Hello all:

Welcome to 2016-17! We are excited to begin the new academic year. Several renovations were in place this past year. The museum has been repurposed as a new anthropology lab, the historical archaeology lab was enlarged, and the ethnographic lab was moved into a larger room. The Department is well positioned to integrate the new BSU entrepreneurial focus into our curriculum and research. Together, faculty and staff mentor students in team collaboration, good work ethics, and research application. We continue to strive to challenge students to be creative and dedicated problem solvers in a competitive and environmentally delicate world. Several projects were underway this this year that involved anthropology students. Mark Hill and Kevin Nolan continued their NSF project and Mark Groover and Chris Thompson revisited Ft. Recovery for the archaeology field school and other research. Cailín Murray and Nick Kawa published an article with former graduate student, Brad Painter (2015) and James Nyce published books with student involvement. This fall, Jen Erickson will be leading a local immersive learning project.

I hope that you enjoy the current newsletter summarizing our many events and accomplishments this past year. Please let us know what you are doing so we can include you in next year’s update! Cheers!
What in your undergraduate career helped you to achieve the goal of being admitted to a Research 1 PhD program?

There are a number of things that I can think of that I did or participated in during undergrad that helped me get into grad school. The first one that comes to mind is the internship program that I participated in between my junior and senior year. The internship was arranged through BSU’s Study Abroad Center with a European program that matches American students with European companies, governments, and academic institutions for internships that carry course credit. I was lucky enough to intern at the National Folklore Collection at University College Dublin, in Dublin, Ireland. It was an amazing opportunity and I learned so much about Irish culture through this organization that had been collecting and preserving Irish folklore and culture since 1935. It also really solidified my passion for folklore studies. I also think participating in the department during my time at BSU was very helpful. The department is not big, which meant that there were plenty of opportunities to talk and work with professors, help plan the undergrad conference, and participate in the Anthropology Club more generally.

What have you enjoyed about being in graduate school? What has been most challenging?

I think that the best part of grad school so far has been the conversations with other graduate students. We are all here because we truly enjoy the subject and want to expand on the current conversations in the field. The passion that the other students have for their work, and the discipline generally is contagious. This creates an environment that pushes one another to think in new and different ways. However, this is also linked to the most challenging part of being in grad school. Imposter Syndrome is a real part of grad school. You are in a PhD program with very intelligent people who all bring something different to seminars, literature, and teaching. At times this can seem like you have a deficiency in knowledge or skill, but the truth is almost everyone goes through this thought process, even though they may not talk about it openly.

What kinds of research are you doing? Can you discuss the process of finding a dissertation research topic?

My dissertation examines legends and memorates, which are personal experience narratives with the supernatural, of ghosts and hauntings along the Northern Irish border as a way of understanding the role of politics, violence in place-making and collective memory. Specifically, I focus on ghost narratives related to the Northern Irish Troubles (1969-1998) in Newry, Northern Ireland and Dundalk, Ireland. My dissertation bridges archival material and ethnographic fieldwork, which is an important factor for me. Since taking a course on ethnohistory at BSU with Dr. Murray, I knew that I wanted to do ethnohistorical research in my dissertation. Choosing this topic came out of a lot of conversations with my advisors and mentors as well as with other graduate students in the program. I knew that I wanted to focus on politics, supernatural traditions, and violence through narrative forms, but I didn’t know how to approach the topic. I also used my seminar papers as a vehicle to work through some of my thoughts on the topic. I have considered how I could make my topic marketable, but I never let marketability become a major factor. In retrospect I think I was working on this project before I was aware of it.

What advice would you give undergraduates or MA students at BSU who are thinking about earning a PhD?

The first thing that comes to mind is visiting the places that you are planning on applying. I know that it is not always easy or economically feasible to visit all of the universities that you plan on applying to, but there is so much knowledge to be gained from those short visits. First, you will be able to see if you like to physical location. If you are moving to another state, or even a different part of the same state, you should think about how that place will impact you. I have known a few students in my program that came into the MA program wanting to continue on to the PhD, but left because they didn’t like the climate of southern Indiana. A PhD program will necessitate that you live in that one place for an extended period of time and save for your trips into the field. It’s something that not a lot of perspective students think about, but they should. Also, visiting your perspective programs gives you the opportunity to meet with faculty members that you hope to work with, or take seminars with.
What in your undergraduate career helped you to achieve the goal of being admitted to a Research 1 PhD program?

