Student Internships at UMass Archaeological Services

Archaeological Services offers a variety of internship opportunities to Anthropology majors. You can participate in research alongside professional archaeologists in the field, in the laboratory, and in the office. Learn practical research skills and gain real-world experience in excavating and recording in the field, processing and analyzing artifacts in the laboratory, preparing research reports, and communicating the results of archaeological research to other professionals and the public.

Archaeological Services has been in the business of client-based “contract archaeology” or “cultural resource management” since the 1980s. We are committed to client satisfaction, ethical practice, excellence in our work, and education. We offer a wide selection of projects to fit students with varied interests, skills, and educational goals. Internships earn one to three credits, depending on the nature of the project. To inquire about an internship opportunity, please contact the Director, Eric Johnson (ericjohnson@anthro.umass.edu).

Past internship projects have included:

Participating in archaeological fieldwork and creating a poster and public presentation from the experience

Creating study collections of different varieties of artifacts

Learning and using analytical methods for studying Native American lithic (stone) and ceramic artifacts

Conducting microscopic studies of stone-tool wear patterns

Creating materials for public outreach—communicating the results of archaeological research to the public through printed materials, images, and exhibits
Student Internships/Independent Study Projects (ANTH396C) Fall 2015

Please take some time to look over the following projects carefully. Think about which you would most like to do. Then choose three projects in order of preference, and send an e-mail to Eric and Julie listing your preferences in order.

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Artifact Analysis

These projects will get you familiar with one or more classes of artifacts from the New England area, and will contribute to UMass Archaeological Services' (UMAS) ongoing research.

Roxbury Refit
1-3 students
Last winter, UMAS conducted excavations in Roxbury, part of the City of Boston, where we recovered many thousands of artifacts from late nineteenth-early twentieth-century tenements occupied by Irish immigrants and their immediate descendants. The assemblage includes large quantities of broken ceramics, glass, and clay pipes. The student(s) will undertake to refit broken specimens, reconstructing, as much as possible, original objects. At the same time, the student(s) will complete reading assignments relevant to the class of material culture with which they are working, urban archaeology in the Northeastern United States, Massachusetts, and Boston, and the history of the Irish community in Boston. At the end of the semester, the student will produce a poster illustrating some of the reconstructed or particularly interesting pieces, with information on their significance in the historic context of late 19th-early-20th century Irish communities in Boston. This project may be particularly interesting to students interested in museum work, material culture, Irish history, or Boston history.

Interpretation

These projects are about creating some kind of exhibit, poster, and/or web page to tell the public and the University about what Archaeological Services does. If you have a strong creative or artistic side, one of these projects may appeal to you. Even if you don't feel that artistic or creative, being able to tell a good story from an archaeological research project is an important skill for any professional archaeologist.

Create a Small CRM Display
1 student
Using text, images, and objects including artifacts, reports, maps, photos, etc., the student will create a small exhibit explaining the goals, methods, and results of the three phases of Cultural Resource Management archaeology (reconnaissance/intensive survey, site examination, and data recovery). This project will involve reading UMAS reports, interviewing UMAS staff, identifying interesting case studies, and creating an informative and visually interesting display.
Site Protection Presentation  
1 Student  
On a series of recent projects, Archaeological Services worked with our clients to develop innovative procedures (Archaeological Site Avoidance and Protection Plans or ASAPPs) for protecting archaeological sites in close proximity to heavy construction. We would like to be able to present these procedures to other archaeologists and clients. Using reports, photos, and maps, student will prepare a poster and brochure illustrating, describing, and discussing these methods.

Create a Poster/Presentation for a UMAS project and Digitize Archaeology Slides  
1-2 students working separately  
This project would be well-suited to a student who is interested in writing and presenting archaeological research for a wide audience. The student will create a poster that can be displayed in the first-floor East-Wing Machmer corridor and/or presented at a regional Anthropology conference such as the NEAAs, and/or included in our web site. UMAS has a vast collection of slides from past UMAS projects that need to be scanned to digital format and digitally curated on the UMAS server. The student will be responsible for learning about digital archiving standards for archaeology images and working on the overall digitization project in the lab. In addition, the student will choose one UMAS project for which they have scanned the slides, and use the scanned images to create a visually appealing and informative poster summarizing the project and its results.

