

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
- SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
- COOPERATIVE DEGREE PROGRAM
- WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

St. Mary's College of Maryland

Institution Submitting Proposal

Fall, 2016

Projected Implementation Date

Bachelor of Arts in Anthropology

Award to be Offered

Concentration in Archaeology

Title of Proposed Program

2203.00

Suggested HEGIS Code

45.0201

Suggested CIP Code

Anthropology

Department of Proposed Program

Dr. William Roberts

Name of Department Head

Dr. Michael Wick

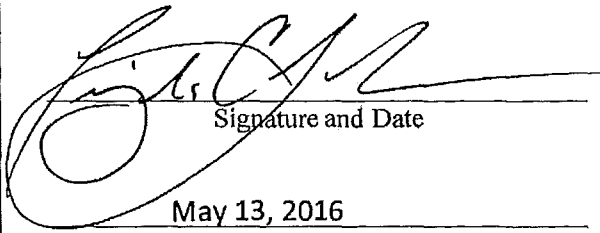
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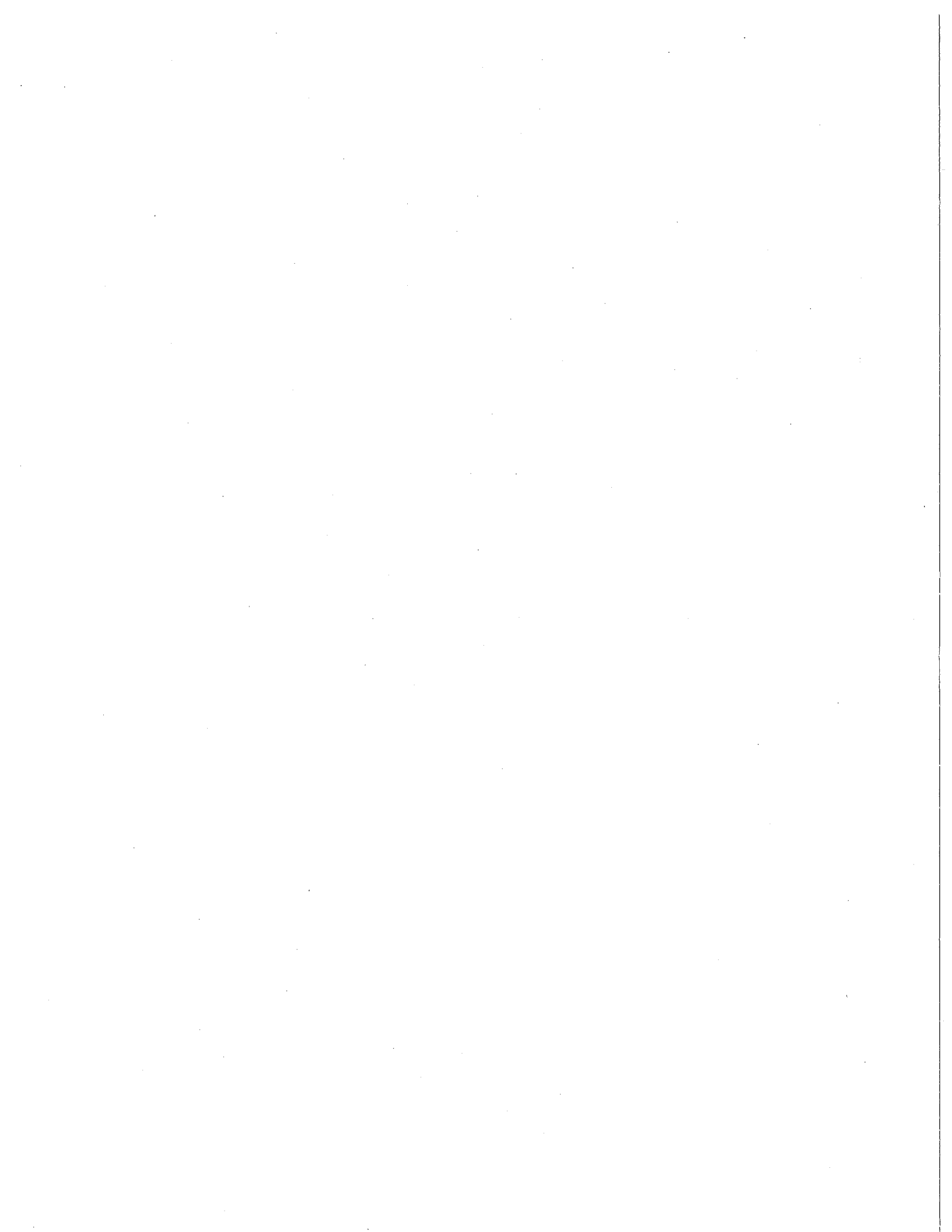