For me, having key mentors was key to my success. They encouraged my involvement in local conferences, with the museum and archaeology lab, and in the department’s anthropology club, which were all building blocks for my career and CV. I was driven by a love for what anthropology can do and by my natural curiosity tempered by a healthy skepticism. Without the opportunities to express my skills and interest through these activities, I think it would have been difficult for me to be successful. The ability to explore one’s interests, the ability to learn from one’s mistakes and learn from them, and to try new things are the stuff that good recommendation letters and applications are made of. I think those mentors helped set me up to be successful for graduate school admission, even if I didn’t know it then.

In terms of the application process itself, as a first generation college student I didn’t even know what graduate school was when I applied. Dr. Callín Murray talked me through what graduate school was, instructed me on researching which schools to apply for, how to write a statement of purpose, and read through numerous drafts of those statements carefully. She set up meetings for me with other professors so that I could ask questions about how to be successful in my application and after I was admitted.

What have you enjoyed about being in graduate school? What has been most challenging?

Graduate school gives me training for research, teaching, writing, and working with others crazy passionate about the same things that I obsess over. The ability to grow intellectually in the academy is almost unlimited, given that you have the time, energy, and dedication. Most people don’t have these things (or all at the same time) as much as they need to enjoy graduate school, but when you have it, and there’s a break through, there’s an enormous nerd thrill.

What are your post-PhD plans?

After I finish my PhD, I want to teach and continue to do research and publish. This year I have been given the opportunity to work as the graduate assistant for the American Folklore Society. It is an exciting place to work and I get to see how a learned society functions outside of the context of annual meetings. It has, however, impressed upon me how much I love teaching. I am not teaching this year, save for a short class on ghosts, remembering, and supernatural folklore through IU’s Lifelong Learning Program in October. And next year I will be in the field. But my post-PhD plans are to teach full-time.

Gennie Nguyen (BSU, 2007), University of Oregon
As a researcher, I enjoy searching for truths hiding in archives, stories, pictures, and landscapes. As a teacher, there is nothing better when students arrive at “AHA!” moments when they not only memorize the material, but truly learn from it—about why people, politics, and power matter and who has it, and what happens in the world because of it. As a writer, I find joy in the struggle of the right word choice, the ability to retell other people’s stories, and to do these things artfully in writing. The challenge of being in graduate school is about how to find the time, energy, and dedication to accomplish the things I love about being a perpetual student. For those of us plagued by continual acts of individual, institutional, and systemic racism, sexual harassment, discrimination, and sometimes outright hatred, mucking through to getting that nerd thrill while staying relatively whole presents its own challenges, but enjoyment also comes from being able to continue fighting—and succeeding.

**What kinds of research are you doing? Can you discuss the process of finding a dissertation research topic?**
To find a good dissertation research topic, listen to your advisors, but also listen to yourself as your advisors should be familiar with some of the literature and topics you are blending, but only you truly understand your scholarship. You stand on the shoulders of intellectual giants, but you have to own that work in the end. That being said, it’s also up to you to convince your advisors too, and if you can’t get past them (which means you need to do more work either way), it would be hard to get past others.

**What advice would you give undergraduates or MA students at BSU who are thinking about earning a PhD?**
A challenge that I wished someone would have shared with me before going to graduate school is that when you come from a family or community that doesn’t belong in this strange academic world, they may be proud of you, but they may never understand. In this way, you will be relatively alone until you find others like you, and depending on who you are, that may take time or you may never find them. Once you cross a threshold in graduate school and the academy, it is hard to un-know it. You will change and it will set you apart from your natal community. If you are lucky, you will forge a new community of people who have been through something similar, but you may find that challenging too.

**What are your post-PhD plans?**
I will be applying for tenure-track jobs. It feels like saying, “I’m going to hunt unicorns,” but that’s what I’ll be doing.

**For More Information**


Ranking of Anthropology Graduate Programs [http://www.phds.org/rankings/anthropology](http://www.phds.org/rankings/anthropology)

The Professor is In [http://theprofessorisin.com/](http://theprofessorisin.com/)


Kendal Plantation started as a brick house established in approximately 1731 by Roger and Catherine Moore in North Carolina. The property, located along the Cape Fear River in Brunswick County, has been passed down through many generations, used for a variety of plantation and subsistence activities, primarily rice, and sold to numerous individuals throughout its history. In 1939, all core plantation activity had ended and only a few agricultural fields remained. In 2102, extensive excavations commenced at Kendal Plantation by Chicora Foundation, Columbia, S.C. Under the direction of Dr. S. Homes Hogue, I was hired to complete a large-scale faunal analysis of material recovered from Kendal Plantation. A second year graduate student, Felicia Konrad, provided tremendous support and assistance throughout the project. The research goals focused on identifying animal exploitation practices, subsistence patterns, and differences in wealth and status in the greater Antebellum South. We examined differences in animal remains and patterns of food disposal between the Colonial house and identified slave quarters at the site. These findings were then compared to other coastal plantation sites. The comparative faunal collection and resources in the Department of Anthropology and the Applied Anthropology Laboratory were used throughout the analysis. In addition, the team had the opportunity to collaborate with Indiana University Glenn Black Laboratory and Dr. Kennedy to use their comparative collection. Both collections helped identify fish and bird species from Kendal Plantation.

