

THE FUTURE OF TENNESSEE ARCHAEOLOGY

INTRODUCTION: WHO IS TENNESSEE ARCHAEOLOGY?

We Tennessee Archaeologists are a congenial sort of people, co-opting Ian Brown's 1994 description of Southeastern archaeologists for ourselves. According to Brown (1994:73)

I would venture to say that Southeastern archaeologists overall are relatively pleasant folk. There are certainly exceptions to this character trait, and all of us have had our neck hair raised on occasion, but Southeastern archaeologists in general are not a cantankerous lot. If there are cliques or "schools of thought" that have divided the area, I do not know of such.

A quick search for Tennessee addresses in the Society for American Archaeology (SAA 2007) membership list returns 75 entries. The American Cultural Resource Association (2007) has two members with offices in the state, although a number of other member firms work here. The Tennessee Council for Professional Archaeologists (TCPA 2007a) had a membership of 57 at the end of 2006 [\[update\]](#), of which almost half were from Middle Tennessee and almost half represented CRM firms. The Register of Professional Archaeologists (2007) lists 37 from Tennessee. No doubt there are many archaeologists with nonTennessee addresses who are involved in some fashion with archaeology here, just as there may be some who live here but have no archaeological connections to the state at all. Nevertheless, we can conclude that we are a relatively small group. Many of us attend both the Southeastern Archaeological Conference (SEAC) and TCPA annual meetings; as of September 12, 40 persons with Tennessee addresses had registered for SEAC's 2007 conference and 20 additional, mostly students, had signed up as volunteers (Kandace Hollenbach, personal communication, September 2007). Total attendance at SEAC exceeds 500 and continues to grow; TCPA attendance is much smaller –

approximately 50-75 regular attendees. What Ian Brown said for SEAC holds true for TCPA as well.

Papers deal with topics ranging from the description of a projectile point to World-System Theory, and quality varies from brilliant to foolish. Although again there are exceptions, very seldom does the audience react negatively during the course of the paper, and this is not just because there is no time for comments or debate. Rather, there is a tradition in Southeastern archaeology of hospitality (1994:72).

And in fact, the annual session of presentations, "Current Research in Tennessee Archaeology" (CRITA), sponsored by the Tennessee Division of Archaeology and Middle Tennessee State University, provides such a supportive atmosphere that it is often the setting for many students' first paper.

In addition to our congeniality, we are a task-oriented group, described by David Anderson (2003:112) as "narrowly focused" because of our deep commitment and involvement to research, teaching, and administration or management. Nevertheless, and also according to Anderson,

we must look to the big picture and basic tenets of anthropology even as we conduct our more focused daily lives. Change occurs one person at a time, and each of us, through conscious action or unconscious inaction, will be agents of change for our field in the years to come (2000:112).

It is the purpose of this paper to discuss the next twenty-or-so years of that future. How will this small group of generally pleasant, yet narrowly-focused archaeologists address the many challenges that face archaeology and anthropology in Tennessee in this time frame? Above, Anderson presented the dichotomy of "conscious action or unconscious inaction." Their complements also exist, i.e. unconscious action – "working on autopilot" – and conscious inaction – deliberately deciding to accept the status quo for now and in the future. Ultimately, Tennessee archaeologists will have to pick and choose their fights among a number of options.

The environment of the future will be one of increasing complexity and change from both within and beyond the field of archaeology. Technology has revolutionized the practice of medicine, engineering, and information resource management and has begun to have an impact on archaeology in terms of increasingly specialized subfields (e.g., geophysical archaeology, geoarchaeology, zooarchaeology) and the need to resolve near-crippling information management issues. Changes in American and Tennessee demographics, e.g., the aging of the Baby Boomers, the growing number of women, and the increased diversity of stakeholders, has already begun to require that archaeologists become much more people- rather than task-oriented, as they were described above.

Luckily, if Tennessee archaeologists were an organization in the traditional sense of the word, they already have the best structure in place for dealing with a dynamic and complex environment – one known in the management literature as an "Adhocracy" (Mintzberg 1979; Mintzberg et al. 1998). Mintzberg defines an Adhocracy as a

highly organic structure; with little formalization of behavior; high horizontal job specialization based on formal training; a tendency to group the specialists in functional units for housekeeping purposes but to deploy them in small market-based project teams to do their work; a reliance on liaison devices to encourage mutual adjustment – the key coordinating mechanism – within and between these teams.... An innovative organization cannot rely on any form of standardization for coordination. In other words, it must avoid all the trapping of bureaucratic structure, notably sharp divisions of labor, extensive unit differentiation, highly formalized behaviors, and an emphasis on planning and control systems.... Of all the structural configurations, Adhocracy shows the least reverence for the classical principles of management, especially unity of command. (1979:432-433).

