drink. After all, Utah was comprised of German, Swiss, Danish, and English immigrants for whom beer was an important food item. Breweries were scattered up and down the Wasatch Front. Even our town of Logan near the Idaho border had four breweries at one time—for a population of about 3,000! The outward appearance of Utah then and now is somewhat different than the actual behavior. At the 1959 SAA meetings, visitors had to play it cool, and Program Chair Jesse D. Jennings had youngsters such as Don Fowler run bottles from the state liquor store to the Hotel Utah where the meetings were held. Thank you Don! Rest assured things are different now and in some ways the quiet, small-town aspects of Salt Lake City decades ago would be a welcome sight on the American urban landscape that we experience today.

When the SAA comes to town, the skiing in the mountains perched above Salt Lake City will still be going full blast. The weather in the city is likely to be sunny, with chilly nights. This is however, the Great Basin, so be prepared for the possibility of a spring snow, cold wind, and cool mountain sun. At the risk of redundancy from my column last September, as you plan your visit recall the words of my cowboy acquaintance, "There are only two kinds of people who try to predict the weather around here...fools and strangers."

In each of the articles I was asked to prepare, I listed examples of the many interesting sessions. Now that you have the Preliminary Program, you can see for yourself. But please consider registering for a Roundtable Luncheon. Months ago, as we inquired with possible table leaders, we found that folks are genuinely excited to be a part of the Roundtable Luncheon and host a discussion of their subjects for you.

My final reprise is about the venue. The conference hotel, the Marriott, is directly across the street from the meetings at the Salt Palace Convention Center. The Salt Palace employs a lot of glass and natural light, but the biggest advantage to a user is that our meeting rooms, exhibit hall, and poster area are closely spaced for easy transit among sessions. The posters are in the best place I have seen in years—an open foyer with natural light just outside of the exhibit hall.

See you in Salt Lake City, March 30–April 3!

WELCOME TO SALT LAKE CITY!

Garth Portillo

Garth Portillo is the chair of the Annual Meeting Local Advisory Committee.

Salt Lake City is the place to be this spring as we convene the 2005 Annual Meeting of the Society of American Archaeology. In previous articles, I have done my best to describe some of the attractions of both the upcoming meetings and the host city, Salt Lake. What more can I say without being redundant?

Many first-time visitors to Salt Lake are a little surprised by their experience. Whatever they were expecting, the small but attractive city is friendlier, cleaner, and a lot more fun than they expected. Accessibility to Salt Lake is good, and once visitors arrive, they find themselves close to great restaurants, with easy access to clubs offering the best in drinks, entertainment, and food; brew pubs; great shopping; and more. If the preliminary program alone doesn't convince you to register for the spring meetings, consider the attractions of Salt Lake City, make your reservations, and come visit the Crossroads of the West.

Like myself, many members spend their time at the meetings attending Society events, listening to papers, meeting with colleagues, and renewing old friendships. We go out usually just to eat (and drink). If you are looking for a little more, however, Salt Lake is the meeting venue for you. Two shopping malls (with food courts) are just across the street, almost literally, from the convention center; one is accessible directly from the Marriott. A short walk will take you to the new Gateway center, with additional shopping, new trendy restaurants, and the Clark Planetarium. A short, pleasant ride on TRAXX, the Utah light-rail system, will also take you to the beautiful campus of the University of Utah and the Utah Museum of Natural History. Downtown also offers a variety of theater experiences from major touring productions to regional and local theater.

I have previously mentioned a historic building tour to be offered through SAA during the meeting. Historical archaeologists and others may also want to see City Hall, the LDS Temple, Cathedral of the Madeline, and St. Mark's Cathedral. Not to be forgotten, Salt Lake hosts the NBA Utah Jazz and the Utah Grizzlies hockey team.

The ski season in Utah started early this year with great snow. Alta, Snowbird, Brighton, and Solitude are all open and accessible by public transportation or a very short drive from downtown (30–45 minutes, depending on the weather and your specific destination). Utah offers many additional ski opportunities almost as close to Salt Lake. While you are hard at work at the meeting, maybe your family can hit the slopes. Some of you will be able to stay over and spend a few days. Keep in mind that Utah features 14 locations managed by the National Park Service, from Historic Sites to some of the most famous parks/ landscapes in the United States—including Arches, Canyonlands, Zion, and Bryce Canyon National Parks—not to mention millions of acres of outstanding landscapes and recreation areas managed by the Bureau of Land Management, the Forest Service, and the State of Utah.

2005 in Salt Lake City is the place to be. This IS the Place.

LIST OF ONLINE DIGITAL IMAGE RESOURCES AND SERVICES

Marcel J. Harmon and Robert D. Leonard

Marcel J. Harmon and Robert D. Leonard are Co-chairs of the SAA Digital Image Series Task Force

It's ten o'clock at night and you're frantically rushing to finish the PowerPoint presentation for your 9:00 AM lecture. You need a couple of good color images of the site of La Quemada, Zacatecas. "I know I have some," you say to yourself, squeezing your head between your hands like a vise, cranking it tighter and tighter. Finally, the information squirts from your subconscious into your conscious mind. The corners of your mouth turn skyward as you remember a particular oversized, coffee table-like volume with the perfect color images. But as you turn to your bookcase, you're blindsided by the realization that its not there. You lent it to a colleague last week, and now you'll have to spend God-knows-how-long searching for an image on the Internet. Oh ... (fill in the expletive of your choice here).

In this age of ever increasing multimedia overload, electronic database envy, and digital dilemmas, such scenarios are becoming more and more common for archaeologists. In order to help us deal with such problems, the SAA decided to form a task force to investigate the possibility of providing a Digital Image Series or Archive for its members, and we were tapped to head up this task force.

Ultimately, the SAA board, in consultation with the task force, determined that the complex processes of 1) determining the form that this service would take along with its specific operating details, and 2) implementing it, are beyond the SAA's current capabilities and resources. However, in the process of researching the question, the Task Force compiled a list of existing online digital image-related services and resources.

The list is divided into three sections: 1) General Information and Guidelines, 2) Sites to Acquire Images From, and 3) Copyright Issues. Some sites are listed in multiple sections. Within each of the three sections, the sites are listed in alphabetical order. Many of the sites contain much more than information related to digital images, such as information on electronic databases, virtual reality modeling, and electronic publishing. The links were still operational as of May 6, 2004. Undoubtedly, there are many more services and resources available than are given here, but the list provides a good place to start. 🖳

SAA Digital Image Series Task Force Members

Robert D. Leonard, Co-Chair	Brett A Houk
Marcel J. Harmon, Co-Chair	Thomas E. Levy
Mary S. Carroll	Shannon McPherron
Harrison Eiteljorg, II	Jeffrey Quilter
Samuel B. Fee	Donald H. Sanders
Jillian E. Galle	Arleyn Simon
Jeffrey Grathwohl	

Available Digital Imaging Services and Resources

General Information and Guidelines

Acquiring Digital Images for Teaching (article): http://hca.ltsn.ac.uk/resources/Briefing_Papers
Archaeological Data Service (ADS): http://ads.ahds.ac.uk/
Archaeological Data Archive Project (ADAP): http://www.csanet.org/archive/adap/
ArtStore: http://www.mellon.org/programs/otheractivities/ArtSTOR/ArtSTOR.htm
• http://www.cni.org/Hforums/ninch-announce/2001/0035.html
• http://www.uga.edu/news/newsbureau/releases/2001releases/0109/010926mellon.html
Center for the Study of Architecture/Archaeology (CSA): http://www.csanet.org/index.html
Colorado Digitization Program: http://www.cdpheritage.org/
Digital Archaeology: http://www.online-archaeology.com/
Digital Archaeological Archive of Chesapeake Slavery (DAACS): http://www.daacs.org
Digital Data: Preservation and Re-Use: http://csanet.org/saa/
eLib: The Electronic Libraries Programme: http://www.ukoln.ac.uk/services/elib/
Institute for the Visualization of History: http://www.vizin.org
Merlot: Multimedia Educational Resource for Learning and Online Teaching: http://www.merlot.org
National Archives and Records Administration: http://www.archives.gov/
The Perseus Digital Library: http://www.perseus.tufts.edu/
Preservation of Electronic Information Bibliography: http://homes.ukoln.ac.uk/~lismd/ preservation.html
Scholarly Electronic Publishing Bibliography: http://info.lib.uh.edu/sepb/sepb.html
Technical Advisory Service for Images (TASI): http://www.tasi.ac.uk/
UCLA Digital Archaeology Lab: http://www.sscnet.ucla.edu/ioa/labs/digital/digital.html
The Digital Imprint: http://www.sscnet.ucla.edu/ioa/labs/digital/imprint/imprint.html
UBC Museum of Anthropology Reciprocal Research Network (RRN): http://www.moa.ubc.ca/renewal/ rrnoverview.php

Sites From Which to Acquire Images

The Ancient City of Athens: http://www.indiana.edu/~kglowack/athens/
AnthroArcheArt.org: http://www.anthroarcheart.org/
Archaeological Data Service (ADS): http://ads.ahds.ac.uk/
Archaeological Data Archive Project (ADAP): http://www.csanet.org/archive/adap/
Archaeological Studies Image Collection: http://www.le.ac.uk/archaeology/image_collection/
Art Museum Image Consortium: http://www.amico.org/
ArtStore: http://www.mellon.org/programs/otheractivities/ArtSTOR/ArtSTOR.htm
Center for the Study of Architecture/Archaeology (CSA): http://www.csanet.org/index.html
Centro Camuno di Studi Preistorici: http://cronus.spaceports.com/~wara/indexe.htm
Colorado Digitization Program: http://www.cdpheritage.org/
Digital Archive Network for Anthropology and World Heritage (DANA-WH): http://www.dana-wh.net
Education Image Gallery: http://edina.ac.uk/eig/
Electronic Resources for Classicists: http://www.tlg.uci.edu/index/resources.html
European Visual Archive: http://192.87.107.12/eva/uk/search.asp
Exploring Ancient World Cultures Index of Internet Resources: http://eawc.evansville.edu/ eawcindex.htm
Google Image Search: http://images.google.com/
Griffith Institute, Oxford: Photographs of Egypt: http://www.ashmol.ox.ac.uk/gri/4mirage.html
Images from History: http://www.hp.uab.edu/image_archive/index.html
Institute for the Visualization of History: http://www.vizin.org
Internet Ancient History Sourcebook: http://www.fordham.edu/halsall/ancient/asbook.html
Internet Modern History Sourcebook: http://www.fordham.edu/halsall/mod/modmusic.html#IMAGES
Lantern Slides of Classical Antiquity: http://www.brynmawr.edu/Admins/DMVRC/lanterns/

Merlot: Multimedia Educational Resource for Learning and Online Teaching: http://www.merlot.org

Modern Civilization Image Bank: http://academic.brooklyn.cuny.edu/history/core/pics/

National Park Service Museum Management Program: http://www.cr.nps.gov/museum/

NSF Online Image Library: http://OLPAimages.nsf.gov

The Oriental Institute's Photographic Archives: http://www-oi.uchicago.edu/oi/mus/pa/iran/paai/images/asf/paaI_Surveys1_1.html

The Perseus Digital Library: http://www.perseus.tufts.edu/

The Perseus Virtual Reality Collection: http://www.perseus.tufts.edu/cgi-bin/perseus_vr

Perseus Project: http://perseus.csad.ox.ac.uk/

Pictures of Record, Inc.: http://www.picturesofrecord.com/

Scottish Cultural Resource Access Network: http://www.scran.ac.uk

Smithsonian National Museum of Natural History: http://www.mnh.si.edu/

UCLA Digital Archaeology Lab: http://www.sscnet.ucla.edu/ioa/labs/digital/digital.html

Copyright Issues

Copyright and Image Management: http://www.utsystem.edu/ogc/intellectualproperty/image.htm

Copyright Licensing Agency (CLA): http://www.cla.co.uk/copyrightvillage/copyright_concerns.html
Lists some collective copyright licensing organizations; organized according to type of material in question, not to type of use.

DACS: http://www.dacs.co.uk
Handles copyright licensing for those modern artists who have registered to use it.

GiveCredit.com: http://www.give-credit.com
Shows how to credit the copyright holders who provide copyright-permitted images. As a rule of thumb, copyright credit should appear on the same page as the copyrighted image.

Guidelines for Fair Dealing in an Electronic Environment: http://www.ukoln.ac.uk/services/elib/papers/pa/fair/intro.html
Covers only use of digital data in private study and research, not teaching.

Scholarly Electronic Publishing Bibliography: http://info.lib.uh.edu/sepb/sepb.html

Technical Advisory Service for Images (TASI) Copyright Documents: http://www.tasi.ac.uk/advice/managing/managing.html
Links to a set of copyright documents and a copyright FAQ.

WEBSITE REVIEW:
THE NATIONAL NAGPRA HOMEPAGE

John W. Hoopes

John W. Hoopes is an associate professor of anthropology at the University of Kansas.

The National NAGPRA Homepage http://www.cr.nps.gov/nagpra/ is a resource developed by the National Park Service (NPS) of the U.S. Department of the Interior to assist with compliance with the Native American Graves Protection and Repatriation Act of 1990 (NAGPRA). This set of legislation "provides a process for museums and Federal agencies to return certain Native American cultural items—human remains, funerary objects, sacred objects, and objects of cultural patrimony—to lineal descendants, culturally affiliated Indian tribes, and Native Hawaiian organizations." Although the site was developed specifically to disseminate information about its main subject, it is evolving into a resource for researching cultural patrimony issues in a global context.

The site's homepage has a simple but effective design (Figure 1). It features a useful "What's New" section, with notices about meetings, press releases, and reports pertaining to NAGPRA. One of the most useful parts of the website, and a good starting point, is the Frequently Asked Questions (FAQ) page. Drawing upon the experience of the National NAGPRA staff, it addresses the most common questions that have arisen from compliance issues. When combined with the continually updated NAGPRA glossary (in the "Training" section), it offers a solid grounding in NAGPRA concepts and vocabulary. The "Law and Regulations" section provides the full text of NAGPRA in both text and PDF formats, as well as final regulations and updates. There are also links to Adobe Acrobat Portable Document Format (PDF) files of NPS Congressional Testimony on NAGPRA and Sacred Sites on four occasions in 1998, 2000, and 2002. Other documents in the "Training" section, especially those in PDF format, make it easy to download materials for creating effective handouts or presentations. The "Grants" page of the website provides a link to a complete list of all 458 grants made between FY 1994 and FY 2004, a total of almost $24.5 million disbursed in amounts ranging from $500 to $95,640 (for an average award of $53,000 over the first decade of the program).

Among the documents provided on the site are three high-resolution, color, PDF-format maps based on information compiled in ARC/INFO by the Bureau of Indian Affairs: "Indian Reservations in the Continental U.S."; "Indian Land Areas Judicially Established 1978" (Figure 2); and "Military Bases in the Continental United States." These are valuable resources, but ones that are best explored using the "zoom" tool in Adobe Acrobat Reader in combination with the online keys and indexes.

Figure 1: The National NAGPRA Homepage has a simple but effective design.

Indian Land Areas Judicially Established 1978

Data Sources:
This map was digitized from the 1983 USGS map
"Indian Land Areas Judicially Established 1978"
(original 1:4000000 scale.; Albers Projection).

Map Information:
Lambert Azimuthal Equal Area ; Scale 1:5840960
The numbers on the map represent the lands of original tribal
occupancy that were judicially established through the U.S.
Indian Claims Commission or the U.S. Court of Claims in 1978.
Please reference these numbers with the accompanying sheets
entitled "Indian Lands Judicially Established CAST 1197".

Figure 2: Among the documents provided on the site are high-resolution PDF-format maps compiled in ARC/INFO by the Bureau of Indian Affairs.

