

Project Archaeology Report

INSIDE THIS ISSUE: 2017 PROGRAM ACCOMPLISHMENTS P1 CURRICULUM DEVELOPMENT P3 CUMULATIVE ACCOMPLISHMENTS P5

Welcome to Project Archaeology's Annual Report for the 2017 Federal Fiscal Year (October 2016-September 2017). This year, we worked hard to develop new contacts, grow our program into new states, and write new curricula to bring heritage education to educators and students in North America. These efforts should pay off in increased workshops and educators certified in FY 2018.

Our 8th annual Leadership Academy took place in June of 2017 and 19 new Master Teachers from 14 states were added to our ranks. The 2nd biennial Leadership Legacy Institute took place in Chicago, IL during August 2017. This *Investigating Nutrition* themed workshop brought 14 new facilitators to the Project Archaeology network.

In 2017, we progressed on several new curricula including, *Investigating Food and Land*, *Investigating Rock Art*, *Investigating Migration*, and the *Informal Educator's Guide*. In October of 2016, our Biennial National Archaeology Educator's Conference in Williamsburg, Virginia hosted 30 attendees, about half whom were new to the Project Archaeology Network. Welcome to all of our new network members and contacts! Read on for an overview of our 2017 program.

2017 Program Accomplishments

State and Regional Programs:

At the end of FY2017 38 states had active Project Archaeology programs, while 8 other states have Project Archaeology contacts or developing programs. Of our active programs, 9 provided professional development events, 29 states submitted Annual Reports, and 14 states have Professional Development Workshops planned for FY 2018. Over the course of the 2017 Federal Fiscal Year, our network hosted 33 professional development events reaching almost 1,000 educators. Now in its third year of distribution *Investigating the First Peoples: The Clovis Child Burial* remains popular with educators and was downloaded a total of 512 times from our website. Online customers continue to grow and 22 purchased curricula with professional development materials, adding to our total of certified educators. Our network hosted nine facilitator workshops certifying 61 new facilitators to teach Project Archaeology curricula to other educators.

In Fiscal Year 2017, twelve youth (ages 16-25) volunteered

with Project Archaeology while one youth was employed by state Project Archaeology programs. The National Project Archaeology office employed three youths on a part time basis. Volunteers from across the country donated 1,100 hours of their valuable time to Project Archaeology. Missouri volunteers topped the charts, giving 350 hours of their time, while those who volunteered in Wyoming, Kentucky, New Mexico,

and Montana donated over 100 hours to each state. Thank you to all who volunteer for Project Archaeology! We could not do this work without you!

Master Teachers and State Coordinators went out of their way this year to attend conferences; distributing information and giving papers about Project Archaeology to their peers. Over 4,400 teachers and educators received information about Project Archaeology at 47 separate conferences. Almost 200 educators and more than 700 archaeologists attended papers on Project Archaeology curricula or professional development.

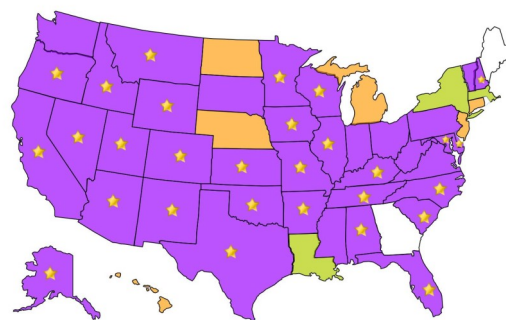


ANNUAL REPORT 2017

VISION: We envision a world in which all citizens understand and appreciate their own culture and history and the culture and history of others.

MISSION: Project Archaeology uses archaeological inquiry to foster understanding of past and present cultures; improve social studies, science, and literacy education; and enhance citizenship education to help preserve our archaeological legacy.

Project Archaeology Programs



- - States with a Project Archaeology Program
- - States with a Developing Project Archaeology Program
- - States with Project Archaeology Contact Only
- ★ - States that Submitted Annual Reports

Project Archaeology is an educational program dedicated to teaching scientific and historical inquiry, cultural understanding, and the importance of protecting our nation's rich cultural resources. We are a national network of archaeologists, educators, and concerned citizens working to make archaeology education accessible to students and teachers nationwide through high-quality educational materials and professional development.

