

**TO CONSENT AGENDA 9/7/00****NEW ACADEMIC PROGRAM REQUEST**

- 1. Name of Institution:** Illinois State University
- 2. Title of Proposed Program:** Master of Arts/Master of Science in Historical Archaeology  
(Anthropology)

**Degree Level of Program:** Master's

- 3. CIPS Code:** 45.0301
- 4. Proposed Date for Initiation of Program:** Fall term, 2001
- 5. Date of Submission of Request:**

**6. Abstract**

Historical archaeology is an inherently multidisciplinary discipline that studies cultures that either used writing or were contacted by other literate peoples. It is one of the fastest growing kinds of archaeology in the world today, and graduates with master's-level training are both widely employable (with private consulting firms, museums, and universities) and well prepared to enter doctoral programs. This request seeks the institution of a multidisciplinary M.A. Program in Historical Archaeology with anthropology and history as the primary disciplines of instruction.

**MISSION****7a. How the Proposed Program Supports the University's Priority Statements**

The proposed M.A. Program in Historical Archaeology supports the mission and priorities of Illinois State University and the College of Arts and Sciences as expressed in its Strategic Plan. Specifically, this proposed program will:

1. encourage the cross-fertilization of disciplines and be interdisciplinary in nature, scope, and design;
2. enhance understanding and appreciation for diverse cultures on local, state, national, and international levels;
3. supplement and enhance the university's commitment to undergraduate education by giving graduate assistants the opportunity to work with undergraduate students;
4. promote greater opportunities for undergraduates to become directly involved in scientific research;
5. provide workforce training in an area of study that is currently understaffed in the private sector;

6. provide students with an opportunity to combine education, research, and hands-on application through interaction with professional archaeologists during fieldwork and classroom experiences;
7. provide a unique opportunity in the State of Illinois to pursue a professional or pre-doctoral degree in a field of growing demand and need; and
8. provide students with an opportunity to work jointly with recognized scholars and practitioners in several disciplines.

## **7b. Education Objectives of Proposed Program**

The proposed degree has several interrelated objectives. Each objective can be pursued simultaneously.

Foremost among the objectives is to prepare students to enter the workforce as qualified, highly trained historical archaeologists. In classroom and field instruction, students will learn the basics of multidisciplinary research necessary for a productive career in historical archaeology. Government legislation requires the conduct of an archaeological survey before any work can commence on construction projects using federal monies. These projects are usually conducted, under contract, by private consulting companies, who work to bring construction and engineering firms in compliance with federal law. In most employment situations today, a master's degree is enough to ensure the acquisition of an upper-level management position with a private archaeological or engineering, consulting firm. At of this writing, 463 cultural resource management firms exist in the United States alone. These firms annually obtain millions of dollars in contract-generated funds and account for most new hires of historical archaeologists. Master's degree holders are in demand because government regulations require managers and supervisors to hold a master's degree. A breakdown by state appears as Table 7b-I. Cultural resource management, often called "rescue archaeology" or "heritage management" outside the United States, is currently a growth industry, being conducted in most countries around the world. For example, in Ireland, over 300 professional archaeologists were employed in contract research in 1998. Occupational demand is also addressed in Section 22 of this program request.

A second objective of the M.A. Program in Historical Archaeology is to prepare students who may wish to pursue a doctoral degree in historical archaeology. In many cases, students who decide to obtain a Ph.D. in historical archaeology choose to work for a time as professional archaeologists in the private sector in a contract firm. Others choose to work in cultural resource management while they actively pursue their doctorates. Thus, obtaining a master's degree in historical archaeology from Illinois State University will offer several options regarding future work and education.

A third objective is to prepare students who may wish to pursue a career in a field that relies on the techniques learned in historical archaeology, but tangential to it. These fields include historic preservation, museum studies, historic site management, and material culture restoration and curation. Some students holding a master's degree may also wish to pursue a doctorate in a related field in history, such as oral history, material culture analysis, or social history.

A fourth objective of the proposed program is to offer a graduate program to students who have serious interests in archaeology and related subjects, and who may wish to seek additional, post-baccalaureate education, either for their own edification or to enhance their careers outside archaeology. As greater

numbers of archaeological sites are threatened by urban growth, both in Illinois and throughout the United States, there is a growing need for men and women with upper-level training in historical archaeology. In providing instruction to individuals with such interests, the proposed program can provide a much-needed service to the State of Illinois, especially since there is no comparable master's-level program in any university in the state, public or private.

