

University of Massachusetts Boston Historical Archaeology MA Program

Graduate Student Handbook



Academic Year 2023-2024

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OVERVIEW

Program Highlights

- A 2-3 year program which provides training in laboratory and field methods, theory, epistemology, and research to prepare students for jobs in CRM, heritage management, and government, or further study toward a PhD (see Nature of the Program, page 3).
- A curriculum focused on Historical Archaeology and centered on three required classes plus five rotating classes, a course in advanced field methods during the summer, and a thesis based on original research for a total of 36 credits (see Curriculum, page 7 and Course Descriptions, page 19).
- A program committed to promoting inclusivity, diversity, anti-racism, ethical conduct, and social justice (see Community Standards, page 5).
- Hands on experience conducting research at all levels under the direction of nine researchers in nine active research laboratories (see Personnel Bios, page 22 and Laboratory Resources, page 27).
- Administered by the Historical Archaeology Graduate Program Committee, a core group of archaeologists from the Department of Anthropology and the Fiske Center with input from department chair and support from the Graduate Program Coordinator (see Program Administration, page 4).

Funding

Graduate assistantships are the main sources of funding and are prioritized for students in their 1st and 2nd years of the program when tuition and fees are most expensive; work requirements and stipends typically cover 18 weeks per semester. Research and conference grants are available through the graduate employee organization <https://gsaumb.wordpress.com> and the Fiske Center (see Financial Support, page 15).

Important Dates

Thesis proposal mini-course: Late January through February.

Fall thesis proposals due: around November 1st.

Spring thesis proposals or project statements due: around April 1st

December graduation deadline: apply early November; file final thesis by December 1st.

Spring graduation deadline: apply by March 1st; file final thesis by April 20th.

Summer graduation deadline: apply by March 1st; file final thesis by July 20th.

Support

The University and the program offer a wide variety of services. Students are assigned program advisors and assistantship supervisors to support students academically (see Program Administration, page 4). Issues of mental health and physical well-being are taken seriously. In addition to the graduate program members, there are a number of university and external resources for those experiencing stress or crises (see Resolving Issues and Resources, page 16). The graduate program coordinator, Marisa D. Patalano, is the first stop for many students.

Important Forms

Thesis proposal (see Appendix 2; available on Fiske_Stud/GradProgramForms)

Thesis project statement (see Appendix 3; available on Fiske_Stud/GradProgramForms)

Progress Report (see Appendix 4; available on Fiske_Stud/GradProgramForms)

Statute of Limitations/Leave of Absence [forms](#)

Important Campus Offices and Resources

Graduate Studies resources page

www.umb.edu/academics/graduate/info_for_graduate_students/graduate_student_resources

OneStop - www.umb.edu/onestop –information about registering for courses, paying bills and financial aid.

Registrar - www.umb.edu/registrar and registration (WISER) - www.umb.edu/it/wiser

Bursar - paying your bill - <https://www.umb.edu/bursar/payment-information/>

Financial Aid - <https://www.umb.edu/financial-aid/graduate-student-financial-aid/>;for assistantships, see the GPD

Health Services - <https://www.umb.edu/healthservices>

Library - <https://www.umb.edu/library>

Writing Center - https://www.umb.edu/writingcenter/services_for_students/graduate_writing_resources

Student Groups

Graduate Employee Organization – the union for graduate student employees; negotiates on behalf of grad students with the university

Graduate Student Assembly (GSA)– gsaumb.wordpress.com; a university group for campus grad students; offers research grants

Society of Graduate Student Archaeologists (SGA) - run by graduate students in the program with a grad committee advisor

Administrative Personnel

Department Chair: Dr. Ping-Ann Addo, McCormack 4-436, ping-ann.addo@umb.edu

Graduate Program Director: Dr. Heather Trigg, McCormack 2-503, heather.trigg@umb.edu

Graduate Program Coordinator: Marisa D. Patalano, McCormack 1-517, marisa.patalano@umb.edu

Administrative Assistant: Dagny McKinley, McCormack 4 , dagny.mckinley@umb.edu

Laboratory Coordinator: Melody Henkel, McCormack 2-328, melody.henkel@umb.edu

NATURE OF THE PROGRAM

Historical archaeology remains a rapidly expanding subfield of anthropology. In recent years, historical archaeology has acquired an increasingly global focus, attracting the attention of archaeologists, anthropologists, historians, and heritage specialists to the potential that the material record of the last 1,000 years offers for addressing such broad issues as colonialism and its impact worldwide, the historical roots of globalization, indigeneity, the African Diaspora, the social history of the disenfranchised, and the scope and tempo of environmental change. Indigenous and African-descended peoples worked collaboratively with historical archaeologists to illuminate their experiences under colonial domination and dislocation and for demonstrating links between pasts and present. Coupled with the economic importance of historic preservation and its links to tourism, such research agendas have greatly expanded the visibility of historical archaeology and underlie its growing importance as a field of study. The M.A. program at UMass Boston plays a key role in training students to participate in this research and public effort.

Founded in 1981, the UMass Boston M.A. in Historical Archaeology has long been a program of national and international distinction. It is unique among U.S. graduate archaeology programs in focusing solely on historical archaeology and its integration with anthropology and history. That focus is achieved with an unparalleled number of historical archaeologists engaged in graduate teaching and research from both the Anthropology Department faculty and its affiliated Andrew Fiske Memorial Center for Archaeological Research. Our researchers share a collective commitment to critical themes in historical archaeology and to ongoing field and laboratory research of diverse kinds, with an emphasis on material culture studies, environmental analysis, community-engaged research, and social justice outcomes. From the social and environmental consequences of institutional and ideational differences among European colonial regimes to the forging of multicultural societies and national identities in the U.S., Latin America, and Europe, the program is an important voice in the discussion of historical processes related to colonialism, industrialization, diaspora, urbanization, globalization, and the birth of the modern political economy.

The M.A. program is designed with two complementary purposes: (1) to begin students on an advanced degree path with coursework, research, and training to successfully prepare them for completing a Ph.D. and (2) to provide solid methodological, theoretical, and topical grounding for students with a terminal master's degree seeking jobs in cultural resource management, museums, heritage work, non-profit organizations, secondary education, government agencies, or community colleges. These purposes are fulfilled with guided and diverse course offerings, opportunities for laboratory and field research, and careful advising.



PROGRAM ADMINISTRATION

The Historical Archaeology MA program is directed by the graduate committee consisting of tenured and tenure stream archaeology faculty and Fiske Center research scientists. The graduate committee currently consists of Drs. Addo (department chair), Balanzátegui, Beranek, Bolender, Landon, Lee, Mrozowski, Silliman, Steinberg, and Trigg. The committee is charged with reviewing applications and recommending admission, distributing assistantships, setting curriculum and academic standards, and upholding University regulations. Committee members are the primary instructors for graduate classes and supervisors for thesis projects and assistantship work, excluding teaching assistantships. The entire committee reads, evaluates, and offers advice on all thesis proposals and thesis project statements. The committee reviews student progress and considers petitions for variances to program policies regarding required coursework or extensions. Most decisions are made by consensus.

Upon matriculation, each student is assigned two advisors: one for their assistantship and one program advisor. International students are advised by Dr. Balanzátegui. We attempt to match students to assistantships that are consistent with their interests although this is not always possible. Assistantship supervisors are an important source of information about the program, the practice of archaeology and professional development. Program advisors provide advice, support and information about the program. The assignment of two advisors is designed to increase the number of faculty that students work with and learn from. While students are assigned these advisors, students are encouraged to seek out and engage with any grad committee member who might be helpful to them.

The Graduate Program Coordinator, Marisa Patalano, supports the efforts of the graduate committee and the graduate students. She helps with student recruitment, distributes information about the graduate program, arranges meetings, provides documentation for thesis defenses among many other administrative tasks. She is a key resource for student concerns and well-being.

The Lab Manager, Melody Henkel, provides access to labs, orders supplies, and schedules department teaching lab spaces.



COMMUNITY STANDARDS and PROFESSIONAL EXPECTATIONS

You are enrolled in a graduate program that prepares you to do ethical and rigorous archaeology in academic and professional settings. Part of this training involves methods, theories, materials, and policy, but part of it also involves modeling and instilling a set of principles in the classroom, laboratory, field, profession, community, and general public. These principles draw upon key values and commitments that are foundational to M.A. Program in Historical Archaeology, the Anthropology Department, and the University of Massachusetts Boston. UMass Boston aspires to be an anti-racist and health-promoting institution, and we have created our own internal statement in accordance with that mission.

The program aims to use this document to (1) cultivate an honest, thoughtful, respectful, safe, inclusive, and diverse academic and professional environment for students, faculty, research scientists, staff, visitors, and collaborators that we hope you will take into future endeavors; and (2) to identify the guiding principles that students, faculty, research scientists, and staff must abide by in our graduate program at the university, in the workplace, in communities, and on social media.