Professional Development for Educators

In 2017, 5,638 educators received information or instruction about Project Archaeology (in Table 1; sum of the columns for Educators certified, Educators Introduced to PA, and Teachers Receiving Information). Of these, 199 were introduced to Project Archaeology through a short conference workshop, 4,446 received information through a conference, and 993 received information through a workshop, online program, professional development video, facilitator training, and curricular or introductory materials. We estimate that these newly certified educators have reached more than 20,000 learners this year alone.

Formal and Informal Education

Our national network of coordinators and master teachers reached 11,813 learners with direct Project Archaeology instruction in 2017. This instruction comes in many forms and reaches K-12 students as well as instructors, college students, and parents. The National Office and our networks often receive requests from classroom teachers to extend Project Archaeology learning through field trips and classroom presentations. Attendance at Junior Archaeology Fairs and other youth events is growing and Project Archaeology is well represented at these events.

Social Media

An online presence is a great way for the public to learn about Project Archaeology and get involved with our programming. The National Office maintains a website at www.projectarchaeology.org that

hosts our shop page, blogs on new curricula and events, and a national calendar for Project Archaeology events. For the 2017 Federal Fiscal year, our website had over 12,000 users, most of whom were new visitors. Ninety percent of these users were from the United States with a few from Canada, Great Britain, and France. The National Office is most active on Facebook with over 2,200 followers. We often feature new curricula and network sponsored events. Our network is also very active on social media. Twelve of our state programs have a presence on Social Media, including Instagram, Facebook, and Twitter, often through sponsoring organizations. Check out the links in the center box and give them a follow!

Follow Our Network on Social Media!



[Colorado Project Archaeology](#)
[Utah Project Archaeology](#)
[Florida Public Archaeology Network](#)
[Delaware State Parks](#)
[Idaho State Historical Society](#)
[Iowa Archaeology](#)
[Illinois Oriental Institute at the University of Chicago](#)
[Montana Project Archaeology](#)
[Kansas State Historic Preservation Office](#)
[South Carolina Archaeology Public Outreach Division](#)
[Texas Institute for Texan Cultures](#)
[Wyoming Draper Natural History Museum](#)

Annual Meeting – Vancouver

In 2017, Project Archaeology held our Annual Meeting during the Society for American Archaeology conference in Vancouver, BC, Canada. The meeting was attended by Stan and Cindy McDonald (Oregon), Bob King (Alaska), Elizabeth Reetz (Iowa), Sarah Miller (Florida), Beth Pruitt (SAA), Gwynn Henderson (Kentucky), and Becca Simon

(Colorado) along with Erika Malo, Jeanne Moe, Rebekah Schields, and Crystal Alegria from the National Office. Erika Malo led a discussion on creative mitigation and using Section 106 funding for curricula and workshops. The participants also discussed the word “heritage” and its growing usage in the archaeological community. Elizabeth Reetz led a session on the basics of education for archaeologists, and Gwynn Henderson taught several lessons from the newest shelter investigation, *Investigating a Shotgun House*.



Annual Meeting at SAA's 2017—Vancouver, British Columbia

At the 2017 SAA's Project Archaeology also hosted a research symposium titled "Assessment in Archaeology Education: Project Archaeology Research" that contained six research papers and two discussants. Research topics included assessment of teacher pedagogical content knowledge, assessment of informal learning, student understanding of the nature of science through archaeological inquiry, student understanding of a racially integrated neighborhood during the civil rights era, the impacts of collaboration with descendant communities in curriculum development, and the factors behind fluctuating visitation to archaeological museums. The symposium was attended by about 50 people, with over 300 viewing the session live on Facebook. [The session is available to view online here.](#) Thanks to Jeanne Moe, Crystal Alegria, Courtney Agenten, Gwynn Henderson, Linda Levstik, Rebekah Schields, Nichole Tramel, Erika Malo, and John Fisher for sharing their research. And thanks to Sarah Miller and Elizabeth Reetz for their insightful discussion of the papers. We hope to hold a research symposium at the SAA's every other year, so look for a session in Albuquerque, New Mexico, in 2019.

Curriculum Development

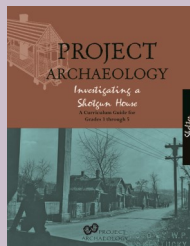
New Shelter Investigations

The past year has brought a long anticipated shelter investigation to the shelter database, *Investigating a Shotgun House*. This shelter investigation brings our total number of available investigations to 16! The 2018 Fiscal Year will bring at least one more shelter investigation. Developed in partnership with the Kentucky Archaeological Survey over the course of several years, *Investigating a Shotgun House* was funded in part by mitigation funds from the Federal Highway Administration. Students studying this shelter will learn about a mid-20th century archaeological site at Davis Bottom, a multiracial, urban, working-class neighborhood in Lexington, KY. By exploring the history of Lexington's working class, the meaning of neighborhood, and definition of family, students engage in a debate on a current civic dilemma involving archaeology and preservation, and the stereotypes we hold about the working poor.