Table 7a-I

## Number of Private Cultural Resource Management Firms in the United States in 1998

State	No. of Firms	State	No. of Firms
Alabama	3	Missouri	8
Alaska	11	Montana	11
Arizona	9	Nebraska	1
Arkansas	6	Nevada	12
California	6	New Jersey	7
Colorado	48	New Mexico	32
Connecticut	13	New York	9
Delaware	6	North Carolina	21
District of Columbia	4	North Dakota	6
Florida	19	Ohio	5
Georgia	10	Oklahoma	3
Hawaii	2	Oregon	16
Idaho	12	Pennsylvania	15
Illinois	16	Rhode Island	1
Indiana	1	South Carolina	7
Iowa	4	South Dakota	1
Kansas	3	Tennessee	7
Kentucky	3	Texas	23
Louisiana	9	Utah	12
Maine	1	Vermont	1
Maryland	18	Virginia	21
Massachusetts	1	Washington	12
Michigan	4	West Virginia	4
Minnesota	8	Wisconsin	4
Mississippi	1	Wyoming	6

Data: American Cultural Resources Association, 1998

A fifth objective of the proposed program is to serve students enrolled in undergraduate courses at Illinois State University. Students enrolled in the master's degree in historical archaeology can assist the faculty in the presentation of General Education and courses required for the major. The program is designed to support the Anthropology Program's General Education plans by offering mentoring opportunities to its graduate students. While they will not be regular course instructors in any course offering, the graduate students can be used to conduct lab sessions and to assist with other course tasks. At the same time, they can also serve as informal advisors and role models to undergraduate students.

## 8. Effect of Program on Other University Programs

The proposed Program in Historical Archaeology is intended to build on the Anthropology Program's undergraduate concentration in historical archaeology. Enrollments are expected to rise in all courses that

form part of the program, and to enhance the learning experience because students from different disciplines can be enrolled in the same courses. The students within the new program will also have abundant opportunity to interact with undergraduate students through the Anthropology Program's General Education courses and during fieldwork experiences. At the same time, both graduate and undergraduate students will have the opportunity to collaborate in the Historical and Prehistoric archaeological laboratories. This interaction will consist of hands-on experience with real archaeological materials.

## **CURRICULUM**

### **9a. Catalog Description**

The M. A. Program in Historical Archaeology is focused specifically on the study of cultures that either have inhabited the world since the beginning of modern history or which have a long literate tradition. The program is designed to prepare graduates for professional careers in historical archaeology and related fields. Instruction focuses on the analysis, examination, and presentation of professional reports of investigation and scholarly studies detailing original research in historical archaeology.

Admission to the program will require students to have completed a bachelor's degree in anthropology, history, geography, or a related field. Students with undergraduate degrees in related fields may apply for admission to the program, and, working with an advisor, they can devise a plan of study that allows them to overcome their educational deficiencies.

At least 40 semester hours of coursework are required, including the completion of a written thesis. These hours include ANT 301, ANT 386, ANT 388, and HIS 497, and three proposed courses in historical archaeology (ANT 469, ANT 481 and ANT 488). Six hours of archaeological field school (ANT 481) and four hours of thesis research (ANT 499) are also required. The written thesis of high quality is required for completion of the degree. A minimum grade point average of 3.0 must be maintained in all graduate coursework.

### **9b. Key Components of the Program**

The key components of the M.A. Program in Historical Archaeology are the required courses, the elective courses, and the thesis research, preparation, and submission. These components work together to provide students with a truly multidisciplinary degree in historical archaeology.

The core courses for the program are:

<u>Course</u>	<u>Hours</u>
ANT 301 - Archaeological Analysis*	3
ANT 386 - Method and Theory in Archaeology*	3
ANT 388 - Historical Archaeology*	3
ANT 469 - Seminar in Historical Archaeology	3
ANT 481 - Advanced Archaeological Field School**	3-6
ANT 488 - Archaeological Ethics and Law**	3
HIS 497 - Research in History	4

ANT 499 - Master's Thesis\*\*

3-6

Total Core Hours

Must total at least 30

\* Current undergraduate courses that also serve graduate students

\*\* Proposed courses

Three of these courses are proposed courses. ANT 481 will be held in conjunction with Archaeological Field School (ANT 381), an existing undergraduate course held every summer. The new course is intended for graduate students who have taken a field methods course as an undergraduate or who have extensive prior archaeological field experience. A second course, ANT 488, is planned as semester focused on archaeological ethics and legislation, two issues of deep importance to professional archaeologist. Offering this course will keep the program on the leading edge of archaeological education, since many existing programs have been criticized for not addressing ethics and professional conduct. A third new course, ANT 469, will be a true seminar course focused on current-day theoretical and methodological issue of historical archaeology. ANT 499 will be a thesis course patterned on those in other departments. This course is required because the Anthropology Program currently has no graduate courses. Three existing undergraduate courses (ANT 301, 386, 388) will include graduate components. These courses will be taught in conjunction with the undergraduate courses, but will have more rigorous requirements.