As a member of the M.A. Program in Historical Archaeology in the Department of Anthropology at UMass Boston, you should conduct yourself in a professional and respectful manner by adhering to these values and principles:

- **Respect and value the identities, backgrounds, and contributions offered by students, faculty members, research scientists, staff, visitors, and community partners (known as “diversity”) and commit to working to ensure that all feel heard and welcomed, especially if they have been historically marginalized (known as “inclusivity”).** Diversity and inclusivity go together and fundamentally make archaeology stronger and better in its practice today and its understanding of our diverse past.
- **Do not discriminate or harass – that is, exclude, insult, mock, silence, undermine, bully – on the basis of race, color, ethnicity, national origin, immigration status, religion, sexual orientation, gender identity and expression, age, marital status, class, place of birth, first language, physical appearance, or differing physical abilities.** Many of these are federally-protected categories at higher education institutions as well as the dimensions that bring diversity to the program and the discipline. Welcoming such differences can ensure learning and scholarly exchange in a heterogeneous environment.
- **Expect, and cultivate a learning, working, and research environment that is free from harassment (especially gender, sexual, or identity harassment).** Students, faculty, research scientists, and staff are assured safe and non-retaliatory avenues for reporting concerns, which are provided in the graduate handbook and on the university website.
- **Be anti-racist.** This means addressing both personal and institutional contexts that continue to perpetuate BIPOC (Black, Indigenous, People of Color) racism in archaeology, academia, and beyond.
- **Recognize that male privilege, gender bias, structural racism, and white privilege are prevalent and persistent issues that affect not only the field of archaeology but the wider world.** Work to bring about equity by using on-campus or local resources and workshops to learn about these conditions and to embolden your contributions.
- **Anticipate being transformed in outlook, understanding, exposure, and experience.** Welcoming that challenge and discomfort is part of fulfilling graduate education.
- **Promote mutual care and attend to emotional and physical well-being and health for yourself and others.**

- **Embrace civility, empathy, and collaboration in your engagements with others in the program, the profession, and various communities.**
- **Adhere to the protocols and configurations of faculty and research scientists’ projects,** especially those pertaining to intellectual property rights, community relationships, heritage orientations, and political implications.
- **Adhere to the highest standards of academic integrity and honesty.** This means always doing your own work and not plagiarizing or cheating, as required by the UMass Boston [Student Code of Conduct](#) and all professional standards.
- **Abide by the “codes of ethics” for professional archaeologists.** In particular, refer to the [American Anthropological Association](#), [Society for Historical Archaeology](#) and [Society for American Archaeology](#), as they apply to research, teaching, reporting, education, collections, preservations, interactions with the public, and community responsibilities.

Even if you have not done or experienced any of the negative things addressed above, many others around you have already in some part of their educational and personal journey. Be ready to listen, emphasize, collaborate, and be better. As you develop and navigate your professional and personal relationship in the context of the graduate program and these foundational values, some disconnects or miscommunications may arise. It can be difficult to know how to handle those, so we point you to a [clear and concise guide](#) to managing these in the context of what has been termed “calling in” and “calling out.” This remains a learning process for all of us, and we appreciate you joining us in that journey.

CURRICULUM

Learning Objectives

Graduate students in the Historical Archaeology MA program will develop:

- an advanced understanding of the theoretical and topical issues of contemporary historical archaeology, and their disciplinary origins.
- an appreciation of and commitment to the values and goals of collaboration with descendent communities and stakeholders, and an understanding of the complexity of those relationships.
- a deep comprehension of major themes studied by historical archaeologists including the African diaspora, colonialism, capitalism, indigeneity, racialization, and heritage, and their implications in the contemporary world and professional practice.
- an advanced understanding of archaeological field methods and experience with decision-making and research design.
- skills in identifying, analyzing, and interpreting the material culture from historical archaeological sites.
- the ability to plan, conduct, and present original research that engages significant anthropological questions.

Coursework

To graduate, students must complete 36 credits: eight 3-credit courses (three required, five elective), a graduate archaeological field course, and a master's thesis. Per University requirements, only six graduate credits may be transferred from another university, and only six graduate UMass Boston credits may be applied from a previously non-matriculated status. Transfers are subject to Graduate Committee review, and approval must be sought before admission. Off-campus transfer credit will not be permitted for the three required courses. Students are expected to complete major coursework in 3 semesters and finish the thesis in 1-3 semesters thereafter.

A series of non-credit “mini-courses” will be offered intermittently and are open to all graduate students. These tend to last 3-5 weeks and meet for an hour or two weekly. Recent topics have included thesis proposal writing, quantitative methods and data presentation, spatial analysis, conservation, grant writing, and others. The proposal writing mini-course offered in the spring semester is required for first year students.

Course Requirements

Three required courses

ANTH 625	3 credits	“Historical Archaeology”
ANTH 640	3 credits	“Archaeological Methods and Analysis”
ANTH 665	3 credits	“Graduate Seminar in Archaeology”

*Five elective/rotating courses, chosen in consultation with advisor**

ANTH 615	3 credits	“Public Archaeology”
ANTH 630	3 credits	“Seminar in the Prehistory of the Americas”
ANTH 635	3 credits	“Material Life in New England”
ANTH 642	3 credits	“Latin American Historical Archaeology”
ANTH 643	3 credits	“African Diaspora Archaeology and Heritage”
ANTH 645	3 credits	“Topics in Environmental Archaeology”
ANTH 650	5 credits	“Materials in Ancient Societies” (CMRAE course at MIT)

ANTH 655	3 credits	“Historical Landscapes and Geographic Information Systems”
ANTH 660	3 credits	“Critical Approaches to Race in Anthropology”
ANTH 670	3 credits	“Research Methods in Historical Anthropology”
ANTH 672	3 credits	“Culture Contact and Colonialism in the Americas”
ANTH 673	3 credits	“Anthropology of the Object”
ANTH 674	3 credits	“Tourism, Heritage, and Culture”
ANTH L675	3 credits	“Cultural Theory in Anthropology”
ANTH 676	3 credits	“Anthropology of Nature, Place, and Landscape”
ANTH 696	3 credits	“Individual Research in Archaeology” (with advisor permission)
ANTH 697	3 credits	“Special Topics in Archaeology”
ANTH 698	1-6 credits	“Practicum in Archaeology” (with advisor permission)
ANTH 3xx	3 credits	Undergraduate offerings (with GPD <u>and</u> instructor permission)
ANTH 4xx	3 credits	Undergraduate offerings (with GPD <u>and</u> instructor permission)

Additional Electives in Other Departments (by permission only)

AMST 604	3 credits	“Gender and Sexuality in US History and Culture”
AMST 605	3 credits	“Ethnicity, Race, and Nationality”

HIST 620	3 credits	“Public History Colloquium”
HIST 625	3 credits	“Interpreting History in Public: Approaches to Public History Practice”
HIST 685	3 credits	“Topics in Atlantic History”
HIST 688	3 credits	“Oral History”

Archaeological fieldwork requirement

ANTH 685	6 credits	“Advanced Field School in Historical Archaeology”
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Students will receive intensive, graduate-level archaeological field training before completing the thesis. Substitutions are made only by formal petition to the Graduate Committee and only in cases when alternate fieldwork contributes directly to thesis research. Extensive pre-matriculation fieldwork is not sufficient as a reason. If the waiver is approved, the six credits must still be fulfilled through regular coursework.

Thesis requirement

ANTH 699	6 credits	“Master of Arts Thesis”
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Student Progress

The typical course progression through the program is as follows:

First year

- Fall: ANTH 640 (Methods), ANTH 665 (Grad Seminar), and one of the rotating courses
- Spring: ANTH 625 (Historical Archaeology) and two of the rotating courses
- Summer: ANTH 685 (Advanced Fieldwork)

Second year

- Fall: two of the rotating courses
- Spring: ANTH 699 (thesis)

Third year and beyond

- CAS 600 (continuation fee)

Graduate students must maintain a 3.0 GPA, and a grade of “C” or below is not considered passing, will result in academic probation, and can be grounds for suspension. In the third year and every year afterwards,

students complete the “Thesis Process Form” and meet with their thesis advisors to specifically discuss their progress, any problems, and a timetable for completing the thesis. The graduate committee considers this once-a-year report to be the minimum of acceptable contact. Students and advisors are encouraged to meet more often. See Appendix 1 for best practices as well as student and advisor responsibilities.

Remaining Enrolled and Graduating

When no longer taking regular classes, **students must register every semester for CAS 600**, the non-credit, non-graded “Continuing Fee” course, during the regular registration period to remain enrolled. Failure to do so will result in late fees and perhaps a requirement to re-apply to the program, the latter of which may not be approved if the student has been particularly negligent or unresponsive to this simple requirement. Importantly, students who have received financial aid, such as student loans, and plan to be working full-time on their theses while on Program Fee status must request that the Graduate Program Director submit a memo on their behalf to the Registrar that verifies their full-time status, or their loans may go directly into repayment. This request should be done at the time of registration. In addition, students working full-time on their theses who seek additional financial aid beyond that already received while enrolled in courses will need to ask the Graduate Program Director to submit a separate memo to Financial Aid that verifies their full-time equivalent status. This cannot be done on a pro forma basis, so students must provide proof of actively working on their thesis.

The University has a [statute of limitations \(SOL\) of six years](#) for the M.A. program, which means that students are expected to conclude all requirements for the degree by the close of their sixth year. Requests for extensions of the SOL must be submitted by **May 1 of the student’s sixth year** with the [correct form](#) to the Graduate Program Director for review and voting by the Graduate Committee. Approvals will not be automatic and must be accompanied by acceptable reasons for not having completed the thesis and by a reasonable schedule for completion within the next year. Please be aware of the following:

- Going beyond the SOL without approval are grounds for dismissal from the program or, at minimum, the requirement to apply for readmission as per university guidelines. The student’s advisor(s) and the full Graduate Committee determine eligibility for readmission.
- Extending the statute beyond year seven will be possible only under extenuating circumstances and with proof of a substantially complete thesis draft.
- Students on academic probation or a leave of absence are not eligible to extend their SOL.
- Students who do not maintain continuous enrollment in CAS 600 (see above) every semester after the sixth year will not be readmitted.
- Students will not be allowed full-time status for loan deferment after their sixth official year in the program.

If a student knows that they will be unable to work on the thesis or complete coursework due to an approved major circumstance – such as parental leave, major illness, disability of the student or family member, or military service (i.e., not employment circumstances) – the University offers a “leave of absence” [policy](#) and associated [form](#) available for a semester or full year. Taking a leave stops the statute of limitations clock and removes the recurring continuation fee during the stopped clock, but it removes the student from university health insurance and may result in loans going into repayment status. Please talk to the Graduate Program Director if you have any questions.

Graduation

It is the student’s responsibility to [apply for graduation](#) at the appropriate time, as instructed by the Registrar’s Office. The indication in WISER, the form, and the associated fee are usually due in early March

for a spring or summer graduation or in early November for a December graduation. Students should submit these in the semester in which they anticipate graduating, but if they are delayed, students need only inform the Registrar to keep them active. No re-application is required. Students planning to graduate in May of any given year must have their thesis defended, approved, finalized, and submitted for format checking to the Office of Graduate Studies by April 20th. If you seek to graduate in August or December, you need only meet a full submission deadline of July 20th or December 1st, respectively.

See:

https://www.umb.edu/academics/graduate/info_for_graduate_students/graduating_from_umass_boston/theses_dissertations .

