

NYAC Spring Program
April 15, 2011 — 3 to 5PM

Archaeology and Education: Reaching Lay Audiences of All Ages

The NYAC spring program features three groups of archaeologists who are engaged in various educational programs that features the science of archaeology. These groups operate in a broad array of settings and for diverse age groups. The panel will provide a brief overview of their unique programs, highlighting the interactive methodologies they employ to reach their selective audiences. Afterwards, Matthew Kirk will moderate a panel discussion on their successes, challenges, and future aspirations.

Schoharie River Center

Corey McQuinn, Hartgen Archeological Associates, Inc. and John McKeeby, Schoharie River Center

The Schoharie River Center is a not-for-profit organization dedicated to educational and cultural programming about the Schoharie Creek and the communities which make up the Schoharie River Valley. Formed in 1999, it is a membership organization which sponsors and operates three Environmental Study Team (EST) programs, one in Burtonsville, NY, one in Schenectady, NY, and a third in Conesville, NY in conjunction with local junior and senior high schools. The Schoharie River Center, located in Burtonsville, NY is also active in a variety of community, historical and cultural programs and activities, including an archeological study each summer on a variety of precontact and historical archaeological sites in around Burtonsville. The excavations are led by staff from Hartgen Archeological Associates, Inc. <http://www.schoharierivercenter.org>.

Schenectady County Community College (SCCC) Community Archaeology Program

Louise Basa, Ron Kingsley, Diana Carter and Darrell Pinckney

The SCCC Community Archaeology Program, which recieved an award from the Continuing Education Association of New York, provides both classroom instruction and field experience. The program is designed for people, 16 and older, regardless of education level, who want an opportunity to learn about regional archaeology and acquire the knowledge and skills needed in order to pursue archaeology under professional supervision. The program can also serve as a preliminary career step in archaeology or a way of acquiring skills in conservation, excavation, material culture or documentary research. Participants can enroll in individual courses, or complete the curriculum required for basic and advanced certificates in community archaeology. Participants engage in research projects and public outreach.

New York State Museum

Christina Rieth

The New York State Museum has offered a series of professional development workshops over the past several years. The program is designed for social studies teachers in grades 2-8 who work side-by-side with Museum scientists and researchers in an archaeological investigation. Teachers actively participate in the process of archaeology and learn about regional history through classroom lectures, fieldwork, and analysis of material objects in Museum collections. Since 2002, the program has featured archaeological excavations at three sites in the Schoharie Valley containing components dating from approximately 6,000 B.C. to the early 19th century.

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A Panel Discussion

Questions for Discussion: The conversation is open to all and may include some of the following topics and questions.

- 1) **Program Purpose:** Does your program have stated research goals or educational goals? How have these goals, either stated or unstated, evolved over time? Does your program have an evaluation system to help guide future actions/decisions? How are these goals articulated to the program participants and the interested public?
- 2) **Real Archaeology vs. Simulated Archaeology:** Archaeology can be a time-consuming and labor-intensive process. How does your program make this process more manageable given the relatively short periods of time you engage your audience? Do time constraints force your programs to move away from "real" archaeology? Is there a trade-off between the experience of real archaeology and managing the resource? How is "real" archaeology defined and understood within the program?
- 3) **Long-term Implications of Hands-On Archaeology:** Since archaeology is a destructive process, how does your program look to preserve the data that is collected as part of the program and convey a sense of stewardship and vision for the resources? What will happen to the artifact collections generated by your programs? How is the archaeology presented to the public beyond participants in the program?
- 4) **The Future of Teaching Archaeology:** Are there partners that you utilize to assist in your program? What is the feasibility of your program continuing into the future, both in terms of the archaeological resources and funding/support/interest of participants?
- 5) **Archaeologists Working Together:** Are there opportunities for these different programs, each geared to a very different audience, to cooperate? How might NYAC/NYSAA and other groups be able to assist and collaborate? Is there a role for OPRHP/SHPO, schools, and others?

The audience will also be encouraged to participate by asking questions and will also be provided an opportunity to speak about their own experiences in teaching archaeology outside of the typical academic setting.