Of the remaining hours, two courses should be in anthropology, at least one of which should be in the Department of History. Courses should come from the following list, and substitutions can only be approved by the major advisor:

<u>Course</u>	<u>Hours</u>
ANT 306 - Regional and Area Studies	3
ANT 374 - Introduction to Museum Studies	3
ANT 380 - Key Concepts in Anthropology	3
ANT 400 B Independent Study	3
ANT 498 - Professional Practice	3
HIS 323 - American Cultural and Intellectual History I	3
HIS 324 - American Cultural and Intellectual History II	3
HIS 327 - American Labor History	3
HIS 329 - Rural Life and Society in the US	3
HIS 330 - The Family in History	3
HIS 341 - European Intellectual History I	3
HIS 342 - European Intellectual History II	3
HIS 355 - Popular Culture in Early Modern Europe	3
HIS 394 - Oral History	3
HIS 395 - Archives and Manuscripts`	3
HIS 402 - Seminar in European History	4
HIS 411 - Seminar: Eighteenth-Century America	4
HIS 496 B Philosophy of History and Historiography	4

GEO 303 - Geographic Information Systems	3
GEO 304 - Geographic Information Systems Applications	3
GEO 305 - Remote Sensing	3
GEO 310 - Field Geography	3
GEO 333 - Locational Analysis	3
GEO 338 - Life and Landscape	3
SOC 440 - Intermediate Social Statistics	3
SOC ### - Quantitative Methods	3

The total hours needed to complete the program is 40, including a thesis. The program is intended to be structured in such a way as to provide students with a concrete plan of study. The range of electives is designed to supplement each student's strengths, particular interests, and post-graduation plans.

## 10. Achievement of Objectives

The content of the courses, both those that are required and the electives, are designed to prepare students as professional historical archaeologists. The strengths of the course offerings, when taken as a whole, provide the well-rounded, multidisciplinary curricular experience that is required in today's historical archaeology. The courses provide the proper mix of theoretical insight, practical experience, concrete knowledge, and exposure to case studies that any professional historical archaeologist would encounter on an almost daily basis. Several courses involve field research and the preparation of carefully researched, original papers. Students will also have the opportunity for hands-on experiences with historic artifacts and documents.

## 11. Admission and Prerequisite Requirements

Applicants for admission must have a baccalaureate degree in anthropology, history, geography, or a related field, such as architectural history. Admission may be considered for students who only have a minor in one of these areas, but who show a particularly strong interest in historical archaeology as a career. Given the duo-disciplinary nature of this degree program, it is expected that few students will be equally proficient in both anthropology and history.

All applicants must meet the grade point requirements of the Graduate School and submit scores for the general portion of the Graduate Record Examination. For students with undergraduate degrees in history, their scores on the advanced history portion of the GRE may also be considered. Each student will be required to submit three letters of recommendation from academic or professional sources. For students having prior experience in archaeology, one letter should be sent from the archaeologist for whom he or she worked.

## 12. Acceptance of Proficiency Examination, Transfer Credit, and Prior Experience

University policy will be followed concerning transfer credit. This policy allows for a maximum of nine semester hours for Illinois State University graduates and for graduates from other institutions. Graduate School approval is required. Proficiency examinations will not be provided at the graduate level, and job experience, although certainly pertinent for this degree, will not be accepted for credit in the place of coursework.

### 13. Other Degree Completion Requirements

In order to fulfill the degree requirements, students must prepare, submit, and defend an original, written thesis. The thesis must be acceptable to the Anthropology Program faculty and to the Graduate School. Students must maintain a grade point average of 3.0 on a 4.0 scale to remain in good standing. A limit of six years from the date of admission will be set for the completion of the degree. The distinction between the MA degree and the MS degree exists for this program to provide maximum service to student needs. Some students may wish to follow careers in the archaeology of European colonialism and so will be encouraged to have proficiency in a language other than English. Other students may plan to follow careers strictly in American archaeology and so may have little need to learn another language.