THESIS PROCESS

Completion of a thesis is the capstone requirement for the Historical Archaeology degree. Every student must complete a thesis based on original research using archaeological data, primary documents, oral history, and/or ethnographic field results. Theses based on library research or literature reviews are not acceptable. Students are encouraged to discuss potential thesis ideas with their various advisors and professors as early as possible. Many students find worthwhile and successful thesis projects by working with faculty members on their numerous field and laboratory projects in the Fiske Center and Department of Anthropology. Such projects often emerge from the required participation in a graduate-level field school, which the program offers as Anthropology 685. Others pursue independent projects on pre-existing or new research materials or collections with the assistance of UMass Boston faculty and other archaeologists who work off-campus. You can access digital copies of almost all theses completed since 2009, plus some older ones, on the [Healey Library website](#).

Developing a Thesis Project

Ideally, M.A. students should begin formulating a thesis topic by the time they have completed their first semester in the graduate program. To assist students in developing thesis ideas, the program has designed the sequence of first-year courses to lay the groundwork for thinking about theory and method in historical archaeology in the fall semester with Anthropology 665 and Anthropology 640, respectively, and to guide students in developing a thesis project idea and hopefully a full proposal in the spring while taking Anthropology 625 (Historical Archaeology) and the associated mini-course focused on thesis development. They will also develop their thesis project in careful discussions with their likely thesis committee chair and perhaps even its anticipated members. Students should expect to receive substantial mentoring and guidance from graduate committee members, with adherence to the university's "best practices" for graduate thesis mentoring (see Appendix 1).

Students must submit either a thesis proposal or a thesis project statement on or around **April 1** of their first year. If a student feels that they might be ready to submit a thesis proposal in the fall semester of their first year – a rare but ambitious scenario – please consult with the Graduate Program Director. The thesis proposal is a longer, more detailed document that outlines a well-developed thesis project plan, and it is a requirement for all graduate students before they can proceed with an actual thesis and enroll in Anth 699. We encourage all who are ready for this to prepare their thesis proposal by the April 1 deadline, as it ensures timely progress through the program and helps students complete the program in the anticipated two years. The thesis proposal must conform the guidelines in Appendix 2, and the project statement follows those listed in Appendix 3.

If a student's thesis is not yet developed enough for a thesis proposal, the project statement serves as a substitute benchmark. The thesis project statement is also due April 1 of a student's first year. The thesis project statement is a shorter, less detailed document that presents a thesis project basic idea and some core elements such as data sets to be examined. Students who submit a thesis project statement for the April 1 deadline will be expected to further develop their projects, based on committee feedback and additional student research, to submit a thesis proposal by the **November 1** deadline of a student's second year. The deadlines ensure that students have formulated a proper and feasible research design before they engage with the research.



Thesis proposals and thesis project statements are reviewed by the entire Graduate Committee. **Students writing a thesis proposal must have their proposal approved in advance by their thesis committee chair before it can be reviewed by the Graduate Committee.** This means that students should leave enough time for one or more drafts to be read and edited by their thesis committee chair in advance of any deadline. We recommend at least two weeks, but a minimum of one week is required. When the proposal is approved by the chair, the student must email a digital file of the full proposal with signed cover sheet to the Graduate Program Director for distribution to the Graduate Committee. The Graduate Committee will review

thesis proposals and thesis project statements in the month following the deadline, and the Graduate Program Director will report back to each individual student the results of those committee's review. These results will indicate whether or not the project is approved, which changes it might need to undergo to achieve approval, and what the student needs to think about between the proposal and the actual thesis to ensure a successful product.

The committee will provide one of four decisions on the proposal: (a) approve, (b) approve with stipulations of what the thesis must do that the proposal does not outline clearly, (c) revise and resubmit, which usually includes a request for revisions to one or more sections or a separate writing assignment to be submitted to either the student's thesis committee or the full grad committee, or (d) decline. If a proposal review requests revisions to the thesis committee, the student will be given a deadline for those particular revisions. If the entire proposal must be revised, the new proposal should be submitted by a deadline communicated by the Graduate Committee or by the next proposal review.¹

Students are discouraged from changing thesis topics after proposals have been approved, but the Graduate Committee realizes that this may need to happen if the project does not go forward as anticipated. Changes to the proposal that involve only the dataset (but not the site or type of question) or the site (but not the dataset or technique) require approval of the thesis committee chair and the Graduate Program Director. For example, a student working on paleoethnobotanical analysis from an 18th-century Native site in Massachusetts would not need full committee review if they switched to a comparable 18th-century Native site in Rhode Island, nor would a student need full committee review if they were planning to do ceramic analysis of consumption at a 19th-century merchant house in Boston and had to switch to the glass assemblage. On the other hand, more substantive shifts to entirely new projects require review by the entire Graduate Committee as a new proposal. These need not follow the normal deadlines for submission given their potentially unique timing.

After successfully completing a proposal, the student registers for **six credits** in Anthropology 699: "Thesis Projects in Historical Archaeology" in either the fall or spring semester of their second year, depending on the timing of the approval and the availability of their assistantship waiver. This is not a course, per se, but the granting of credits for the full development, writing, and defense of the thesis. If the thesis is not

¹ The Graduate Committee, at their discretion, may limit the number of proposal submission attempts if repeated efforts are unsuccessful. Students must submit thesis proposals by the spring proposal deadline of their third year and have them approved to remain in good standing in the program. If this benchmark is not met, students must petition the Graduate Committee by May 1 of their third year to remain enrolled in the program and must specify reasons for the delay and provide a reasonable schedule of completion. Approval will be granted only based on valid contingencies and previous satisfactory performance in the program. Failure to submit a successful petition or resulting successful proposal will result in their withdrawal from the program. Students may return to the program only by applying for re-admission, which will be subject to full Graduate Committee review.

completed in the semester in which a student registers for it (and it frequently is not), the student receives an “In Progress” grade, which appears as a “Y” on the transcript. This remains until the thesis is completed and defended and the supervisor submits a letter grade.

Writing and Defending the Thesis

The style and scholarly structure of the thesis should adhere to the accepted standards and practices of professional publications, such as *Historical Archaeology*, the journal of the [Society for Historical Archaeology](#). Theses must also conform to the specifications in the “[Guidelines for the Preparation of Theses & Dissertations](#),” obtainable from the Office of Graduate Studies. Students should start writing the thesis with the appropriate format from the beginning to avoid potential problems with the final draft. A length of 80 pages (20,000 words), exclusive of bibliography, is recommended. Excessively long theses are discouraged since they frequently lack conciseness and clarity; therefore, theses in excess of 120 pages will not be considered. The thesis should be structured as a long, refereed journal article (but with chapters), although this is an ideal model that can vary according to individual circumstances.

The completed thesis will be read by and defended before a committee consisting of the supervisor and two other readers chosen in consultation among the supervisor, the student, and the Graduate Program Director. At least two of the three readers must be grad committee members (i.e., from the Department of Anthropology faculty or Fiske Center research scientists), but the remaining reader may come from other Anthropology faculty, other UMass Boston departments (for example, History, American Studies, Biology), or a limited range of off-campus scholars with the approval of the thesis committee. A fourth reader may be added at the student’s request or the Committee’s recommendation.



Thesis completion is a staged process: (1) initial draft(s), (2) committee draft, (3) defense draft, and (4) final draft. See table below for guidelines and benchmarks, but the rule of thumb is: **A complete draft should be submitted to the thesis committee chair six months before intended graduation.** The thesis advisor typically will provide the sole input on the initial drafts, working closely with the student. In consultation with the student, the thesis advisor has the responsibility for deciding when a draft is ready to be distributed to other committee members. Keep in mind that it may take several draft versions to reach this point. This draft, the committee draft, will circulate among committee members who will communicate directly with the M.A. candidate and the thesis chair regarding any necessary or suggested revisions. Remember that the committee, not the student, sets the defense schedule, so prompt delivery of this committee draft is essential. If the thesis is approved for defense, the third installment, the defense draft, will incorporate committee changes requested at the committee draft stage. Students may need to provide a list of specific changes that they made to address committee concerns.

Generalized Thesis Defense and Graduation Schedules

<i>Time to graduation</i>	<i>Thesis benchmark</i>	<i>Rationale</i>
6 months	Complete thesis draft to committee chair <i>Complete draft means full text, all figures, all tables, and full bibliography</i>	2 months before committee draft for advisor review (1 month) and revisions (1 month). <i>Depending on the defensibility of the first draft, you may expect multiple revisions before your thesis draft is suitable for review by the full committee.</i>
4 months	Committee thesis draft	2 months before defense for committee review (1 month) and student revisions (1 month).
2 months	Thesis defense	3-4 weeks to make final revisions to thesis
1 month	Submit final thesis to Office of Graduate Studies	Theses must be submitted to the Office of Graduate Studies before the anticipated graduation date (<i>see below</i>).
Congratulations!	Graduation date	Submission deadline for May: around April 10. Submission deadline for December: December 1. Submission deadline for August: July 20. <i>Summer defenses typically not possible, so plan on May 25 as last available date (see below).</i>

Defenses may be scheduled between the beginning of the fall semester (after Labor Day) through roughly the next-to-last week in May in consultation between the thesis committee and the student. Summer defenses – between Memorial Day and Labor Day – are not generally permitted unless the student has extenuating circumstances, such as preparing to start a Ph.D. program or job in for which the degree is required, and only if the student’s committee can accommodate such a schedule. Exceptions will not be made for students who simply want to avoid paying the continuation fee for the fall semester. Therefore, please plan accordingly if you need a late spring defense, especially if you seek an August graduation date. In addition, plan carefully if you seek a May graduation because deadlines set by the Office of Graduate Studies are quite early. This necessitates a defense by mid- to late March to have sufficient time for revisions after a successful defense before the filing deadline.