[Get *Investigating a Shotgun House* here!](#)

Investigating Migration

In 2016, we assembled a review committee consisting of National Project Archaeology staff, Project Archaeology coordinators, master teachers and archaeologists to re-



view the first lessons of *Investigating Migration*. The committee met during the 2017 Biennial Conference in Williamsburg, VA and provided valuable feedback about the direction of the curriculum. These changes have been implemented and *Investigating Migration* is set to be completed by 2019.

Investigating Rock Art

The final draft of *Project Archaeology: Investigating Rock Art* was completed in 2017. The publication will go to print in early 2018 and a database of rock art investigations will be added to the website at that time. Our first new investigation will examine the Painted Bluff site on the Tennessee River in northern Alabama. Watch for new investigations as they are produced and added to the database.

Investigating Food and Land

Project Archaeology: Investigating Food and Land is in the final year of development and a draft of the full curriculum was completed in 2017. In November of 2016, Erika Malo traveled to Lincoln County, Nevada to visit some of the archaeological sites that are featured in the first regional piece. She also met with the elementary schools in the county to talk with teachers to introduce them to the project and learn about their curricular and classroom needs. Project Archaeology's Leadership Team reviewed the curriculum in the fall of 2017. The first workshop will be held in Lincoln County, Nevada during

Publication and Merchandise Sales for FY 2017

Publications	Number Sold	Amount
Intrigue of the Past	144	\$ 2,093.50
Investigating Shelter	117	\$ 3,647.61
Investigating Nutrition	68	\$ 1,510.80
Rock Art	6	\$ 104.80
Fort Meade	4	\$ 110.00
Discovering Colorado	31	\$ 490.00
Discovering New Mexico	1	\$ 15.00
Canyon of the Ancients	40	\$ 240.00
Shelter Kits	34	\$ 2,489.00
Shelter Investigations	81	\$ 884.95
Master Teacher Bundles	15	\$ 884.85
Oplontis	1	\$ 15.00
Merchandise		
T-Shirts	26	\$ 509.00
Fleeces	8	\$ 292.00
Brochures	50	\$ 15.00
Shotgun DVD	1	\$ 10.00
FY 2017 Total Merchandise Sales	627	\$13,311.51

the summer of 2018. It will be piloted by schools in the Lincoln County area during the fall of 2018 for a final review before it goes into publication.

Informal Guide

Over the last two years, the National Park Service has generously provided NCPE (National Council for Preservation Education) interns to assist with producing a guide for archaeology education in informal venues such as museums, visitor centers, after-school programs, and on archaeological sites. By the end of 2017, more than 30 lessons were completed in draft form and are ready for field testing. The lessons will be loaded into a searchable database on the Project Archaeology website for ease of delivery to informal venues. The results of field testing will be used to improve both the lessons and the delivery system.

Special Projects

Project Archaeology Leadership Legacy

In August, Courtney Agenten, Project Archaeology's Minnesota State Coordinator, and National Network Coordinator Erika Malo traveled to the Oriental Institute at the University of Chicago to teach the second Leadership Legacy Institute. Project Archaeology and the Oriental Institute co-organized the event., which was generously supported by a grant from the Whole Kids Foundation. Fourteen educators from Illinois, Colorado, Iowa, Florida, Utah, Alabama, Minnesota, and Mongolia came to learn about *Project Archaeology: Investigating Nutrition*. Some of the participants were new to Project Archaeology, but two veteran State Coordinators from Colorado and Iowa also attended. Amidst an intense immersion into *Investigating Nutrition*, the Legacy participants visited exhibits at the Oriental Institute and the Field Museum and heard fascinating talks by Oriental Institute scholars. We are excited to have a continuing relationship with the Oriental Institute and look forward to many more Project Archaeology professional development opportunities at their amazing museum and research center.