Most of the animal remains belonged to mammals: this group was dominated by cattle, but also included pig, deer, and sheep. In the non-mammal group, chicken, various turtles, and catfish predominated. Within wild birds, turkeys were the highest represented. Many fish species were present, catfish and drum being most common. A few unique animals identified included bobcat, raptor, and alligator.

Based on previous regional research, we expected that the better cuts and larger portions of meat would be associated with the Colonial house, while less desirable cuts and smaller portions would be associated with the slave quarters. Based on the investigation, this pattern holds true for Kendal Plantation. The most diverse use of species is associated with the Colonial house and the presence of head and feet bones was lower than all other areas. The contemporaneous slave house shows far less diversity in wild species, which suggests slaves depended on fishing rather than hunting for self-preservation. The wide-range of domestic and wild species available to the inhabitants of Kendal Plantation allowed the inhabitants to subsist comfortably for many years. This investigation helped identify differential access to food sources at the plantation, and better describe the subsistence patterns at Kendal Plantation. Being able to complete a large-scale analysis and work with a current graduate student was an amazing learning experience as a young professional.

To learn more about the history of rice cultivation in NC, visit http://publicradioeast.org/post/history-rice-plantations-enc#stream/0
AAL Around Indiana: News from the Applied Anthropology Labs

From the Director Kevin Nolan, Ph.D.

As the semester is getting underway, and I look forward to our AAL Employee Semester Kick-off Meeting later today (as I write), I would like to welcome all Anthropology students back for another academic year. We have been busy this past year and summer with many exciting projects and developments to look forward to. As we continue to move forward as a student-focused Knowledge Unit that provides unparalleled immersive and entrepreneurial student opportunities, I would like to give a brief recap and look forward to what is happening for AAL and our employees this coming academic year.

First, we have updated our formal mission, vision, and goals statements to more clearly align with how we now operate. We are aligning our goals with the university’s Centennial Commitment (a.k.a. 18 by ’18). This is broadly encapsulated in our new motto: “Learn. Work. Discover.” For more details on our new vision please see our website (bsu.edu/aal), or ask for a copy of our recent biannual report.

Second, several things are changing in AAL. We have had some personnel and position changes, and we are implementing new opportunities for students. The first change is that as of June 1st this year I was appointed to serve as Director for AAL. While this change helps us fit into the university structure better, it should not change daily operations, especially as experienced by our student employees. Chris, Amber, and I continue to work collaboratively on all projects. This brings me to the second change: we are in the process of hiring a third archaeologist in the lab. We are sorting through applicants now and hope to welcome another full-time colleague yet this fall. This should bring more and new opportunities for students; stay tuned for these developments! Finally, and most important for our students (and prospective students), we are implementing several new incentives for our employees. First, starting this semester AAL will have three different position levels for our student employees. Our basic Archaeological Trainee position will remain the same, but our more dedicated and experienced employees will now be able to apply for promotion to Archaeological Technician, and eventually the position of Crew Chief. These new positions provide more opportunities for our students to develop marketable skills while helping us complete our many projects. Please check out the requirements and consider applying for the new positions! We are also developing AAL shirts (in neon pink and neon orange) that feature our new logo and motto. These can be earned by dedicated participation in AAL projects and are great for fieldwork. We also have plans to start AAL-led field trips to regional sites of interest. Stay tuned for more news as the semester settles down.

Third, we have several ongoing, long-term field projects for our students to get involved in. Once again this year we have 2 HPF grants conducting a total of 1800 acres of surface survey in northwestern Indiana. A new special project we have is through a partnership with the Hoosier National Forest. We are conducting a shovel test pit (STP) survey in a lovely section of the HNF looking for the possible signs of an early historic Shawnee settlement known as King Billy’s Village. We are also documenting caves and rockshelters as we survey on both sides of Lost River in Orange County. The section of forest we are surveying is very scenic, one of the best environments I’ve ever conducted STPs. This provides a consistent avenue for a different field experience than our typical long-term projects, and hopefully sets the stage for future partnership projects with the HNF. Please check in with us about getting involved!