Online NAGPRA Databases

The NAGPRA homepage offers access to several online databases. These are "live" and continually updated by the National NAGPRA staff. Currently available databases include the Native American Consultation Database (NACD), the Notices of Inventory Completion Database, and the Notices of Intent to Repatriate Database. The Culturally Unidentifiable Human Remains Database will be added soon. The databases are hosted on web servers at The Center for Advanced Spatial Technologies (CAST) at the University of Arkansas, which is also home to the National Archaeological Database (NADB) and related resources.

Native American Consultation Database (NACD)

The NACD has been designed as an online tool to assist museums, government organizations, and educational and research organizations with finding tribal leaders and specialists with whom to consult on NAGPRA issues. It is by no means comprehensive. As of the time of this writing (early October 2004), the database had been last updated in May 2004. It is also not completely free of bugs. There have been some problems with

Netscape browsing software, so users are advised to use Internet Explorer, and also issues with firewall configurations for CAST.

Database queries (which are not case-sensitive) produce reports in either "full data" or "NAGPRA contact only" format. The relevant query fields are: Tribal Name, State Name, County Name, Contact Name, Reservation, and Installation (for U.S. military installations). Tribal names have been compiled from a variety of sources, including federally recognized tribes, Native Alaskan villages, tribes named in reservation names, and Hawaiian Island burial councils. (A full list of Federally recognized tribes from the Bureau of Indian Affairs is available as a PDF file under the "Law and Regulations" section of the website.) Properly formulated queries for tribes that are not on the Federal Register will produce records with cross-references to related, registered tribes or specific bands of registered tribes. As information on-site notes, it is *essential* to make use of the wildcard characters ("%" and "_") to frame queries. A simple search on "Sioux" does not redirect the user to Lakota, and searches on "Lakota" or "Diné" and even "Navaho" result in the message: "No tribes were found to meet the search criteria." This is

resolved by searching on "%sioux%", "%lakota%, or %navaho% (but *not* "%diné%"). A search on "Umatilla" produces only a cross-reference to "Confederated Tribes of the Umatilla Reservation, Oregon" while "%umatilla%" produces this as well as cross-references to the Cayuse and Walla Walla tribes. "Pine Ridge" produces no results in the "Reservation" field, but "%pine ridge%" produces "Oglala Sioux Tribe of the Pine Ridge Reservation, South Dakota."

The database can be daunting. For example, a query for NAGPRA contacts for my home state of Kansas produced a list of 17 Federally recognized tribes and 34 contact names for individuals in Wyoming, Montana, Iowa, Oklahoma, Nebraska, and Kansas. This was narrowed down to only one tribe and one individual when I searched on my specific county, but it highlights the fact that users must assemble as much information as possible before seeking contact information. In order to assist with NAGPRA compliance, Native American groups should take a proactive role in checking the database and adding and updating relevant records with the names of tribal leaders and consultants, as well as adding suggestions for more extensive cross-listing (especially when there are alternate names and spellings).

Notices of Inventory Completion Database

Inventory Completion reports are filed when museums or Federal agencies have made successful determinations of the cultural affiliations of human remains and associated funerary objects, but do not always indicate if or when repatriation has occurred. This database is a collection of reports in linked HTML and PDF files. At the time of this writing, there were a total of 788 individual reports online. These appear in chronological order, from the most recent (September 14, 2004) to the oldest (June 18, 1992). Text versions of these notices can be searched using an Excite search engine. Searches retrieve a list of linked titles of individual documents, which must be searched individually for terms, tribal names, or object descriptions. Users are strongly advised to read the "help" information for formulating search queries and to be prepared for formulating multiple queries with alternate spellings. There is at present no separate index to the inventory completion documents, either by institution, agency, tribe, or type of objects.

Notices of Intent to Repatriate Database

A Notice of Intent to Repatriate is published at the time that a museum or Federal agency accepts a claim by a tribe for sacred objects, unassociated funerary objects, or objects of cultural pat-

rimony. These indicate objects that are the subject of active repatriation procedures. As with the inventory completion notice database, these documents are available in both HTML and PDF formats, of which the former can be searched using an Excite engine. At the time of this writing, there were a total of 296 notices, the most recent dated September 14, 2004 and the oldest dated March 15, 1993. These provide a detailed record of the materials at the heart of NAGPRA repatriation compliance.

Special Topics

One of the most recent updates is a special section on international repatriation. Although NAGPRA does not apply to institutions outside the United States or cultural items that originate outside the U.S., it does apply to materials from Federal lands that are in the control of Federal agencies which have loaned them to international institutions. NAGPRA also applies to objects that were excavated from Federal lands under Antiquities Act permits from the Departments of the Interior, Agriculture, and War. This web page also contains helpful information about countries with legislation similar to NAGPRA, including Australia, Canada, and England. It also provides a detailed update on voluntary repatriations of human remains and cultural items to and from the U.S., including materials from the National Museum of the American Indian. The list of related websites is especially helpful for placing NAGPRA, repatriation, and cultural patrimony issues within a worldwide perspective.

Conclusion

The National NAGPRA homepage is a live and growing resource that documents the progress of this program from its inception. Contact information for Sherry Hutt, the National NAGPRA program manager, Robin Coates, the Program Secretary, and each of the Program Officers is provided for information, feedback, suggestions, and corrections. Overall, the site has a simple but effective design. Many of its internal pages are accessible through multiple links, grouped in different combinations on thematic "index" pages that include "Resources for Tribes," "Resources for Museums," "Resources for Federal Agencies," "Resources for the Public," and "Resources for the Press." It is a no-nonsense site, with no frames, pop-up windows, animations, or other bells and whistles, as is appropriate for a serious topic such as NAGPRA. The site's homepage also provides links to the NPS "Links to the Past" cultural resources homepage, the general NPS website, the NPS Freedom of Information Act Reference Desk, and FirstGov, the official web portal of the U.S. government. It is an invaluable resource for anyone seeking information about this landmark legislation. 回

A TALE OF TWO ANTIQUITIES

EVOLVING EDITORIAL POLICIES OF THE SAA JOURNALS

Robert M. Rosenswig

Robert Rosenswig is a doctoral candidate in the Department of Anthropology at Yale University.

American Antiquity is one of the most frequently cited archaeological journals (Kohler 2002:3; 2004a). Eerkens (2003:29) observes:

> As the flagship journal for archaeology in the Americas, *American Antiquity (AA)* represents the leading wave of method and theory in this hemisphere. Articles appearing in the journal often set the stage for later developments, serving to bring new ideas, methods, and data to a broad audience. In this respect, the journal plays a major role in structuring change in archaeological thought.

Why is it, then, that over the past decade, research focused almost exclusively on North America appears in this esteemed journal? The answer lies in the creation of *Latin American Antiquity (LAA)* and the ambiguity resulting from a professional organization with two journals that geographically divide its membership like a modern-day Treaty of Tordesillas.

In this article, I review the creation of *LAA* in 1990. Then, I document the geographic focus of articles published in *AA* before 1990, the focus of both *AA* and *LAA* after 1990, and the degree of cross-fertilization between the journals. Next, I outline the evolution of *AA* and *LAA* editorial policies and review their impact on Latin Americanists within the SAA. I end this article with two suggestions to spark further debate.

The Creation of *Latin American Antiquity*

In the first issue of *LAA,* the reason stated for separating the journals was to "relieve some of the pressure that *American Antiquity* has felt over the years" (Sabloff 1990:2). *LAA* was to be more inclusive of scholars living in Latin America so that the perception that the SAA was "really a society of North American archaeologists will begin to dissipate" (Sabloff 1990:2). Further, Sabloff (1990:2) did not want future editors of *AA* to "be accused—as I was when I was editor—of actually running a journal of Maya Studies!" (also see Pendergast 1994:191).

When the journals separated, there were "high hopes for the quality and interregional appeal of articles that will appear in *Latin American Antiquity*" (Rice 1990:3). The editorship of *AA* viewed the creation of *LAA* as an:

> opportunity to publish the important regional research being reported in Spanish and English and to work closely with Latin American scholars. Consequently, *American Antiquity* will be able to expand discussion of issues and ideas of immediate relevance to academic, private, and government archaeologists [Reid and Wood 1990:5].

What a change from only three years earlier, when Wood (1987:449) had optimistically observed that: "Our journal is today a healthy, well-rounded one that serves, for the most part very well indeed, the current needs of the profession. If it does not, dissatisfied parties are encouraged to communicate with me." Apparently, dissatisfied parties responded, as three years later, *LAA* was created. Each journal was to appeal to underrepresented constituencies of the SAA, with *LAA* reaching out to Latin American scholars and *AA* reaching out to CRM and government archaeologists.

Bibliographic Analysis of *AA* and *LAA*

In order to assess changes to *AA* and *LAA,* I employ two bibliographic analyses: content analysis and citation analysis. Bibliographic analyses are methods of library science employed to assess the social and academic context of a discipline as it is reflected in its publications (Rosenswig 1997). Below, a content analysis tracks the geographic focus of the articles published in the two journals (see Reid 1990; Eerkens 2003). My content analysis documents how the creation of *LAA* has affected the number of pages devoted to each region. A citation analysis also was undertaken to approximate the degree of cross-fertilization the journals have had on each other. To measure inter-journal fertilization, the number of references that authors publishing in one journal cite from the other was tabulated from 1990 to 2003.

Geographic Focus of AA *Before the 1990s*

The geographic foci of articles and reports published in *AA* were documented from the first volume through 2003 (Figure 1). I tabulated the number of pages devoted to each region using the geographical list that SAA uses on its membership forms. Methodological and theoretical articles were ascribed to the region of their case studies or placed in an "Other" category. If data from two continents were presented, or if a new methodology was presented with examples from more than one region, the number of pages was split between geographic areas. Following current editorial practices, articles from the north of Mexico were included in the North American category. The results are presented by editorial terms that extend actual terms by two issues into the next editor's term (Table 1). By doing this, editors are lined up with complete calendar years and this accounts for articles accepted by one editor yet published during the following editor's term. Data are presented by these slightly modified editorial terms and standardized by the total number of pages published during each editor's tenure.

From these data, it is evident that *AA* has returned to the geographical emphases seen in the 1930s–1950s, with a progressive increase in the number of pages devoted to North American subjects since Watson's editorial term in the mid-1980s (Figure 1). Generally, from Woodbury's editorial term in the late 1950s through Dincauze's term in the early 1980s, there were roughly equivalent numbers of pages devoted to North and Latin America in the pages of *AA*. The number of pages devoted to the "Other" category, which is higher from Wilmsen's to Wood's terms (i.e., 1971–1990), is because more experimental archaeology and statistics discussions without geographical content were published during those years. The 1970s and 1980s generally saw the most pages devoted to studies from outside of the Americas.

These data show that the alleged over-emphasis on the Maya in *AA* is not born out quantitatively. The number of pages treating the Maya (as part of those dealing with Latin America) actually drops signifi-
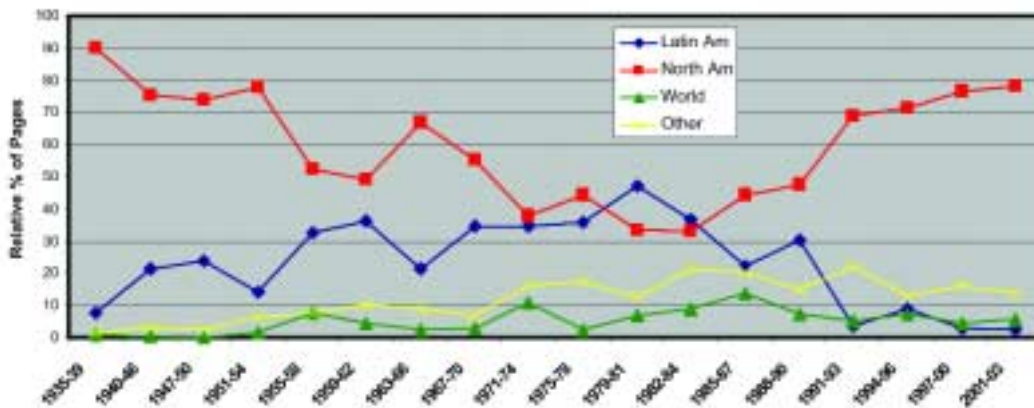

Figure 1: Geographic focus of articles published in AA *(total number of pages from Table 1).*

Table 1: The editors of *AA* and *LAA*, the years they served, and the total number of pages devoted to research published during their respective terms.

American Antiquity			Editorial Term Since Separation	*Latin American Antiquity*		
Editor	Years	Total Pages		Editor	Years	Total Pages
McKern	1935–39	880				
Byers	1940–46	1789				
Rouse	1947–50	713				
Jennings	1951–54	935				
Woodbury	1955–58	948				
Thompson	1959–62	1226				
Cambell	1963–66	1327				
Bell	1967–70	1096				
Wilmsen	1971–74	1530				
Hole	1975–78	1771				
Sabloff	1979–81	1660				
Dincauze	1982–84	1589				
Watson	1985–87	1841				
Wood	1988–90	1621				
Reid	1991–93	1541	1	Rice	1990–93	1291
Graves	1994–96	1650	2	Pendergast	1994–96	915
Goldstein	1997–00	2157	3	Feinman/ Manzanilla	1997–99	987
Kohler	2001–03	1813	4	Schreiber/Fournier	2000–02	981

cantly during Watson's and Wood's editorial terms in the late 1980s. Beginning at the end of the 1950s, the pages of *AA* contained more archaeology from around the world, and theoretical issues occupied increasing numbers of pages. The first article not concerned exclusively with the Americas was Robert Adams's (1956) paper comparing the evolution of early civilizations from both the New and Old Worlds. This paper marked a turning point in the journal, after which a broader geographic perspective was evident in the pages of *AA*.

Despite the strain provided by the diverse subject matter (or perhaps because of it), *AA* was a lively forum where archaeologists working in countries from around the world shared the results of their work. In 1974, Wilmsen noted a strain on *AA* publication space, dating the beginning of a flood of articles back more than a decade. This corresponds with Woodbury's and Thompson's editorial terms, and to the increased number of pages devoted to Latin American subjects (Figure 1). From 1979 through 1989, a special feature of *AA* was devoted to reviewing Old World archaeology with the hope of forging closer ties with archaeologists working in other areas of the world. The termination of these Old World review articles and the founding of *LAA* during the same year contributed to a marked geographic narrowing of the content of *AA* beginning in the early 1990s (Figure 1).

Geographic Focus of AA and LAA After 1990

Also documented in this study were the total number of pages published in *AA* and *LAA* after 1990 (Figure 2). My assumption was that if the two journals combined carried on the tradition of geographic coverage seen earlier in *AA,* then the number of pages published should be roughly equivalent for North and Latin America topics. To measure this, I employed the same criteria described above and recalculated the results from the last four editorial terms of each journal (Table 1). Because page counts from both journals were combined, the relative proportion of pages from North America is lower in Figure 2 than in Figure 1. A comparison of the figures shows that the decrease in pages published on Latin American topics in *AA* during the late 1980s was corrected with the creation of *LAA*. Therefore, in terms of pages of publication, the two parts of the Americas were equally represented by the SAA journals, as had been the case from the late 1950s through the early 1980s.

Cross-Fertilization Between AA *and* LAA

One question remains, however: do the two journals carry the same prestige? My assumption is that if the two journals are perceived as possessing equivalent prestige, then the number of citations to the sister journal should be roughly equivalent. To evaluate this, I tabulated the number of times authors cite articles from the journal in which they are publishing and how many times they cite articles from the sister journal (Table 2). The citation to *AA* articles with Latin American subjects in 1990 and 1991 by *LAA* authors were not counted, as they were submitted prior to 1990 and were simply working their way through the *AA* system. Furthermore, citations were not counted when authors cited themselves in the other journal. Citations *to* book reviews and comments were included; however, citations were only tabulated *from* articles and reports. As more papers were published in *AA* than in *LAA*, and total pages published changed over time, citation counts were standardized by multiplying the counts by 100 and dividing the result by the total number of journal pages for that term (Figures 3 and 4).

Figure 2: Total pages of research published by the SAA since 1990, recorded as the last four editorial terms of both journals (total number of pages from Table 1).