Even an Adhocracy, however, must do a certain amount of planning for the future if it is to survive, and planning involves decision-making. Here, too, the Adhocracy differs from other, more traditional organizations in that "it no longer makes sense to distinguish between those who have formal power to decide from those who have only the informal right to advise. *Power over*

decision making flows to anyone in the Adhocracy with expertise, regardless of position [italics ours]." In our future, decision making will rest not only with those having the expertise but also with those willing to devote the time, energy, and perhaps money, to the process of anticipating and preparing for the future.

While an Adhocracy is the ideal place for "those who believe in more democracy with less bureaucracy" (Mintzberg 1979:460), there are potential problems with this type of organization structure. One major problem is the politicization of the organization. Since there are essentially no ground rules to constrain or limit conflict, "no structure can be more Darwinian ... more supportive of the fit, as long as they remain fit, and more destructive of the weak" (1979:462). Still, we do not believe this will happen to us, the generally pleasant folk described by Ian Brown earlier.

Call it "southern hospitality," "joie de vivre," or "live and let live," but the practice of letting people have their say has resulted in a generally amiable atmosphere at every Southeastern Archaeological Conference I have attended. It definitely contrasts with that witnessed at many (if not most) other meetings. (1994:73).

Of course, letting everyone have his or her say is a symptom of the second major problem area in an Adhocracy: the cost of decision-making.

"People talk a lot in these structures; that is how they combine knowledge to develop new ideas. Faced with the need to make a decision ... everyone gets into the act.... Finally, a decision emerges – that in itself is an accomplishment. All of this is the cost of having to find a creative solution to a complex, ill-structured problem." (Mintzberg 1979:463).

So faced with the need to actually do something in a complex, ill-defined environment and with decision-making an accomplishment in itself, how does an Adhocracy survive? The secret weapon of this organization is the widespread acceptance of these same decisions because almost everyone has participated in their making. In management lingo, the *execution stage* can

run smoother in this organization structure than in any other, where resistance to imposed courses of action can and often does occur.

What are Tennessee archaeologists doing today? We used the last five years of CRITA presentations as a reflection of the kinds of work being performed today. More or less sorted into categories that match the culture historical organization of this synthesis volume, we find that at least one-fourth are from the historic period and a significant number of those are looking at Civil War sites. Not surprisingly, considering the number of holes in Woodland and Paleoindian archaeology, these time periods have not been the subject of many presentations. ["Unknown" means the time period is not obvious from the presentation's title or abstract.]

Table 1. CRITA presentations by category: 2003-2007

| Category | 2003 | 2004 | 2005 | 2006 | 2007 | Total |
|--------------------|------|------|------|------|------|-------|
| Archaic Period | 1 | - | 2 | - | 1 | 4 |
| Cave Archaeology | 2 | 1 | 1 | 2 | 1 | 7 |
| CRM | 2 | - | - | - | - | 2 |
| Historic Period | 7 | 4 | 3 | 8 | 3 | 25 |
| Legal Issues | - | 1 | 1 | 2 | - | 4 |
| Mississippian | 1 | 4 | 2 | 4 | 6 | 18 |
| Other | 1 | 1 | 1 | - | 2 | 5 |
| Paleoindian | - | 1 | - | - | - | 1 |
| General prehistory | - | 1 | 1 | 2 | 2 | 6 |
| Technology | - | 1 | 2 | 2 | 4 | 9 |
| Unknown | 4 | 9 | 7 | 3 | 3 | 26 |
| Woodland Period | 1 | - | 1 | - | 1 | 3 |
| Total | 19 | 23 | 21 | 23 | 23 | 108 |

Deleted: ssi

(TCPA 2006, 2007b)

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The archaeologists surveyed in early 2007, as well as those recently published, believe the future of archaeology will be dynamic and challenging. The wide range of recommendations they offer show that while they might not agree on the particulars or areas of emphasis for this

future, they agree that steps need to be taken now to ensure a future that values and supports the practice of archaeology in Tennessee.