### 14. Course Descriptions

#### *Proposed New Core Courses*

ANT 469 - Seminar in Historical Archaeology (3 semester hours)

This course is intended to expose students to the most recent issues in contemporary historical archaeology. The course will supplement information presented in ANT 388 (Historical Archaeology) but will be a more in-depth study. Also, this course will use a classic seminar approach to learning, in that the students will be expected to read a substantial literature each week and discuss it. The instructor of the course will serve as a mentor and guide rather than as a lecturer. The benefit of this course will derive from its presentation of the most current issues confronting today's historical archaeologists. Students will learn how to construct and to evaluate research designs, how to think critically about extremely complex issues such as race, class, and gender, and how to research such issues using archaeological methods and anthropological concepts.

ANT 481 - Advanced Archaeological Field School (3-6 semester hours)

This course is intended to be a graduate-level supplement to an existing course, Archaeological Field School (ANT 381). In this field-based course, students will be instructed in the more advanced methods archaeologists use in excavating archaeological sites. Whereas the undergraduate course focuses on techniques of field recovery, this advanced course will concentrate on archaeological surveying and sampling, excavation strategies, the development of scientifically sound research designs, archaeological field supervision, and the logistics of field project implementation.

Students in this course will work alongside the undergraduate students in the related course, but will be given greater responsibilities and duties. At the same time, they will be expected to mentor and advise the undergraduates.

ANT 488 - Archaeological Ethics and Laws (3 semester hours)

This course is planned to follow course ANT 388 (Historical Archaeology) as a two-course sequence. The purpose of this course will be to discuss, consider, and evaluate contemporary controversies involving archaeological ethics and legal developments. Because historical archaeology is a rapidly evolving field, the content of the course will be adapted to contemporary trends and developments. Possible topics for

discussion may include the following: the reburial of skeletal collections, the implementation of America's preservation legislation, the development of preservation laws around the world, and the responsibilities of professional archaeologists to indigenous peoples.

Students in this course will have the opportunity to discuss issues critical to modern archaeology. Through an extensive series of outside readings, students will confront the problems historical archaeologists face during the course of their research and will learn how to evaluate and possibly even to solve these problems. At a minimum, students will be forced to consider how they would conduct themselves in difficult professional situations.

ANT 499 - Master's Thesis

(4 semester hours)

This course will be patterned on other thesis courses that currently exist at the university. This is the course students will take once they complete the other degree requirements. The course will be largely self-directed, but must include numerous meetings and consultations with their major professor. During this course, students should be researching and writing their theses, under the supervision of program faculty.

***Existing Core Courses***

ANT 301 - Archaeological Analysis

(3 semester hours)

The study of laboratory methods and techniques for examining archaeological specimens and collections.

ANT 386 - Method and Theory in Archaeology

(3 semester hours)

Archaeological method and theory from 1800 to the present, emphasizing American archaeology.

ANT 388 - Historical Archaeology

(3 semester hours)

Research methods of historical archaeology reviewed, and the principles that underlie the methods examined critically.

HIS 497 - Research in History

(4 semester hours)

Identifying, collecting, verifying, and organizing historical data and writing history. Preparation for writing theses, dissertations, and other research.

**15a. Program for Part-Time Clientele**

Some students are expected to enroll in the program on a part-time basis, but most of them will participate as full-time students. In the initial stages, courses will be offered in sequence to obtain maximum cost-effectiveness. The program will offer the courses at least annually after enrollment has increased.

**15b. Impact of Program on New and Existing Courses (see Table I)**

**Table I.****Impact of New Program on New and Existing Courses**

<u>Courses Affected By New Major</u>	<u>Last Year Annual Enrollments</u>	<u>Last Year Annual Class Capacity</u>	<u>Last Year Annual Available Space</u>
<b>NEW REQUIRED COURSES</b>			
Arch Ethics	B	B	B
Adv. Field School	B	B	B
Master's Thesis	B	B	B
<b>EXISTING REQUIRED COURSES</b>			
ANT 301 - Arch. Mat.	7	20	13
ANT 386 - Arch Meth/The	B	B	B
ANT 388 - Hist Arch	8	25	17
HIS 497 - Res in Hist	16	12	-4
<b>EXISTING ELECTIVE COURSES</b>			
ANT 374 - Mus. Studies	21	20	-1
ANT 380 - Key Concepts	23	25	2
ANT 498 - Prof Practice	B	B	B
HIS 323 - Am Intell Hist I	22	20	-2
HIS 324 - Am Intell Hist II	44	40	-4
HIS 327 - Am Labor Hist	24	20	-4
HIS 329 - Rural Life	B	B	B
HIS 300 - Family in Hist	B	B	B
HIS 341 - Euro Intell Hist I	B	B	B
HIS 342 - Euro Intell Hist II	14	20	6
HIS 355 - Popular Culture	13	20	7
HIS 394 - Oral History	B	B	B
HIS 402 - Sem in Euro Hist	7	10	3
HIS 411 - Sem in 18th-C Hist	6	12	6