Signature and Date

President/Chief Executive Approval

May 13, 2016

Date

Date Endorsed/Approved by Governing Board



**PROPOSAL TO ESTABLISH AN ARCHAEOLOGY CONCENTRATION
AT
ST. MARY'S COLLEGE OF MARYLAND**

Introduction

Maryland Higher Education Commission Guidelines require that the Department of Anthropology at St. Mary's College of Maryland (SMCM) submit a proposal for creating a concentration in Archaeology. Currently, archaeology, one of the four subfields of anthropology, is an important component of the anthropology major at St. Mary's, and a number of courses focused on archaeology are regularly taught as part of the curriculum. The creation of a concentration would enable students interested in pursuing archaeology as a career to demonstrate to future employers and institutions of higher learning that they have completed a curriculum designed to prepare them for these career choices. Other than identifying courses that would satisfy requirements for a concentration in Archaeology, this proposal would not require any changes to the frequency and content of our existing course offerings.

This document provides the required information for creating an Archaeology concentration within the Anthropology major.

A. Centrality to institutional mission and planning priorities:

- 1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**
- 2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

The teaching of archaeology has a long history at St. Mary's, dating to the 1970s well before there was a Department of Anthropology at the school. In partnership with the St. Mary's City Commission (today the Historic St. Mary's City Commission--HSMC), SMCM offered classes in historical archaeology, including the Archaeology field school and Analysis and Curation. To enhance that partnership, in 1975, SMCM created a tenure-track line in archaeology. This line was housed in SMCM's Department of Sociology and Anthropology, which grew to include two additional tenure track lines in anthropology.

In 2006 with MHEC approval, SMCM created a new Department of Anthropology. At that time, a second tenure-track line in archaeology was created. The new Department identified its academic and intellectual focus as the "Atlantic World," including the development of European, African, and New World cultures from ca. 1400 AD through the present. The Atlantic World focus, which fit well with SMCM's pre-existing programs with HSMC and in The Gambia, West Africa (now ended), fosters a community of faculty and student scholars concerned with social and cultural diversity and change; environmental change; and the application of anthropological strategies for addressing past and contemporary questions and problems.

Today, of thirty regular course offerings in the major at St. Mary's, fourteen have an explicitly archaeological or material culture emphasis. Many students come to SMCM to take advantage of the rich curricular and professional opportunities in archaeology that are available to them, enhanced by our partnerships with Historic St. Mary's City Commission and Jefferson Patterson Park and Museum.

Importantly, at about the time the department of anthropology was approved and created, the College began plans for a new academic building that would house, among several programs, the Department of Anthropology and the Museum Studies Program in one wing and the Historic St. Mary's City

archaeology lab in an adjacent wing. This building, called Anne Arundel Hall in recognition of the academic building it replaces, includes both professional and teaching labs and spaces that are planned to foster greater coordination between the two state agencies (SMCM and HSMC) and provide significant opportunities for students and faculty. This building is slated to come online for the Fall 2016 semester and will be the infrastructural centerpiece of the archaeology program.

SMCM's mission has long emphasized the importance of experiential learning, and hands-on archaeology courses and internships have been a part of the curriculum for decades, and some of these courses (the field schools) satisfy SMCM's "Experiencing Liberal Arts in the World (ELAW)" requirement. As an important part of the anthropology department, archaeology has contributed to courses in African and African Diaspora Studies, Environmental Studies, and Museum Studies. SMCM's active archaeology program brings in thousands of dollars annually and these monies are used to fund student assistantships and other employment opportunities. Archaeology has also provided an important opportunity for the school to document, explore and critique its own origins as "a living legacy to the ideals of freedom and inclusiveness" (SMCM Mission).

Finally, archaeology, which at SMCM includes the study of material culture in its broadest sense, is an inherently interdisciplinary endeavor that emphasizes material literacy. Anthropology majors use archaeology to explore, analyze, and interpret the material world humans have used to construct their social and cultural realities. The archaeology curriculum in the anthropology department not only prepares students for success in archaeology careers, it provides majors and other students with skills for engagement with a global material world.

This overview of resource and curricular commitments demonstrates the central role archaeology plays in SMCM's mission.