Call it "progress" or "a cryin' shame" a significant number of archaeological projects will come about as the result of land clearing activities conducted for highway or building construction. There will be a need for adequately funded CRM projects and people who can manage them. For the most part, these people are educated in our universities and trained on-the-job, especially in the area of project management. One issue facing the academic community is how, possibly whether, to meld CRM and academic needs into undergraduate and graduate curricula. Other factors to consider in curricula change include more exposure to high-tech methods, more fieldwork opportunities, and formal project management training.

A second concern for the future is the high cost of post-secondary education. Students in Tennessee are graduating into a state where the number of employed Archaeologists and Anthropologists is expected to grow from 120 in 2004 to only 160 in 2014 (Tennessee Dept. of Labor and Workforce Development 2007). Today a number of graduate students are incurring loans in amounts unheard of ten years ago. While this is a problem for students in many disciplines, those in engineering or business are much more likely to obtain better-paying jobs than those in archaeology and are therefore more likely to comfortably repay the loans. While money isn't everything, being able to repay a student loan should, unfortunately but necessarily, be a consideration in a student's selection of a field of study. In 2001, the typical senior graduated owing almost \$17,000 (US Foundation of State PIRGs 2007). The debt burden for those finishing graduate programs is much larger, and so it should not come as a surprise that default rates on these loans are also rising.

Table 2. Students completing Master's or Doctor's degrees: loan default Rates

| School | FY2002 | FY2003 | FY2004 |
|----------------|--------|--------|--------|
| MTSU | 6.6 | 5.5 | 6.0 |
| UT-Chattanooga | 4.4 | 4.7 | 5.6 |
| UT-Knoxville | 2.9 | 3.1 | 3.7 |

(US Dept of Education 2007)

The people involved in archaeology will become more and more diverse and many will be much more powerful than ever before. Some, such as the Eastern Band of Cherokee Indians, will meet the current legal definition of "owning" the land on which archaeology will be conducted. Others will "own" the land according to their traditions and heritage [\[which means?\]](#). For those who are traditional and legal owners, there will be no question concerning the treatment of human remains found on their property; their traditions will prevail. For those traditional owners who lack legal title to the land, the issue will continue to be a source of conflict unless archaeologists continue to work in a collaborative effort with everyone involved.

There appears to be an age- and gender-divide within the archaeological community itself. According the SAA 2003 issues survey[\[which was?\]](#), only 36.5% of respondents rated "Importance of gender equity and professional opportunities for underrepresented groups or communities" as *Very Important*. This was the lowest rated issue among the five studied in the survey. The four other issues and the percentage rating them *Very Important* are:

1. 83.7% -- stewardship of the in-situ record
2. 76.6% -- stewardship of the curated record
3. 61.4% -- training of undergraduate and graduate students regarding ethical issues
4. 55.4% -- repatriation and descendant community issues

Among members with up to 3 years membership in SAA, 42.9% rated the Equity/Opportunity issue as *Very Important* while 28.3% of the 20-year plus members did so. For those less than 35-years of age and those over 55, the *Very Important* ratings were 46.4% and 26.1%, respectively. For women and men, the *Very Important* ratings were 50.6% and 26.1%, respectively.

The previous chapters identified a number of areas, both spatial and temporal, needing additional research. Furthermore, there are collections that need both a first and second look. As Brian Fagan put it, "Rich insights await those who are prepared to spend their careers in air-conditioned laboratories" (2003:94). Advances in technology will also allow many to spend their careers above ground applying non-invasive techniques in new manners in new localities.

As the knowledge base expands, information management becomes more and more important. We have come to expect instantaneous access to information that would have been inaccessible twenty years ago; imagine the changes in technology that will occur over the next twenty years. Information management does not come without a significant dollar cost in both initial implementation and continued maintenance and improvement. Without dependable funding mechanisms in place, efforts to provide access to archaeological data in electronic format will be short-lived, at best.

A changing of the guard will occur. The first Baby Boomers are receiving Social Security checks. Although academics hang on longer than most other professionals, chances are there won't be too many eighty-years-olds in the field twenty-five years from now. Succession planning is a given in the corporate world. Now, just as we all prepare for our own retirement, it is time to act in order to ensure success in Tennessee archaeology's next twenty five years.