National Archaeology Educator's Conference

Thirty archaeology educators gathered at the Woodlands Hotel near historic Williamsburg on October 10, 2016 for the

2nd National Archaeology Educator's Conference and 14th Biennial Project Archaeology Coordinator's Conference. Unfortunately, most of our Florida registrants were unable to attend because of the damage left by Hurricane Matthew and uncertain traveling conditions. Of the attendees, sixteen were archaeologists or historians and fourteen were classroom teachers or informal (museum and visitor center) educators. In 2014, at the 1st National Archaeology Education Conference, participants asked for more professional development on the basics of both archaeology and education. Educators thought that they needed more knowledge of archaeology to better teach other educators and archaeologists wanted to know more about current educational practices and standards to enable them to work more effectively with educators. Similarly, archaeologists wanted to know more about education. Based on that request, we developed two concurrent tracks for the conference: (1) Archaeology 101 for Educators and (2)



National Archaeology Educator's Conference—Williamsburg, VA

Education 101 for Archaeologists.

Along with Archaeology and Education 101, participants also learned about Technology and Archaeology Education from Mark Freeman, an interactive learning specialist, and on-the-ground informal learning from

Meredith Poole, Historic Williamsburg archaeologist and educator. Field trips to Colonial Williamsburg and Historic Jamestowne highlighted local archaeology and education.

Project Archaeology Leadership Academy

The 8th annual Leadership Academy, held in Bozeman, Montana in June of 2017, brought 19 new master teachers into our ranks. Hailing from 14 different states, this year's graduates explored the Shotgun House and gained insight into collaborating with Indigenous communities at the Madison Buffalo Jump. Funded through a grant by the BLM, Project Archaeology's Leadership Academy introduces teachers, archaeologists and museum educators to Project Archaeology's curricula and trains them to teach others.

Many of our recent Leadership Academy graduates have been busy writing new curricula and planning workshops. Randy Utt (2016) in Oklahoma has been working with Oklahoma Public Archaeology Network to host several workshops for her fellow gifted and talented teachers in the Putnam City School District. This year their partnership also hosted an Archaeology Day, introducing 85 elementary students to archaeology.

Erik Shofner (2015) and Meg Gaillard (2017) are heading up a series of workshops in South Carolina in April and June of 2018. On the other side of the country, Dan Broockman and D'ette Mawson (both 2017) will be hosting a workshop in Nevada with the Great Basin Wickiup curriculum.

State Highlights

The great state of Idaho joined the Project Archaeology network in 2017. Working in partnership the Idaho State Historical Society and the Bureau of Land Management sponsored a facilitator's training in June to launch the statewide program. Fourteen educators and archaeologists attended the training in June co-taught by Jeanne Moe, National Project Archaeology Lead, and Mari Harris, of Caldwell and the 2017 Idaho Gilder Lehrman History Teacher of the Year winner. The new Idaho facilitators already have three workshops planned for 2018.

Utah Project Archaeology offered four workshops for educators in 2017 and the third camp for Girl Scouts to earn their archaeology patches; more than 100 girls have participated in the camps since 2015. Sam Kirkley, Utah coordinator, completed a draft of the new *Investigating a Fremont Pithouse* in June and hosted a workshop for educators at Fremont State Park to begin distribution and testing of the new investigation.

In Arkansas, Project Archaeology is making headway with 4-H groups, with three counties planning to establish archaeology themed clubs. The Florida Public Archaeology Network held six workshops this year for 126 participants; two of those workshops were held at the location of the shelter investigation: Kingsley Plantation and the St. Augustine Light Station. Arizona and New Hampshire have had difficulty in the past garnering support for traditional workshops, but this year have found workarounds in the form of one-on-one peer mentorship and weekly after-school workshops.

Cumulative Accomplishments

In the past 27 years, Project Archaeology has reached 17,469 educators with our message of preserving our shared archaeological heritage (as described in Table 2). These teachers have received high quality education materials, instruction, and continuing support from both the National Office and their state or regional coordinators. Cumulatively, we estimate these teachers reach nearly 350,000 learners in formal and informal educational settings annually.