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

1. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

REQUIREMENTS FOR THE CONCENTRATION

To earn a Bachelor of Arts degree with a major in Anthropology and a Concentration in Archaeology, a student must satisfy the following minimum requirements:

1. General College Requirements and anthropology major requirements, including the following requirements to satisfy the major with a concentration in archaeology:
2. Required core courses:
 - a. Four core courses:
 - ANTH 101: Introduction to Anthropology
 - ANTH 202: Archaeology Practicum
 - ANTH 281: Archaeology and Prehistory
 - ANTH 349: Anthropological Theory
 - b. At least one archaeology field school:
 - ANTH 377: Archaeological Field Study
 - ANTH 410: Historical Archaeology Field School
 - ANTH 454: Archaeological Survey
 - An Archaeology Field School Approved by the Chair
 - c. One additional sub-field course:

- ANTH 230: Cultural Anthropology
- ANTH 243: Biological Anthropology
- ANTH 250: Language and Culture
- ILCT 300: Introduction to Linguistics
- d. Two Elective 300-level Courses in Archaeology:
 - ANTH 311: Native American Culture and History
 - ANTH 337: Atlantic World Archaeology
 - ANTH 351: Underwater Archaeology
 - ANTH 352: Topics
 - ANTH 357: Archaeological Analysis and Curation
 - ANTH 323: Introduction to Historic Preservation
 - ANTH 334: Archaeology of the African Atlantic
 - ANTH 339: Archaeology of Status and Identity
 - ANTH 454: Archaeological Survey
- e. One Elective 300-Level Course in Cultural Anthropology:
 - ANTH 302: Food and Culture
 - ANTH 306: Principles of Applied Anthropology
 - ANTH 336: The Cultured Body
 - ANTH 341: Economic and Ecological Anthropology
 - ANTH 346: Analysis of Material Culture
 - ANTH 348: African American Culture
 - ANTH 360: Kinship and Social Organization
 - ANTH 390: Cultures of Africa
 - ANTH 326: Anthropology of Tourism
- 3. All students must elect one of the following options as the capstone experience of their education:
 - ANTH 490: Senior Tutorial (plus one additional 300- or 400- level course)
 - ANTH 493/494: St. Mary's Project (8 credit hours)
 - ANTH 497: Directed Research (4 credit hours, plus one additional 300- or 400- level course)
 - ANTH 498: Internship (plus one additional 300- or 400- level course)
- 4. Students must complete a minimum of 44 credit hours, and all courses presented for the major must have a grade of at least C-.
- 5. Students who plan to complete an anthropology major with a concentration in archaeology should obtain an adviser from the faculty in the student's area of concentration by the beginning of the junior year. The following model is suggested as a possible basic program to satisfy the above requirements:
 - First Year: ANTH 101
 - Second Year: ANTH 281, ANTH 202, one subfield course, and one anthropology electives
 - Third Year: ANTH 349, two anthropology electives, Archaeological Field School (summer)
 - Fourth Year: St. Mary's Project, or ANTH 497, ANTH 498 or ANTH 490 and one anthropology elective (300- or 400-level)

LIST OF COURSES

ANTH 202. ARCHAEOLOGY PRACTICUM (4S)

This course introduces students to the pleasures and challenges of using archaeological collections to document and interpret life in the past. A single collection will be analyzed over the course of the

semester. Students help create a catalog record of a very important archaeological site. Students learn to wash, label, catalog, photograph, conserve, research, archive and report on materials recovered from an important archaeological collection. Prerequisite: ANTH 101 or permission of instructor.

ANTH 281. ARCHAEOLOGY AND PREHISTORY (4F)

This course provides an overview of the methods and theories employed by archaeologists to study prehistoric populations. Students learn the methods used by anthropologists to collect, analyze and interpret archaeological data. Students survey the development and composition of past human cultures.

ANTH 311. NATIVE AMERICAN HISTORY AND CULTURE (4AS)

This course provides an interdisciplinary anthropological and ethnohistorical analysis of Native American societies and cultures in the Americas from the first peopling of the New World through interactions with Euro-Americans from the 17th to the early 20th century. Archaeological, ethnographic and ethnohistorical approaches are employed. Cross-listed as HIST 311. Students may receive credit for either course but not both.

ANTH323. INTRODUCTION TO HISTORIC PRESERVATION (4AF)

Historic preservation in the US is an exciting, growing and interdisciplinary field. This course provides a general overview of historic preservation as an applied practice, including historical and cultural resources sustainability and management. We will explore the history, method, theory, ethics and law of historic preservation as currently practiced in the United States. Students who previously took this as a topics course, ANTH 352, may not take again for credit.