In the defense, the candidate will deliver a 15- to 20-minute presentation of the thesis to a public audience and will field questions from the audience for 15-20 minutes. The public presentation is designed to allow the student to develop a presentation that would be well-suited for a professional conference paper, to introduce the student to public speaking, and to ensure that others in the program know what their peers have researched. Following this presentation, the committee will examine the student orally for an additional 30-40 minutes, both on the thesis itself and on the general field into which the thesis falls. After the student is asked to leave the room for committee deliberations, the committee will offer one of the following decisions: (a) pass, no changes required, (b) pass, minor revision required, (c) pass, major revision required, or (d) not pass. The thesis supervisor will inform the Graduate Program Director, if not present, of the result.

When the thesis has been successfully defended, any final corrections or revisions required by the readers’ committee have been made and approved by the thesis chair, and the thesis has been fully formatted to Graduate Studies’ specifications, the Graduate Program Director will sign the original typescript signatory page. The student must then upload the thesis via the ProQuest/UMI online system for review by the Office of Graduate Studies. All submissions must conform to the “Guidelines for Theses and Dissertations” (see above). One bound copy will be deposited in the thesis library in the Department of Anthropology. The Office of Graduate Studies sends additional bound copies of the thesis ordered by the student to the department, where students can arrange to get them. All students must provide their committee members

with a final PDF copy of their thesis, once submitted and approved in final form. Upon successful completion of the thesis defense, the thesis supervisor determines a letter grade for Anthropology 699 and submits it to the Registrar.



FINANCIAL SUPPORT

When available at the university, financial support comes in several forms: graduate assistantships, work-study positions, and loans.

Assistantships

Graduate assistantships are awarded through funds provided to the Department of Anthropology by College of Liberal Arts and through external research grants secured by graduate committee members. They include both graduate research assistantships (focused on research as part of student training and instruction under the guidance of faculty members) and graduate teaching assistantships (focused on developing teaching skills and helping the instructional need of undergraduate teaching). These are mainly merit-based, but financial needs are also considered as well. Typically, assistantships are available only to first- or second-year students, but occasional opportunities for students beyond their second year may appear.

These assistantships involve salaried employment with the university in 25% incremental positions, starting at a minimum of 50%. These assistantships carry a tuition waiver commensurate with the fraction offered (e.g., 50% assistantships mean 50% waivers) with health insurance waivers scaled to the percentage time of the award. The contract period for these positions includes only the academic year, starting in early September and ending in late May. Students owe 18 weeks of work for the fall semester and 18 weeks for the spring semester.

Loans and Grants

Financial aid is available to qualified students in the form of Federal Work Study positions and student loans. If interested, please contact the Financial Aid Office on campus or visit their [website](#) for additional information. You will need to file a Free Application for Federal Student Aid (FAFSA) to determine eligibility. Work-study positions may be offered through the Department of Anthropology, the Fiske Center, or other on-campus offices. These positions involve employment with the university, but they do not carry either tuition or fee waivers. Note that Stafford Loans and Alternative Loans are potentially available for summer school, which would apply to the ANTH 685 archaeological field school.

Research and Travel Funds

Additional money is available to graduate students from university sources, such as these:

- (1) *Fiske Center Research Grant* – offers modest funds for graduate research and/or travel.
- (2) *Dr. Robert W. Spayne Master's Thesis/Project Grant* – offers up to \$1500 for thesis research. Visit the Graduate Student Assembly [website](#).
- (3) *Professional Development Grant* – offers funds (\$250-400) for travel to attend scholarly conferences. Visit the Graduate Student Assembly [website](#).
- (4) *Research Funding Grant* – offers funds (\$500) for activities not covered by the other GSA grants. Visit the Graduate Student Assembly [website](#).

RESOLVING ISSUES AND FINDING RESOURCES

We provide this information to assist and advocate for our graduate students in their academic lives on three fronts: (1) academic matters, (2) anti-harassment and anti-discrimination concerns, and (3) mental, emotional, and physical health.

Academic Concerns

The Department of Anthropology, Fiske Center for Archaeological Research, and its instructors and advisors are committed to the highest quality of graduate education and learning and research environments that are inclusive, responsive, transparent, and fair. However, students occasionally wish to have a minor or major concern heard and reviewed by the Graduate Program and the Department. Concerns may be about a professor, faculty advisor, research scientist, staff, laboratory co-worker, or fellow classmate. In most cases, you should follow these steps.



Step 1: Talk to your professor or research scientist supervisor in the class, laboratory, assistantship role, field research setting, or advising capacity where you feel an issue is present. Many issues can be resolved with some open communication.

Step 2: If you feel uncomfortable speaking with such an individual or if you feel the issue is unresolved even after doing so, you should communicate with the Graduate Program Director, who:

- is the first in the supervisory reporting line for the Graduate Program;
- may be able to mediate on behalf of the affected parties to resolve the issue;
- will be able to advise on subsequent steps;
- may or may not be able to keep concerns or complaints anonymous, depending on the issue;
- will always strive to protect the student and ensure that they face no retribution from faculty, research scientists, staff, or students.

Step 3: If you feel uncomfortable speaking with the Graduate Program Director or if you feel the issue is unresolved even after doing so, you should communicate with the Department Chair, who:

- is next in the supervisory reporting line for Department faculty and research scientists;
- is equipped to handle a wide variety of student concerns and complaints;
- may be able to mediate on behalf of the affected parties to resolve the issue;
- may have additional information to contextualize the perceived issue;
- will be able to advise on subsequent steps;
- may or may not be able to keep concerns or complaints anonymous, depending on the issue;
- will always strive to protect the student and ensure that they face no retribution from faculty, research scientists, or students.

Step 4: If the Department Chair, student, and faculty, research scientist or staff member involved cannot reach a reasonable resolution, then the Department Chair may convene a Department Grievance Committee to hear the student's concerns and help to seek resolution. Such a committee may work for certain situations involving professor-student interactions, but it may be inappropriate for others if the case needs to move upward or elsewhere.

Step 5: If a student or the Department feels that the issue has not been resolved in a satisfactory manner, or if convening a Grievance Committee is not deemed appropriate, then either the Department Chair or

you may convey the case to the Dean’s Office of the College of Liberal Arts for further review and action. This is the supervisory office for all departments in the College of Liberal Arts.

Always try to follow steps 1 through 5 in order. If you skip previous steps, the next level may refer the case back down the line for resolution. However, students may, at any time, contact the [Dean of Students](#) for assistance with difficult or unresolved situations or to seek basic advice on procedure and resources. This office is not one that supervises departments (unlike the collegiate dean), but instead is, as stated in their mission, “a central resource for students, [including research scientists], staff, faculty, and families. We assist our community in navigating academic, personal, and social challenges through support, advocacy, and accountability.”

Gender and Sexual Discrimination, Harassment, or Assault

You are encouraged to speak to anyone in the Department or Fiske Center if you have any concerns or issues related to any aspect of your university experience, and they can advise you on potential options. However, for issues clearly related to gender or sexual discrimination and harassment or sexual misconduct and assault, cases will be handled by the **Title IX Office** on campus. Title IX

- refers to federal anti-discrimination law applied to educational institutions to ensure that students have equal and safe academic environments,
- deals with reports by or against *any* employee or student at the university, and
- can be initiated directly by the student, faculty member, Graduate Program Director, or Department Chair at any time, on a relevant issue.

If you or someone you know has such a case, please review the resources offered by the [Title IX Office](#), along with the specific [Title IX grievance procedures](#). The latter document also includes a variety of resources available on- and off-campus that students have at their disposal. There are several key privacy and confidentiality clauses in there, and you can ask a professor or the Title IX Office for help with understanding those:

Brigid Harrington

Director, Office of Civil Rights and Title IX, and Title IX Coordinator

Phone: 617-287-7391

Email: Brigid.Harrington@umb.edu

Ashlee Carter

Interim Associate Dean of Students and Deputy Title IX Coordinator

Phone: 617-287-5800

Email: Ashlee.Carter@umb.edu

Health, Wellness, and Personal Crises

If you feel like you might harm yourself, call the [Counseling Center](#) *immediately* at 617-287-5690 (regular hours) or 617-287-5660 (after hours). If you don't reach someone right away, call the Suicide Prevention Hotline at 1-800-273-8255.

You may wish to talk to faculty, research scientists, or staff in the Department of Anthropology, Fiske Center, or [Dean of Students](#) about personal circumstances such as health, mental health, domestic issues, housing, and economic hardships. In fact, we encourage it as part of our commitments to being a health-promoting university. All of us can serve as resources for you – the university and its employees are not

just here solely for your “academic” experiences.

As part of practicing care, a professor, research scientist, staff member, Graduate Program Director, or Department Chair may report serious concerns through the University’s reporting system, which is designed to bring skilled personnel to bear on issues that might have mental, emotional, or physical health implications. This does not require student permission. Our department members are not trained mental health professionals or major conflict mediators, and we want you to receive the best treatment possible if the situation warrants this action. The Department member may also refer students to the [Counseling Center](#) in University Health Services, or students may turn to them as needed. This is an important campus resource.

University Resources for Behavioral and Educational Skills Training, or [UMB-UR-BEST](#), is another valuable resource available to you and other campus community members to promote learning and success on our inclusive, diverse campus. As stated on their website,

“Our mission is to assist students and the campus community in creating a positive learning environment for the diverse student population at UMass Boston. We strive to promote student mental health, wellbeing, and academic success through a range of culturally sensitive and inclusive services. We are dedicated to helping our students with the intersection of their academics and wellness in ways that recognize the whole person, including all of the complexities of their identities, cultural values, and aspirations. This includes actively resisting systemic inequities, creating resources to increase access for marginalized students, and constantly reassessing the ways in which we and our services equitably meet the needs of our diverse campus community. Our focus is on wellness promotion and preventative services; however, we aspire to create proactive resources that help students thrive both personally and academically.”

They have compiled and offer support and workshops in mental health and wellness, basic needs insecurity, academic success and remote learning, and the needs of vulnerable and marginalized groups. You can visit their “[Resources](#)” for more information and assistance.

One of those resources is the Office of Urban and Off-Campus Support Services, known as [U-ACCESS](#). They help students facing chronic poverty, food insecurity, temporary homelessness, domestic violence, and financial hardship. They even have a food and supply pantry that you may be eligible to access. You can reach them at u-access@umb.edu or 617-287-3190 or 781-951-2724. You will need to fill out an intake form to have access to these services and items.