GEO 303 - GIS	B	B	B
GEO 304 - GIS Applications	B	B	B
GEO 305 - Remote Sens	6	12	6
GEO 310 - Field Geog	9	12	3
GEO 333 - Locat Analysis	B	B	B
GEO 338 - Life/Landscape	6	20	14
SOC 440 - Social Statistics	6	10	4

## ACADEMIC POLICIES

### 16. Unit Exercising Academic Responsibility

The Anthropology Program within the Department of Sociology and Anthropology will be the unit having direct responsibility over the program. The coordinator of the M. A. Program in Historical Archaeology will be largely responsible for the daily administrative work of the program, in regular consultation with the Chair of the Department of Sociology and Anthropology. The coordinator should be an archaeologist on the faculty of the university. Given the multidisciplinary design of the program, the Department of History will be regularly advised and consulted about the program. No exceptions to College of Arts and Sciences or University academic policies, admission standards, graduation requirements, and so forth are required as part of this proposed program.

## STUDENT INFORMATION

### 17. Student Enrollment Projections

Table IV-3 provides projections for student enrollments and credit hours generated for the proposed program.

### 18. Students from Other Degree Programs

The Master' Program in Historical Archaeology is expected to interest students who are primarily enrolled in degree programs in anthropology and history. Because the purview of historical archaeology is extremely wide, the program has the potential to attract students in other programs, including but not limited to, geography, museum studies, political science, and education.

### 19. Characteristics of Students to be Served

The program is expected to attract students from at least four experience/academic backgrounds. First, the program will attract students who have earned bachelor's degrees in anthropology, and who wish to pursue a professional career as a historical archaeologist. Second, the program will attract students who have undergraduate degrees in history, but who wish to follow careers in historical archaeology, material culture analysis, museum studies, and social and cultural history. Third, the program will attract students with baccalaureate degrees in geography who wish to pursue careers in archaeology, history, and environmental planning. Finally, it is expected that the M.A. Program in Historical Archaeology will attract students who have been employed as professional archaeologists in the private sector, and who now wish to continue their education in order to improve their positions within their companies and

agencies. This possibility is likely because most federal contracts require an M.A. degree for supervisory personnel.

TABLE IV-3  
ENROLLMENT AND CREDIT HOUR PROJECTIONS  
For the New Program<sup>[1]</sup>

Line Code		Budget Year FY01	2 <sup>nd</sup> Year FY02	3 <sup>rd</sup> Year FY03	4 <sup>th</sup> Year FY04	5 <sup>th</sup> Year FY05
01	Number of Program Majors					
	Fall Term Headcount	5	10	15	18	18
	Spring Term Headcount	5	10	15	18	18
02	Annual Full-time Equivalent (FTE) Majors	5	10	15	18	18
03	Annual Number of Credit Hours Generated by Majors and Non-Majors in Existing Courses that are needed to Support the Proposed Curriculum <sup>[2]</sup>					
	<i>Total</i>	<i>100</i>	<i>160</i>	<i>260</i>	<i>280</i>	<i>296</i>
	Majors	100	160	260	280	296
	Non-Majors	0	0	0	0	0
04	Annual Number of Credit Hours Generated by Majors and Non-Majors in New Courses that are needed to Support the Proposed Curriculum <sup>[3]</sup>					
	<i>Total</i>	<i>0</i>	<i>40</i>	<i>40</i>	<i>80</i>	<i>64</i>
	Majors	0	40	40	80	64
	Non-Majors	0	40	40	80	64
05	Annual Number of Degrees Awarded	0	5	5	10	8

It is also expected that the students in the program will represent a number of age groups. Archaeology, in general, is a discipline that often attracts non-traditional students to advanced degree programs. For many people, archaeology is just something they “always wanted to do.” Some students wait to get involved until their children are grown. Other students know after attending their first field school that they will strive to become professional archaeologists. The ratio of full-time to part-time students is expected to be fairly constant at about 4:1.