State Sponsors

Alabama—South Alabama Archaeological Museum
Alaska—Office of History & Archaeology
Arizona—Bureau of Land Management
Arkansas—Arkansas Archaeological Survey
California—Society for California Archaeology
Colorado—Colorado Council of Professional Archaeologists
Delaware—Delaware State Parks & Recreation
Florida—Florida Public Archaeology Network
Idaho—Idaho State Historical Society
Illinois—Oriental Institute, University of Chicago
Iowa—Office of the State Archaeologist
Kansas—Kansas State Historical Society
Kentucky—Kentucky Archaeological Survey, University of Kentucky
Maryland—Center for Environment & Society, Washington College
Michigan—State Historic Preservation Office
Minnesota—Minnesota Project Archaeology & Stearns Museum
Mississippi—Bureau of Land Management, Jackson Field Office
Missouri—Missouri Archaeological Society
Montana—Department of Sociology & Anthropology, Montana State University
Nevada—Bureau of Land Management, Nevada State Office
New Hampshire—New Hampshire Division of Historical Resources
New Jersey—Hunter Research
New Mexico—Office of Archaeological Studies
North Carolina—Research Laboratory of Archaeology, University of North Carolina
Oklahoma—University of Oklahoma, Norman
Oregon—Bureau of Land Management, Klamath Falls Field Office
Pennsylvania—State Museum of Pennsylvania
South Carolina—South Carolina Archaeology Public Outreach Division
Tennessee—Nashville Metro Parks & Recreation, McClung Museum
Texas—Institute for Texan Cultures, University of Texas-San Antonio
Utah—Southern Utah University
Vermont—Turning Points in American History
Washington—Fort Walla Walla Museum
West Virginia—West Virginia Historic Preservation Office
Wisconsin—Mississippi Valley Archaeology Center, University of Wisconsin-LaCrosse
Wyoming—Draper Natural History Museum
ASOR—American School of Oriental Research, Boston University

Contact Us!

Project Archaeology
 Montana State University
 Department of Sociology and Anthropology
 2-128 Wilson Hall
 Bozeman, MT 59717
 Phone: 406.994.7582
 E-mail: projectarchaeology@montana.edu

Table 1: Project Archaeology Outreach Activities by State

Program	Professional Development Events	Educators Certified	Facilitator Training Workshops	Facilitators Certified	Participants in Short Conference Workshops	Conferences Attended to Distribute Information	Receiving Information at Conferences	Educators Attending PA Presentations at Conferences	Archaeologists Attending PA Presentations at Conferences	K-12 receiving Direct Instruction	Non K-12 Students Receiving Direct Instruction	Federal Contribution	Other Contributions	Volunteer hours
AK	0	0	0	0	0	0	0	0	0	0	0	\$24,652	\$0	0
AL	2	50	1	3	1	350	0	0	0	220	0	\$0	\$2,173	0
AR	0	0	0	0	0	0	0	0	0	418	62	\$0	\$1,500	30
AZ	1	5	0	0	1	200	0	0	0	120	0	\$0	\$750	0
CA	0	0	0	0	0	0	0	0	0	30	0	\$0	\$0	0
CO	4	48	3	4	3	155	30	125	945	30	30	\$7,000	\$0	80
DE	0	0	0	0	1	12	0	0	0	0	0	\$0	\$0	0
FL	8	136	1	5	9	946	17	16	424	108	108	\$400	\$6,800	60
IA	0	0	0	0	0	0	0	0	0	255	35	\$0	\$6,063	0
ID	0	0	1	13	0	0	0	0	0	0	0	\$2,300	\$450	0
IL	0	0	1	14	0	0	0	0	0	0	0	\$0	\$0	0
KS	0	0	0	0	1	50	10	1	0	0	0	\$0	\$62	0
KY	0	0	0	0	0	0	0	20	1796	40	40	\$3,000	\$1,000	200
MO	2	14	1	3	4	100	0	0	1000	0	0	\$760	\$3,000	350
MN	0	0	0	0	1	25	15	0	0	0	0	\$0	\$5,400	0
MT	0	0	0	0	3	800	0	130	1305	286	286	\$0	\$2,833	118
NH	1	2	0	0	2	100	0	0	5	0	0	\$0	\$0	0
NM	2	27	0	0	3	183	22	0	964	0	0	\$16,482	\$11,841	104
NV	0	0	0	0	0	0	0	0	370	0	0	\$0	\$0	0
OK	1	5	0	0	0	0	0	0	1000	0	0	\$0	\$0	0
OR	0	0	0	0	1	25	0	0	83	3	3	\$15,000	\$0	0
SC	0	0	0	0	3	30	30	0	0	0	0	\$0	\$0	40
TN	8	143	0	0	5	825	75	5	638	50	50	\$0	\$4,000	0
TX	0	0	0	0	1	45	0	0	0	0	0	\$0	\$0	0
UT	4	29	0	0	3	350	0	0	988	8	8	\$31,000	\$12,200	0
WY	0	0	0	0	2	10	0	0	55	0	0	\$0	\$0	125
National	0	534	1	19	25	240	0	408	215	360	360	\$95,000	\$431	0
Total	33	993	9	61	199	47	4446	199	705	10831	982	\$195,594	\$58,503	1107