DEPARTMENT OF ANTHROPOLOGY COURSE DESCRIPTIONS

ANTH 615. Public Archaeology (Beranek)

An examination of state and U. S. Federal environmental and historic preservation legislation, the cultural resource management industry, disciplinary ethics and standards, and techniques for public, community, collaborative, and Indigenous archaeology. Students in this course will examine how law, ethics, and collaborative methods intersect to shape how projects are initiated, designed, and carried out, including how the project results are ultimately used by and shared with descendant communities, other stakeholders, and the general public. 3 credits. *Offered every 3 to 6 semesters.*

ANTH 625. Historical Archaeology (Lee, Mrozowski, Silliman)

An in-depth survey of current research in historical archaeology. Special attention is given to work done in New England and the Northeastern United States, as current projects are evaluated with regard to their theoretical approach, methods, and results. Students will write a master's thesis proposal, either preliminary or practice, as the major assignment. 3 credits. *Offered every Spring semester.*

ANTH 635. Material Life in New England (Beranek)

Draws on both archaeological and non-archaeological sources (particularly vernacular architecture) to familiarize students with the analysis of material remains from the period between European colonization and the mid-19th century in New England. Focusing on houses and households (rather than on institutions or industry), the course follows a roughly chronological framework to examine New England's most important archaeological sites and the questions being addressed by archaeologists in the region such as the forms of early settlements, the consumer revolution and rise of gentility in the 18th century, and the transformation of urban and rural life (through industry, reform ideologies, and trade) in the 19th century. 3 credits. *Offered every 3-6 semesters.*

ANTH 640. Archaeological Methods and Analysis (Landon, Silliman)

This course introduces the practice of historical archaeology in the laboratory and field through considerations of research design, methodology, material culture, and technical analyses of archaeological remains. The first portion will involve discussions and readings on research design, field methodology, and sampling and recovery. The remaining segments will cover material culture and technical analyses in the laboratory with a focus on ceramics, metal, glass, stone, plant remains, animal remains, and conservation techniques. The latter component of the course will be devoted to hands-on, practical training in laboratory techniques and material identification. 3 credits. *Offered every Fall semester.*

ANTH 642. Latin American Historical Archaeology (Balanzátegui)

This course brings together archaeological narratives, practices, and approaches pertaining to Latin American history and the politics of race, gender, colonialism, and national constructions. Students will explore a variety of dialogues around the topic of Latinidad as a historical category built on the bases of narratives of resistance, survival, and recognition. Since the 1960s, Latin American archaeologists have developed their own interpretations of the past, ones that differ from North American archaeology. Latin American historical archaeology specifically has generated post-colonial theories and practices developed in the peripheries and for local communities, aiming for social justice and active processes of decolonization. The course also explores diverse practices and discourses around Latin American material heritage as an adaptable source for ethnic, national, and gender narratives in the present so that students can learn about the past with a deep influence in present social, political, and cultural dynamics around Latin@ collective identities in the Americas. 3 credits.

ANTH 643. African Diaspora Archaeology and Heritage (Balanzátegui, Lee)

This seminar is an introduction to African Diaspora archaeology, a growing area of study within history and anthropology. Students will explore how archaeologists have investigated physical and cultural landscapes,

foodways, ritual and religion, and consumption to reveal how African-descended people responded to slavery as well as racial oppression. Students will trace the trajectory of African Diaspora archaeology from its early studies of plantations to the field's current emphasis on understanding racism and processes of racial formation. Students will assess the significance of the field to yielding alternate interpretations of the Black past as well as its potential for uniting scholarship and political activism to challenge contemporary manifestations of injustice 3 credits. *Offered every 3-4 semesters.*

ANTH 645. Topics in Environmental Archaeology (Trigg)

This course provides an overview of tools and techniques archaeologists use to investigate the relationship between cultures and their environments. We explore how archaeologists and environmental scientists study past human-environment interactions, including human alteration of the environment and cultural responses to environmental change. Case studies provide examples of the interpretive power of interdisciplinary environmental archaeology research. Laboratory work with collections from archaeological sites provides practical experience and the basis for student research projects. 3 credits. *Offered every 3-4 semesters.*



ANTH 650. Materials in Ancient Societies

A one- or two-semester laboratory course offered as part of the teaching program of the Center for Materials Research in Archaeology and Ethnology (CMRAE) at MIT. The topic of the course rotates annually among lithic materials, ceramics, faunal/floral materials, metals, and archaeological data analysis. The course may be taken more than once. 5 credits. *Offered every 1-2 semesters.*

ANTH 655. Historical Landscapes and Geographic Information Systems (Bolender)

This course aims to provide a basic understanding of how Geographic Information Systems (GIS) can be used to visualize and analyze spatial data for historical landscape studies. Through readings and discussion, the course explores the social construction of space and spatial analytical techniques. Students learn basic methods for acquiring, manipulating, and creating geospatial data in several forms, from raster-based satellite imagery and digital terrain models to point, line, and polygon representation of vector data. Students will create a GIS project for a region of their choice; this may be an area of personal interests or for thesis research. 3 credits. *Offered every 3-4 semesters.*

ANTH 660. Critical Approaches to Race in Anthropology (Lee)

This seminar will draw on theories, models, analytical techniques and data derived from at least three of the traditional four subfields of anthropology to critically examine current approaches to the study of race. Students will analyze the definition of race and consider the implications of conceptualizing it as a social instead of biological phenomena. Students will also explore the ways that race changes or develops new meanings over time and space through case studies that highlight examples of political, economic, judicial, health and cultural inequalities. The course will conclude with a consideration of personal and collective strategies for combatting racism. 3 credits. *Offered every 3-4 semesters.*

ANTH 665. Graduate Seminar in Archaeology (Lee, Mrozowski, Silliman)

This course is designed to provide students with a comprehensive background in current archaeological history and theory. It focuses on the major theoretical schools in archaeology and their historical development as well as the diversity of contemporary theoretical approaches. Emphasis is also given to the articulation of social theory as developed in anthropology, history, and archaeological research. 3 credits. *Offered every Fall semester.*

ANTH 672. Culture Contact and Colonialism in the Americas (Silliman)

This course will explore the multifaceted nature of the colonial encounter in the Americas, from the institutional arrangements of the major European powers to the varieties of Native experience before and after 1492. Special attention will be given to the analytical and theoretical discourse shaping anthropological

approaches to colonialism in studies of gender, material culture, ideology, ethnicity, accommodation and resistance. Data and perspectives drawn from both ethnohistory and historical archaeology will be included in readings and discussions. 3 credits. *Offered every 3-4 semesters.*

ANTH 685. Summer Field School in Historical Archaeology (Balanzátegui, Beranek, Landon, Lee, Mrozowski, Silliman, Trigg)

Summer field survey or excavation in historical archeology for 5-6 weeks, typically offered in the Northeast. Credit will be given for a UMass Boston field school or for any other appropriate field school or internship offered at another institution, upon approval of the graduate program faculty. 6 credits. *Offered every summer, often two or three times.*



ANTH 696. Individual Research in Archaeology (Staff)

Students may take this course to pursue research relevant to the program of study. A proposal for the semester's research area must be approved by the instructor and the student's advisor before registering for the course. 1-4 credits. *Offered by arrangement.*

ANTH 697. Special Topics in Archaeology (Staff)

The content of this course, while always relevant to the program, will vary depending on the specialty of the visiting or permanent faculty member. 3 credits. *Offered intermittently.*

ANTH 698. Practicum in Archaeology (Staff)

For this internship course, graduate classroom education is applied in a practical situation, such as field work or a research project for a public archaeology contract agency, museum, archaeological laboratory, historical commission, or preservation agency. In the practicum, students develop a wide range of skills and experience related to possible future employment. 1-6 credits. *Offered by arrangement.*

ANTH 699. Thesis Research Projects in Historical Archaeology (Staff)

An M.A. thesis will be developed from a problem-oriented analysis of documentary and archaeological data, following the process laid out in this Handbook. Students receive a "Y" (Incomplete) grade on their transcript for this course until the thesis is completed. 6 credits.

PERSONNEL BIOGRAPHIES

The M.A. Program in Historical Archaeology draws on the expertise of core archaeology faculty in the [Department of Anthropology](#) and the research scientists of the Andrew Fiske Memorial Center for Archaeological Research ([The Fiske Center](#)). The Fiske Center supports a variety of research projects in historical and environmental archaeology and cultural heritage preservation. You can follow their [blog](#), which often highlights ongoing graduate student work as well as alumni profiles. For a full listing of the anthropology department, visit our university [website](#).

Historical Archaeology Graduate Program Committee

Daniela Balanzátegui, Assistant Professor, received her Ph.D. in Archaeology from Simon Fraser University. She focuses on the archaeology of the African Diaspora in Latin America, community-based and collaborative archaeology, Critical Race Theory, gender and feminism, and the politics of cultural heritage in Latin America, with a particular interest in Afro-Ecuadorian historical strategies to survive slavery, structural racism, and gender discrimination. She has published recently in *Journal of African Diaspora Archaeology and Heritage*. Balanzátegui was one of the organizers of the Latin American Congress “South American Archaeology Theory Reunion” in Ecuador (2018), engaging a dialogue between scholars and communities about heritage, politics of memory, and social archaeology in Latin America. Email: daniela.balanzategui@umb.edu. Phone: 617-287-6879.

Christa Beranek, Research Scientist in the Fiske Center, received her Ph.D. in Archaeology from Boston University. She focuses on Eastern North America with interests in material culture studies, research on legacy collections, vernacular architecture, and archaeological writing. She directs projects from a range of time periods with historical houses, land trusts, and the National Park Service in New England, and is now working with David Landon on the archaeology of the 17th-century Plymouth colony. She has published in the *International Journal of Heritage Studies*, *Historical Archaeology*, and *Northeast Historical Archaeology*.

Email: christa.beranek@umb.edu. Phone: 617-287-6859.