Nationwide, women comprise over half of the undergraduate students in anthropology, with a large percentage of them concentrating in archaeology. Interest in anthropology seems to remain high for women, as the American Anthropological Association reported for 1997 that 57% of new Ph.D.s were women. The AAA also reported that in 1996, 1,464 M.A. degrees were granted in anthropology. Given both the enrollment trends and personal observations, it is reasonable to expect that over 60% of the enrollments in the program will be women.

At the same time, a great deal of historical archaeological research is currently focusing on ethnic minorities and women, two groups too long ignored in history. As a result, it is also reasonable to assume that the program may also attract African American, Hispanic, and Native American students.

## **STATEWIDE NEEDS AND PRIORITIES**

### **20. Similar programs in Illinois**

No other university in Illinois, public or private, offers an undergraduate or graduate degree in historical archaeology. Illinois State University offers the only regular course in historical archaeology, and no university or college in the Midwest currently offers a program of the sort outlined in this proposal. As a result, Illinois universities are not able to meet the workforce demand for qualified historical archaeologists.

Illinois State University has a unique relationship with historical archaeology. Professor Emeritus Edward B. Jelks, the founder of the university’s Anthropology Program, was also one of founding members of the Society for Historical Archaeology, the discipline’s primary professional organization, founded in 1967. In 1988, Professor Jelks received the J. C. Harrington Medal from the Society in recognition of his contributions to the field of historical archaeology. Because of Professor Jelks’ tenure at the university, it is still perceived as a place uniquely associated with the discipline.

### **21. Documentation of Student Demand**

No statewide enrollment trends can be cited because no similar program exists in the State of Illinois. Similarly, the Society for Historical Archaeology does not keep statistics that demonstrate the nationwide rise in demand for historical archaeology instruction. The Society does report, however, in its brochure “Careers in Historical Archaeology” that only 35 universities in the United States and Canada offer graduate education in historical archaeology. Even with the paucity of information, projections can be made.

(8)1 It is expected that the first-year class will be drawn from Illinois State University undergraduates

and from students who have attended the university's regular field school in historical archaeology. The program will be advertised nationally, and it is expected that the second-year class will represent a more diverse group because it will be drawn from throughout the United States.

(8)2 The anticipated demand for enrollment is based on the following ideas:

- (0)1 The program serves a vigorous, developing discipline in which there is enormous need for new theoretical insights and fresh methodological approaches that will serve both academic knowledge and applied research in local and state municipalities;
- (0)2 Given the information provided about in Table 7a-I, it is apparent that hundreds of professional companies regularly employ trained archaeologists. The State of Illinois is only one of many states that have need of fully qualified, multidisciplinary trained historical archaeologists who have the breadth of knowledge and wide skills to function in the professional world.

## 22. Occupational Demand

The Society for Historical Archaeology, though it unfortunately does not keep statistics on employment, does state in its career brochure that "Most jobs with career-advancement potential in the field require a Master's degree." It is clear, however, that M.A.-holding historical archaeologists are employable.

The number of historical archaeologists working at the federal level-either under the regular employ of an agency or under contract for a specific term-has increased dramatically over the past twenty years. Much of this hiring is due to the passage of The National Historic Preservation Act of 1966, which established the National Register of Historic Places, and the creation of a regulation entitled "36 CFR Part 60," which established the criteria for inclusion in the National Register. The passage of these regulations had a tremendous impact on historical archaeology because, for the first time, history was considered on a par with prehistory. At the same time, 36 CFR Part 60 decreed that as far as time was concerned, the purview of the federal legislation would be any archaeological site or property that was over 50 years old. Using this guideline, sites associated with the 1940s can be the legitimate subject of archaeological investigation.

On the federal level, historical archaeologists with Master's degrees are employed by the U.S. Army Corps of Engineers, the National Park Service, the U.S. Bureau of Land Management, the U.S. Bureau of Reclamation, and the U.S. Forest Service. The head archaeologist for the U.S. Army Corps of Engineers, in fact, holds a Master's degree from Illinois State University's History Department, gained before Professor Jelks retired.

On the state level, historical archaeologists with M.A. degrees work in compliance and planning offices of departments of transportation, urban and city planning, departments of natural resources, conservation, and state parks. Most states, including Illinois, have trained historical archaeologists in their State Historic Preservation Offices.

The list presented as Table 7a-I shows that the largest employer of archaeologists are the private consulting firms. These companies, like the federal and state agencies now involved in archaeological research, were created in direct response to the passage of federal preservation legislation. Most states,

acting on the heels of the federal legislation, enacted their own guidelines for dealing with archaeological sites. Private consulting, for-profit firms typically assist state and local governments meet their mandated obligations to their cultural resources. Since the passage of the legislation, these firms have collectively done well over a billion dollars in business.