The data show that authors cite articles from the journal in which they are publishing considerably more often than they do their sister journal. It is also evident from Figure 3 that authors publishing in *AA* tend to cite papers in that journal more often than authors publishing in *LAA* cite papers in *LAA*— and that the discrepancy has increased since the late 1990s. One explanation for the relatively higher citation rate of *AA* authors to *AA* articles might be that they view this journal as more prestigious than *LAA* authors view *LAA*. This citation analysis also shows that authors publishing in *LAA* are citing *AA* papers more than the reverse (Figure 4). Initially, *AA* was included with SAA membership and *LAA* was optional, so part of this pattern may be because Latin Americanists received both journals while few North Americanists received *LAA*. However, a total of only seven citations have ever been made from *AA* authors to *LAA* when self-citations are eliminated.

In sum, these bibliometric results suggest that the creation of *LAA* has had the effect of equalizing the number of pages published on Latin America after having decreased during the late 1980s. However, there is a one-sided rate of citation between *AA* and *LAA* that suggests that *AA* authors are not reading, or at least not citing, *LAA* articles, whereas the reverse is not the case. This lends quantitative support to the impression that *AA* is read by a broader audience whereas *LAA* is of more regional interest. If this is the case, could it be at least partly due to the editorial policies of the two journals?

Ambiguous Editorial Policies

The *AA* Notice to Authors in 1990 stated: "*American Antiquity* publishes papers on the archaeology of the Western Hemisphere and closely related subjects." The first *LAA* "Notice to Authors" stated that it "publishes papers on the archaeology, prehistory, and ethnohistory of Latin America…" Did this mean that the work done in Latin America with relevance to *all* archaeologists should be published in *AA* and work relevant only to *other* Latin Americanists published in *LAA*? This appears to have been the case:

Table 2: Counts of *AA* and *LAA* self- and cross-citation since 1990 used to create Figures 3 and 4.

Editorial Term	*AA* to itself	*AA* to *LAA*	*LAA* to itself	*LAA* to *AA*
1	35	0	26	3
2	79	2	38	3
3	216	1	38	22
4	236	4	75	25
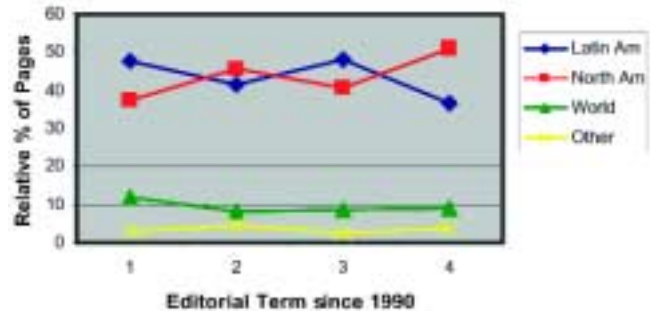
[A]uthors of papers on Latin American regional topics submitted to *American Antiquity* are referred to *Latin American Antiquity*...Papers on archaeological theory and method or on broadly relevant themes, issues, and problems continue to be actively sought for publication in *American Antiquity* regardless of whether they use Latin American examples and data (Reid 1990:449).

Editorial ambiguity was indeed a problem, and when Feinman and Manzanilla (1996:99) took over co-editorship, they clarified:

If ever the notion has been held that *Latin American Antiquity* was strictly a journal for regional manuscripts, with anything of broader relevance destined for *American Antiquity*, we wish to dispel it. On the basis of numerous professional conversations, it is clear to us that the former practice, in which select Latin American archaeology articles in English appeared with regularity in *American Antiquity*, precipitated unnecessary confusion and a residue of bad feeling.

In the pages of *AA,* a total of 20 articles presenting Latin American data have been published since 1992. Feinman and Manzanilla's comments cited above seem justified, because from 1992 through 1996, 11 articles by well-known Latin Americanists were published in *AA*. A different pattern is evident since 1997, when six of the nine papers with Latin American data deal with Paleoindian studies and the peopling of the New World.

Ambiguity on the part of *AA* editorial policy persists to this day, as the current Notice to Authors states:

American Antiquity publishes original papers on the archaeology of the New World and on archaeological method, theory, and practice worldwide. Authors of papers on Latin American topics are encouraged to submit their work to *Latin American Antiquity*. Papers on Latin American archaeology addressing broad methodological, theoretical, or comparative issues may be accepted by either journal after consulting with the editors.

This means that the two editorial policies are contradictory as long as *AA* claims to publish "papers on the archaeology of the New World." There is not *necessarily* anything wrong with *LAA* being a regional journal, but it does have implications for the role of the Latin American constituency of the SAA. If it is the case that *AA* is an international journal and *LAA* is a regional journal, then will one receive less credit (for promotion, etc.) for publishing in *LAA* than a colleague who works in North America would for publishing in *AA*? The official answer may be "no," but that is not the word on the academic streets.

Over the past decade or two, there has been a proliferation in the number of archaeological journals. Many of them are international in scope and provide all archaeologists, including those working in Latin America, with new publishing outlets. *LAA,* for its part, has been successful in increasing the total number of pages of Latin American archaeology published by the SAA (Figure 2). In addition, *Ancient Mesoamerica* began publication in 1990, providing a counterpart for *Andean Past* as another regional venue for some of the Latin American scholars. As a result, there are more journals than ever before in which Latin American archaeologists can publish. However, does the current *de facto* editorial policy mean that Latin Americanists must look beyond
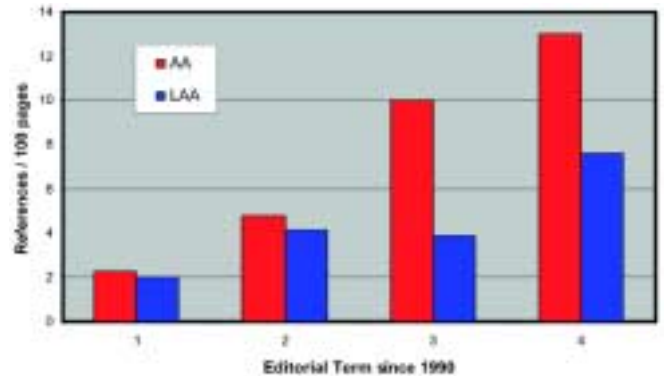

Figure 3: Citations in AA *and* LAA *of articles published in the same journal (total pages from Table 1 and citation counts from Table 2).*
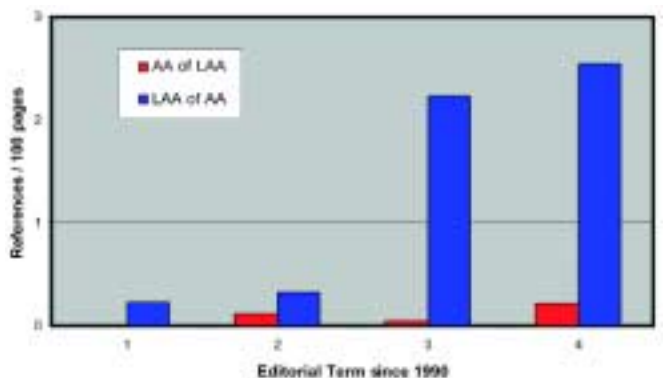

Figure 4: Citation in AA *and* LAA *of articles published in the other journal (total pages from Table 1 and citation counts from Table 2).*

their SAA publications to have their results reach an audience as broad as that of their North American colleagues?

The Role of Latin Americanists in the SAA

Over the years, I have discussed the relationship between archaeologists working in North and Latin America with many (primarily Latin Americanist) colleagues. However, it was a recent Editor's Corner (Kohler 2004b) that prompted me to wade through the journals and assemble some quantitative substance to my impressions. In that editorial, Kohler thanked and listed the 50 people who had reviewed three or more manuscripts for *AA* over the past three years. This was certainly an appropriate gesture. However, he then states: "That these reviewers, and not others, are on this list is partly a simple artifact of their having expertise in one or more areas in which papers happen to have been submitted. But I suspect as well that it is a tribute to their centrality in our discipline" (Kohler 2004b:5). This last sentence made me wonder how "our discipline" was being defined.

While the people on Kohler's list are certainly prominent archaeologists, it is conspicuous that prominent Latin American scholars were not included on a list of people supposedly central to *our discipline* in a journal that purports to publish on the "archaeology of the New World." It is true that a few people on the list do work in Latin America, but it was presumably not in relation to that work that they had reviewed articles for *AA*. If "our discipline" is interpreted to mean Americanist archaeology (or at least the membership of the SAA), it is significant that the segment of "our discipline" working in Latin America was not included. If "our discipline" refers to archaeology practiced by those *living* in the New World, then the people excluded from this list increases significantly. First, there are all of the archaeologists employed in Latin America. Second, there are the scholars trained and/or employed in North America whose research is conducted outside of the Americas; approximately 65% of archaeology Ph.D. dissertations written at North American universities treated Latin America and the Old World, whereas, by late 1990s, only 30% dealt with North American topics (Eerkens 2003: Figure 3).

Another telling issue comes from *AA* Volume 68 Issue 2 that was distributed for free at the World Archaeological Congress. In his introduction, Kohler (2003:211) states: "To quote from our back pages, *American Antiquity*'s goal is to publish original papers on the archaeology of the New World, with an emphasis on North America, and on the archaeological method, theory, and practice worldwide." This actually might be a revealing misquotation, as the clause "with an emphasis on North America" was added to what actually appears on the back page of *AA*. He continues:

> The present issue, with articles bracketing the entire period of occupation of North America predating European contact, is a fair representation of our usual contents. Papers drawing on data from the Old World are welcome as well—especially when they tackle themes that resonate with North Americanists... [Kohler 2003:211].

That Kohler specifies North America and North Americanists (four times in three sentences) instead of the Americas in general is significant. This is especially true in the context of providing *the* voice of the SAA for an international audience. It is not my intention to single out Kohler for criticism in what I can only imagine is the thankless task of editing a major journal. In fact, I only use these quotations from his Editor's Corner as I believe them to be indicative of some generally held attitudes of archaeologists working in the U.S. and Canada.

Conclusion

The current *AA* editorial policy states that it publishes "papers on the archaeology of the New World." However, we have seen that this is not actually the case. First, this inclusive geographic statement is immediately qualified in *AA*'s own Notice to Authors by declaring the majority of Latin American subjects as inappropriate for publication in the journal. Second, an inclusive publication program contradicts the editorial agreement between the two journals that began in 1996. Third, and most importantly, this editorial policy is not consistent with what has actually been published in the pages of *AA* (Figure 1).

The role of Latin Americanists within the SAA is an important issue. SAA membership is changing, with more CRM and government archaeologist members as employment in those areas has outpaced academic positions. Responding to the needs of this segment of the SAA membership was part of the post-1990 objective of *AA* (see Goldstein 2000). This diversification of SAA membership is certainly a positive development. However, as all CRM and government jobs deal exclusively with the archaeology of the U.S. and Canada, this has changed the proportion of archaeologists whose research is in these two countries compared to earlier generations of archaeologists. I have written this paper to explicitly grapple with the reconfiguration of SAA membership and hopefully open debate. To that end, I conclude this commentary with two proposals, the first presented (mostly) tongue in cheek but the second for serious consideration.

If Latin American and Caribbean nations are removed from the list of countries that constitute the New World, we are left with Canada and the U.S. Following the same logic used to designate Latin America (and thus *LAA*), the colonial history of Canada and the U.S. would designate the region in question as "Anglo America." Would it then not be appropriate to change the name of *AA* to *Anglo American Antiquity*? Fairer, but perhaps less financially viable, *AA* could return to its pre-1990 role of publishing on the archaeology of all the Americas, and *Anglo American Antiquity* could be a third SAA journal that publishes articles of regional interest to North Americanists while *LAA* publishes articles of regional interest to Latin Americanists.

My second suggestion is to amend the *AA* editorial policy and bring it into line with that of *LAA*. *AA* is not publishing articles from Latin America and its Notice to Authors should explicitly say so. A false claim of unity does not contribute to a productive discussion of the evolving nature of the SAA and its journals.

References Cited

Adams, Robert M.
  1956   Some Hypotheses on the Development of Early Civilizations. *American Antiquity* 21:227–232.

Eerkens, Jelmer W.
  2003   Trends in the Geographic Focus of American Archaeology: An Analysis of *American Antiquity* Articles and Ph.D. Dissertations. *The SAA Archaeological Record* 3:29–33.

Feinman, Gary M. and Linda Manzanilla
  1996   Editor's Corner: Passing the Editorial Pencil. *Latin American Antiquity* 7:99–100.

Goldstein, Lynne
  2000   Editor's Corner. *American Antiquity* 66:3–4.

Kohler, Timothy A.
  2002   Editor's Corner. *American Antiquity* 67:3–4.

  2003   Editor's Corner. *American Antiquity* 68:211–212.

  2004a Editor's Corner. *American Antiquity* 69:195–196.

  2004b Editor's Corner. *American Antiquity* 69:5–6.

Pendergast, David M.
  1994   Editors' Corner: On the Care and Feeding of LAA. *Latin American Antiquity* 5:191–192.

Reid, J. Jefferson
  1990   Editor's Corner: *American Antiquity* and Space. *American Antiquity* 55:449–451.

TIPS FOR IMPROVING THE QUALITY OF YOUR POSTER PRESENTATION

Jeffrey A. Homburg

Jeffrey A. Homburg is the Director of the Paleoenvironmental and Geosciences Department at Statistical Research, Inc., Tucson, Arizona.

Posters have become an increasingly popular format for presenting research at the annual meeting of the SAA as well as many other organizations. Poster presentations have a number of distinct advantages over oral presentations: they are an excellent way to present graphics that are too complex to be readily comprehended in an oral format; they facilitate much more dialogue and interaction between presenters and attendees than is typical of oral presentations; posters are better for initiating budding archaeologists into research presentations at professional meetings; and they can continue to serve educational purposes well after a meeting, especially if displayed in academic hallways or other public places. Preparing a high-quality poster, however, tends to require much more effort than a typical oral presentation, which is a major reason why many archaeologists are reluctant to venture into this presentation format. Still, that should not discourage you from trying your hand with posters, especially given that computer programs like PowerPoint and better access to plotters capable of printing high-resolution digital images make it easier than ever to produce a high-quality poster.

After designing and coauthoring award-winning posters at the 2001 and 2002 SAA meetings (Figure 1), I was invited to serve as a poster judge and join the SAA Poster Committee. I was then asked to communicate some of my ideas on how the quality of poster presentations can be improved, leading to this short article aimed at summarizing some of the tips I have learned over the years. You can also find many other tips online, using the Google search engine with the key words, "poster presentations."

My approach to poster design is drawn mainly from experience in preparing poster presentations at the Tri-society meetings (American Society of Agronomy, Crop Science Society of America, and Soil Science Society of America), where about half of the nearly 6,000 attendees present their research in the poster format. Since 1997, I have prepared over 20 posters for meetings at seven different professional societies and organizations, and I continue to learn ways to improve their quality.

My general impression is that posters are higher in overall quality at the Tri-society and other scientific meetings than at the SAA and most other archaeological meetings. The ASA-CSSA-SSSA Tri-societies explicitly recognize poster and oral presentations as being of equal status, and posters are even more strongly encouraged than at the SAA meetings. Although the official stance of the SAA is that posters are equal to oral presentations, the attitude of most archaeologists, at least those with whom I interact, is that posters are secondary. Over the last few years, this view has changed and the general quality of posters has improved, but we still have a ways to go.

