

Register of Professional Archaeologists

CPE Program Certification Application

1. **Educational Focus:** *List the program's learning objectives. Explain how the program's format, length, venue, and manner of teaching are appropriate for the subject matter.*

Historical Archaeologists have a long and tumultuous history with metal detectorists (aka relic hunters, looters, etc). This seminar will discuss how to practically engage with this group through hands-on surveys and the benefits to bringing this group to our way of seeing sites. Using public programs run at James Madison's Montpelier as an example, the methods of incorporating metal detectorists into surveys will be presented. Key to these programs is using and presenting metal detectors as a remote sensing device—a concept with not only practical benefits for finding sites, but is an extremely powerful tool to present the value of site preservation to a group that traditionally views sites solely from an artifact-centered approach.

The goals of this one hour, online seminar are to discuss the practical and conceptual benefits of working with the metal detecting community. The practical include the use of metal detectorists in efficiently locating sites, obtaining site information from folks that have metal detected in areas, and using the local metal detecting community to spread the word about site protection of a particular area or set of sites. The conceptual include engaging a constituency that is an easy and useful target for understanding the benefits of site preservation.

After taking the online seminar, participants will: 1) Understand the benefits of metal detector survey using experienced detectorists; 2) know how to practically engage with metal detectorists; and 3) will know the pros and cons of such interactions.

The online seminar will be useful to archaeologists who run field programs and have a need to find and define historic sites (phase I and II surveys). This includes contract firms, university researchers, historic property managers, cultural resource managers for large land holdings (state and federal)

Course Outline:

0-10—introduction to working with metal detectorists—battling pre-conceived notions
10-25—programs we run at Montpelier
25-40—metal detector survey as remote sensing
40-45—engaging with metal detectorists
45-60—questions and comments

Expert Instructors: All instructors must be subject matter experts. An expert is defined by the Register as a professional who has mastery of the method and theory of the subject matter as demonstrated in practice, teaching, research, or publication. Instructors must also demonstrate proficiency in the specific principles of the activity being taught. In team –taught programs, instructors must be subject matter experts in the field(s) for which they are responsible.

Dr. Matthew Reeves has been the Director of Archaeology at James Madison’s Montpelier since 2000.

The projects he had developed at Montpelier include the archaeological research and restoration of the mansion grounds, most especially the homes of the enslaved community at Montpelier. He is responsible for ensuring that the well-preserved archaeological complex at Montpelier not only is tapped for an accurate restoration of the Madison-era landscape, but also that it is preserved for future generations.

Matt has a deep interest in community-based archaeology--and this ranges from working with descendant communities, metal detectorists, and the public in general. The week-long experiential programs he has established at Montpelier are a prime example of public engagement and how archaeology can be a transformative study of the past. These programs have morphed from being exclusively excavation based (getting the public into excavation units) to getting the public involved in all aspects of the research to restoration process (Locating sites through metal detector survey, excavation the sites, analyzing the site, and reconstructing the lost landscape and community of Montpelier. The most important part is getting the public involved in a network people interested in the rediscovery of our collective past.

Over the past two decades, Matt’s research has focused on plantation life and Civil War encampments with an overall focus on sites of the African Diaspora (both pre- and post-emancipation). Prior to being the Director of Archaeology at Montpelier, he directed projects at Manassas National Battlefield Park, Jefferson Patterson Park, various New York DOT projects, and has worked on a wide variety of historic and prehistoric sites in Maryland, Virginia, New York, and Jamaica. His doctorate is from Syracuse University and focused on two Jamaican (West Indies) early 19th-century slave settlements that he spent two years excavating and analyzing. He has published many articles on his work on archaeology of the African Diaspora and the Civil War.

3. CPE Credit: CPE programs may range from short courses completed in hours, to intensive field, class, or laboratory training that take days or weeks to finish. The Register recognizes the value of documenting both successful CPE completion and the program scope and intensity. One hour of CPE credit will be given for each hour of program training, up to a maximum of eight hours per day and 40 hours per week. Successful completion of the program will be recognized with a certificate of completion.

One hour, one CPE credit.