ANTH 334. AFRICAN ATLANTIC ARCHAEOLOGY (4AS)

The course begins with an overview of the idea of the Atlantic World and its formation beginning with European oceanic exploration. This is followed by an examination of West African trade networks, settlements and politics at the time of European contact. Students examine the realignment of different trade networks in West Africa following the establishment of Europeans at various points on the coast, and colonial settlements and the emergence of the plantation economy involving enslaved communities in the Americas. The course addresses specific questions tied to contact, identity formation and socio-economic interactions from the perspective of Africa and Africans in the Diaspora, drawing on historical archaeological sources. Students who previously took this as a topics course, ANTH 352, may not take again for credit.

ANTH 337. ATLANTIC WORLD ARCHAEOLOGY (4AF)

This course explores the creation of the "Atlantic World" formed through ongoing contacts between Europeans, Africans and Native Americans from the late 15th century through the early 19th century. This period was characterized by exploration, contact, discovery, trade, conquest, colonization, slavery and the rise of capitalism.

ANTH 339. ARCHAEOLOGY OF STATUS AND IDENTITY (4AS)

This course examines the material culture of status and identity throughout the world from an archaeological perspective. The different hierarchical relationships present in complex societies are investigated through the lens of group and personal identities such as race, gender and ethnicity. Emphasis on the various practices and material culture used by elites to assert their status as well as the

strategies all members of society employ to achieve 'upperclass' standing are explored around the world and through time. In addition, the differing roles of men and women as well as the function of the household as an economic unit are explored in relation to class and rank. The different material expressions of these include dress and personal adornment, architecture, diet, and burial practices. Students who previously took this as a topics course, ANTH 352, may not take again for credit.

ANTH 346. ANALYSIS OF MATERIAL CULTURE (4AS)

The purpose of this course is to examine how anthropologists, archaeologists, folklorists and other analysts of humanly constructed artifacts and environments infer cultural symbol and logic from prehistoric, historic and contemporary material culture. A cross-cultural sample of cultures and societies is considered. Material categories addressed include architecture, gravestones, measuring instruments, pottery vessels, clothing and settlement pattern.

ANTH 351. UNDERWATER ARCHAEOLOGY (4AS)

This course provides an introduction to underwater archaeology at the undergraduate level. Students will learn the history of the sub-discipline and a basic understanding of the steps involved in researching, recording, interpreting and protecting submerged cultural remains. No diving is required for this class. Students who successfully complete the course will have a solid foundation on which to build experience by assisting on archaeological projects.

ANTH 352. TOPICS IN ANTHROPOLOGY (4)

This course provides analysis of substantive issues in anthropology. Topics vary each semester the course is offered and reflect current interests of students and the instructor. This course may count toward the Archaeology Concentration provided the topic is explicitly archaeological in focus; currently a course in GIS has been offered twice and will be considered for adoption as a formal course. May be repeated for credit.

ANTH 357. ARCHAEOLOGICAL ANALYSIS AND CURATION (4AF)

This course provides students with concepts and essential skills used to analyze and curate Native American and Euro-American material culture of the 17th through 20th centuries specific to Historic St. Mary's City (HSMC). Students will work with a portion of the premier artifact collection recovered from the excavations in this National Historic Landmark. Students will process and catalogue artifacts using methodology developed for this collection. In addition, artifact and collection curation methods utilized by HSMC will be taught. Students will apply these skills and complete an original research project report about their findings using HSMC artifacts and related field data.

ANTH 377: ARCHAEOLOGICAL FIELD STUDY (6ASU)

This course will expose students to a range of archaeological field techniques ranging from Phase I survey to Phase III excavations. Students will participate in all aspects of site excavation, documentation, artifact processing and initial field cataloging. This experience will culminate in a preliminary site report that will be given to the property owner and other stakeholders. The field program will occur either in the United States, its territories, or abroad depending on the instructor's current research program.

ANTH 410. HISTORICAL ARCHAEOLOGY FIELD SCHOOL (8SU)

This 10-week course in archaeological methodology is sponsored by Historic St. Mary's City and St. Mary's College. Practical experience is supplemented by seminars. This course is cross-listed as HIST 410. Students may receive credit for either course but not both.

ANTH 412. ARCHAEOLOGICAL CURATION, CONSERVATION, AND COLLECTIONS MANAGEMENT (4SU)

The course provides an introduction to archaeological curation, conservation and collections management, with emphasis on understanding, managing and preserving historic and prehistoric artifacts and their documentation, including their use by anthropologists and historians, and ethical issues concerning preservation of the past. Students will learn to identify, document and photograph artifacts; they will learn methods of artifact stabilization, conservation and analysis, working with advanced laboratory equipment.