Preparing Your Poster

The two biggest mistakes in poster design are trying to cram too much information into a poster and not explicitly and concisely stating the purpose, methods, and conclusions of the poster. I cannot overemphasize how important it is to resist the powerful temptation to crowd in too much data and text—it is much better to reduce the text to an absolute minimum. This is accomplished by breaking the poster up into some basic sections, such as a brief introduction, succinct research objectives or hypotheses, methods, results and discussion, conclusions, and references. A good poster contains all the elements of a written paper, but one written as clearly and concisely as possible. I recommend using bullets for the research objectives, methods, and conclusions to emphasize the main points you are trying to convey in the poster. The methods do not require much elaboration, and if you are using techniques that are already published, you should simply reference that and omit the details. Most of your results should be explained in figure captions using a few charts, diagrams, photographs, and simple statistical summaries; concentrating on just two or three main points; and highlighting major trends and comparisons. Striking images are crucial for grabbing and holding the attention of your audience. Use abbreviations and acronyms sparingly, and avoid overwhelming your audience with too many numbers or complicated graphs.
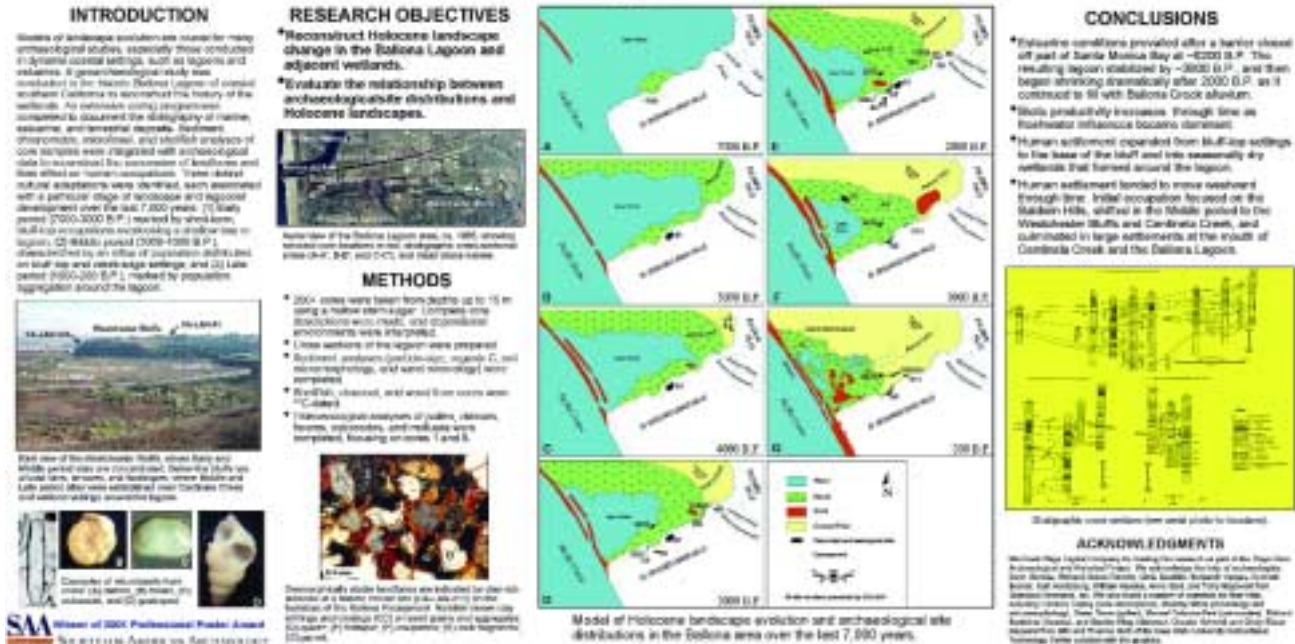
Figure 1: This is one of the author's award-winning posters, demonstrating the appropriate amount of written material, the logical placement of the poster elements, and the relative sizes of the fonts used for title, headings, and text.

SAA poster panels are normally 4 feet high by 8 feet wide, so you should design your poster to be at least slightly smaller than this. A width of 7.5 feet or less and a height of 3–4 feet is a good size. Your poster starts in the upper left corner and flows from left to right and top to bottom. The poster title, author(s), and sponsoring institutions should be listed at the top the poster. You should choose one background color or texture for your poster, using contrasting colors where appropriate to group text and images. All lettering must be easy to read from a distance of at least two meters. Use bold typeface for headings, labels, and bulleted text to enhance readability. Figure captions and text should be smaller than the type of the headings. As a rule of thumb, the poster title should use a finished type that is about two inches tall, with author names at least one inch tall, and all other text at least one-quarter to one-half inch tall. All text should be in sans serif type, like Arial, Helvetica, or Letter Gothic, because it is easier to read at a distance than serif type such as Courier or Times New Roman. It is also easy to read white fonts on a dark-colored background, although black fonts on light background also work quite well, especially in captions. Typical font sizes for my posters are about 72-point for the title, 56-point for author's names and

affiliations, 36-point for section headings, 20-point for bulleted text and captions, and no smaller than 16-point for other text, except perhaps in references and acknowledgements, which can be as small as 12-point.

Presentation graphics can now be integrated and produced inexpensively using computers. I use Microsoft PowerPoint to prepare posters, with a page setup at half the size I plan for printing. I then print the poster at 200% of this size, as a way to sidestep the maximum size of 56 inches wide permitted in PowerPoint. For example, to end up with a printed size of 7.5 by 3 feet (or 90 by 36 inches), the page setup needs to be set at a width of 45 inches and height of 18 inches. I recommend printing posters on high-quality glossy paper, especially if photographs are included. Here at Statistical Research, Inc. (SRI), we use Hewlett-Packard's High-Gloss Photo Paper CP (7 mil and 1.067 mm thick). Although durability is improved, posters should not be laminated because that can cause a glare.

Commercially, it can be costly to print posters—approximately $10 per square foot at places like Alphagraphics and Kinko's.

AN EXPLORATION OF COURSEWARE EFFECTIVENESS

Aksel Casson and Carol Frey

Aksel Casson and Carol Frey are graduate students in the Anthropology Department at the University of Washington.

Archaeology is a discipline that is inherently interactive; students tend to "learn by doing." Archaeological methods are best learned by physically handling artifact replicas and using field equipment. Our experience with course evaluations supports the notion that students appreciate when material is presented in this way and they believe that they learn archaeological subject matter more effectively. When we implement computer software and other forms of visual media to introductory and intermediate-level courses, we intend to provide students with similar ways of "learning by doing" that in a more traditional introductory course would be "learning by watching" or "learning by reading." Interactive software has an additional advantage: it allows for immediate feedback. The student's learning is assessed throughout the process, in real time, and the student is given targeted feedback regarding strengths and weaknesses, while also being able to access additional resources online (e.g., glossary, recommended articles).

During the instruction of three different archaeology courses at two different universities, we aimed to increase the amount of interactive learning and target a greater variety of learning styles by using a "three-pronged instructional focus," in which the traditional lecture format was complemented by parallel units in the laboratory and by computer-generated exercises. Acknowledging that not all students learn material in the same fashion—they have different learning styles that may be best targeted through different instructional means—we evaluated the effectiveness of our approach by identifying the learning style of each student, encouraging student feedback on the relative strengths of each mode of instruction, and assessing the relationship between learning style and mode of instruction.

This paper therefore reports the analysis of student feedback of the three-pronged approach as applied in the three courses. In addition to data gathered from the student's perception of the success of the various components, our own perceptions of the courses contribute significantly to our final evaluation and recommendations.

Methods

The three-pronged approach was applied and evaluated through five primary means:

- The incorporation of Thinking Strings's *Revealing Archaeology* software package in Archaeology 205: Principles of Archaeology at the University of Washington and in Anthropology 120: Introduction to Archaeology and 320/321: Archaeological Methods, both at Central Washington University. (This paper is not a critical review of the *Revealing Archaeology* software package; rather, we seek to speak generally to the effectiveness of interactive software as part of an effort to increase the hands-on, problem-based components of archaeology courses.
- The use of action-illustrated PowerPoint Slides in Archaeology 205.
- Weekly laboratory exercises in field and laboratory methods and data analysis in Archaeology 205 and Anthropology 320/321.
- The administration of an anonymous learning-styles evaluation for each student in Archaeology 205 and Anthropology 120 and 320/321.
- Submission of an anonymous qualitative questionnaire in Archaeology 205 and Anthropology 120 and 320/321.

Revealing Archaeology was selected for implementation in these courses because of its potential to visually illustrate and teach, through virtual interaction on a computer, certain basic archaeological lessons that traditionally are taught through verbal explanation, rudimentary diagrams, and/or artificial field or laboratory experiences. *Revealing Archaeology,* moreover, could be used as a textbook replacement. It is a broad-based package that covers the entire extent of a course in the principles of archaeology. This software, we felt, would appeal to the current generation of students for whom computers and interactive software have been integral components of their classroom environments beginning in primary school. Part of our challenge as university instructors is to keep our modes of instruction relevant to the strengths and learning profiles of this new generation of increasingly computer-literate students.
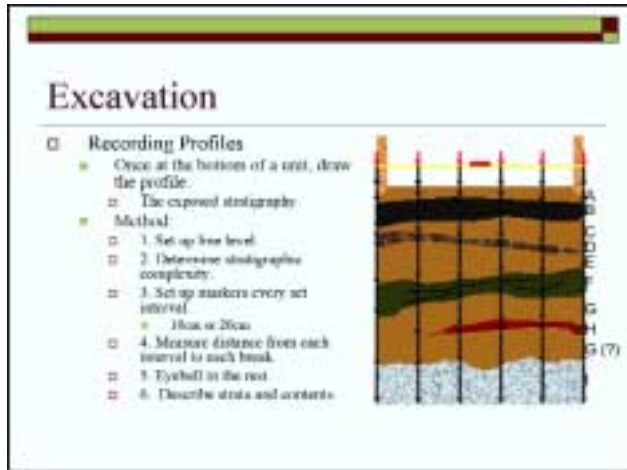
Figure 1: An action-illustrated PowerPoint slide demonstrating how to record a stratigraphic profile.

The term "action-illustrated PowerPoint slides" refers to the use of standard PowerPoint technology to depict archaeological concepts. For example, the process by which profiles are drawn in the field occurs in a series of steps. The slides used to illustrate this basic concept (Figure 1) consist of a series of progressive delineations of this process to re-create the steps that are used in the field. These steps, each of which can be illustrated via basic PowerPoint animation effects, include, for example, the use of a line level, measurement intervals, and recording stratigraphic breaks. As the lecture proceeds, and as each step is described, its visual component appears on the screen. In this manner, students both hear a description of the step and see it carried out on the screen. This slide, and equivalent slides for things such as triangulation and provenience recording, mimics the steps taken in the field visually, rather than outlining the process during a traditional lecture with an overhead projector.

Laboratory exercises are by no means novel to this project as they have been a central component of archaeological instruction for decades. They were used in this project to supplement and reinforce the lessons that students learned in lectures and through the virtual exercises provided in the software.

A secondary feature of this project was to explore any potential correlations between student learning styles (e.g., "visual learners," "verbal learners," and "kinesthetic learners") and specific instructional components of the course. We directed students to Catherine Jester's *A Learning Style Survey for College,* from the Diablo Valley College website, to anonymously determine their general learning style which we then had them use as an identifier on course evaluation forms. In this way, we tabulated

anonymous qualitative data regarding courseware effectiveness as it varied with learning style. Figure 2 presents examples of the learning style and questionnaire forms.

In addition to evaluating the basic success of this three-pronged instructional approach, we were curious about the relationship between each "prong" and the various learning styles of our students. We expected to see the greatest affinity for the software and action-illustrated slides among those students whose learning styles were in the visual realm. Likewise, we expected those students whose learning styles were verbal or kinesthetic to prefer lectures and laboratories, respectively.

Results and Discussion

The Use of Software as a Text Replacement

Of the students surveyed, 71 percent preferred the software package to a traditional textbook format. Of those who preferred the software, a strong majority were "visual" or "non-verbal" learners (~85%). This suggests that there is a significant population of students whose learning is enhanced by the visual capabilities of the new generation of educational technology—technology which is not difficult to implement—and course design should therefore target this community. We are not advocating whole-scale replacement of the traditional textbook format. It has been our experience that the applicability of existing software is limited to certain units of a course (e.g., drawing a profile) and that a textbook or equivalent is required to teach more conceptual subjects (e.g., theoretical frameworks). Ideally, software and textbooks could each be used where most appropriate. Publishing companies are, in fact, increasingly utilizing CDs and online resources with their textbooks.

Of those who preferred a traditional text, comments focused on particulars of the software (e.g., "dumbed-down," "too easy") and not on the method itself. We feel that this critique will diminish as software improves and is used more selectively.

Action-Illustrated PowerPoint Slides

A significant majority, 87 percent, of all students, preferred this format to the textbook, with no negative reviews. Of these students, the majority were "visual learners." Students felt that the slides were particularly effective for method-based units such as survey and excavation. Of those who preferred the text, none were "visual learners"; the majority (58 percent) were either "verbal" or "independent" learners. This kind of presentation is neither costly nor technically challenging and should be an important component of future courses.

Laboratories

Laboratories proved to be very popular among our students, as

Figure 2: Sample learning-style question and result from A Learning Style Survey for College (http://www.metamath.com/lsweb/dvclearn.htm).

88 percent of all students preferred laboratories to lectures and/or text. These students, though drawing heavily from the "visual" learners, were mostly "kinesthetic" learners (52%). Laboratory exercises were described, variously, as, "hands-on" (with high frequency), "interactive," "learning-in-action," and "reinforcing." Again, this is not a novel addition to the course, as these laboratories have consistently received positive reviews. What is most encouraging is the degree to which these laboratories were viewed as reinforcing the concepts presented in lecture and the software. By the time the students began drawing a profile in their laboratory sections, for example, they had seen an action-illustrated slide presentation of how to draw a profile and had attempted a similar exercise with the software package. This synergy is the ultimate goal of our project.

General Trends

Students felt that certain units of instruction were more appropriate for interactive instruction than others. Methodologically based activities are most amenable to visual and or experiential modes of instruction, whereas conceptual or theoretical topics are more difficult to present interactively. As our experiences with teaching these courses increased, we became particularly aware of this fact and of the potential pitfall of relying too heavily upon the software to "do the teaching for you." The use of software and other visual media is most powerful when properly supplemented and augmented with the traditional educational toolkit: lectures, readings, and films.

Lastly, students without a strong bias toward any learning style felt that the strength of the three-pronged instructional technique was that each mode complemented the others and that lessons learned in one sphere, such as lecture or through software, were reinforced "by doing" in the laboratory. We believe that this illustrates the all-encompassing nature of this course design. It targets specific learning styles through specific instructional techniques while simultaneously reinforcing certain key skills.

Conclusions

Software, action-illustrated slides, and laboratories all scored higher with the students than a traditional text. This is likely a result of their increased level of interaction with archaeological methods and data, but should not suggest that we abandon textbooks. No single component can carry the course; a successful course requires the proper use of each component. There also appeared to be a general agreement between our expectations and student feedback: visual learners prefer visual, often interactive, media; verbal learners prefer lectures; and kinesthetic learners prefer the laboratories. Interestingly, those students without a clear learning bias prefer a well-rounded means of instruction.

While it is our opinion that archaeological courses benefit when instructors integrate activity-based learning into a traditional course design, we do not advocate a complete shift from lecture-driven instruction to fully interactive instruction. Rather, instructors should seek a productive middle road that employs various visual and experiential interactive lessons without sacrificing the strengths of traditional lecture and textbook courses.

ACADEMIC ARCHAEOLOGY AT A SMALL LIBERAL ARTS COLLEGE

Kevin J. Vaughn

Kevin J. Vaughn is a Visiting Assistant Professor at Pacific Lutheran University.

Many of you who are reading this were trained, or are now being trained, at a large research university. Ph.D.s are awarded at institutions with diverse departments of anthropology, usually with many graduate students and faculty engaged in a wide variety of research projects. We are all accustomed to talking about our research and hearing about the research of our colleagues. What happens, however, if you obtain an academic job at an institution of higher learning whose primary objectives do not entail research? This happened to me shortly after receiving my Ph.D., and I have found that academic archaeology at a liberal arts institution is *vastly* different from the experience that I had as a graduate student at the University of California.