Douglas Bolender, Research Assistant Professor, Senior Lecturer, and Research Associate of the Fiske Center, received his Ph.D. in Anthropology from Northwestern University. He has conducted fieldwork in Iceland, Greenland, Denmark, Hungary, and Eastern North America. He co-directs the Skagafjörður Archaeological Settlement Survey, which explores Viking Age colonization of Iceland. He is editor of *Eventful Archaeologies: Approaches to Structural Change in the Archaeological Record* (2010, SUNY Press) and has published recently in *Journal of Social Archaeology*, *Journal of Archaeological Science: Reports*, *Post-Medieval Archaeology*, *Historical Archaeology*, *Journal of Field Archaeology*, and *Archeological Papers of the American Anthropological Association*. For this work in the North Atlantic, he has received over \$500,000 in research grants, mostly from the National Science Foundation. He supervises geographical information systems in the Digital Archaeology Laboratory at the Fiske Center.

Email: douglas.bolender@umb.edu.

David B. Landon, Graduate Program Director and Associate Director of and Senior Scientist in the Fiske Center, received his Ph.D. in Archaeology from Boston University. Landon came to UMass Boston in 2000 from Michigan Technological University, where he was an Associate Professor. During 1997-98 he was a Research Fellow in the Archaeobiology Laboratory of the Smithsonian Institution. His research interests are the archaeology of historic and industrial sites, environmental archaeology, zooarchaeology, and archaeological science. While at UMass Boston, Landon has been the lead investigator on over \$800,000 in research grants from the National Park Service, National Endowment for the Humanities, National Science

Foundation, and other organizations. He now has a long-term public archaeology project in Plymouth, working with Christa Beranek. Recent journal publications include *Historical Archaeology*, *Journal of African Diaspora Archaeology and Heritage*, *American Antiquity*, and *International Journal of Historical Archaeology*.

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Nedra K. Lee, Associate Professor, received her Ph.D. in Anthropology from the University of Texas at Austin. Her topical interests include the archaeology of the African Diaspora, gender, critical race studies, and processes of racial formation during the late 19th and early 20th centuries. She has conducted research on historic black sites in Texas and on Nantucket that have included extensive collaboration with descendant communities. She has also received funding from the Ford Foundation and the Texas Historical Commission. Her research has been published in the *Bulletin of the Texas Archeological Society*, and she has published recently in *Historical Archaeology* and *Transforming Anthropology*.

Email: nedra.lee@umb.edu. Phone: 617-287-5177.

Stephen A. Mrozowski, University Professor and Director of the Fiske Center, received his Ph.D. in Anthropology from Brown University. His research interests include social theory, historical archaeology, environmental and urban archaeology, and the intersection of empire and imperialism. He has directed research across the Northeast and Mid-Atlantic region and conducted fieldwork in Britain, Alaska, Iceland, Barbados and New Mexico. He co-authored *Living on the Boott: Historical Archaeology at the Boott Mills Boardinghouses, Lowell, Massachusetts* (University of Massachusetts Press, 1996), co-edited *Lines that Divide: Historical Archaeologies of Race, Class and Gender* (University of Tennessee Press, 2000), authored *The Archaeology of Class in Urban America* (Cambridge University Press, 2006), co-edited *Contemporary Archaeology in Theory: The New Pragmatism* (Wiley-Blackwell, 2010), and *The Death of Prehistory* (Oxford University Press, 2013) and co-authored *Histories That Have Futures* (Florida forthcoming) as well as having published more than ninety essays dealing with topics ranging from theory in historical archaeology to the evolution of urban landscapes in New England, Virginia, and Britain. He has published recently in *Archaeologies*, *Post-Medieval Archaeology*, *Antiquity*, *Archaeological Dialogues*, *Journal of Historical Sociology*, *American Antiquity*, *Historical Archaeology* and *International Journal of Historical Archaeology*

Email: stephen.mrozowski@umb.edu. Phone: 617-287-6842.

Stephen W. Silliman, Professor, received his Ph.D. in Anthropology from the University of California, Berkeley. His topical interests include the impact of post-Columbian colonialism on Native North American peoples, Indigenous archaeology, collaborative archaeology, theory, and critical heritage studies. He has conducted fieldwork in Connecticut, California, Oregon, Texas, Bermuda, and Japan. His long-term project since 2003 focuses on tribally-sponsored and community-engaged archaeological research on the Eastern Pequot Tribal Nation reservation in Connecticut and has been funded by the National Science Foundation and Wenner-Gren Foundation. He has published in *American Antiquity*, *American Anthropologist*, *Archaeologies*, *Historical Archaeology*, and *Journal of Social Archaeology* as well as in numerous edited volumes. His own books include *Engaging Archaeology: 25 Case Studies in Research Practice* (Wiley Blackwell, 2018), *Collaborating at the Trowel's Edge* (University of Arizona Press, 2008), *Historical Archaeology* (Blackwell, 2006, co-edited with Martin Hall), and *Lost Laborers in Colonial California: Native Americans and the Archaeology of Rancho Petaluma* (University of Arizona Press, 2004). [*Video about field school*](#)

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John M. Steinberg, Research Scientist in the Fiske Center, received his Ph.D. from UCLA where he held a position as Research Associate at the Cotsen Institute of Archaeology before coming to UMass Boston in 2006. Since 2000, he has conducted the long-term, multidisciplinary Skagafjörður Church and Settlement Survey in Iceland, funded by the National Science Foundation and Wenner-Gren, looking at Viking

colonization in the North Atlantic. He specializes in complex societies, economic anthropology, remote sensing, GIS, field methodology, and regional analysis. He has published in several journals, including *Antiquity*, and in edited volumes.

Email: john.steinberg@umb.edu. Phone: 617-287-6824.

Heather B. Trigg, Research Scientist in the Fiske Center, received her Ph.D. from the University of Michigan. Her research interests include the social and economic effects of colonization on both colonizers and indigenous peoples, as exemplified by her book *From Household to Empire: Society and Economy in Early Colonial New Mexico* (University of Arizona Press, 2005). She has published in such journals as *Historical Archaeology*, *American Antiquity*, and *Journal of the Southwest*. She has worked extensively in the Southwest U.S. on precolonial and historical sites and in the Northeastern U.S. on historical sites. She has a technical specialty in paleoethnobotany. She has received funding from the National Science Foundation Archaeology Program for her work on Spanish colonization in New Mexico and from the National Science Foundation Biological Sciences Directorate for the creation of the *Human Impacts Pollen Database*, an online image key for identifying pollen from anthropogenic contexts. In addition to her primary research, she has identified plant remains from sites in Iran, Mongolia, Iceland, and Germany.

Email: heather.trigg@umb.edu. Phone: 617-287-6838.



Other Archaeologists in the Fiske Center and Department of Anthropology

Dennis Piechota is the conservator for the Fiske Center where he collaborates with its archaeologists as well as the students and archaeologists of the Anthropology Department to help clean, stabilize and preserve excavated artifacts. Using micro-analytical techniques he researches finds to better understand their construction, wear patterns and condition. He also serves as the Center's soil micromorphologist using laboratory techniques such as micro-excavation, thin section and elemental analysis to better understand archaeological site formation processes. In addition to the above terrestrial site activities he also conducts research in deep sea marine archaeological site formation processes.

Email: dennis.piechota@umb.edu. Phone: 617-287-6829.

Virginia (Ginny) Popper, Research Associate in the Fiske Center received her Ph.D. in Anthropology from the University of Michigan and previously served as Director of the Paleoethnobotany Laboratory at UCLA. She specializes in paleoethnobotany and has analyzed plant remains from the Americas. Her primary research involves agricultural intensification in the Basin of Mexico and ethnic and social differences in plant use in California. Email: virginia.popper@umb.edu.

John Schoenfelder, Senior Lecturer, has a Ph.D. from UCLA. He specializes in both prehistoric and historical archaeology, complex societies, agriculture, ideology, GIS, and aerial photography. His regional specializations are in Indonesia, the Pacific, and the North Atlantic. Email: john.schoenfelder@umb.edu.

Rita Shepard, Senior Lecturer, has a Ph.D. from UCLA. She specializes in Arctic and subarctic archaeology, ethnohistory, historical archaeology, colonialism and culture contact, household archaeology, and gender. She has extensive field experience in Alaska and Iceland. Email: rita.shepard@umb.edu.

Lauren Sullivan, Senior Lecturer III, has a Ph.D. from the University of Texas at Austin. She has conducted field research in the Maya lowlands since 1987 and directs the Programme for Belize Summer Archaeological Field Program. Her interests include the development of complex society and analysis of ceramics for regional chronology-building and for examining trade, exchange, and social organization. Email: lauren.sullivan@umb.edu.

Additional Faculty in the Department of Anthropology

Ping-Ann Addo, Associate Professor and Department Chair, received her Ph.D. in Anthropology from Yale University. She is an interdisciplinary scholar in the areas of sociocultural anthropology, Tongan/Pacific Islander material culture, indigenous communities, gender, and contemporary cultural migration. She curates exhibits and runs community projects at the intersection of visual arts, history, and community activism. Email: ping-ann.addo@umb.edu.

Jean-Philippe Belleau, Associate Professor, received his Ph.D. from Institut des Hautes Études d'Amérique Latine, Université Paris-III Sorbonne Nouvelle. His research focuses on lowland indigenous societies, hunter-gatherers, missionization, human rights, mass violence, and cinema/art with a geographic focus on Brazil, the Amazon in general, and Haiti. Email: jean-philippe.belleau@umb.edu.

Patrick Clarkin, Associate Professor, received his Ph.D. in Anthropology from SUNY Binghamton. His biocultural research among Hmong immigrant communities in the U.S. and in French Guiana examines the impact of war and social dislocation on human growth and development. Email: patrick.clarkin@umb.edu.

Christopher Fung, Senior Lecturer, received his Ph.D. in Anthropology from Harvard University. His cultural anthropological research focuses on race, nationalism, museums, settler colonialism, art, and politics with regional specialties in the U.S., Mesoamerica, the Pacific, China, and sub-Saharan Africa. Email: christopher.fung@umb.edu.

José Martínez-Reyes, Associate Professor, has a Ph.D. from the University of Massachusetts Amherst. He focuses on the interplay of globalization, environmental issues, landscape, and indigenous and local cultures, particularly in Mexico and the Caribbean. Email: Jose.Martinez-Reyes@umb.edu.