On the local level, many cities and municipalities have realized their legal obligation to protect and preserve their historic buildings, properties, and archaeological sites. City archaeologists, with M.A.-level training in historical archaeology are now employed in numerous American cities, including Alexandria, Virginia; Baltimore, Maryland; New York City, New York; Charleston, South Carolina; and Phoenix, Arizona. In some cases, private consulting firms are the *de facto* city archaeologists, having made long-term contracts with a municipal government.

In addition to the somewhat typical jobs historical archaeologists can expect to obtain are positions in historical preservation, museum curatorship, site management and urban planning, and historical society administration. Historical archaeology offers such a broad range of opportunities because of its diverse, inherently multidisciplinary character.

Some measure of the increase in the number of practicing historical archaeologists in the United States is reflected in the growth of the Society for Historical Archaeology, the discipline's main American professional organization. In 1971, when the Society was about five years old, it had 250 members. Today, the membership is 1,723, an increase of 592%. A further indication of the field's growth can be seen in the institution, in 1997, of a new journal, the *International Journal of Historical Archaeology* (founded and edited by an Illinois State University faculty member), and the development of professional historical archaeology societies in Great Britain, South Africa, Australia, and elsewhere.

Another measure of demand can be judged by the needs of Illinois's county historical societies. In 1989 and 1990, the director of the university's Midwestern Archaeological Research Center sent a questionnaire to every historical society in the state. Twenty-seven responses were returned. Every respondent stated that they would hire a historical archaeologist if they had the funds, adding that they saw great value in the multidisciplinary training such professionals would receive in the proposed M.A. Program in Historical Archaeology. Most of the respondents suggested that specific training in local history and archaeology would benefit them the most, as would some knowledge of museum skills. A typical comment, made by a curator at the Naperville Heritage Society, was "I think it would be a great asset to the museum community at large. We would love to have interns through such a program." Mr. Edmund Thornton of the LaSalle County Historical Society and a long-time fixture in Illinois preservation, wrote: "I strongly endorse this new curriculum. It would give the graduate from such a program a much stronger and broader sphere of training that would appeal to a larger job market. Here in LaSalle County, our Historical Society and Museum have sponsored several archaeological investigations that would have benefited from a person with this multidisciplinary training!" Most recently, Ms. Jeanne Schultz (an Illinois State University graduate of the Anthropology Program and a member of the 1994 and 1996 archaeological field schools in Ireland), obtained the position of Executive Director of the St. Charles Historical Society and Museum, in St. Charles, Illinois. She has been strongly supportive of this proposed program, and has encouraged the involvement of interns at her facility.

## FACULTY AND STAFF

### 23. Principal Faculty for Program

## ***Current Faculty***

### **Charles E. Orser, Jr.**

Distinguished Professor, Department of Sociology and Anthropology and Adjunct Professor of Archaeology, National University of Ireland, Galway; B. S., history, Eastern Michigan University, 1972; M. A., anthropology, Wayne State University, 1975; Ph.D., anthropology, Southern Illinois University at Carbondale, 1980. Founding and current editor of the *International Journal of Historical Archaeology* and the book series "Contributions to Global Historical Archaeology," published by Plenum Press, New York. Author of *A Historical Archaeology of the Modern World* (1996), *Images of the Recent Past: Readings in Historical Archaeology* (editor, 1996), *Historical Archaeology* (1995, with Brian W. Fagan), and *The Material Basis of the Postbellum Tenant Plantation* (1988). Recently named General Editor of the *Encyclopedia of Historical Archaeology*, to be published by Routledge, London, 2001. Elected member, Board of Directors, Society for Historical Archaeology, 1996-98; Research Associate, The Field Museum, Chicago, 1993-2003. Illinois State University honors: Distinguished Professor, 1999; Arts and Sciences Lecturer, 1998-99; Outstanding University Researcher, 1997; Outstanding College Researcher, 1995.

### **James M. Skibo**

Associate Professor, Department of Sociology and Anthropology. B. S., anthropology, Northern Michigan University, 1982; M. A., anthropology, University of Arizona, 1984; Ph.D., anthropology, University of Arizona, 1990. Founding and current editor of the book series "Foundations of Archaeological Inquiry," published by the University of Utah Press. Author of *Pottery and People* (editor, with Gary Feinman, 1999), *Expanding Archaeology* (editor, with William Walker and Axel Nielson, 1995), *Kalinga Ethnoarchaeology* (editor, with William Longacre, 1994), and *Pottery Function* (1992). Illinois State University Honors: Research Initiative Award, 1995; Nominated for the Presidential Faculty Fellows Award, 1995.