I am a Visiting Assistant Professor at Pacific Lutheran University (PLU), a small university located just outside of Seattle, Washington committed to the integration of liberal arts studies and professional preparation. While not tenure-track, I have been teaching here full-time since January of 2001 shortly after receiving my Ph.D. While teaching and being a member of the academic community at PLU, I have considered what I think is too often overlooked in discussions of academic archaeology in the twenty-first century (see *The SAA Archaeological Record's* "Special Issue on the Status of Academic Archaeology" vol. 4, issue 2): what is academic archaeology like at a liberal arts institution? Perhaps more importantly, are there lessons to be learned from this perspective when the academic discourse tends to be dominated by voices from research institutions? There are two specific issues on the nature of academic archaeology at a small liberal arts college that I wish to address here to contrast with academic archaeology at a large research university: (1) the size of the university and department and how this affects teaching at a liberal arts college, and (2) research at a liberal arts college.

Program Size

The first, perhaps most obvious, difference between a research university and a liberal arts college is the size. When I was studying for my Ph.D., I was one of many archaeologists, including five archaeology faculty, various affiliated faculty, and dozens of beginning and advanced graduate students in my department. When I was hired at PLU, I found myself to be the only archaeologist teaching full-time (my position became available because I replaced the only archaeologist in the Department of Anthropology, who became a dean). The department is small, with five full-time faculty—four are sociocultural anthropologists—with 36 majors and 8 minors currently enrolled. This small size dramatically changes the nature of the academic program and the academic environment in general.

Of course, this small size is not unusual in any way. The situation is similar to 4-year colleges with undergraduate programs but no graduate program. Indeed, undergraduate anthropology programs make up 55 percent of anthropology programs in the U.S. and greatly outnumber those that award Ph.D.s (27 percent) or terminal M.A. degrees (18 percent) (Clark 2004:9). Many departments of anthropology at small colleges have few faculty and often there is *no* department, as anthropologists are found within departments of Sociology, Criminal Justice, Philosophy, Geography, and other disciplines from the social sciences and humanities. If these departments have any archaeologists, it is invariably limited to one.

Being the only full-time archaeologist in a small program has both its advantages and disadvantages. Some might see an advantage in being entirely responsible for the archaeology curriculum. This allows you to be consistent in the theoretical "message" going out to students. Indeed, a complaint that is often heard in large, diverse departments is the confusion and frustration that comes with drastically different theoretical perspectives in our increasingly fragmented and factionalized field (Gillespie 2004:14). On the other hand, being responsible for everything that students learn about archaeology will require you to go far beyond your given specialty. Again, this is not necessarily bad for a discipline that is becoming more and more specialized. It does, however, mean more work. Indeed, going beyond your given specialty will most likely require you

to teach *all* the archaeology offered within the department. This will include not just an introductory course, but also courses in the catalog for which you may or may not have expertise.

Additionally, depending on the size of the department, you may be required to teach courses in one of the other subdisciplines of anthropology. It is true that most Ph.D.s today are trained with a three- or four-field perspective. Enrolling in a seminar in another subdiscipline is completely different from teaching a general anthropology class or an introductory class in another subdiscipline. For example, one of my primary teaching assignments at PLU is to teach at least one, sometimes two, sections of "Introduction to Biological Anthropology" per year. It has been a favorite class of mine to teach, but keeping up with even the basic biological anthropology literature on top of everything else can be quite time consuming.

Another issue that is related to the size of the department/university is the "critical mass" of majors that a large research program often attains. This critical mass allows for a great diversity of classes and a synergy that is often impossible to achieve at smaller institutions. At a small liberal arts college, majors can number only in the dozens. Because there are relatively few majors when compared to large research universities, class sizes tend to be very small. Small class sizes, of course, are highly desirable since you can focus on discussions, you get to know your students very well, and you can mentor them very closely. However, because of the small number of majors, having prerequisites for upper-division courses can reduce the pool of potential students in the class to a very small number. Ultimately, departments' hands are tied in requiring prerequisites for upper-division classes. This results in 200–300-level classes filled with students who have never taken an anthropology course before, let alone the required (or shall we say, "ideal") archaeology courses in advance. Thus, teaching upper-division courses can be a juggling act between reviewing basic archaeological concepts and keeping it challenging for the majors.

While the small size of departments at liberal arts colleges presents challenges, small departments do foster an approach to anthropology that is "holistic," that is, one in which there is dialogue between the subdisciplines (Gillespie 2004). Increased factionalism in large departments may be a direct function of the size of departments: with greater numbers of scholars, there is greater diversity. It should also be noted that it is much more difficult to ignore a hostile colleague in a small department! This may explain a higher degree of congeniality in smaller departments. A class on current issues in anthropology across subdisciplines designed specifically for majors is in preparation here at PLU, and archaeology's role within the class will be crucial. A class like this is difficult to envision at a large research university with a large, diverse, and factionalized department.

Figure 1: Student-faculty interaction tends to be close at small liberal arts institutions. Photo by Stefanie Midlock.

Teaching vs. Research

Where there is often little concrete reward for excellent teaching at large research universities (Gillespie 2004:15), excellence in teaching is usually the number-one priority at liberal arts colleges. Is it stating the obvious that the major difference between a liberal arts college and a research university is the emphasis on teaching at the former? Perhaps, but the differences can be stark. For example, in an interview at the AAAs with a "Research 1" university a few years back, I was told that to get tenure you only have to be an "adequate" teacher, but no more. Predictably, I was also told that if you do not publish you will, as the mantra goes, perish. Perhaps it is true that teaching and mentoring are only paid "lip service" (Shott 2004:32) at some institutions. Needless to say, at a liberal arts college, this glib dismissal of your quality as a teacher would be more than frowned upon; indeed, it would guarantee you a one-way ticket off of the ivory tower.

Prioritizing teaching over research results in one *major* difference between liberal arts colleges and research universities: the teaching load. I have a 3-3 teaching load here on a semester system. Compare this to the usual 2-2 or 2-1-1 typical of a

Figure 2: Undergraduates enjoy hands-on experiences in the classroom and applying textbook learning to real-life "dirt" archaeology. Small class sizes make this easier to achieve at liberal arts institutions. Photo by Stefanie Midlock.

research university (and this doesn't take into account the possibility of "buying out" classes with research grants—an absolute impossibility here). My teaching obligations are by no means abnormal, and I have heard of 4-4 and even higher teaching loads. Of course, it would be fair to argue that once teaching loads reach this level, one has to wonder how high the quality of teaching could possibly be.

Finally, there is the question about the importance of research at a liberal arts college. Although teaching is the number-one criteria for how you are evaluated, research is not unimportant and is also expected of faculty. At first, it seems that it would be difficult to maintain *any* research while spending so much time in the classroom, but it is possible. There are grants available that are specifically geared to full-time faculty at teaching institutions. For example, the National Science Foundation has an RUI (Research at Undergraduate Institutions) grant available specifically for principal investigators who are affiliated with undergraduate or teaching institutions. I was awarded an RUI/NSF to continue my research in Peru, and it has enabled me to undertake research every summer and to include students from PLU in my field project. The close student-teacher

interaction typical of small liberal arts colleges fosters this kind of research relationship between faculty and undergraduates.

Perhaps the notion that teaching and research are completely separate is only an artifact of the relatively rigid academic structure by which our careers are reviewed. Every academic archaeologist engaged in both understands that research and teaching are mutually reinforcing; good research fosters good teaching and vice versa. Undergraduate students enjoy hearing about experiences in the field and how what they learn in textbooks is applied in real-life "dirt" archaeology.

In the end, of course I am generalizing when contrasting research universities and liberal arts institutions, and perhaps the differences are not as great as I make them out to be. My "personal account" is but one experience among many. Obviously, there are research universities that pay more than just lip service to good teaching and liberal arts colleges where scholarship is as important as at any research institution. Indeed, where I went to graduate school, there was a great emphasis placed on *both* teaching and research, and we had some excellent teachers who were also remarkably productive scholars. I could certainly say the same for some of my colleagues at PLU. Perhaps this is the direction that academic archaeology should be headed, where we should strive for excellence in both research and teaching. Even as different as the two types of institutions are, maybe this is something that can be achieved at both.

Note: Technically, Pacific Lutheran University is a "Master's College and University I" according to the Carnegie Classification of Institutions of Higher Education (http://www.carnegiefoundation.org/Classification/). Master's Degrees awarded at the University, however, are limited to Business Administration, Education, Nursing, Marriage and Family Therapy, and Creative Writing. The mission statement of the University explicitly states that the "University views the liberal arts as providing the necessary and essential foundation for the technical training and education in the professions which modern society requires" (http://www.plu.edu/print/catalog/university/mission.html). 🖳

References Cited

Clark, G. A.
   2004   Status, Context, and History in American Academic Archaeology: A Personal Assessment. *The SAA Archaeological Record* 4(2):9–12.

Gillespie, Susan D.
   2004   Training the Next Generation of Academic Archaeologists: The Impact of Disciplinary Fragmentation on Students. *The SAA Archaeological Record* 4(2):13–17.

Shott, Michael J.
   2004   Guilt by Affiliation: Merit and Standing in Academic Archaeology. *The SAA Archaeological Record* 4(2):30–37.

INTERNSHIP POSSIBILITIES:
A STUDENT PERSPECTIVE

Stephanie Ford

Stephanie Ford is a Fulbright Grant recipient conducting graduate research at the School of Maori and Pacific Development, University of Waikato, New Zealand.

The March 2004 issue of *The SAA Archaeological Record* provided a welcome distraction from my last semester at the University of New Mexico (UNM). On the verge of graduation, I found the articles suggesting that university programs are not adequately preparing their students for non-academic careers particularly interesting (Gillespie 2004; Vawser 2004; Whitley 2004). During my senior year, fellow classmates and I began to appreciate what we had been told all along—most of us would not become professors. Instead, we would be employed in some aspect of applied anthropology.

While exploring my interests in historic preservation, I became increasingly aware of the differences between anthropology as practiced in the university setting and its "real world" applications. At UNM, acknowledgment of the inconsistency between university curricula and job opportunities culminated in a student-authored proposal to revise the requirements for the undergraduate anthropology major. In a proposal to the faculty, participants in the Fall 2003 Honors Seminar in Anthropology recommended changes that would benefit both students and the department:

> We feel that providing more courses and more information that demonstrate what students can do with their undergraduate anthropology degree will not only help students make appropriate decisions about their career goals, but will also attract more undergraduate students to the department, who may now be lost to other Arts and Science majors such as sociology, psychology, or political science [Ford et al. 2004:5].

The proposal suggests the development of an internship program as one way to increase student exposure to "real world" anthropology (Vawser 2004; Whitley 2004; White et al. 2004). Coincidentally, I was interning with the SRI Foundation in Rio Rancho, New Mexico. The SRI Foundation is a nonprofit organization for the advancement of historic preservation through education, training, and research. The knowledge I acquired at the Foundation became extremely relevant to justifying why current curricula should be reformed and how cooperative relationships between universities and the cultural resource management (CRM) community could aid in this reform. Academic programs may offer courses in applied anthropology, but internships provide students with personalized and practical training that will prepare them for future careers. A distinction lies between the theory of classroom and the application of knowledge under a diversity of conditions. In this article, I wish to share what I have learned through my experience as an undergraduate intern and provide practical tips on internship possibilities and structure.

Internship at the SRI Foundation

I participated in an internship at the SRI Foundation under Carol Ellick, the educational program manager. The purpose of the internship was for me to gain experience in archaeological public education by assisting Ms. Ellick to develop educational materials. Ms. Ellick served as my mentor and internship coordinator. Over the semester, I spent 10–12 hours a week on the internship and received three credit hours. The internship was coordinated as an independent study through Dr. Joe Watkins, who served as my on-campus advisor. The components of my internship were a contract, a reading list, assignments, assisting with projects, a midterm project, and a final project.

My first assignment was to construct my own contract for the internship. This process forced me to think critically about the skills I wanted to develop, the expectations I held for myself and the internship, and the investment I would make in the internship. Additional assignments included an assessment of educational materials using the *SAA Guidelines for Evaluation of Archaeology Education Materials,* examination of federal laws that specify the public as a beneficiary of archaeological research, and constructing an essay on why archaeological projects should include a public education component. From these exercises, I learned about educational theory and standards, historic preservation legislation, and the benefits that the public should receive from archaeological research accord-

Figure 1: The author examines pottery from the collection at the Maxwell Museum of Anthropology at the University of New Mexico during her internship.

ing to federal legislation. This foundation of knowledge provided perspectives on why and how to construct archaeology-focused education materials.

Over the semester, I had the opportunity to work on several projects in various stages of completion. I helped construct lesson plans, helped produce an educational poster, and participated in a Project Archaeology workshop at a local elementary school. I learned how to make initial contacts with teachers, administrators, and graphic designers. I witnessed the intensive effort invested in designing and packaging quality educational materials for easy use by teachers and students. Working on these projects helped me define which skills I need to

improve and the kind of graduate education I will pursue.

Benefits I received from the internship included personal mentorship, networking opportunities, definition of career goals, and entry-level experience in my field of interest. Networking and personal mentorship provided me with the most salient rewards. After watching interactions in the SRI Foundation office, I realized that a person's connections within the professional community might be as valuable as his or her qualifications. I have already reaped benefits from the small number of people I know. Through having Ms. Ellick as my mentor, I have been able to ask her many questions about her past educational and professional experiences. Ms. Ellick also encouraged and helped me become a member of the SAA Public Education Committee, where I met professionals who share my interests. During the semester I interned at the Foundation, I gained skills that will help me to be a resourceful team member, to communicate archaeology to the public, and to motivate my peers to think about public outreach in alternative ways.

Tips for Students

1. Discuss your interests with professors and professionals. Talk with your professors about internship opportunities. On the recommendation of one of my professors, I made an appointment with Ms. Ellick because of my interest in the public education aspect of archaeology. During our first meeting, Ms. Ellick and I arranged for me to serve as her intern the next semester.

2. Researching places to intern. First check to see if your department or university has a preexisting internship program. You can find out about internships through an Office of Undergraduate/Graduate Research or through Career Services. If your university does not have a program, see if your state has a program to place interns in state agencies. Also check with local offices of federal agencies. A great resource mentioned in Whitley (2004) is the National Park Service's Cultural Resources Diversity Program webpage at http://www.cr.nps.gov/crdi/internships/intrn.htm, which offers information on its own internship program and a listing of other internship programs.

3. Get credit for your internship. Coordinate your internship as an independent study through a willing professor. Or better yet, if funds are available, arrange your internship through a cooperative education program (better known as "co-op") at your university. The advantages of setting up an internship as a co-op are that students work as paid professionals while maintaining full-time enrollment status—one can defer student loans and retain financial aid. Co-op structure and credit will vary by university and internship.

4. Participate in structured internships. By "structured," I mean

that internships have sound educational benefits. These internships will entail research, assignments, projects, and mentorship in addition to on-the-job experience. Mentors should provide students with feedback on their performance and allow students to give feedback on the internship. While this may require more work on the student's part, it is definitely worthwhile. At the end of the internship, a student will be able to evaluate his or her progress and further refine career goals.

5. *Take a light load of classes while interning.* Remember that in an internship you should give your best effort, since your performance has the potential to impact your career. Your internship supervisor may be in the position to provide glowing recommendations or may even be a future employer.

6. *Don't stop with just one internship.* Previous to my experience at the SRI Foundation, I interned with the New Mexico Historic Preservation Division (NMHPD). My time at NMHPD helped me learn more about historic preservation and make valuable connections. There is no reason why students should not explore multiple interests by interning with different agencies, companies, or organizations.

Conclusion

From my experiences at UNM, I learned that the whole of anthropology is facing a growing disparity between university curricula and "real world" practice. Compared with other academic disciplines, research and training opportunities for anthropology students are limited and resources spread thin. The creation of internship opportunities will revitalize academic programs by enhancing curricula, establish connections between universities and professionals, and assist students in developing marketable skills. In addition, internships can aid academic programs strapped by small or shrinking budgets by bringing in resources from such fields as historic preservation.