Rosalyn Negrón, Associate Professor, received her Ph.D. in Anthropology from the University of Florida. She specializes in Latino/a studies, urban anthropology, linguistics, identity theory, and ethnographic methods. She has conducted linguistic and social network analysis in a variety of locations, including New York City, Jamaica, and rural Florida. Email: rosalyn.negron@umb.edu.

Meredith Reiches, Associate Professor, has a Ph.D. in Anthropology from Harvard University. She focuses on biocultural anthropology, reproductive ecology, human life history, and intersections between evolutionary and literary narratives. She has conducted research in Madagascar. Email: meredith.reiches@umb.edu.

Elizabeth Sweet, Associate Professor, has a Ph.D. and a Master's of Public Health from Northwestern

University. She is a biocultural anthropologist who studies cultural and developmental racial health disparities using quantitative and qualitative methods and emphasizes consumption and status. Her field research has been in Chicago and Boston and has been funded by the National Institutes of Health. Email: Elizabeth.sweet@umb.edu.

Amy Todd, Senior Lecturer II, has a Ph.D. in Anthropology from Brandeis University and teaches courses in cultural and biological anthropology. She specializes in urban anthropology and marketplace systems in Oaxaca, Mexico, as well as labor organizing. Email: amy.todd@umb.edu.

Alan Waters, Senior Lecturer III, has an M.A. from the University of Chicago and teaches courses in cultural anthropology. His specialized areas of interest include ethnomusicology, anthropology of art and religion, Africa, the Caribbean, and contemporary American culture, as well as history of social theory. Email: alan.waters@umb.edu.

Cedric Woods, Director of the Institute for New England Native American Studies and the Critical Ethnic Studies and Communities Program, has a Ph.D. in Anthropology from the University of Connecticut. As an adjunct faculty member in our department, he teaches courses in Native American and Indigenous studies and works on community-engaged projects with New England Native American communities. Email: cedric.woods@umb.edu.

Barbara Worley, Senior Lecturer III, has a Ph.D. from the University of Pennsylvania. Her research interests focus on the Tuareg populations of Saharan Africa and their global diaspora. She teaches courses on Africa, the social construction of witchcraft, and global environmental change. Email: barbara.worley@umb.edu.

Department of Anthropology Administrative Staff

Melody Henkel, Laboratory Coordinator, received a B.F.A. in Graphic Design with a concentration in photography from Southeastern Massachusetts University, B.S. in Public Archaeology from Bridgewater State College, and M.A. in Historical Archaeology from UMass Boston. She oversees archaeological photography, laboratory maintenance, field equipment, and purchasing. Email: melody.henkel@umb.edu.

Marisa D. Patalano, Graduate Program Coordinator, received her B.A. in Anthropology and M.A. in Historical Archaeology both from the University of Massachusetts Boston. She is passionate about recruitment, planning, and outreach, dedicated to ensuring positive cohort experience and retention, and committed to providing quality student support.
Email: marisa.patalano@umb.edu. Phone: 617-287-6856

Dagny McKinley, Administrative Assistant, received a B.A. in Psychological Sciences from the University of Connecticut. She assists the Anthropology Department with office maintenance and correspondence, personnel matters, course scheduling, and event logistics. Email: dagny.mckinley@umb.edu.

LABORATORY AND ANALYTICAL RESOURCES

In the course of their research, faculty members, research scientists, and graduate students utilize a wide range of analytical equipment and resources. The Department of Anthropology and the Fiske Center have several laboratories dedicated to ongoing research. Faculty and research scientists are available to assist students in their research projects, and students may be able to use some of this equipment under the direction of individual researchers. For access, please see the individual in charge of that space.

Conservation Laboratory (Piechota – McCormack 2-332) contains two microscopes - one for general inspection and close work and another for examinations using optical mineralogical techniques. More specialized equipment includes a freeze-drying chamber for waterlogged wood, a hand-held x-ray fluorescence machine, and electrolysis systems for the treatment of metals. Consultation is available on preservation issues such as artifact cleaning, stabilization and mending and on basic materials identification.



Digital Archaeology Laboratory (Steinberg – McCormack 2-321) focuses on computer and technical analyses of historic maps, geophysical, geoarchaeological, and spatial field data as well as dedicated computers, survey instruments, and remote sensing equipment.

Historical Landscapes Laboratory (Bolender - McCormack 1-517) has dedicated computers for geographic information systems (GIS), photogrammetry, spatial analysis, and LiDAR processing.

Latin American Historical Archaeology Laboratory (Balanzátegui – McCormack 1-521)

The Latin American Historical Archaeology Lab (LAHAL) is committed to critically approaching Latin American history and heritage through interdisciplinary, multivocal, anti-racist, and ethical research. The principal project of the lab focuses on the revitalization of *Cimarronaje* (Marronage) in Ecuador, which contributes to articulating the historical strategies of survival and resistance transmitted by Afro-Ecuadorian maroon women in the context of colonial slavery and modern legacies of racial discrimination and gender violence. In the lab, undergraduate and graduate students transcribe, organize, and investigate 18th-century documents, modern oral traditions, and geographical information that will be incorporated into the *Repository of Afro-Ecuadorian Historical Memory of the Chota-Mira Valley*, a collaboration with the grassroots organization National Coordinator of Black Women-Carchi Chapter, Ecuador. The lab also works with a database that records excavated archaeological remains, including ceramics, metal, and glass, related to the Afro-descendent population that inhabited the Jesuit and post-Jesuit Hacienda La Concepción (18th-19th centuries). Furthermore, the LAHAL aims to provide a platform for a multi-situated dialogue between Latin American, Latinx, Black, and Indigenous faculty, scholars, students, and descendent communities to ground collaborative and ethical archaeological research. Graduate students and scholars actively investigating under the framework of African Diaspora, Indigenous, and Feminist archaeologies are also welcomed to work in LAHAL.

New England African American Archaeology Laboratory (Lee – McCormack 2-527) is equipped with artifact cleaning and cataloguing supplies, a microscope, a PC workstation, photography equipment, printer, bench space, and a fume hood.

New England Indigenous Archaeology Laboratory (Silliman – McCormack 1-429) houses a standard archaeology lab with layout space, artifact storage, PC workstations, flatbed and slide scanners, printer, microscopes, photography equipment, and conservation refrigerator.

Pollen Laboratory (Trigg, Popper – McCormack 2-324) houses equipment for the clean processing of palynological and parasite samples. It contains an analytical balance, digital scale, centrifuge, and

refrigeration for soil sample storage. It has workbench space for layout/analysis of botanical materials.

Wet Lab, Processing, and Artifact Analysis Laboratories (Beranek – McCormack 2-310-316) are labs equipped with artifact cleaning and cataloguing supplies, comparative collections for lithics, glass, and ceramics, computer work stations, and a reference library. They also house a flote-tech flotation machine and have workbench space for layout, cleaning, and conservation of artifacts, particularly metals.

Zooarchaeology/ Paleoethnobotany Laboratory (Landon, Trigg – McCormack 2-503) is dedicated to the identification and analysis of plant and animal remains. The lab houses faunal, pollen, seed, wood, phytolith, and parasite type collections, thin section equipment, lapidary saw, Ecomet grinder, and a fume hood. There are dissecting, low power microscopes, compound microscopes, and a high-powered metallurgical scope – most have digital photography capabilities. This lab also has PC workstations.



APPENDIX 1: BEST PRACTICES IN GRADUATE ADVISING

***Best Practices for Dissertation Advisors and
Advisees University of Massachusetts Boston
Office Of Graduate Studies
Office for Faculty
Development 2019***

Best Practices for Dissertation Advisors

The dissertation advisor, along with the Dissertation Committee, the Office of Graduate Studies, and the Graduate Program Director, plays a critical role in a student's completion of the doctorate. The following guidelines are intended to help dissertation advisors understand and fulfill this role.

Communication and Feedback

- 1. Provide clear, timely, and honest communication about dissertation work. Communicate frequently with advisees about expectations and responsibilities, ensuring with each communication that there is mutual understanding.** Discuss the dissertation's strengths and weaknesses; offer strategies for addressing the weaknesses. *Written* feedback is especially important although it should never replace face-to-face meetings. Meet one-on-one with advisees on a regular basis. When in-person meetings are not possible, connect through email, video chat, or phone. Frequency of meetings will vary by field and the student's stage in the dissertation.
- 2. Help advisees to plan, set attainable goals, and establish a timeline for completion of the dissertation.** Though a plan may change, having one ensures that an advisee sees a path forward. Support advisees during the dissertation-writing phase, and provide advice about productive writing processes, the value of writing groups, and other forms of peer support.
- 3. Assist advisees in matters concerning the dissertation committee.** Help them to select their dissertation committee and assure that the committee meets at least annually to review the student's progress (A committee may meet more frequently, depending on program guidelines or student needs.)
- 4. Decode or demystify departmental and OGS policies, requirements, and terminology regarding the dissertation.** Help with IRB processes and compliance. Explain ethical standards for research and authorship.

Respect for Advisee

- 5. Provide an environment that is intellectually stimulating, emotionally supportive, safe, and free of harassment.** Encourage openness about any challenges or difficulties that may impact an advisee's progress on the dissertation and work with the advisee to resolve them. Create environments that foster help-seeking and more importantly, minimize barriers to honest communication. You should not require advisees to perform tasks unrelated to their academic and professional development.
- 6. Understand and respect that each advisee brings different perspectives, experiences and interests.** Different backgrounds warrant thoughtful advising approaches as well as sincere effort to understand individual experiences and interests and how these affect the advisee's progress.
- 7. Listen to and support an advisee's scholarly and professional goals.** Advisors must realize that an advisee's goals will not always align with their own goals for a student. You should not place your own personal and professional goals over the advisee's goals for the dissertation.

Career Advising

Prepare an advisee to be competitive for future careers inside and beyond the academy, e.g.:

- Recognize and promote an advisee's contributions to research in publications or presentations in conferences;
- Support the development of teaching skills when relevant to career goals;
- Acknowledge the advisee's service as, for example, mentors and graduate student peers, etc.
- Connect an advisee to your own professional networks and support opportunities for the advisee to cultivate professional and technical skills that may open up broader career outcomes;
- Be realistic, open, and honest about career prospects and options.