ANTH454. ARCHAEOLOGICAL SURVEY (4ASU)

This course will expose students to basic survey techniques used in archaeological field investigations. They will design and implement a shovel test survey; process, catalog and curate artifacts according to Maryland state guidelines; explore and analyze spatial relationships among various categories of artifacts; and read, interpret and prepare Maryland archaeological site forms. Students who previously took this as a topics course, ANTH 352, may not take again for credit.

2. Describe the educational objectives and intended student learning outcomes.

SMCM has a growing archaeology program. Anthropology majors and other students interested in archaeology have opportunities that go beyond rigorous coursework to include a variety of hands-on, practical experiences in research, museum, and cultural resources management contexts. Like anthropology, archaeology is also an interdisciplinary field. At SMCM, the department's focus on the development of the modern world emphasizes the critical study of the rise of the West, colonialism, and consumerism, and the impacts of these developments on humanity, including the construction of social and cultural difference, the relationship between human and natural history, and the global challenges facing humanity. Our educational objectives are designed to create critical thinkers and problem-solvers for the present and future challenges humans are facing. Archaeology provides the skills needed to assess the material world, in the past and today, and the department teaches these skills through research, comparative analysis, interpretation, and writing.

Learning outcomes we expect of SMCM graduates who elect to pursue a concentration in Archaeology mirror and complement the outcomes we have previously defined for the major:

1. Understand the contributions of archaeological anthropology to our shared humanity.
2. Master key archaeological concepts, theories and methodologies.
3. Grasp the cultural and material importance of the Chesapeake and Atlantic World in the development of modernity.
4. Apply archaeological knowledge and skills to critically understand and address human challenges.
5. Synthesize archaeological knowledge across the liberal arts curriculum.
6. Communicate archaeological knowledge effectively for diverse audiences.

Furthermore, each course has specific learning outcomes with specific metrics designed to assess them.

3. Discuss how general education requirements will be met, if applicable.

Not applicable as this concentration does not affect the General Education requirements in any way.

4. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Not applicable.

5. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable.

C. Critical and compelling regional or Statewide need as identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

- The need for the advancement and evolution of knowledge;
- Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;
- The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

The Archaeology concentration meets needs identified in the state plan through the “advancement and evolution of knowledge.” In a growing world of global consumers and the impacts this consumerism is having on humanity and the planet, “material literacy” is more critical today than it was when archaeology was cast as a subfield focused on past cultures. Today, archaeology provides skills that urge students to critique the material world which they share with the rest of humanity.

Expanding educational opportunities for minority and educationally disadvantaged students is an important goal both of the Anthropology department and St. Mary’s College of Maryland. As a discipline, archaeology has struggled with its lack of diversity, and the field’s professional societies are working to establish scholarships and other opportunities, almost all at the graduate level. The Archaeology concentration has an important and relatively unaddressed role to play in the cultivation of students from a broad and diverse background, whose cultural history has often been the focus of archaeological inquiry. The department’s current focus on archaeology in The Gambia and of Maryland’s indigenous people (Piscataway, Choptico, etc.) is especially relevant given that descendants of these groups make up part of the state’s modern population (SMCM has a long-standing albeit informal relationship with the Piscataway Conoy Tribe of Maryland, one of only two state-recognized Indian groups in Maryland).

The Anthropology major aims to provide critical skills in understanding the ‘materiality of social life’ to all our majors. An Archaeology concentration provides students envisioning a career in this subfield with an additional emphasis that complements the major. An emphasis on expanding opportunities to minority students makes an Archaeology concentration at SMCM an especially attractive development for students.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

The updated Maryland State Plan for Postsecondary Education (Maryland Ready 2013-2017) lists six goals for the state in postsecondary higher education. The proposed concentration in Archaeology will help the anthropology department address one in particular:

- **Goal 3: Diversity**
The Maryland State Plan is emphatic concerning the importance of diversity in all facets of life. Archaeology as a discipline allows researchers to understand the incredible diversity of human life through time (beginning some 2.5 million years ago or earlier), archaeology, providing a portal to human history that is simply unavailable from documents. The discipline, however, as noted above, is not especially diverse in terms of its practitioners, although efforts are underway at the professional level to change that. SMCM is committed to being a part of that change, bringing students of African, Latino, and Native descent into the field earlier in their higher education careers. Even if students of all colors and creeds do not pursue a career in the field, this experience can help shape awareness of the incredible diversity of the world, through time and space.
- **Goal 5: Economic Growth and Vitality**
The State Plan envisions postsecondary education as critical to economic growth and vitality. This is especially the case in today's world, where heritage has become both an important source of identity and a marketable commodity. An increasingly diverse population draws its history from many roots, and these histories shape the present in which Marylanders live.