Creating Presentations on UMAS research  
1-2 students working separately  
This project is essentially the same as the above, but does not include the slide digitizing, and requires that the students create two concise illustrated summaries of UMAS research projects in the form of posters/web site content.

Research Report Preparation

These projects will involve you in many of the tasks that go into creating and producing a professional archaeological research report.

Field School Follow-Up  
1 student, preferably one of the students from last summer's field school  
After a small but successful Summer Field School, we (especially Lyzann Harlow) are tasked with preparing a report. For this project, the student will be assigned to be Dr. Harlow's assistant in preparing the report on the Field School for the Dickinson Museum (our co-sponsor) and the Massachusetts Historical Commission (MHC). The State Archaeologist/MHC requires a written report as part of the terms of issuing a permit for the excavation. The student should expect to participate in writing, analyzing material culture, structuring a report, preparing illustrations, and the many other tasks entailed in writing and producing an archaeological research report. In addition to Dr. Harlow, the student will work with other Archaeological Services staff in learning how, why, and to what standards we produce research reports.
**Reports on Connecticut Research**

1 student

UMAS is producing a series of reports based on research done by ourselves and another archaeological consultant on a series of ancient Native American sites in north-central Connecticut. For this project, the student will be assigned to be Dr. Kerry Lynch's assistant in preparing the reports on these projects for our sponsor Northeast Utilities/Eversource and the Connecticut State Archaeologist. The student should expect to participate in writing, analyzing material culture, checking artifact catalogs, structuring a report, preparing illustrations, and the many other tasks entailed in writing and producing an archaeological research report. In addition to Dr. Lynch, the student will work with other Archaeological Services staff in learning how, why, and to what standards we produce research reports.

**Curation and Collections Management**

These projects may appeal to you if you are interested in professional museum work or if you are an "organizer." These projects will help Archaeological Services meet our short- and long-term curatorial objectives.

**NAGPRA-Related Inspection of Archaeological Services Collections**

1 student

Archaeological Services has created an inventory of its NAGPRA sensitive collections that may be of potential interest to tribes. It is important to verify that these collections still exist in our curation facility (in some cases they have been boxed for decades) and to note their exact locations. This project was begun two years ago and is not yet complete. It involves one student working under Archaeological Services staff supervision at the archaeological services collections storage facility at the Agricultural Engineering building ("Aggie 122"). The student will need to locate the curation boxes for each NAGPRA sensitive collection and examine the contents to ensure that the inventory summary matches the contents of the curation boxes.

**Collection Inventory and Standardized Labels for Archived Collections (partial project)**

1 student

We are in the process or re-inventorying the collections in the UMAS curation facility. We need one student to update the inventory for the Department of Transportation (DOT) collections, transfer fading information from collections to new UV protected labels and label holders, and verify the locations of related collection materials (maps, soil samples, cores, reports). The student will create new UV protected labels and these labels and label holders will be applied to the outside of each curation box. In addition, we do not currently have a standardized labeling system for archival boxes. Under the guidance of the Julie Woods, Lab Supervisor, one student will examine the contents of each curation box and create a shelf-by-shelf collection inventory. New UV protected labels & label holders will be applied to the outside of each curation box. This is not a 3-credit project because time spent in the curation facility with Julie Woods is limited. It can be combined with another project for the full 3 credits.
Notes

- It is expected that a 3-credit Independent study/Internship will require at least 9 hours of work per week.
- Lab hours are 9-5, Monday through Friday.
- Work sessions in the lab must be a minimum of 2 hours.
- Several of these projects will require using ladders, moving boxes up to 30 lbs, or working in dusty environments. Masks, gloves, and lab coats are available. If you are concerned about this, please ask Julie.
- All students will be required to take basic lab safety training, a 2-hour course offered by UMass Environmental Health and Safety. These are offered frequently. You will need to sign up at http://www.ehs.umass.edu/laboratory-and-fire-safety-training-0. The time spent in training counts toward your IS hours.