In March 2016, the Applied Anthropology Laboratories was honored to receive the Public Education and Awareness Award from the State Historic Preservation Office of the Ohio History Connection for “increasing public interest in the preservation and protection of the battlefield at Fort Recovery, an outstanding contribution to historic preservation in Ohio.”

BSU archaeology students at work in the Hoosier National Forest, 2016
The Applied Anthropology Laboratories has had a busy year. We have successfully completing work on several grants, archaeological contracts, and started work on several new awards. These grants include:

- National Science Foundation (NSF) Major Research Instrumentation (MRI) grant for a Ground Penetrating Radar $43,419
- National Park Service NAGPRA Consultation & Documentation Grant for Native American tribal consultations $89,652
- Ohio History Connection’s Ohio History Fund grant for ground-penetrating radar and archaeology field school at Fort Recovery, Ohio $17,500
- Historic Preservation Fund (HPF) grant for pedestrian surveys in Newton and Benton Counties $99,858
- National Park Service American Battlefield Protection Program grant for Fort Recovery Wayside Exhibit Plan and Design $45,000

These grants generate partnerships, research, and products that create a positive impact in communities, especially within our region. We continue to maintain a high level of student participation on both grants and projects. Many fund graduate assistantships and student employment that provide students experiential learning opportunities unmatched within our region. During the fall and spring semesters, our students have logged over 10,000 student hours participating as volunteers, interns, graduate assistants, and employees on grants, contracts, and outreach.

In addition to our grant projects, we continue to make further impacts within our communities and to our discipline through our public outreach efforts. This year, our outreach schedule has included archaeology activities and excavations of the springhouse at Mounds State Park Public Archaeology Day, artifact identification at the Andersontown Pow Wow, numerous events associated with our research and the historical archaeology field school in Fort Recovery, OH, and visits with Fort Recovery Middle School, South Adams Elementary and Middle School, and Hoosier Elementary School. Research trips and conference presentations have been made by staff and students at the Midwest Archaeological Conference, NAGPRA workshops at Indiana University, Society for American Archaeology, the Third Chillicothe Conference on Hopewell Archaeology, the Society for Historical Archaeology annual conference, Archaeology Day at the Ohio History Center, and public presentations at Fort Recovery, Ohio, and Newton County, Indiana.

Amanda Balough, graduate student, Hoosier National Forest, 2016
During the summer of 2016, Department of Anthropology students participated in a historical archaeology field school at Fort Recovery, Ohio. Funding for the 2016 field school was provided by an Ohio Historical Society grant awarded to Ms. Chris Thompson with the Applied Anthropology Labs and Dr. Groover. Graduate student Amanda Balough was the archaeology field assistant for the field school.

The purpose of the field school, taught by Dr. Groover, was to provide excavation instruction to archaeology students and explore the possible location of Fort Recovery, an early federal period fort constructed in 1793 and near the site of the Battle of Fort Recovery in 1794. The field school was conducted in an open town lot that is owned by the Ohio Historical Society. A previous Ball State field school was conducted at Fort Recovery in 2011. At that time students located a trench feature that may have been associated with the fort. The trench feature was in the center of the town lot. In 2016, site excavations were conducted in the east and west half of the town lot.

The east half of the lot contained deeply deposited clay cellar fill from the construction of a two-story brick building adjacent to the open town lot. Consequently, field school excavations focused upon the unexcavated west half of the town lot. This area contained the structural footprint of a wooden frame tenant house that was standing from the middle 1800s to the 1930s. Students excavated a wall feature associated with the tenant house, in addition to digging excavation units that attempted to locate fort period remains.

Fort remains were elusive in the west half of the town lot, and if once present were probably disturbed by urban activities, such as road construction, landscape filling episodes, and the construction and destruction of the 1800s period tenant house. However, students excavated 40 square meters and successfully learned excavation and recording techniques. In addition to excavation instruction that anthropology students received, a large number of interested community residents visited the site, including several school groups. The open house site visits were part of the public outreach program hosted by the Fort Recovery Museum. Chris Thompson and graduate student Erini Shields provided site interpretation to visitors.
Status Updates

- Dr. Adam Burke has joined our faculty in a one-year contract position. Welcome, Adam!

- Ciara Chic (M.A. 2010) is employed as an archaeologist / environmental specialist and marketing coordinator for Cosmos Technologies, Inc. in Pittsburgh, PA.

- Tyler Dobbs (B.S. 2015) has accepted a position as Government Affairs and Public Relations assistant at the Academy of Model Aeronautics (AMA) in Muncie, IN. He will be working with government officials around the country, while giving support to lobbyists trying to preserve model airplane freedoms.

- Jesse Fivecoat (B.A. 2012) is serving as a graduate assistant for the American Folklore Society in 2016-17.