Archaeology is perhaps one of the most common ways in which the public engages these histories, and archaeologists go on to have jobs in the academy, museums, and historic sites where the goal is to discover and share these histories. Heritage is also a marketable commodity, and many archaeologists work to "manage" archaeological and other cultural resources through heritage tourism and land-use change. The State Plan envisions preparing the future workforce through hands-on activities such as internships, faculty-student research collaboration, and hands-on work with material culture, providing students with experience that will better prepare them for their future careers (See Section D, below).

D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

The U.S. Department of Labor's Bureau of Labor Statistics anticipates a 4 percent growth in jobs in anthropology and archaeology between 2014 and 2024 (<http://www.bls.gov/ooh/life-physical-and-social-science/anthropologists-and-archeologists.htm>). This statistic masks the job growth in the museum industry, where students trained in archaeology often enter careers as curators, researchers, and interpreters; job growth in this field is anticipated at 7 percent (<http://www.bls.gov/ooh/education-training-and-library/curators-museum-technicians-and-conservators.htm>). Students with an undergraduate background in archaeology also pursue careers in urban and rural planning, where archaeological and historic preservation have become increasingly prioritized at the Federal, State, and local levels.

Our students are already applying for positions and graduate programs in archaeology where they go on to build on the education they have received at St. Mary's. Our students have gone on to graduate school at the College of William and Mary, the University of Glasgow (UK), the University of Maryland, the University of Massachusetts Boston, the University of Southampton (UK), Syracuse University, and Western Michigan University. We have graduated students now working for the D.C. State Historic Preservation Office, Historic St. Mary's City, James Madison's Montpelier, James River Institute for Archaeology, the Maryland Historical Trust, the National Park Service (several departments), the Public

Archaeology Laboratory (Rhode Island), St. Mary's College of Maryland, and the US Capitol Visitor Center.

A concentration in archaeology can provide a competitive edge to students anticipating careers in these fields by providing a more structured curriculum while honoring the purpose of an undergraduate liberal arts degree.

E. Reasonableness of program duplication:

The table, below, lists most of the institutions of higher learning in the State of Maryland along with information on whether or not the school has an archaeology concentration or minor (along with related field information). Some schools, including Hopkins and the University of Maryland, are much larger than SMCM. Nonetheless, this chart suggests that less than half offer a degree in anthropology (or a joint degree with sociology), and three of these programs (Hopkins, UMBC, and Goucher) include little to no archaeology at all.

No school offers a minor or concentration in archaeology. Only Washington College, a private four-year school on Maryland's Eastern Shore, approaches the extent of archaeology programs now offered by SMCM. SMCM's partnerships with Historic St. Mary's City and the Jefferson Patterson Park and Museum as well as the department's record with securing grants provide a competitive edge for offering not just courses but opportunities for real-world applications. No other program matches SMCM's ability to provide hands-on learning for our students.

School	Status	Anthropology major?	Archaeology Minor or Concentration?	Additional comments
Johns Hopkins U	Private	Yes	No	Socio-cultural only
SMCM	Public	Yes	Conc. proposed	
UMBC	Public	Yes	No	Socio-cultural only
UMCP	Public	Yes	No	Graduate program in archaeology
Washington C	Private	Yes	No	Offers regional concentrations
Goucher U	Private	With sociology	No	Socio-cultural only
Morgan State U	Public	With sociology	No	
Towson U	Public	With sociology	No	Anthropology minor
U of Baltimore	Public	No	No	
Bowie State U	Public	No	No	Sociology major
Coppin State U	Public	No	No	Anthropology minor
Frostburg U	Public	No	No	Cultural anthropology minor
Loyola C	Private	No	No	Sociology major & minor
McDaniel C	Private	No	No	Sociology major
Mount St. Mary's	Private	No	No	Sociology major
Salisbury U	Public	No	No	Anthropology minor
UMES	Public	No	No	
USNA	Public	No	No	Foreign languages & cultures dept.

F. Relevance to Historically Black Institutions (HBIs)

Not applicable.

G. If proposing a distance education program, please provide evidence of the Principles of Good Practice.

Not applicable.

H. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

The Department of Anthropology currently has two tenure track/tenured faculty lines in archaeology. Both faculty members maintain active field programs in the region and in Africa. A third tenured line includes a faculty member who teaches material culture analysis and interpretation. Additionally, the department draws on a large and well-qualified pool of professional archaeologists in the region to offer courses on an adjunct basis. There are very few if any small liberal arts institutions of higher learning which can offer such a high quality faculty.