"Save the world!" is a daunting task. "Demonstrate commitment to SAA's Stewardship Principle by [pick an action that appeals to you]" is eminently doable. There is no shortage of actions that can be taken. The list of recommendations (Appendix A) was compiled from the literature and from surveys of Tennessee archaeologists who have already expressed an interest in the development of this synthesis volume. Because some of these recommendations require the use of statutory enforcement powers or require significant and ongoing funding levels, we

believe they fall within the scope of the State Archaeologist's responsibilities and will be listed here without further discussion:

1. locate state archaeologists in satellite offices close to areas where a substantial amount of work will be done in the future (e.g. Shiloh)
2. promote RPA certification as a credentialing mechanism for Tennessee archaeologists
3. include penalty/bonus provisions on all state projects
4. prosecute and publicize pothunters to the fullest extent
5. monitor public auction sites, both physical and online, for improper transactions
6. enhance the visibility of Tennessee Archaeology Week
7. ensure accessibility to tangible collections that result from state-funded projects
8. publish reports aimed at the general public on all state-funded projects
9. make Tennessee site files internet accessible
10. develop a plan for filling the gaps or holes in the archaeological record
11. set state wide priorities for excavation
12. create a mechanism for monitoring endangered and/or significant sites
13. conduct workshops for other state employees
14. fund continuing education activities for state archaeologists

The remaining recommendations are shown in Appendix B, categorized by SAA Principle in order to organize the work that must be done into manageable and logical categories.

In the process of categorizing the many recommendations received, we discovered there is some overlap among the principles and also some recommendations that fit only into an expanded version of Stewardship. These recommendations in particular have to do with the welfare of persons who are doing archaeology: established professionals, students, shovelbums, women, and minorities, for example. We place this group of recommendations under Stewardship, and unequivocally assert that the people in archaeology are as much a resource as any site, artifact, report, or collection we are aware of. **UNFAIR, BIASED, DEROGATORY OR EXPLOITIVE TREATMENT OF ANY PERSON IN AN ARCHAEOLOGICAL CONTEXT IS NO DIFFERENT THAN LOOTING; PERSONS GUILTY OF SUCH BEHAVIOR MUST BE CONSIDERED LOOTERS OF THE HUMAN SPIRIT AND EXPOSED FOR "THE VERMIN THAT THEY ARE"** (Anderson 1993:80). We must take advantage of the SAA conference schedule for the next four years and ensure that our

goal of strengthening the organization's definition of Stewardship is achieved. We must become proponents if not gadflies, for this change at the 2009 (Atlanta), 2010 (St. Louis), and 2012 (Memphis) conferences in particular. With three of the next four conferences located within a day's drive for most of us, there is no excuse for our not having a significant presence at all three.

With recommendations sorted into manageable groups and a set of target dates selected, the next step is finding someone to make them happen. The primary purpose of sorting them by Ethical Principle is that we are convinced every Tennessee archaeologist strongly supports at least one of them (more, we would hope) and would be willing to devote a possibly significant portion of his/her time to the cause. Our recommendation is that efforts beyond the scope of the State Plan be coordinated by the TCPA, with members volunteering to be a part of the group devoted to each principle.

One of the recommendations is to incorporate formal project management techniques into the practice of archaeology (Prewitt 2003) and in order to practice what we preach, we will now take a project management approach to defining a sample project: making Tennessee site files internet accessible. Because this project is long-term and requires a dependable funding source, it falls under the responsibility of the State Archaeologist's office; however, the rest of us have a responsibility to define the purpose of this project beyond "making site files internet accessible."

Questions that must be answered include:

- who is allowed to access these files?
- what information will be deleted from files accessible to the general public?
- who will host the site?
- who will ensure that new files are made available in a timely manner? what is "timely"
- many, many more questions

Once those questions have been answered, i.e., the project's objectives (what we want to do) and constraints (what we must do; what we may not do), then the individual tasks must be defined in terms of schedule and cost, with cost including both personnel and material costs. Estimating personnel costs includes knowing who (individual or organization) will be performing the task; estimating materials cost includes knowing what nonpersonnel resources, such as equipment costs, are required to complete the job. The schedule can only be determined after the necessary sequence of completion for the group of tasks has been determined. For example, converting paper documents to electronic media can be ongoing throughout the entire software development process but compiling a set of test files must be done before user testing can begin.