Best Practices for Dissertation Advisees

Along with the dissertation advisor, an advisee has responsibilities in forging a productive and professional relationship. The following guidelines are intended to help advisees understand and fulfill their role.

Communication and Feedback

1. Take primary responsibility for completion of the dissertation and for communicating with your advisor toward its completion. Work with your advisor to develop a project, set goals and a timeline. Strive to meet deadlines. Take advantage of resources that facilitate productive and consistent writing practices.

2. Communicate clearly with your advisor about questions regarding his/her feedback. Try to reach a point of mutual understanding. Be available for face-to-face meetings and use other means when this is not possible. Maintain a high level of responsiveness and professionalism in your communication with your advisor.

3. Work with the dissertation advisor on matters concerning the dissertation committee. Seek your advisor's help with its selection. Expect to meet with your committee at least once a year and take its advice seriously.

4. Be knowledgeable about dissertation policies and requirements. Read available materials and seek clarification of any unclear policies, requirements, or terms. Take responsibility for understanding and practicing high ethical standards in research and authorship.

Respectful Collaboration

5. Expect and contribute to a working environment that is intellectually stimulating, emotionally supportive, safe and free of harassment. Discuss promptly with your advisor any challenges you are facing that may affect your progress. If you experience an uncomfortable working environment, see: https://www.umb.edu/titleix/student_procedure

6. Help your advisor to understand your scholarly and professional goals. The advisor should respect your individuality in relation to your interests and topic choice. In turn, you should be open to the dissertation advisor's perspective on a scholarly topic. Try to negotiate a plan that accommodates your goals and the program's standards.

Career Preparation

7. Take primary responsibility for developing a career following the completion of the doctoral degree. Be open to your advisor's assistance in preparing you for a career through conference participation, contributions to publications, networking connections and guidance in basic career skills such as grant writing, oral and written communication, lab management, and animal and human research policies.

This document draws heavily on similar documents from Brown University and the University of Iowa. It was prepared by Judith Goleman, Director, Office for Faculty Development; Rita Kiki Edozie, Assoc. Dean, MGS; Corinne Etienne, GPD, Applied Linguistics; Andrea Leverentz, GPD, Sociology, Heath MacIndoe, GPD, Public Policy and Public Affairs.

APPENDIX 2: THESIS PROPOSAL GUIDELINES

Thesis Proposal Guidelines Historical Archaeology Master's Program

Department of Anthropology

Complete this proposal with the help of your advisor and submit it to your *advisor by October 20, 2022* and the Graduate Program Director by November 1, 2023 for the Fall review. This form is available as a fill-in PDF file. The seven proposal sections outlined should be written in a separate document.

General Information

1) Name: _____

2) Working title of project: _____

3) Thesis committee chair: _____

(signature *required* as chair approval of final product)

4) Two other committee members: _____

Proposal Questions

A successful thesis proposal puts your MA project into an academic framework. Your proposal is evaluated both as a specific project and as part of broader historical archaeology. The proposal itself requires seven well-defined components: abstract, research questions, previous work, research materials, methodology, the links which will relate your methodology and results to the research questions, and a bibliography. These are listed on the last page and must be addressed as discrete sections of your proposal.

The thesis proposal should be concrete and precise. While there are many unknowns before starting any research (e.g., document availability, sample size, nature of artifact assemblages, amount of variation) the more specific the proposal, the better the committee can assess if the project is feasible, if the project is interesting, and if the project is relevant to historical archaeology. Concrete and precise proposals help the committee to make specific suggestions that will improve your project and reduce the time it takes to finish.

Schedule

1) Course completion schedule. Please fill in the table below.

Three required courses	Cr	Term taken (or planned)
ANTH 625: Historical Archaeology	3	
ANTH 640: Archaeological Methods and Analysis	3	
ANTH 665: Graduate Seminar in Archaeology	3	
Five elective courses (fill in number and name)	Cr	Term taken (or planned)
1.		
2.		
3.		
4.		
5.		
Archaeological fieldwork requirement	Cr	Term taken (or planned)
ANTH 685: Field Research in Archaeology (or fill in equivalent credit courses below if 685 is waived)	6	
Thesis research credits	Cr	Term taken (or planned)
ANTH 699: Master of Arts Thesis (note: cannot be taken prior to semester proposal is submitted)	6	

2) Proposed thesis schedule. This is intended to help you develop an idea of the time still required to completion and let your committee make sure you have allotted enough time for your work. Please provide approximate dates or date ranges for each step indicated below.

Background research on topic and analytical approaches: _____

Analysis of primary source materials in lab and/or archives: _____

First draft chapter completed for chair: _____

Complete draft to committee chair (your chair should review and comment on your draft thesis and it should be revised before it goes to your full committee): _____

Defense draft to committee (minimum of one week prior to defense): _____

Approximate defense date: _____

Seven Required Thesis Proposal Sections

- 1) Abstract (150 words): Briefly describe the goal of the research, the region or area that the work will take place in, the time period covered by the work, and the methods to be used to in the research.

- 2) Research problem (300 words): What is your research question? Specifically, what is the goal of your project, what larger issue are you planning to address, and why is your proposed research important? Keep in mind that the research question(s) should be phrased as a simple question with two or more possible answers. You should explain why researchers other than those invested in the specific project would want to read your thesis. Perhaps you have developed a new methodology that helps to answer a significant question; perhaps your research provides comparative data and analysis that will broaden our understanding of an important research topic; perhaps your analysis will allow researchers to better interpret complementary data from other sites.

- 3) Previous work (500 words): How have other researchers addressed your research questions or issues? This section should include previous work in the region and time period, previous work using the samples or material, and previous applications of the proposed methods as well as important problems and conclusions. Do not just list those relevant works; synthesize them as they relate to what you hope to accomplish.

- 4) Research materials (250 words): What is the source of the archaeological samples, historic materials, or ethnographic information that you will use to answer your research questions? What is your strategy for obtaining your source material? Are any special time, labor, or material resources needed to undertake the project?

- 5) Methods (250 words): What methods are you going to apply to your data to answer your research questions reliably and accurately? What kind of specific results do you expect from the application of the proposed methodology?

- 6) Analysis (250 words): What links the kinds of results you expect from your methods to your research questions? What is your bridging argument or interpretive framework? How will the possible range of results help you to answer your research questions?

- 7) Bibliography: List the sources that you have consulted and/or will consult during your research.

APPENDIX 3: THESIS PROJECT STATEMENT GUIDELINES

Thesis Project Statement

Please note that all 1st year students are required to email their final Project Statement Draft to their faculty advisor by *Monday, April 1, 2024 at the latest*. The *completed statement* is due to the Graduate Program Director by *Monday April 8, 2024*. Please use this Word document as a prompt, add in your information, and email the file back.

Name:

Working project title:

This *Thesis Project Statement* helps you take the first concrete steps towards developing your thesis by: 1) identifying a site, collection, or data set that you would like to work on; and 2) starting to outline the nature or direction of the research on the data set and the particular question or questions you hope to pursue. Please note that both of these elements can change, and that your research problem, in particular, should be developed significantly between the *Project Statement* and the *Thesis Proposal*.

Potential thesis committee chair:

(Chair and committee can change as the thesis proposal is finalized.)

Two additional potential committee members (Please specify if possible the contributions of the other members of the committee.):

Resources Existing or Required (*please flag any areas where you need guidance)

1) What is the artifact collection or data set that you would like to work with? (Examples: faunal data from Cole's Hill in Plymouth; soil chemistry data from Hassanamesitt Woods in Grafton, etc.)

2) Describe the data set. How big is it (how many artifacts, boxes, data points, samples)? Where is it held—is access an issue? Has it been processed? What time period does it relate to? Are any special time, labor, or material resources needed to acquire or work with this material?

3) Identify and summarize (1–2 paragraphs + short bibliography) previous work on this site or collection such as technical reports, previous MA theses, or published articles.

Research Direction

4) What do you want to learn from this data set, or why does it interest you? If possible, explain what makes this collection significant and worthy of study. Please make this as specific as possible. (2 paragraphs)

The generation of a thesis question inevitably will engage broader themes of social, methodological and/or theoretical significance, such as gendered, racial, or classed “identity,” “status,” etc. While these themes are critical to producing relevant and engaged archaeological research, your thesis project must engage these concepts in a specific historical setting through concrete data. So if you are going to evoke theoretical concepts it is imperative that you

explain—in concrete terms—how you intend to link your collection analysis to the theoretical concept. Please note that a theoretical question is not required for the project proposal and more specific statements of research direction are acceptable at this point.

5) Identify and discuss three other works that have examined a similar data set and/or research direction. One of these should come from a different geographical area or time period. For each, identify the data set and the research question, and discuss how this study can inform your work (following similar methods, providing a hypothesis to test, laying out a useful body of theory, providing a comparative example). (3 paragraphs)

APPENDIX 4: DEGREE PROCESS TRACKING FORM



College of Liberal Arts
Historical Archaeology M.A. Program

Degree Process Tracking Form

Student Name: Today's

Date: Committee Chair(s):

Committee members:

Thesis Working Title:

Pre-Meeting Questions

To be filled out by the graduate student in the Fall semester starting their 3rd year and submitted via email to their faculty advisor. Students may also attach any supplemental material to this report.

- 1. Please provide a status update on the progress you have made toward your thesis writing (data, methods, background, etc.) since last year.**
- 2. What is your plan for degree completion in the current academic year?**
- 3. Are there obstacles of any kind that you can see stopping you from completing your degree next year? How will you address them?**
- 4. If you haven't turned in a draft to your advisor, please indicate your targeted draft submission deadline.**
- 5. What is your target defense date?**
- 6. What is your target graduation date?**
- 7. Please list the meeting date(s), even if general and tentative, that you have set with your advisor during the current academic year:**

Post-Meeting Questions

To be filled out by the faculty advisor and submitted via email to the Graduate Program Director and Graduate Program Coordinator.

1. Overall summary assessment of student progress and plans

2. Any concerns raised by the student? (Funding? Access to committee members? etc.)

Faculty Advisor Print Name

Faculty Advisor Signature Enter

Today's Date

Form Reset