Full-time faculty in archaeology:

Ford, Iris Carter, full-time tenured, associate professor, Ph.D. anthropology (African American Culture; Analysis of Material Culture)

Gijanto, Liza, full-time tenure track, assistant professor, Ph.D. anthropology (African Atlantic Archaeology; Archaeology of Status and Identity; archaeology-based electives).

King, Julia A., full-time tenured, professor, Ph.D. American Civilization/historical archaeology (Archaeology and Prehistory; Archaeology Practicum, Archaeological Survey; Native American History and Culture; Introduction to Historic Preservation; archaeology-based electives)

Adjunct faculty in archaeology:

Hurry, Silas, adjunct, B.A. history (Archaeological Analysis and Curation)

Langley, Susan, adjunct, Ph.D. anthropology (Underwater Archaeology)

Lenik, Stephan, adjunct, Ph.D. anthropology (Archaeology and Prehistory; archaeology-based electives)

Miller, Henry, adjunct, Ph.D. anthropology (Archaeological Analysis and Curation; Historical Archaeology Field School)

Samford, Patricia, adjunct, Ph.D. anthropology (archaeology-based electives)

I. Adequacy of library resources.

Because of SMCM's location on one of the State's most important public historic sites and the College's long-term and on-going investment in the study of archaeology in partnership with neighbor Historic St. Mary's City, SMCM's library maintains one of the best holdings in archaeology of any undergraduate library in the Middle Atlantic region, with 1742 known book titles relevant to this curriculum. In addition to paper books and journals, the library provides digital access to the discipline's most important journals, including *American Antiquity*, *Historical Archaeology*, *International Journal of Historical Archaeology*, *Journal of Archaeological Method and Theory*, *Journal of Archaeological Science*, and *Post-Medieval Archaeology*. Other journals, including the *Journal of Social Archaeology* and *Annual Editions: Archaeology*, are available online through USMAI.

In addition, the College holds or provides access to journals in material culture research (for example, *Winterthur Portfolio*, *Journal of Material Culture*, and so on) and the subfield of underwater archaeology

(for example, *International Journal of Nautical Archaeology*). The College holds or provides access to many regional journals, including *Northeast Historical Archaeology*, *Journal of Middle Atlantic Archaeology*, and *Southeastern Archaeology*.

The libraries at Historic St. Mary's City and at the Jefferson Patterson Park and Museum (JPPM), while non-circulating, are open to our students and hold many resources on artifacts and artifact identification. JPPM holds more than 11,000 titles, many of which are early and therefore rare publications in Middle Atlantic archaeology.

J. Adequacy of physical facilities, infrastructure and instructional equipment.

In August, 2016, the anthropology department will move into a new facility (Anne Arundel Hall) with ample space for the teaching of archaeology. The new facility comes with a 400-plus square foot archaeology lab, a 500 square foot museum studies lab (where some archaeological work will be done), and a 250 square foot student projects lab (where students work on individual projects). This new facility includes more than 600 square feet of archaeological storage space so that collections may be stored on site for faculty and student use. The archaeology lab has been designed to open into a 20-seat classroom allowing for the lab's full use during class time.

This new facility comes with an extraordinary inventory of new and specialized equipment, including microscopes, a high performance camera for analyzing artifacts, a Leica total station, and two high-performance spectrometers for identifying and analyzing artifact material composition. The spectrometers will be shared with museum studies and chemistry; the College also maintains a stationary X-Ray Fluorescence instrument that is regularly used by archaeology students.

The Historic St. Mary's City Commission will also be moving into the new building with an updated lab facility. Currently, SMCM and HSMC are developing an MOU for the shared use of these facilities. The Jefferson Patterson Park and Museum maintains some of the most sophisticated archaeological equipment in the State, including a 100 square foot x-ray chamber, a large-scale freeze drier, a 1500 square foot conservation lab, and other resources. These materials are made available to our students on a case-by-case basis.

K. Adequacy of financial resources with documentation.

TABLE 1: Narrative for RESOURCES for Archaeology Concentration

1. **Reallocated Funds:** The proposed concentration in archaeology does not require any additional resources in Year 1, or subsequently. Approximately 30% of our students who have majored in anthropology have been electing coursework that is consistent with the proposed concentration. Even if the existence of the formal concentration were to attract new students, we have current capacity to accommodate a 25% increase in students without allocating additional resources.
2. **Tuition/Fee Revenue:** If, in Years 2-5, we enroll 1 extra new student to the college each year, who would come to SMCM because of the Archaeology program, that additional student increases estimated revenue by \$23,000 per student (75% of total tuition/fees/room/board calculated based on in-state rates). We project that we will have 1 additional student in each of the Years 2-5, so the \$23,000 is incremented by 1 for each of those years, with a maximum of 4

additional students in Year 5. We do not anticipate that this program will add any part-time students.