- Jami Herring (M.A. 2015) has joined the Peace Corps and will be serving as a Community Health Promoter in Guyana. Jami will be writing about her Peace Corps experiences in next year’s newsletter.

- Dr. Nick Kawa has joined the Department of Anthropology at the Ohio State University. Congratulations, Nick on your new position and you will be missed!


- Dr. Robert Phillips will offer an ethnographic field school in India next summer for students. Please contact him at rphillips@bsu.edu to learn more about this opportunity.

- Rebecca Rudolph (B.A. 2014) is now enrolled as a non-degree student in IUPUI’s Museum Studies program in Indianapolis.

- Erin Steinwachs (M.A. 2015) has relocated to Baltimore, Maryland and is currently considering new professional opportunities in the greater Washington D.C. area.

ANTHROPOLOGY CLUB

The Tenenth Annual Anthropology Club Student Symposium was held April 26, 2016. The following students were selected to receive the Benjamin K. Schwartz, Jr. Student Award for outstanding undergraduate research.

First Prize: Abby Clark, sophomore

“Gender’s Influence on Formal Sexuality Education In Indiana Public Schools”

Second Prize: Bre Myers, sophomore


Third Prize: Nora Hillard, junior

“Attempting to Locate Historical Lenape Sites in Indiana: An Approach through ArcGIS”

Dr. Erin L. Durban-Albrecht was this year’s keynote speaker. Her presentation was titled, “An Anthropology of Postcolonial Homophobia: U.S. Imperialism and the Daily Lives of Lesbian, Gay, Bisexual, Transgender and Other Queer Haitians.” Dr. Durban-Albrecht holds a joint position in the Department of Anthropology and the Women’s and Gender Studies Program at Illinois State University.

(L-R) Abby Clark, Erin Durban-Albrecht, Bre Myers and Nora Hillard
Milestones

Dr. Ron Hicks announced his retirement from Ball State University in Spring 2016.

Professor Ronald Hicks retired at the end of June after 40 years at Ball State. Before coming to the university, he received a BA in international relations with a math minor from Purdue, worked his way up to lieutenant commander in the Navy during the Vietnam era, and worked as an editor in New York and Philadelphia, including three years as managing editor of the American Anthropologist, before receiving a Fulbright-Hayes Fellowship for dissertation research in Ireland and completing his Ph.D. at the University of Pennsylvania. At Ball State, one of his first acts was to create the Archaeological Research Management Services (ARMS). Provost VanderHill then selected him to be the first director of the Center for International Programs, which he resigned after four years because it gave him no time for his research and writing. He then served as department chair for 1989 to 1995 and again from 2005 to 2007. He has served as a member of the Public Relations Committee for the Society of American Archaeology and currently serves on the editorial board for Archaeology Magazine and Archaeoastronomy. Along the way he managed to publish a considerable number of articles, book chapters, and reviews, and he plans to continue his Irish research and writing in retirement.

Thank you, Dr. Hicks, for your dedication to public service, education and anthropological scholarship,

Sláinte!
Welcome
New Graduate Students
Matthew Nicholas
April Rothenbach
Erini Shields
Sean Smith
Katerina Wasley

Congratulations
New Masters of Anthropology
Emily Butcher
Joshua Donaldson
Caitlin Harrison
Jacob Hibbard
Eric Olson
Matthew Swihart

Connect with the
Department of Anthropology!

Congratulations Class of 2016!
There are many ways to support the mission of the Department of Anthropology at Ball State University.

- **Share** your expertise. Come back and speak to the Anthropology Club about your career accomplishments. Share your advice about applying skills in the non-academic sector, where most new graduates seek careers.

- **Volunteer** with the Department of Anthropology for an event like Indiana’s Archaeology Month or help mentor an anthropology student.

- **Promote** the benefits of anthropological skills and knowledge at your workplace. **Help** us develop professional internships for anthropology students. **Hire** anthropology alumni for internships or jobs.

- **Provide** others with the highlights of your experiences with the Department of Anthropology. Let prospective students know why anthropology at BSU was the right choice for you.

- **Communicate** with the Department of Anthropology. Update us with words and images on your progress. Your accomplishments help to promote our program.

- **Give** in any amount to one of our foundation accounts and help support student activities. An annual **$25 donation** is all it takes to help deserving students pursue their goals – from the Anthropology Club to supporting speaker series and assisting with student research and travel. Tell us what **you** want to support.

- **All** donations to the Department of Anthropology are **tax deductible**. See [http://cms.bsu.edu/giving/bsufoundation](http://cms.bsu.edu/giving/bsufoundation) to learn more about giving to Ball State University.