While authors in the March 2004 issue of *The SAA Archaeological Record* suggest changes for graduate curricula, I propose that internships should become an integral component of course offerings starting at the undergraduate level. I feel very strongly that undergraduates are capable of performing to excellent standards and that the archaeological community should encourage students to begin acquiring practical experience as early as possible. As students encounter archaeology in a different, hands-on way, they will bring their experiences and

questions back into the classroom to initiate discussions on what it means to do archaeology. If students begin to tackle these difficult questions early in their education, they will become better equipped to handle the situations they will face as professionals.

All of us—students, academics, and historic preservation professionals—share the responsibility to promote internships. Students should seek out internship opportunities, but they need guidance and a structured experience. Developing minimum standards for internships will guarantee that each student receives a comparable experience and that a general level of scholarship is maintained. The responsibility of providing practical training may still reside outside of the classroom, but this should be seen as an opportunity rather than a burden— an opportunity to impart knowledge to the next generation of historic preservation professionals and ensure that the field continues to move forward.

References Cited

Ford, Stephanie, Germaine Holland, Craig Host, Kait Knauber, S. Colby Philips, Emily Crump Roberts, and Amanda Veile
  2003 Curriculum Proposal for the Undergraduate Anthropology Degree at the University of New Mexico. Manuscript in possession of the author.

Gillespie, Susan D.
  2004 Training the Next Generation of Academic Archaeologists: The Impact of Disciplinary Fragmentation of Students. *The SAA Archaeological Record* 4(2):13–17.

Vawser, Anne M. Wolley
  2004 Government Archaeology: Teaching Archaeology and Cultural Resource Management. *The SAA Archaeological Record* 4(2):18–19.

White, Nancy Marie, Brent R. Weisman, Robert H. Tykot, E. Christian Wells, Karla L. Davis-Salazar, John W. Arthur, and Kathryn Weedman
  2004 Academic Archaeology Is Public Archaeology. *The SAA Archaeological Record* 4(2):26–29.

Whitley, Thomas G.
  2004 CRM Training in Academic Archaeology: A Personal Perspective. *The SAA Archaeological Record* 4(2):20–25.

LESSONS LEARNED FROM A VOLUNTEER BASED RESEARCH PROJECT IN CENTRAL AMERICA

Thomas H. Guderjan

Thomas H. Guderjan is a member of the anthropology faculty at Texas Christian University and the president of the Maya Research Program.

Funding sources for research outside of the United States are limited, as only a relative few public and private funding agencies exist to support such efforts. One alternative form of support is integration of cost-sharing volunteers who, typically, make a substantial financial contribution to assist with fieldwork. For more than a decade, the Maya Research Program (http://www.mayaresearchprogram.org), a 501C3, not-for-profit corporation, has operated annual field seasons at the Maya site of Blue Creek in Belize based on the support of a large group of volunteers.

The Maya Research Program (MRP) was born of desperation. As a graduate student seeking support in 1985 for my dissertation project, I was thrilled when Earthwatch solicited a proposal for fieldwork—and equally crushed when they decided that the project was too similar to another that they already supported. My collaborator, Herman Smith, and I soon realized that with some effort, we could do all that Earthwatch did, but more efficiently. So, in 1986, 1987, and 1988 we undertook excavations on Ambergris Cay in Belize with volunteer support through the Corpus Christi (Texas) Museum in collaboration with a field school directed by Jim Garber of Southwest Texas State University (now Texas State University). After the conclusion of that project and a nine-month Fulbright Fellowship to Belize, I began excavation of Blue Creek in 1992. Since then, there have been annual field seasons directed by myself until 2002 and now by Jon Lohse.

For the first two years at Blue Creek, we lived in a tent camp around a rented rural house. In 1994, we moved to a new house that became the core of the Blue Creek Research Station, which now includes a large kitchen and dining hall, a laboratory, 36 small cabanas, and men's and women's shower and bathroom facilities, as well as a large public cabana for evening relaxation. In a typical field season, there will be more than 100 students and volunteers from 5–7 countries at Blue Creek. In some years, our staff has included more than 20 faculty and graduate students from universities in the United States, Canada, and England.

Over the years at Blue Creek, our colleagues' views of our efforts have ranged from fiscal suspicion to fiscal envy. However, as our staff began presenting papers annually at SAA meetings and publications and graduate theses and dissertations were completed, it became clear to our peers that we were an effective research organization. At the same time, establishing and maintaining MRP has been an intensive effort; while Blue Creek is MRP's flagship project, we also support smaller research efforts in Mexico and Peru. Anyone undertaking such an effort will find that there is nothing to prepare you for the job. However, the following discussion may be useful to consider in advance.

Volunteers are Your Greatest Resources. Feed and Care for Them Well.

The difference between students and volunteers must be clearly understood to effectively deal with volunteers. Students tend to follow faculty instruction well and provide important support for field proj-

ects. However, most universities cannot supply enough students for a large-scale field project. Further, students often need to be financially underwritten to be able to participate in fieldwork. Cost-sharing volunteers, however, are financially stable and bring their much richer life experiences to a field project. At Blue Creek, students (anyone 18–25 years old who is a student or was recently a student) are usually 50–60 percent of our participants, while mid-career professionals (roughly 30–65 years old who participate while focused on their own careers) compose 20–25 percent of the participants. The final 20–25 percent of the participants are retired and aged 45–83. Generally, approximately 30 percent of our volunteers return for more than one season. Many return for five, six, or seven seasons, become financial supporters, and support us with their outside efforts and expertise; some become members of our board of directors. Consequently, understanding the dynamics of volunteerism is critical to success in such an environment.

More than a thousand volunteers have participated at Blue Creek. Only a few are memorable because of their failure. In general, their problems were issues they brought with them, including drug problems, divorce problems, and the attention of US federal agencies. These people were not able to integrate with the larger team. It is the project's responsibility, however, to orient the volunteers and to build a structure that all team members, including staff, will adhere to. The vast majority of our volunteers were successful and satisfied with their experience.

Figure 1: Volunteer excavating at Blue Creek.

Project staff members must clearly understand the complex relationship between volunteers and the project. While they are financial supporters, volunteers also provide labor for the fieldwork and must be answerable to you and your staff when it comes to getting work done. They expect clear, regular structure to their time. They expect to be told what to do. But, they must receive instructions in a clear and respectful manner.

Volunteers must also know that their efforts are essential to a project's operation. The project must make clear that their efforts are truly important (not just their money!). Horror stories abound about Earthwatch volunteers who were dropped off by a cab at a house in the middle of the night in Costa Rica. Three days later, the project director came by and gave them obviously unimportant assignments without supervision. When their two weeks were over, they saw the project director flip their paperwork into a garbage can. Obviously, none of those volunteers returned the following year. However, one of them did become a valued, long-term volunteer at Blue Creek.

Not only do we have a high rate of return, but seasoned volunteers perform numerous functions. All but one of our lab directors had previous experience as a volunteer or student. Our volunteers include the vice-president of a computer mapping company who had his staff digitize topographic maps on northern Belize, a photographer trained by Ansel Adams who has done hundreds of photographs for us, and a civil engineer who loved making topographic maps. And, of course, music to a director's ear is when someone offers financial support aside from their required contribution. We have found that volunteers with financial means regularly support us, once they have seen how we steward their funds and go about our normal operation.

Personal contact with volunteers is critical. When I directed the Blue Creek project, I tried to return every phone call myself. Many people told me they were surprised by the attention from the director and may not have joined us otherwise. "Off-season" contact is maintained through a newsletter with professional and personal news. One of the most powerful forms of contact has been personal postcards, signed by the staff and mailed the day volunteers left Blue Creek, thanking our "good" volunteers for their help. These were appreciated and brought many people back the next year.

Volunteers are the one tangible resource that MRP has. Without their support, we could not exist. We accordingly insist on every staff member knowing how important our relationships with volunteers are.

Living Conditions in the Field

Let's face it, archaeologists can live in some awful hovels. While four-star hotels are not needed, volunteers must know that efforts to make conditions as reasonable as possible are being done. The other aspect of comfort is, of course, food. Another horror story came from a student with another project who found that only the graduate students had their own coffee pots and would not share with undergraduates and volunteers. People will work for you if they are fed as well as possible and treated with respect. Otherwise, they will soon be found at someone else's field project.

One decision that must be made is whether or not to purchase your own housing for volunteers and staff. At Blue Creek, we had no alternative to creating a research station. Other situations offer more options, but these are choices that must be carefully planned; another project ultimately failed when the eco-lodge that housed it raised their rates after the project had set their annual donation levels. While owning your own facilities means that you are in more control of your destiny, it also will consume your time and energies. If owning facilities is part of future planning, then the sooner this is undertaken, the better. Volunteers will recognize these needs and assist with funding and logistics, and they are often the best experts to consult regarding what is needed.

Figure 2: Maya Research Program volunteers and students at Lamanai, Belize.

Financial Concerns

Several financial concerns involve volunteers. Everyone's first thought is to keep costs low, charge as little as possible, and attract as many volunteers as possible. Within reason, this makes sense. However, costs will always be higher than expected, and it is important that people be placed first. If you provide reasonable and adequate food, housing, transportation, and charge commensurately, your volunteer pool will be happy and become a great resource. MRP surveys other programs every year or two to benchmark where we stand among other organizations and their cost structure.

Additionally, do not make exceptions to charging volunteers. We all know the local amateur who would be great on the project but cannot (or will not) pay for participation. Also, there is an understandable desire to "give a break" to last year's good volunteer. There are two pitfalls in this. First, different costs for different people invariably result in bad feelings. Second, the result is a group of informal staff members who formerly contributed much but no longer do.

An alternative is to structure such financial discounts as scholarships. MRP has the Welker Scholarship, funded from an endowment in honor of a volunteer who passed away at Blue Creek, and the Harkrider Scholarship, a board-authorized amount that the project director can use to reduce costs for selected individuals. In other words, it is a discount that can be publicly awarded. Consequently, students and volunteers can compete for these awards, but the project director is limited on how many can be awarded.

Volunteers and Archaeological Projects

The role of volunteers in foreign archaeological projects is still frequently misunderstood. Archaeologists constantly hear stories of horrific Earthwatch volunteers and how much trouble volunteers can be. However, integrating volunteers should be seen as a part of our function of informing the public of our work. And, as emphasized in this article, volunteers can be a critical resource for an archaeological project if well-integrated from the project's inception. ▣
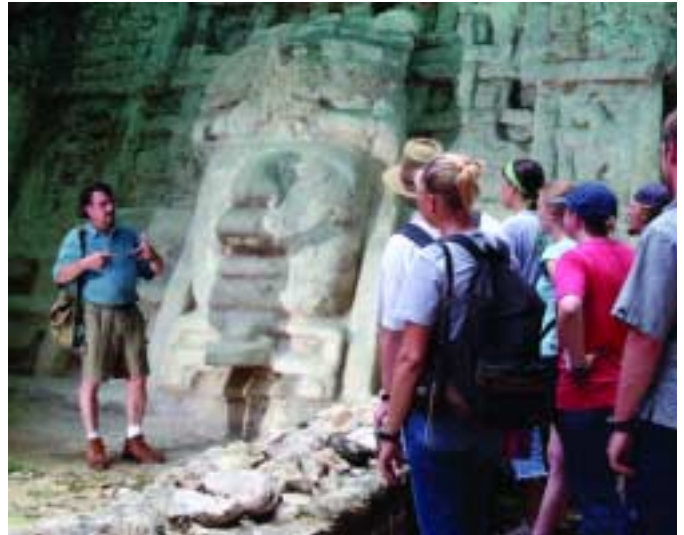
WHAT DOES IT MEAN FOR US? THE UNITED NATIONS CONVENTION ON THE LAW OF THE SEA

Ryan M. Seidemann

Ryan M. Seidemann is an attorney and anthropologist employed by Audiological Associates, Inc. in New Orleans.

As many archaeologists are already aware, there is little or no protection for archaeological remains located in federal waters in the United States (Seidemann 2003). Additionally, the U.S. currently has no mechanism for regulating salvage operations in international waters. This dearth of protection in federal and international waters stands in contrast to the protections for archaeological resources located in state waters under the Abandoned Shipwreck Act of 1987 (ASA), through which Congress vests all property interests in archaeological resources within navigable state waters in the individual states. The states have, generally, established laws and regulations for the protection of underwater archaeological resources under this authority (e.g., Louisiana's ASA scheme, La. R.S. 41:1604[9] and 1605). However, the deplorable lack of protection for sites located in federal and international waters may be about to change for the better.

Recently, the Bush Administration urged the Senate to approve the accession of the U.S. to the United Nations Convention on the Law of the Sea (UNCLOS) (McMillon 2004). Once consented to by the Senate, the President can enter into such treaties on behalf of the U.S., which then become part of "the supreme law of the land" (United States Constitution, Art. VI, Sec. 2). Therefore, if UNCLOS is approved and signed, it will rank alongside federal statutes and the Constitution. Unfortunately, the duties imposed on prospective member nations under UNCLOS with respect to underwater cultural resources are vague, at best. This paper is intended to serve as a brief review of the implications of UNCLOS as well as a review of possible sources for cultural resources-related legislation that should result from the U.S.'s accession to UNCLOS.

Implications for Underwater Cultural Resources

Article 303 of UNCLOS contains the only guidance for Congress in the entire 200-page instrument for the implementation of legislation for the protection of underwater cultural resources. This brief article states that nations "have a duty to protect objects of an archaeological and historical nature found at sea and shall cooperate for this purpose." This mandate is so vague that implementation legislation will be difficult to craft without looking to other sources on underwater cultural resources protection.

Article 303 also offers minimal suggestions as to how to deal with the trafficking of underwater cultural resources; UNCLOS relies on the signatory nations to adopt enforcement legislation. Legislation for a similar purpose was adopted in the U.S. following accession to the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. Known as the Cultural Property Implementation Act, this legislation is regarded by commentators as a toothless law resulting from eight years of lobbying by the art-dealing community (Lenzner 1994). It is possible that trafficking legislation promulgated under UNCLOS will meet with similar opposition from salvors, running the risk of rendering useless the vague enforcement charges. If so, this would be a lost opportunity for the archaeological community to tighten protection in an otherwise endangered area (i.e., federal and international waters).

What, then, would the effect of the U.S.'s accessioning to UNCLOS be as to archaeological resources? No protections currently in place for underwater archaeology would be lost by accession to UNCLOS; the treaty does not undermine existing protections in signatory nations. Rather, it is probable that the U.S. would be deemed to be in at least partial compliance with Article 303 by virtue of having enacted the ASA. Although UNCLOS would not supersede the ASA, there could be potential confusion in the future as to whether the ASA or UNCLOS-related legislation controls state waters. Thus, UNCLOS-implementing legislation must be carefully crafted to either add to ASA protections or at least to avoid disrupting existing protections.

UNCLOS could represent the basis for the protection of underwater cultural resources in federal waters, where they do not otherwise exist. UNCLOS provides, by virtue of Article 33 (mentioned in Article 303), an enforcement zone out to 24

nautical miles (beyond the typical 12 nautical miles that has been claimed by the U.S. as its territorial waters since 1987),which would further extend the reach of the U.S.'s enforcement power over underwater cultural resource protections. Additionally, UNCLOS can provide protections for the U.S.'s interests in international waters through the encouragement of control of salvage ships registered in the U.S. as well as through reciprocal respect for other signatory nations' interests.

Models for Implementing UNCLOS's Cultural Resource Protection

While simple accession to UNCLOS does give federal and state authorities some power to extend their existing protections of underwater cultural resources, the promulgation of statutes that will implement the policies and provisions of UNCLOS in U.S. Code is essential. Although the vague nature of UNCLOS's charge to its signatory nations may not be enough to instruct Congress in the drafting of effective federal legislation, several U.S. and international sources of underwater cultural resource protection currently exist as guidance for UNCLOS implementation. A review of these other laws is relevant due to their persuasive nature in the creation of new law. I discuss the implementation issue despite the Bush Administration's claim that "the United States does not need to enact new legislation to supplement or modify existing United States law . . . [t]he United States, as a party, would be able to implement the Convention through existing laws, regulations, and practices" (Bureau of International Information Programs, United States Department of State 2004). This statement may apply to some of the more detailed sections of UNCLOS, but Article 303 is too vague to trust that no implementing legislation is necessary.