Creating a Tennessee Archaeology Week (or Day, if we are less ambitious), need not be sponsored by the State Archaeologist's Office; it is an activity that can be accomplished by TCPA members. The purpose of the first Tennessee Archaeology Week would be to provide a very general introduction to the unique aspects of Tennessee Archaeology, both historic and prehistoric. Subsequent Archaeology Weeks or Days would be more focused. The project can be funded with small grants from various organizations, private contributions, and volunteer labor. An additional source of labor could come from students, as teaching TCPA members could assign projects in support of Archaeology Week to their students. Archaeology Weeks could be scheduled for some time in the spring, perhaps before the SAA meetings in April in 2009 through 2011 but immediately prior to the 2012 SAA conference in Memphis in order to increase the public's appreciation of the impact of archaeology on the state.

One final project discussed here is an individual one for each tenured Baby Boomer. If you indeed believe that the "publish or perish" paradigm is outdated and counterproductive, then stop participating in your institution's annual performance evaluation ritual. By all means,

continue to publish – but if you refuse to complete your evaluation form, if you refuse to say anything during your one-on-one session with the department head, do you actually believe your department head or dean is going to fill out all the forms necessary to fire you, especially if every other tenured archaeologist in the department is doing the same? This is a time when tenure and age are a strength; use your strengths to eradicate the “publish or perish” monster from academia.

CONCLUSION

This paper has briefly reviewed the current state of Tennessee archaeology, provided a high-level forecast of the coming years, and offered a mechanism for implementing actions that demonstrate your support of SAA Principles of Ethics. We believe that supporting these Ethical Principles will ensure a productive and exciting role for archaeology over the next twenty years. This paper is, however, only a very tiny first step forward. It will be a successful first step if and only if it is followed by a second and a third. We ask you to consider the recommendations made in this paper. If you reject our proposal, for whatever reason, we ask you to please offer alternatives. As quoted earlier, “change occurs one person at a time” (Anderson 2000:112). Words popular a few years ago are still applicable today: If you’re not part of the solution, you’re part of the problem – lead, follow, or get out of the way.

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APPENDIX A: Recommendations categorized by Ethical Principal (Raw Data)

Key

1. Stewardship
2. Accountability
3. Commercialization
4. Public Outreach and Education
5. Intellectual Property
6. Public Reporting and Publication
7. Records and Preservation
8. Training and Resources

| | Society for American Archaeology Principles of Archaeological Ethics | | | | | | | |
|---|---|-----|-----|-----|-----|-----|-----|-----|
| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| <p>Survey of practicing archaeologists</p> <ul style="list-style-type: none"> ▪ establish a state archaeological society ▪ promote RPA certification as a credentialing mechanism for Tennessee archaeologists ▪ contribute to the development of a Tennessee State Plan ▪ create an Archaeology Week for Tennessee ▪ make the Tennessee site files internet accessible ▪ increase funding for graduate students ▪ give accomplishment in support of SAA's ethical principles significant weight in academic and other job evaluations ▪ ensure good-faith compliance with statutory requirements (OSHA, Wage and Hour Laws,) ▪ locate state archaeologist's representatives in cities other than Nashville ▪ support legislation that addresses non-mortuary remains on privately owned property | | ✓ | | ✓ | | | ✓ | |
| <p>Survey of synthesis volume team members (grad students)</p> <ul style="list-style-type: none"> ▪ provide greater opportunities for technology training (e.g. geophysical methods, dating techniques, chemical analyses) ▪ provide opportunities for students to write for the general public (e.g. modify a previously published paper for publication in a local newspaper or newsletter) ▪ increase the number of team assignments ▪ discuss the future of archaeology in each class ▪ address gender and diversity issues ▪ establish standard per diem, lodging, and benefits requirements for state and municipal projects ▪ support unionization for shovel bums | ✓ ✓ ✓ | ✓ | | | | ✓ | ✓ | |

APPENDIX A (cont.)