Table 2: Project Archaeology Cumulative Professional Development by State

STATE	Totals For All Years 1990-2017										
	Facilitators Certified			Educators Certified			Total All	Professional Development			
	Previous	New	Total	Previous	New	Total	All Years	Facilitator	Basic	Other	Total
AK	105	0	105	85	0	85	190	6	7	2	15
AL	60	3	63	443	50	493	556	4	31	14	49
AR	0	0	0	44	0	44	44	0	3	1	4
AZ	12	0	12	318	5	323	335	2	26	10	38
CA	72	0	72	479	0	479	551	5	17	95	117
CO	46	4	50	517	48	565	615	6	20	24	50
DC/MD/VA	22	0	22	69	0	69	91	1	3	2	6
FL	60	5	65	1123	136	1259	1324	18	32	38	88
HI	0	0	0	0	0	0	0	0	0	1	1
IA	25	0	25	333	0	333	358	1	11	9	21
ID	0	13	13	37	0	37	50	1	2	1	4
IL	39	14	53	221	0	221	274	3	5	4	12
IN	13	0	13	274	0	274	287	2	17	0	19
KS	15	0	15	205	0	205	220	4	19	7	30
KY	13	0	13	404	0	404	417	1	30	8	39
MN	0	0	0	0	0	0	0	0	0	0	0
MO	48	3	51	250	14	264	315	7	18	6	31
MS	12	0	12	146	0	146	158	2	11	6	19
MT	8	0	8	720	0	720	728	2	30	18	50
NC	22	0	22	147	0	147	169	0	1	10	11
NH	13	0	13	325	2	327	340	2	11	4	17
NM	19	0	19	544	27	571	590	3	27	10	40
NV	19	0	19	261	0	261	280	2	15	1	18
OK	0	0	0	35	5	40	40	0	4	0	4
OR	11	0	11	281	0	281	292	0	8	8	16
PA	23	0	23	481	0	481	504	1	17	16	34
SC	0	0	0	0	0	0	0	0	0	0	0
TN	18	0	18	1264	143	1407	1425	2	53	19	74
TX	2	0	2	92	0	92	94	0	5	3	8
UT	135	0	135	1555	29	1584	1719	5	43	13	61
VT	0	0	0	8	0	8	8	0	1	0	1
WA	2	0	2	20	0	20	22	0	1	0	1
WI	0	0	0	709	0	709	709	0	2	20	22
WV	13	0	13	20	0	20	33	1	0	1	2
WY	25	0	25	307	0	307	332	1	10	13	24
ASOR	0	0	0	90	0	90	90	0	2	1	3
National	152	19	171	3604	534	4138	4309	9	8	19	36
Total All States	1004	61	1065	15411	993	16404	17469	91	490	384	965

National Archaeology Educator's Conference

In October of 2017, thirty archaeology educators gathered to learn, network, and discuss archaeology education efforts in Williamsburg, VA. Join us for the 3rd National Archaeology Educator's Conference in La Crosse, WI, November 5th—9th, 2018!

Below from Top to Bottom:

Educators participate in the Archaeological Olympics (photo courtesy Kevin Gidusko and FPAN)

*Erik Shofner examines 3D printed artifacts
Potato Head Indy stands guard over new PA merchandise*

Conference Participants listen as Meredith Poole describes Colonial Williamsburg's kids excavation project



PROGRAM HISTORY

Project Archaeology is a national heritage education program founded by the Bureau of Land Management (BLM) for educators and their students. It currently operates through 38 state and regional programs with eight additional programs currently under development. Project Archaeology was launched in 1990 in response to widespread looting and vandalism of Utah's archaeological treasures. Agency officials from BLM, the Forest Service, the National Park Service, and the State of Utah, agreed that education was the best way to protect archaeological resources over the long term. These agencies partnered to develop and maintain a statewide education program known as the Intrigue of the Past Archaeology Education Program. In 1992, when the national BLM launched a comprehensive nationwide heritage education program, Intrigue of the Past was adopted as the classroom component and renamed Project Archaeology. In 2001, Project Archaeology moved to Montana State University, a leader in conservation education programming, and currently operates under a partnership between the Department of Sociology and Anthropology and the Bureau of Land Management.