Guidance to Congress for the promulgation of such laws could derive, in the first instance, from various states' implementations of the ASA. Many of these laws have been in place for 15 or more years, and their employment in the protection of underwater cultural resources could serve as a useful guide.

Perhaps a more relevant instrument to look to is the United Nations Educational, Scientific, and Cultural Organization's (UNESCO) 2001 Convention on the Protection of the Underwater Cultural Heritage (UNESCO Convention). Because the UNESCO Convention was tailored to deal only with underwater cultural resources, its protection provisions are much more detailed than those of UNCLOS and would provide much clearer guidance to Congress for the creation of legislation. For example, the UNESCO Convention states that activity directed at underwater cultural heritage is not subject to the admiralty laws of salvage (UNESCO Convention, Article 4). This statement effectively eliminates the admiralty concept of "finders/keepers" that has long been invoked as a basis for

looting sunken vessels (King 1998). Additionally, Article 7 of the UNESCO Convention expressly mandates that signatory nations apply the Convention's Rules to underwater cultural resources within their internal and archipelagic waters, territorial seas, and beyond. Such provisions as these may give insight to authorities as to what a reasonable implementation of the vague mandate of UNCLOS's Article 303 might include. The UNESCO Convention's Rules include such statements as: "*in situ* preservation shall be considered as the first option" (Rule 1); "commercial exploitation . . . is fundamentally incompatible with . . . protection and proper management" (Rule 2); and "underwater cultural heritage shall not be traded, sold, bought, or bartered" (Rule 2). Other portions of the Rules cover promotion of nondestructive investigative techniques (Rule 4); strict regulation of access (Rule 6); project design (Rules 9 and 10); qualifications of investigators (Rules 22 and 23); curation (Rules 32–34); and dissemination of research results (Rules 35 and 36).

The persuasive nature of the UNESCO Convention and its likelihood to represent a source that Congress will consider if it implements UNCLOS is evidenced by the recent activity regarding the protection of the *RMS Titanic*. The Agreement Concerning the Shipwrecked Vessel *RMS Titanic* contains a virtual word-for-word implementation of the UNESCO Convention's Rules. This instrument also provides a perfect example for Congress to look to for guidance on how concise rules can be used to deal with the regulation of U.S.-based salvors operating in international waters. In addition to such guidance, the Titanic Agreement, entered into in 2004 by the U.S. and Great Britain, may serve as a roadmap for Congress and the relevant agencies to create laws and regulations concerning salvors leaving from U.S. ports under UNCLOS.

Concluding Thoughts

What is the potential problem for archaeology if the United States does not enter into UNCLOS? In this instance, the *status quo* will be maintained. This represents an unacceptable situation since little or no protection for archaeological resources currently exists in U.S. federal waters or as to U.S. interests in international waters. This scenario would allow the law of salvage's "finders/keepers" principle to continue to apply in these areas.

The passage of UNCLOS could be of some benefit to the protection of underwater cultural resources, though it may be too early to tell how much. It is possible that the accession of the U.S. to UNCLOS will spur Congress to create legislation for the protection of cultural resources in federal and territorial waters as well as some controls over what U.S. vessels do in international waters. However, the vagueness of Article 303 provides little direction for the crafting of such legislation. Hopefully, Congress will create implementing legislation that

is similar to the Rules contained in the UNESCO Convention. This Convention, though not without its flaws, is much more carefully tailored to suit the needs of the protection of underwater cultural resources. Regardless of any action or inaction on the part of Congress, if entered into, UNCLOS becomes the "supreme law of the land" and can be used as some authority to further protect underwater cultural resources.

Acknowledgments. The author wishes to thank fellow attorneys Mike Wascom, Blake Kramer, Mindy Heidel, and Nedi Alvarez, as well as fellow anthropologist Ericka Seidemann for their comments on previous drafts of this paper. 回

References Cited

Bureau of International Information Programs, United States Department of State
  2004 Bush Administration Urges Senate Approval of Sea Treaty. Electronic document, http://usinfo.state.gov/gi/Archive/2004/Mar/24-113065.html, accessed August 5, 2004.

Bureau of Oceans and International Environmental and Scientific Affairs, United States Department of State
  2004 Agreement Concerning the Shipwrecked Vessel RMS Titanic. Electronic document, http://www.state.gov/g/oes/rls/or/2004/33709.htm, accessed August 5, 2004.

King, Thomas F.
  1998 *Cultural Resources: Laws & Practice, An Introductory Guide.* Altamira Press, Walnut Creek, CA.

Lenzner, Nina R.
  1994 The Illicit Trade in Cultural Property: Does the UNIDROIT Convention Provide an Effective Remedy for the Shortcomings of the UNESCO Convention? *University of Pennsylvania Journal of International Business Law* 15:469–507.

Louisiana Revised Statutes
  2004a Archaeological Resources: Responsibilities of the Division, 41:1604(9).

  2004b Archaeological Resources: Archaeological Finds on State Land; State Property, 41:1605.

McMillon, Rhonda
  2004 Troubled Waters: ABA Joins in Call for U.S. Senate to Ratify Convention on the Law of the Sea. *ABA Journal* 90(6):62.

Seidemann, Ryan M.
  2003 Protection of Shipwrecks in Louisiana and Federal Waters. *Louisiana Coastal Law* 81:1–2.

United Nations
  1982 United Nations Convention on the Law of the Sea, 1833 U.N.T.S. 3.

United Nations Educational, Scientific and Cultural Organization
  1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, 823 U.N.T.S. 231.

  2001 Convention on the Protection of the Underwater Cultural Heritage, 41 I.L.M. 40.

United States Code
  2004a Abandoned Shipwreck Act of 1987, 43 U.S.C. 2101–2106.

  2004b Cultural Property Implementation Act, 19 U.S.C. 2601–2613.

Reid, J. Jefferson and W. Raymond Wood
  1990 Editors' Corner. *American Antiquity* 55:5.

Rice, Prudence M.
  1990 Editor's Corner. *Latin American Antiquity* 1:3–4

Rosenswig, Robert M.
  1997 Ethics and Canadian Archaeology: An International Comparative Analysis. *Canadian Journal of Archaeology* 21(2):99–114.

Sabloff, Jeremy A.
  1990 President's Introduction. *Latin American Antiquity* 1:2.

Wilmsen, Edwin N.
  1974 Editor's Corner: A Publication Program: Some Choices. *American Antiquity* 39:145–146.

Wood, Raymond W.
  1987 Editor's Corner. *American Antiquity* 52:449.

ALBA GUADALUPE MASTACHE

1942–2004

Alba Guadalupe Mastache Flores was an archaeologist with Mexico's National Institute of Anthropology and History (INAH) for over 40 years. She is known mainly for her investigations concerning ancient urbanism and settlement systems in the region of Tula, Hidalgo, which was the heartland of the Early Postclassic (A.D. 900–1150) Toltec state, but she made many contributions to other fields of archaeology, anthropology, and history.

She was born in Merida, Yucatan, on November 3, 1942. At 16, she graduated from Mexico City's venerable National Preparatory School, and the same year she entered the Master's degree program at the National School of Anthropology and History (ENAH). At the age of 19, Mastache received a permanent position in the INAH as a researcher. For her Master's thesis, she did fieldwork and laboratory analyses for the El Infiernillo regional project (in Guerrero and Michoacan) directed by José Luis Lorenzo. Her thesis, *Técnicas Prehispánicas del Tejido* (Prehispanic Textile Techniques), was published by INAH in 1971, providing a major contribution to understanding prehispanic technology.

In the early 1960s, Mastache participated in the Teotihuacán Project directed by Ignacio Bernal. During excavations along the Street of the Dead, she discovered the famous "Mythological Animals" murals. During 1970–1971, Guadalupe Mastache received fellowships from the INAH and Italy to study at UNESCO's cultural patrimony restoration center in Rome. She also studied Classical archaeology at the University of Rome, participating in excavations at Rome's ancient port of Ostia and at a Paleochristian church in the Roman Forum.

In 1972, Eduardo Matos Moctezuma invited Guadalupe Mastache and Ana María Crespo to do a settlement pattern project in the region of Tula, Hidalgo. Mastache collaborated with William T. Sanders and Jeffrey R. Parsons, whose Basin of Mexico settlement pattern investigations formed the model for studying the Tula area. Sanders was director of her doctoral thesis, *El Estado Tolteca: Una Investigación sobre su Proceso de Desarrollo y Estructura Social, Económica, y Política* (The Toltec State: An Investigation Concerning its Process of Development, and its Social, Economic, and Political Structure). Mastache did studies in archives concerning early Central Mexican economic activities and agricultural systems that greatly enriched the archaeological analyses at Tula.

Between 1979–1980, Mastache directed a social anthropology project for the University of Guerrero that produced several eloquent studies about the contemporary artisans in that state, especially the book she wrote with Nora Morett Sánchez (1997, INAH), *Entre Dos Mundos: Artesanos y Artesanías en Guerrero* (Between Two Worlds: Artisans and Traditional Crafts in Guerrero).

In 1982, Mastache and her husband, Robert Cobean, started a new INAH project called "Tula and its Direct Interaction Area" using various kinds of excavations and surface surveys, historical archive studies, and analyses of prehispanic and Colonial agricultural systems. This project, together with previous investigations, has produced five volumes of reports, with the books *Tepetitlan: A Rural Household in the Toltec Heartland* (1999, INAH-University of Pittsburgh) and *Ancient Tollan: Tula and the Toltec Heartland* (Mastache, Cobean, and Dan M. Healan, 2002, University Press of Colorado) most representative of Mastache's research objectives.

During the 1980s, Mastache began a distinguished career as an editor of archaeological journals and report series. In 1986, she founded the INAH journal *Arqueología* in collaboration with Joaquín García-Bárcena, which she edited for 16 years. *Arqueología* provides basic information from recent investigations in Mesoamerica. In 1993, in collaboration with García-Bárcena, Mastache founded the popular magazine *Arqueología Mexicana*. The original idea for this publication was Mastache's nearly ten years earlier when she started persuading INAH directors that the results of archaeological research "should be available to the general public in newsstands in the street."

For the SAA Task Force on Latin America, in 1994, Mastache helped organize a joint SAA-INAH symposium in Mexico City on the protection of cultural patrimony for the Americas. At the end of the 1990s, Mastache and Robert D. Drennan founded the bilingual (Spanish-English) series called "The Archaeology of Mexico," published by INAH and the University of Pittsburgh.

Between 2000 and 2001, Mastache began discussions with William Sanders about comparative studies of prehispanic cities. From these communications came the idea for the project "Urbanism in Mesoamerica." This began in 2002, based on an official agreement between INAH and Pennsyl-

vania State University. There have been four symposia organized with the participation of over 50 specialists. A bilingual volume of memoirs was published in 2003, *Urbanism in Mesoamerica* (INAH and Pennsylvania State University). Two more meetings are scheduled for the first stage of this project, now directed by Angel García Cook and William T. Sanders.

Another field of interest for Mastache was the history of archaeological investigations in Mesoamerica. With Cobean, she published several essays including "La Arqueología" (in *La Antropología en México*, 1988, vol. 5, edited by Carlos García Mora and María de la Luz Berrocal, INAH) and "Mesoamerican Studies" (in *The Oxford Encyclopedia of Mesoamerican Cultures,* 2001, vol. 2, edited by David Carrasco).

In recent years, Mastache had an increasing interest in Mesoamerican iconography and religions. An important achievement was her hypothesis that the principal pyramids of Teotihuacán, Tula, and Tenochtitlan were dedicated to similar deities and shared specific political and religious functions, indicating nearly two millennia of cultural continuity in Mesoamerica ("Ancient Tollan: The Sacred Precinct," by Mastache and Cobean, *RES* 38: 101–133, Harvard University).

During over four decades in the INAH, Mastache sometimes occupied administrative positions. During part of the 1960s, she was head of the archaeological permits office at the INAH. During the 1990s, she directed the Departamento de Monumentos Prehispánicos, where she initiated wide-ranging programs for the conservation and investigation of over 120 archaeological sites that are open to the public.

Guadalupe Mastache's brilliant career showed how a creative and energetic scholar can contribute major research, yet provide key administrative leadership and change professional and public communications in archaeology. Her family, friends, and colleagues can only say *adios* with the greatest sadness. ▣

—*Robert H. Cobean and Barbara L. Stark*

Robert H. Cobean is an archaeologist with the Dirección de Estudios Arqueológicos in the Instituto Nacional de Antropología e Historia in Mexico. Barbara L. Stark is a Professor in the Department of Anthropology at Arizona State University.

Here at SRI, we estimated the actual cost of production at just over \$1 per square foot for the ink and paper, but that does not include the cost to purchase and maintain the plotter. The Department of Anthropology at the University of Arizona charges individuals \$3 per square foot, so a 3 by 7.5 ft (or 22.5 square feet) poster would cost \$67.50, which is quite reasonable and also allows the cost of the plotter to be recouped quickly if it is used a lot. At the Department of Agronomy at Iowa State University, where I was in graduate school, we recovered the cost of the plotter within one year. I strongly recommend that you print a small version of your poster so that you can review the draft carefully before printing the final. You can also share the small version with others who can review it and offer their feedback.

Presenting Your Poster

It is always a good idea to bring a few supplies, in case you encounter a surprise in the type of surface available for displaying your poster. Most posters can be attached to the fabric that is usually on poster panels, using the hook-end side of Velcro tape (which is readily available at most office supply stores). Push pins or transparent tape can also be used to mount your poster.

You should be prepared to answer questions about your research results and interpretations. You should also try to engage your audience in dialogue, or at least put them at ease to ask questions and offer comments or suggestions. You should also bring supporting information that might be appropriate for readers who have more than a casual interest in your research. Examples include pertinent publication reprints, handouts, or small versions of your poster. If you provide small printouts of your poster, I recommend using black text and removing all or most of the background colors that are in your full-size poster. It is a good idea to bring business cards that can be passed out or exchanged. You should also bring a pad of paper for recording the names and addresses of individuals seeking additional information, and for jotting down interesting comments and ideas. ▣

PETER FRANKLIN PAIGE

1973–2004

On September 11, 2004, the world of archaeology lost one of its brightest young scholars. Peter Franklin Paige, a friend and colleague to many, passed away suddenly after a day at the beach with his wife and two sons. Peter was finishing his Ph.D. at the University of California, Santa Barbara (UCSB) while also working as Principal Investigator for the Orange County office of SWCA Environmental Consultants in California.

Peter was one of those rare archaeologists that seamlessly bridged the gulf between academic and cultural resource management (CRM) archaeology. He was an expert in ichthyofaunal analysis, ancient fishing techniques, maritime adaptations, and California prehistory. He carried out a number of analyses of fish bones from prehistoric sites in the Santa Barbara Channel region of California. In this work, he always recognized the limits of taxonomic identification but also the potential of the data he generated for understanding prehistoric fishing practices. His dissertation, focusing on the evolution of fishing practices in the Channel Islands region, promised to give us deep insights into the implications of temporal changes in fishing technology for understanding the evolution of maritime adaptations on the North American west coast.

Peter will be remembered as a great teacher and mentor. He was a teaching assistant for many classes while a graduate student at UCSB and he taught two of his own classes, "North American Indians" and "History of Archaeology." His many years of experience first as a laboratory technician and then as Assistant Curator at the Repository for Archaeological and Ethnographic Collections at UCSB made him an expert in NAGPRA compliance. While Assistant Curator, he trained and supervised undergraduate and graduate interns in curation management and laboratory analysis, serving as a role model to many in their pursuit of archaeology. As principal investigator at SWCA, he had expertise in the Section 106 process and California Environmental Quality Act (CEQA) regulations, directed the Cultural Resource Lab, and was responsible for staff training and the development of field and laboratory protocols. His willingness and ability to educate in a variety of contexts was seemingly boundless.