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
|---|-----|-----|-----|-----|-----|-----|-----|-----|
| <p>Anderson (1993)</p> <ul style="list-style-type: none"> ▪ computerized state site files <ul style="list-style-type: none"> ✓ electronic archaeology reports ✓ maintenance of e-data ✓ recognition banquets ▪ Site discovery and preservation <ul style="list-style-type: none"> ✓ concentrate on currently little-known or ignored areas ✓ donation of materials to museums and research institutes ✓ excavation at endangered sites ✓ greater publication and dissemination of field work ✓ reward contributions by avocationalists <ul style="list-style-type: none"> ▪ new site environments: coastal marshlands, Carolina Bays, rivers, off-shore, deeply buried deposits ✓ prosecute and publicize pothunters until they are considered vermin ✓ educational initiatives: Archaeology Week; teacher training workshops; ✓ monitoring sites ✓ recording private collections ✓ political action in behalf of protection/preservation legislation ▪ adopt institutional and personnel standards for compliance activities equivalent to those mandated by SOPA <ul style="list-style-type: none"> ▪ produce synthesis documents so that all have an idea of the major issues and concerns of TN archaeology ▪ conduct peer review of technical and public reports <ul style="list-style-type: none"> ▪ prosecute and publicize pothunters until they are considered vermin ▪ conduct educational activities such as Archaeology Week ▪ monitor sites ▪ record private collections ▪ take political action in behalf of protection/preservation legislation | | | | | | | ✓ | |
| | | | | | | | ✓ | |
| | ✓ | | ✓ | | | | | |

APPENDIX A (cont.)

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
|--|-----|-----|-----|-----|-----|-----|-----|-----|
| Anderson (2003) | | | | | | | | |
| <ul style="list-style-type: none"> ▪ define anthropology <ul style="list-style-type: none"> ○ is it a holistic integration of the four subfields ○ is it specialization to the point where students are aware of only one or two of the subfields ▪ maintain [or establish] credibility by addressing the global issues of today <ul style="list-style-type: none"> ○ e.g. previous anthros addressed racism, totalitarianism, and injustice ○ today: global climate change; preservation of cultural resources; and the older ones that still haven't been solved; demonstrate past consequences of racism, slavery, technological innovation, genocide, gender relations, pollution, landscape modification, warfare | | | | ✓ | | | ✓ | |
| <ul style="list-style-type: none"> ▪ [justify support for anthropology/archaeology departments ▪ maintain enrollment levels ▪ assure career opportunities for graduates | ✓ | | | | | | ✓ | |
| Carr and Bradbury (2000:126) | | | | | | | | |
| <ul style="list-style-type: none"> project directors need to ▪ hire and retain trained lithic analysts ▪ include lithics folks in the original research design ▪ ensure that the different specialties collaborate on interpretation of the evidence (e.g. faunal data may show base camp but does lithic debris support this?) | | | | | | | | ✓ |
| | | | | | | | | ✓ |
| | | | | | | | | ✓ |
| Davis 2000:195 | | | | | | | | |
| <ul style="list-style-type: none"> ▪ improve comparative collections ▪ include detailed measurement data in publications ▪ determine the effects of plane of nutrition, type of food, and temperature on skeletons and teeth ▪ increase use of high-tech instruments | | | | | | ✓ | ✓ | |
| | | | | | | | | ✓ |
| | | | | | | | | ✓ |

APPENDIX A (cont.)

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
|--|-----|-------------|-----|------------------|-----|-----|-------------|-----|
| <p>Fagan (2003:94)</p> <ul style="list-style-type: none"> ▪ conduct multidisciplinary research projects that have deep relevance to long-term sustainability of 21st century human society ▪ educate the public; promote archaeological tourism; encourage the public's day-to-day involvement in heritage issues and site management ▪ conduct non-intrusive basic research focusing on survey and landscape ▪ dig selectively ▪ conduct intensive research on existing collections ▪ reduce the backlog of unpublished materials ▪ collaborate with indigenous peoples | ✓ | | | ✓ | | | ✓ ✓ ✓ | |
| <p>Gonzalez, et al 2006: decolonize archaeology</p> <ul style="list-style-type: none"> ▪ develop record-keeping methods needed for "catch and release" curation ▪ follow indigenous rules for menstruating women and their husbands ▪ build consensus with tribal members ▪ employ (hire, not just "use") tribal members for important positions on the project team ▪ teach archaeology to tribal members | | ✓ ✓ ✓ | | ✓ | | | ✓ | |
| <p>Prewitt (2003?)</p> <ul style="list-style-type: none"> ▪ "to be more aggressive in the process of project management, from conceptualization through implementation and project conclusion" [use formal project management techniques on archaeological projects; cites PMBOK as example] | | | | | | | | ✓ |
| <p>Smith and Bender (2000:187)</p> <p>provide instruction in</p> <ul style="list-style-type: none"> ▪ public relations ▪ writing for the public ▪ working with stakeholders ▪ promoting cultural diversity ▪ understanding current education methods and trends ▪ protecting cultural resources ▪ site stabilization ▪ working with descendant communities | ✓ | ✓ | | ✓ ✓ ✓ ✓ | | | ✓ ✓ | |

APPENDIX A (cont.)