### **Agbenyega Tony Adedze**

Assistant Professor, Department of History. B. A., history, University of Benin; Ph.D., history, University of California, Los Angeles, 1997

Table IV-4 contains complete information about staff requirements for the new program.

TABLE IV-4  
STAFF REQUIREMENTS FOR THE NEW PROGRAM  
(IN STAFF YEARS)

Line Code	Staff Requirements	Budget Year FY01	2 <sup>nd</sup> Year FY02	3 <sup>rd</sup> Year FY03	4 <sup>th</sup> Year FY04	5 <sup>th</sup> Year FY05
01	Faculty Administration Total (02-04)	4	5	6	6	6
02	Administrative/Other Professional Total	0	0	0	0	0
	New	0	0	0	0	0
	Existing	0	0	0	0	0
03	Faculty Total:	3	3	3	3	3
	New	1	0	0	0	0
	Existing	2	3	3	3	3
04	Graduate Assistants Total	1 <sup>n</sup>	2	3	3	3
	New	1 <sup>n</sup>	1 <sup>n</sup>	1 <sup>n</sup>	0	0
	Existing	0	1	2	3	3
05	Civil Service Staff and Student Employees	0	0	0	0	0
06	Total Staff (01-05)	4	5	6	6	6

<sup>n</sup>This denotes two, half-time Graduate Assistantships

## 24. Qualifications of New Faculty Member

One line is requested for the hiring of another historical archaeologist to help teach classes, mentor students, and direct master's theses. This person should be someone well versed in all aspects of today's historical archaeology, as well as someone with general background in anthropology.

## ACCREDITATION AND LICENSURE

### 29. Accreditation

No nationally recognized academic accreditation program currently exists for historical archaeology. The instructors in the program, however, will ensure that the program adheres to all the canons of ethics of the Society for Historical Archaeology and the Society for American Archaeology, the two main professional bodies in the United States.

## FINANCING

### 32. Projection of Program Expenditures

Table IV-5 shows the projected program costs for the first five years of its existence.

#### 32a. Projected Increments in Total Resource Requirements

Projected costs are not expected to increase in increments.

#### 32b. New State Resources

The total new resources requested appear as line 07 through 11 in Table IV-5. Each of these lines is explained as follows:

Line 07 B Staff: This includes salary for one entry-level, Assistant Professor specializing in historical archaeology, at a salary of \$40,000 and \$2,500 for the program coordinator for two months during the summer. This figure also includes salary for 2.5 graduate assistants for 9 months at \$650/month for nine months. It will be necessary to add time to departmental secretarial staff to account for increased student needs.

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## OFF-CAMPUS PROGRAMS

### 33. Off-campus Programs

Although this program contains a provision for an annual field school in historical archaeology to be conducted off-campus, the program itself does not include an off-campus component.



The move from Edwards Hall to Schroeder Hall solved many space problems regarding the teaching needs for archaeology. This move created ample laboratory, lay-out space, and provides the security needed to maintain the university's extensive teaching collection of artifacts. In addition to existing space, however, the following new space will be needed:

- (a) an additional office for the new faculty member; and
- (b) space for graduate assistants to be used for both teaching and research purposes.

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[1] Enrollment and credit hour projections should be provided for each off-campus site for which approval is requested; and/or for each option or specialization within the proposed program.

[2] Include only those credit hours that are offered by the academic unit directly responsible for the proposed program.

[3] Include only those credit hours that re offered by the academic unit directly responsible for the proposed program.

[4] Numbers can be positive or zero only. These lines reflect available funds, not incremental dollars.

[5] Numbers can be positive or zero only. These lines reflect available funds, not incremental dollars.

[6] The amount of existing state resources in a given year is equal to the sum of the previous year's existing state resources (04) plus resources available through internal reallocation (05) plus any new state resources required (06). Existing state resources allocated to the program in a given year (04) may exceed total requirements needed to support the program in the following year. In this event, existing state resources should be reduced by showing a negative dollar amount on line 05 so that the sum of lines 02 through 06 equals line 01.

[7] Numbers can be either positive (allocated to the program) or negative (allocated away from the program).

[8] This number will be the level of funding requested in the referenced year. Dollars reported will be incremental.

[9] Other dollars directly assigned to the program. Do not include allocated support services.