While Peter was comfortable in both the academic and CRM worlds, he will also be remembered as a great spokesperson of archaeology to the general public and especially to children. While Assistant Curator at the Repository, he led tours of the facilities for elementary and junior high school students, always finding ways of educating, entertaining, and stimulating those who encountered him. He also volunteered at countywide "Career Days" where he shared his love for archaeology with K–12 students.

He was a wonderful co-worker for a multitude of reasons, including his great intellect, his modesty while simultaneously being a leader, and one of the most upbeat attitudes that any of us ever knew. He was always a blast to work with, made everyone feel comfortable, and made work more enjoyable whether it was the daily grind at the office, an evening in the lab, or weeks in the field. Not only was Peter all of these things, he would help anyone, any time, for anything. Nobody knew a more generous, ethical, and optimistic person than Peter.

Peter was certainly an outstanding archaeologist and a great ambassador of the discipline to the general public, but he never took himself too seriously. Everyone who knew Peter will remember him for his great sense of humor and his self-effacing nature. He did impressions of famous archaeologists (who will remain nameless), drew original cartoons, developed a comical artifact typology that included "gnome cores" and "ogre hammers," and he even wrote tongue-in-cheek poetry about groundstone ("Ode to Groundstone," *SAA Bulletin* 15[3]:5, 1997). He will be remembered for telling many stories (often hilarious) about his adventures in archaeology.

Peter had many friends and colleagues. In his undergraduate and graduate career, he worked in Germany, Peru, and California. In each of the places that he worked, he made lasting impressions on local residents who had invited archaeologists into their community. While people in these communities may have long forgotten many of us who worked in these places along with Peter, they have not forgotten him. Neither will we.

Peter is survived by his wife, Jenn Paige, and his two children, Nicholas and Jacob.

–Kevin Vaughn, Michael Glassow, Jennifer Perry and Michael Tuma

Kevin J. Vaughn is a Visiting Assistant Professor at Pacific Lutheran University; Michael Glassow is a Professor in the Department of Anthropology, University of California, Santa Barbara; Jennifer Perry is an Assistant Professor at Pomona College; Michael W. Tuma is Scientist at SWCA Environmental Consultants in Mission Viejo, California.

NEWS
& NOTES

National Register Listings. The following archeological properties were listed in the National Register of Historic Places during the third quarter of 2004. For a full list, check "Recent Listings" at http://www.cr.nps. gov/nr/nrlist.htm.

- Alaska, Kodiak Island Borough-Census Area. *Kad'yak*. Listed 7/14/04.
- Arizona, La Paz County. *Old La Paz*. Additional Documentation Approved 7/01/04.
- Arizona, La Paz County. *Ripley Intaglios*. Additional Documentation Approved 7/01/04.
- Louisiana, Corcordia Parish. *Frogmore (16CO9)*. Listed 7/28/04.
- Louisiana, West Carroll Parish. *Marsden (16R13)*. Listed 8/04/04.
- Puerto Rico, Carolina Municipality. *Quebrada Maracuto*. Listed 8/27/04 (Prehistoric Rock Art of Puerto Rico MPS).
- Puerto Rico, Cabo Rojo Municipality. *Punta Osiones*. Listed 8/26/04.
- South Carolina, Jasper County. *Honey Hill-Boyd's Neck Battlefield*. Listed 7/03/04.
- Utah, San Juan County. *Natural Bridges Archeological District*. Listed 8/04/04.
- Virginia, Fairfax County. *Taft Archeological Site #029-5411*. Listed 8/11/04.
- Wisconsin, Ashland County. *T.H. Camp (Shipwreck)*. Listed 9/15/04 (Great Lakes Shipwrecks Sites of Wisconsin MPS).

National Park Service's Archaeological Prospection Workshop. The National Park Service's 2005 workshop on archaeological prospection techniques, entitled "Current Archaeological Prospection Advances for Non-Destructive Investiga-

tions in the 21st Century," will be held May 16–20, 2005, at the Hopewell Culture National Historical Park in Chillicothe, Ohio. Lodging will be in Comfort Inn in Chillicothe, Ohio. This will be the 15th year of the workshop dedicated to the use of geophysical, aerial photography, and other remote sensing methods as they apply to the identification, evaluation, conservation, and protection of archaeological resources. The workshop this year will focus on the theory of operation, methodology, processing, interpretation, and on-hands use of the equipment in the field. Special topic for this year is the introduction of geophysical techniques in archaeological excavations. In addition to the workshop, there will be an equipment fair on Friday, May 20th, with the major geophysical equipment manufacturers attending. There is a tuition charge of $475.00. Application forms are available on the Midwest Archeological Center's web page at http://www.cr.nps.gov/mwac/. For further information, please contact Steven L. DeVore, Archeologist, National Park Service, Midwest Archeological Center, Federal Building, Room 474, 100 Centennial Mall North, Lincoln, Nebraska 68508-3873; tel: (402) 437-5392, ext. 141; fax: (402) 437-5098; email: steve_de_vore @nps.gov.

Je Tsongkhapa Endowment for Central and Inner Asian Archaeology. The Department of Anthropology at the University of Arizona, the University of Arizona Foundation, and the Salus Mundi Foundation proudly announce the inception of the Je Tsongkhapa Endowment for Central and Inner Asian Archaeology. The Endowment honors the 14th-century Tibetan Buddhist scholar, teacher, and reformer whose ordained name, Lobzang Dragpa, is less well-known than his honorific titles, Je

Tsongkhapa or simply Je Rinpoche. At present, the Je Tsongkhapa Endowment exclusively supports the University of Arizona's archaeological research activities in the region, including the Joint Mongolian-Russian-American Archaeological Expeditions (http://www.ic.arizona.edu/~mongolia/) and other ongoing multinational archaeological projects in Qinghai, Tibet, Xinjiang, and Siberia. In time, the Endowment will support an increasingly broad geographical and interdisciplinary range of archaeological research activities. As the Endowment grows, it will generate a University of Arizona Je Tsongkhapa Fellowship program to support post-baccalaureate (including post-doctoral) students and scholars in the social and behavioral sciences who study the peoples and cultures of Central and Inner Asia. For additional information, contact Professor John W. Olsen, Head, Department of Anthropology, The University of Arizona, Tucson, AZ 85721-0030; tel: (520) 621-6298; fax: (520) 621-2088; email: olsenj@email.arizona.edu.

International Society for Archaeological Prospection Created. In September 2003, at the biennial archaeological conference held in Krakow (Poland), a new society was formed called the International Society for Archaeological Prospection (ISAP). The object of the society is to advance the understanding of archaeological investigations using non-invasive techniques. The scope of the society is broad, both methodologically and geographically; we have members from all over the world, and a number of founding members are based in the U.S. (check the list on the ISAP website http://www.archprospection.org/). We welcome any interested

POSITIONS OPEN

Position: Assistant Professor
Location: Murray, KY

Assistant Professor, Department of Geosciences, Murray State University. Full-time, tenure-track Environmental Geoscientist to begin August 1, 2005. Ph.D. required by date of appointment. For details, visit http://www.mursuky.edu/qacd/cos/geo/ad/.

Position: Assistant Professor
Location: Missoula, Montana

The University of Montana-Missoula Department of Anthropology invites applications for a full-time, tenure-track, Assistant Professor position in Anthropology with a specialization in Northern Plains field archaeology. We seek a colleague with a specialization in computer/statistical applications to anthropology, including skills in database programming/management, Windows networking, GIS, and multivariate statistical analysis. The candidate will have the demonstrated ability to work with tribal governments, federal, state, local agencies, and private consultants. The suc-cessful candidate will teach: Intro to Anthropology, a graduate course in Cultural Heritage Policy, and other courses. Ph.D. required with documented evidence of excellence in teaching, an active research agenda, and the ability to successfully compete for grants/contracts. Submit letter of interest, email address, vita, and the names/email addresses of three references to: Randall Skelton, Chair Archaeologist Search Committee, Department of Anthropology, The University of Montana, Missoula, Montana 59812. Email: randall.skelton@umontana.edu. All application material must be received by January 14, 2005. The University of Montana is an equal opportunity/affirmative action employer and encourages applications from qualified women, minorities, Vietnam era veterans, and persons with disabilities. Position eligible for veterans' preference in accordance with State law. This position announcement can be made available in alternative formats upon request.

archaeologists to join ISAP; the cost of membership has been kept low to encourage all comers, no matter where they work or how much they earn. The yearly fee is currently £7 (sterling) and members enjoy advanced notice on conferences, a first-rate newsletter, and a dedicated email forum. SAA members can join via the ISAP website, where there is a variety of options for payment, although PayPal appears to be the most popular for American members.

New Editors for *Archaeological Prospection*. In January 2005, the Editorship of the international journal *Archaeological Prospection* will change hands; for the first time, one of the editors will be an American, Larry Conyers (Denver), who will undertake the work alongside Chris Gaffney (Bradford, UK). We hope that this will generate even more interest in non-invasive archaeological investigations in the Americas and would remind SAA members that they enjoy a considerable discount in the price of this journal. If you wish to take up this offer, which is £75 (a reduction of almost £300) for the printed copy, then please email Anne Holman (Membership Advisor at Wiley, email: aholman@wiley.co.uk). Anne will advise you on the best way to purchase the journal.

From NSF: Partnerships for International Research and Education. The Partnerships program will offer awards of up to $2.5 million over 5 years to enable "U.S. institutions to establish collaborative relationships with foreign groups or institutions in order to advance specific research and education objectives and to make possible a research effort that neither side could accomplish on its own.... Strong preference will be given to international partnerships that are novel and new." The proposal deadline is March 10. For more details, please visit: http://www.nsf.gov/pubsys/ods/getpub.cfm?nsf05533.

CALENDAR

2005

2005

FEBRUARY 12

The **Southeast Conference on Mesoamerican Archaeology and Ethnohistory** will be held at the University of South Florida in Tampa. The event will include 16 presentations from Mesoamerican archaeologists, art historians, and ethnohistorians from the greater Southeastern U.S., who will report on active investigations of Precolumbian and early Colonial Mesoamerican societies. The keynote speaker will be Dr. David Grove from the University of Florida. For complete details, visit http://uweb.cas.usf.edu/~cwells/SECMAE.htm or contact Christian Wells, Department of Anthropology, University of South Florida, Tampa, FL 33620; tel: (813) 974-2337; email: cwells@cas.usf.edu.

MARCH 13–19

The **Second International Congress of Maya Culture** will take place in Mérida, Yucatán, México. The central theme of the conference is "The Land of the Maya: Cultural-Historical Dynamics in Mesoamerican Context." Sessions will explore six related topics: (1) revitalization and interaction among Maya and other Mesoamerican groups; (2) sociocultural dynamics, influences, and exchanges; (3) population movements and their effects on languages and ide-

ology; (4) syncretism and processes of cultural-historic revitalization; (5) cosmovision and ideology; and (6) sociopolitical development. For more information, please contact Arqlgo. Alfredo Barrera Rubio (email: Abarrerar@aol.com) or Dr. Ruth Gubler (email: rgubler@sureste.com), Centro INAH Yucatán, Km. 6.5 antigua carretera a Progreso, C.P. 97310, Mérida, Yucatán, México.

MARCH 18–19

The **2005 Visiting Scholar Conference** at the Center for Archaeological Investigations at the Southern Illinois University, Carbondale, is titled "The Durable House: Architecture, Ancestors, and Origins." The conference will focus on the economic, ritual, and political organization of the social house, as defined by Claude Lévi-Strauss. For more information, contact Robin Beck (email: rabeck@siu.edu; tel: [618] 453-5032).

MARCH 30–APRIL 3

70th Annual Meeting of The Society for American Archaeology will be held in Salt Lake City, Utah.

JUNE 8–13

The **American Institute for Conservation of Historic and Artistic Works Annual Meeting** will take place in Minneapolis, MN. The topic for the General Session is "A Documentation Dilemma: Managing Conservation Data in the 21st Century." The Architectural Specialty Group (ASG) is organizing an interdisciplinary session that focuses on the documentation process for the conservation of monuments, heritage sites, objects, and other works of art. For more information, contact Dorothy Krotzer, ASG Program Chair, at Fairmount Park

Historic Preservation Trust, 2020 Chaminoux Dr., Philadelphia, PA 19131; email: dorothykrotzer@fairmountparktrust.org; tel: (215) 877-8001; fax: (215) 877-8049.

JUNE 9–27

The **1st Rencontres Internationales du Films sur l'Art** will be held at the Louvre Museum in Paris, France. The initiative dedicated to the visual arts (painting, sculpture, drawing), architecture, and archaeology will present films produced during the two preceding years, programming dedicated to a particular topic of art history, and videos by artists, in addition to related lectures and panels. For further information, contact Pascale Raynaud, Musée du Louvre, Direction de l'Auditorium, 57 rue St. Roch, 75058, Paris cedex 1, France; tel: (33.01) 40.20.58.59; fax: (33.01) 40.20.54.30; email: raynaud@louvre.fr.

SEPTEMBER 15–18

The **7th Biennial Rocky Mountain Anthropology Conference** will be held at the Park City Marriott Hotel, Park City, Utah. The conference will feature a plenary session, symposia, and general paper and poster sessions on the archaeology and anthropology of the Rocky Mountains and vicinity. Symposia abstracts are due May 1 and individual paper and poster abstracts due July 1. For more details, visit http://www.history.utah.gov/RMAC2005. Submissions should be emailed to Ron Rood at rrood@utah.gov.

THE SAA PRESS BOOK ORDERING AND SHIPPING INFORMATION
(see inside front cover for available titles)

* Online ordering is fast, easy, and SECURE. Go to www.saa.org and point your browser to The SAA Press.
* All orders must be prepaid; order by phone, fax, or mail.
* All sales are final (excluding book jobber/bookstore orders).
* Expedited service is available for an additional $25.00 fee *plus* the cost of shipping. An expedited order may be shipped overnight or 2nd day. Contact SAA to determine exact shipping costs. All expedited orders received after 2:30 pm (EST) will be processed the following business day.
* For orders within the United States: $6 for the first item and $1 for each additional item.
  Outside the United States: $12 for the first item and $4 for each additional item.

* Shipment is by United Parcel Service (UPS) Ground Delivery Service or Priority Mail, depending on recipient's address.

* Standard order fulfillment is approximately 10 working days.

ORDER FORM

Please send the following items:

❏ Expedite my order   ❏ Overnight   ❏ 2nd Day   Contact SAA for exact shipping amount.

Title or Product	QTY	Unit Price	Total Price
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Subtotal: _____

Washington, D.C. shipment add 5.75% sales tax: _____

Expedited Service Fee (if applicable): _____

Shipping and handling (see above): _____

Total: _____

NAME

ADDRESS

ADDRESS

CITY   STATE/PROVINCE   COUNTRY   ZIP/POSTAL CODE

PHONE   FAX   EMAIL

SAA MEMBERSHIP NUMBER (required to receive member discount)

SIGNATURE

I am paying by:
❏ Check in U.S. funds drawn on U.S. Bank   ❏ Money Order (U.S.–payable to SAA)   ❏ Visa   ❏ Mastercard   ❏ American Express

CARD NO.   EXP. DATE

NAME   SIGNATURE

70th Annual Meeting – Salt Lake City
The Saga of the Preliminary Program

Did you notice you received two preliminary programs? The first was very confusing as it lacked headlines and section breaks. For example, did you notice that the headline for the Thursday evening sessions was missing?

Well, staff were confused too. The printer really goofed. The first printing was not the SAA approved version! That first version was mailed to you on December 27, 2004. Because the printer created the errors, they agreed to reprint and re-mail the correct version at their expense. The corrected preliminary programs were mailed to you on January 7, 2005. They are identifiable by their stickers on the cover indicating the pages on which corrections were made.

The web version of the program is and always has been correct. If you'd like to check it out, please go to http://www.saa.org/meetings/prelimprogram.pdf .

We apologize for any confusion and assure you that this was entirely the fault of the printer.