Greetings from your ACUA Graduate Student Liaisons!

To our fellow students: we hope you had productive and exciting summer field school adventures, and your Fall 2017 semester is off to a great start. Everyone else: thank you for checking out our Student Newsletter!

This edition focuses on summer fieldwork, and highlights a few student and professional projects from the United States.

If you are interested in spreading the word about your own field school or field project experiences, we would love to hear from you! Simply email grad-rep@acuaonline.org. We will be more than happy to share your photos and stories on the ACUA Facebook and Instagram. Hope to hear from you soon!
The Latino Heritage Internship Program partnered with the National Park Service to award several students across the US the opportunity to work in one of the National Parks. With my academic focus in maritime archaeology, I was fortunate to have been selected as the Cultural Resources Intern at Biscayne National Park in Homestead, Florida.

Much of my internship was spent working on the Guer-rero project; a multi-agency archaeological project searching for the remains of the pirate slave ship, the Guerrero. In a joint effort with the National Park Service, including the Submerged Resources Center (SRC) and Southeastern Archaeological Center (SEAC) divisions, National Oceanic and Atmospheric Administration (NOAA), and University of Miami, the team spent the summer searching for this culturally significant shipwreck which would further aid our understanding of African-American history.

As an intern, I learned to survey the ocean floor for metallic anomalies using a magnetometer, and participated in the excavation of one particularly interesting site. I was also tasked with helping shoot photos and video for a documentary being produced about our project. The experience gave me the opportunity to work with the brightest minds in the discipline, and the incredible chance to cultivate my own skills within the field of underwater archaeology.
On August 19th of 2017, I headed to Assateague Island National Seashore to complete the fieldwork for my project entitled Shifting Shipwrecks: Using Photogrammetry as Rapid Data Recovery on Changing Coastlines. Operating off of a Scientific Research and Collection Permit awarded to me by the National Park Service, I aimed to record the remains of three shipwrecks that had recently become exposed due to storm activity, as an exercise in the versatility of photogrammetry as a tool for archaeology.

Unfortunately, only one of the three wrecks was relocated by the time I was able to make it to the field, which goes to show how quickly these structures can be reburied, washed back out to sea, or entirely dismantled by beachgoers. After minor surface cleaning, some 300 photographs were taken of the wreck with the inclusion of coded targets for better model construction.

The exposed section of the wreck measured approximately 51.7 feet long and 10.5 feet wide, with various early construction elements that suggested it was from the 18th or early 19th century. Further research is required, but will undoubtedly shed light on the history of this vessel, as well as the maritime cultural landscapes of Assateague Island as a whole.

-Stephen Atkinson, MA, RPA
2017 University of West Florida Maritime Field School

During the 2017 UWF Maritime Field School, students participated in underwater archaeological investigations in Pensacola Bay and surrounding waters. This summer's activities included continued excavations on the Emanuel Point II and Emanuel Point III shipwrecks, which date to Don Tristán de Luna y Arellano's 1559 expedition. Students learned hull recording techniques, maritime landscapes recording, and how to document small vessels in local rivers. The students also practiced remote sensing using magnetometer and side-scan sonar, site assessments, and completed dives on known historic wrecks and maritime sites located in the area.

Unfortunately, the weather was unusually harsh all summer. Due to this, students learned the value of flexibility. Typical rain days consisted of lectures, survey data analysis, and conservation lab work. Due to the abnormal amount of rain days, graduate supervisors planned additional activities including: photogrammetry workshops, advanced mapping exercises, and additional pool training sessions. Despite the poor weather, students were given a well-rounded experience and managed to get a lot of work done in the field.

-Austin Burkhard, University of West Florida