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
|--|-----|-----|-----|-----|-----|-----|-----|-----|
| <p>Stapp and Longenecker (2005:181)</p> <ul style="list-style-type: none"> ▪ follow rules of engagement (e.g. World Archaeology Conference) in dealing with indigenous peoples ▪ engage American Indians in developing research agendas ▪ provide knowledge that will enhance the quality of landscape management decisions by identifying threatened sites, sites which still have integrity, and/or sites with research potential ▪ make decisions in a consultative environment ▪ maintain relationships with those who have overlapping interests | ✓ | ✓ | | ✓ | | | | |
| <p>Warfel (2000:115-116)</p> <ul style="list-style-type: none"> ▪ integrate Anthropology and Museum Studies curricula ▪ teach artifact identification as well as method and theory ▪ include conservation issues and practices in training | | | | | | | ✓ | |

APPENDIX B: Recommendations categorized by Ethical Principal

Principle No. 1: Stewardship

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

1. maintain credibility by addressing the global issues of today address gender and diversity issues
2. conduct multidisciplinary research projects that have deep relevance to long-term sustainability of 21st century human society
3. give accomplishments in support of SAA principles significant weight in both academic and nonacademic performance evaluations
4. ostracize those who practice unfair, biased, derogatory, and exploitive behavior toward any other member of the archaeological community
5. support unionization for field techs
6. create new funding mechanisms for graduate study
7. assure career opportunities for graduates
8. discuss the future of archaeology with all stakeholders
9. conduct non-intrusive basic research that focuses on surveys and landscape
10. dig selectively
11. conduct projects that support the State Plan
12. conduct field schools that support the State Plan

Principle No. 2: Accountability

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

1. collaborate with indigenous people
2. follow indigenous rules for menstruating women and their husbands
3. employ (hire, don't just "use") tribal members in important (to them) positions on the project team
4. ensure compliance with statutory requirements (OSHA, Wage and Hour) on all projects
5. increase the number of team projects in upper division and graduate courses

Principle No. 3: Commercialization

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

1. take measures to protect site locations
2. report all suspicious behavior or unusual inquiries to the state archaeologist's office

3. become an ARPA investigator

Principle No. 4: Public Education and Outreach

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

1. teach archaeology to tribal members
2. establish a state archaeological society
3. support local or small interest groups by giving presentations, holding workshops, contributing to their newsletter, and/or conducting *pro bono* small-scale (e.g. 1-day) surveys on their site(s) of interest
4. acknowledge contributions by avocationalists
5. promote archaeological tourism

Principle No. 5: Intellectual Property

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

1. define archaeology and its relationship to anthropology
2. ensure that different specialists collaborate on interpretation of the archaeological record
3. reduce the backlog of unpublished materials
4. conduct intensive research on existing collections
5. include detailed measurement data in publications

Principle No. 6: Public Reporting and Publication

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

1. publish a synthesis of Tennessee archaeology; revise on a regular basis
2. provide opportunities for students to write for the general public (e.g. modify a previously published paper for publication in a local newspaper or newsletter)
3. create an "Adopt A Site" program for graduate students
4. conduct peer review of technical and public reports

Principle No. 7: Records and Preservation

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

1. contribute to the development of a Tennessee State Plan

2. support legislation that addresses non-mortuary remains on privately owned property
3. document private collections
4. encourage donations of private collections where appropriate
5. take political action in support of protection and preservation legislation
6. improve comparative collections
7. determine the effects of plane of nutrition type of food and temperature on skeletons and teeth
8. develop methods to support “catch and release” archaeology

Principle No. 8: Training and Resources

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

1. maintain enrollment levels in graduate programs
2. require CRM training for all graduate archaeology students
3. increase the use of high-tech instruments
4. provide more opportunities for high-tech training (e.g. geophysical methods, dating techniques, chemical analyses)
5. provide job security for trained specialists
6. include specialists in the original research design
7. teach artifact identification as well as method and theory
8. integrate Museum Studies into the Anthropology curriculum
9. use formal project management techniques on archaeological projects