3. **Grants, Contracts & Other External Sources:** Although we may obtain enrichment funds from grants, contracts and other external sources, the current application does not include them as resources, and we are not dependent on these enrichment funds for the implementation of the program.
4. **Other Sources:** Because the Archaeology concentration is reliant on existing resources, including current faculty, courses, labs, and so forth, this new major is essentially resource neutral. The opening of the new Anne Arundel Hall in August 2016, and its extensive and improved laboratory, classroom, and seminar facilities will enhance the collaboration between Historic St. Mary's City and St. Mary's College of Maryland at a most opportune time.

TABLE 1: RESOURCES:					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	0	23,000	46,000	69,000	92,000
a. Number of F/T Students	0	1	2	3	4
b. Annual Tuition/Fee Rate	0	23,000	23,000	23,000	23,000
c. Total F/T Revenue (a x b)	0	23,000	46,000	69,000	92,000
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	N/A	N/A	N/A	N/A
f. Annual Credit Hour Rate	0	N/A	N/A	N/A	N/A
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	0	23,000	46,000	69,000	92,000

TABLE 2: Narrative for EXPENDITURES for Archaeology Concentration

1. **Faculty:** No additional full or part-time faculty need to be added to offer this program, as all the courses necessary for this concentration are already in the curriculum.
2. **Administrative Staff:** No additions anticipated.
3. **Support Staff:** No additions anticipated.
4. **Equipment:** No additions anticipated.
5. **Library:** No additions anticipated.

6. **New or Renovated Space:** As a new building will have been completed in August 2016, no additional space will be necessary.

7. **Other Expenses:** No additions anticipated.

8. **Total Year:** No additional expenditures are anticipated.

TABLE 2: EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	0	0	0	0	0

L. Adequacy of provisions for evaluation of program.

SMCM already has in place a number of institution-wide procedures for program evaluation, including the evaluation of student learning through academic course work, student course evaluations, the tenure process, and annual departmental review of program courses, and a 7-year review cycle of all majors. These procedures have been used along with other external data (e.g., disciplinary goals; job market, etc.) to design the Archaeology concentration as proposed. These procedures will continue to be used to refine the program and respond to changing conditions as the program is launched. As a department, we have developed alumni tracking as an additional way by which to measure the success of our students in post-baccalaureate archaeology and archaeology-related fields.

In addition, the greater College community is currently immersed in the development and execution of an institution-wide assessment process that will standardize how assessment, its review, and strategies are done across the campus community.

M. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

As noted above (Section C2), archaeology – the study of the human past through material remains – allows researchers to document the incredible diversity of human life through time, especially those groups and cultures in the past that left little in the way of written records. SMCM is committed to proactively increasing the small number of minorities in the overall discipline. We believe archaeology is an engaging but nonetheless important discipline for critiquing contemporary social issues, and we are actively bringing students of African, Latino, and Native descent into the field by creating offering courses that don't simply reproduce earlier, "great man" histories but that focus on the diversity of American and world history. During the 2015-2016 academic year, 13% of our declared majors in anthropology were minority students, a percentage that we hope to increase as described in the following paragraph.

SMCM's recently adopted Strategic Plan, 2016-2019, calls out in Goal 1 the importance of diversifying the student body. One way to do this is to promote programs of interests to students of all backgrounds. The anthropology department has done this through its focus on the Atlantic World, the period when people from Europe, Africa, and the Americas were brought together through colonial hegemonies that continue to shape the present. We invite critical thinking and reflection about the Atlantic World and our present through field and course programs on the Black and Red Atlantic as well as on Europe's colonial roles. These stories are already drawing students to our courses; an archaeology concentration will help to keep those students engaged.

Goal 2 of the Strategic Plan emphasizes the importance of the College's geographical location, including the location's colonial history of (religious) toleration. The College's anthropology program, through archaeology as well as other courses, provides a context in which to think about the complexity of the colonial legacies that sometimes mitigate against the development of diverse communities. While in the first analysis, archaeology will always be about the study of the human condition through objects, the greater issues the discipline raises and confronts allows students of all backgrounds to see that the world around them is not immutable, not inevitable.

N. Relationship to low productivity programs identified by the Commission.

Not applicable.