



CANADIAN ASSOCIATION FOR PHYSICAL ANTHROPOLOGY  
L'ASSOCIATION CANADIENNE D'ANTHROPOLOGIE PHYSIQUE

# Newsletter

Editor  
Megan J. Highet

Volume 2010 Issue 2  
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## Message from the President

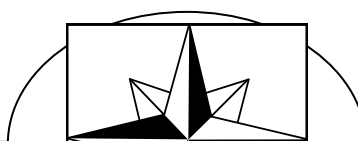
Rob Hoppa

As it approaches the end of the year, many of us are looking forward to a small break and time to reflect and recharge. The meetings at Saskatoon were wonderful and we all enjoyed the hospitality of the strong organization team at the University of Saskatchewan. And of course, looking forward, plans are well underway for the next annual meetings in Montréal.

Probably foremost on my mind for the Association at this time is the perennial problem of funding – specifically, the struggle to fit physical anthropology within the tri-council models of funding in Canada. In particular the issue of health related research, and its movement out of SSHRC and over to CIHR has been a challenging period of transition. As a result of a number of issues that were raised over the past year, I sent out a very rough survey to the association regarding the impact of this trend. While the details were presented at the business meeting this fall, I thought it worth sharing a few of the results here in the newsletter. A total of 49 respondents replied to the survey, which was distributed via SurveyMonkey in April and May 2010. At the foundation of the survey, almost three-quarters responded that SSHRC was their most likely source of funding, and over 85% noted that they engaged in research that broadly encompassed health-related issues. Further a full two-thirds noted that the eligibility changes at SSHRC with respect to health related research impacted their funding choices. The impact of this change I think is also apparent in the SSHRC com

mittee statistics, which saw Committee 16 (Anthropology and Archaeology) with only a 28% success rate for 2010 compared to the national rate of 34%, as compared to previous years where it more closely matched the national rates. Nevertheless, there was some light at the end of the tunnel when in mid-July, SSHRC clarified its stance on health related research noting that 'Proposals may be eligible if there is no intent to directly or indirectly impact health, or if health is a subsidiary element in a study intended to increase our understanding of individuals, groups and/or societies....Eligible research may include, for example: ....historical and/or archaeological research where there is no intent to influence health (e.g., biographies of health practitioners or health scientists; health and hygiene in ancient civilizations);...'. In addition, the launching of several new programs associated with SSHRC architectural changes also brings with it some potentially exciting opportunities for our membership. If you can keep me updated, I would like to hear about your ongoing challenges and successes in these various opportunities.

With that, I think I will simply wish you all the best for the holiday season and the new year to come!



### Congratulations to the 2010 Student Prize Winner!

**Dyan Semple** of the University of Alberta was awarded the Oschinsky-McKern Prize for her paper "Reexamination of the Nature and Purpose of Macramallah's Rectangle, a First Dynasty Cemetery at Saqqara, Egypt".

### WE WANT TO HEAR FROM YOU!

Please send submissions to: [meganhighet@yahoo.ca](mailto:meganhighet@yahoo.ca)

Deadline for the Spring issue is: April 15, 2011

## CAPA 2011

Montréal, Québec

Host:

The University  
of  
Montréal

### Inside this issue:

Message from the CAPA Student Representative	2
Call for Nominations	2
Graduate Student Profile: Claire Adamczyk	3
CAPA Member News and Book Corner	4
Renew Your Membership	5
Article: 15 Tips on Getting into Grad School	6
Notes from the Filed	8
Upcoming Meetings of Interest	8
Student Corner	9
Article: Every Little Bit Helps	10





## Message from the CAPA Student Representative

Christine Elisabeth Boston

Welcome back to another school year, CAPA Student Members. I hope your summers were full of productivity-be it in research, work, or relaxation-as now is the time to concentrate on educational pursuits, with some professional development mixed in depending on your plans. We all want to be productive but sometimes it is hard. Motivation is low, distractions are plentiful, and time always seems to be running out. In order to help facilitate your success, here are some helpful tips that work for me and might work for you.

Know what environment you work best in. Are you someone who likes a little background noise or complete solitude when working? This is something to consider when you need to work on a big project or read that mountain of articles and books for class. If you are unsure, try a variety of different environments and see which one works best for you. Also, know how you work (e.g. morning/afternoon, solitary/groups) as this will help determine what kind of environment is the best one for you.

Make a realistic schedule and stick to it. Creating a schedule allows you to know when due dates are and budget your time wisely so as to be the most productive you can be. It is prudent, however, to make your schedule a realistic one. If you know that you are not a morning person, then do not schedule work time in the morning. If you know you cannot work more than 8 hours in a day, then do not torture yourself by trying to cram in a ten hour work day. It is in your best interests to budget your time in a way that works best for you and stick to it.

Know your priorities. Maybe finishing that chapter is more important than seeing the new episode of "Glee" or maybe TV will trump work any day. Whatever your preference, know what your priorities are and work with them or rearrange them as to be the most productive you can be.

Avoid distractions by rewarding yourself for completing work on time or early. Or, if you are ahead of the game, continue working so you can have more and bigger fun later.

Always remember that life happens, like right now as you are reading this article. Sometimes life gets complicated and you cannot control it. Scheduling some extra time to get work done may save you a world of hassle later in cases where life just happens.

The most important thing of all is to remember to take some personal time for yourself. All work and no play makes, well, it depends on what you turn into when you have not had your personal time. Some people can handle little free time while others need a bit more.

Whatever your preferences may be, remember to have some fun once in awhile, but not so much fun that you do not work. It should remain a balance-an equal balance.

## CALL FOR NOMINATIONS

At the CAPA-ACAP business meeting held in Saskatoon, a nominating committee was struck to seek qualified candidates for the positions of **President** and **Secretary-Treasurer**. As per our constitution, these positions are to be filled by regular members in good standing.<sup>1</sup>

**Accordingly, we invite nominations (up to 3 per position);** qualified individuals may also self-nominate. The duties of these positions are stipulated in the CAPA-ACAP constitution as follows:

### **Secretary-Treasurer (Term 4 years – to begin January 2011)**

"The Secretary-Treasurer will manage the account(s) of the Association; and will collect and disburse funds according to the direction of the membership. The Secretary-Treasurer will prepare an annual report of all financial activity, to be presented and entered into the minutes at the annual business meeting. He/she will maintain the active membership list, including a list in electronic format. He/she will take the minutes of the annual business meeting, and will make these available to the Newsletter Editor for distribution to the membership. The Secretary-Treasurer will assume the role of President in the event of absence or disability of the president during the final two years of the President's term."

**DEADLINE FOR NOMINATIONS – December 15, 2010**

### **President (Term 3 years – to begin October 2011 at the annual CAPA-ACAP meetings)**

"The President will Chair the annual business meeting; he/she will have the powers and authorities typically vested in the Presidency of a learned society; he/she will discharge these and other duties as directed by the membership of the Association."

**DEADLINE FOR NOMINATIONS – February 1, 2011**

**Please send an email with your nominations to:**

Dr. Tracy Prowse

[prowset@mcmaster.ca](mailto:prowset@mcmaster.ca)

<sup>1</sup> "Regular membership is open to anthropologists and others in cognate disciplines whose practice of research, teaching and/or professional service reflects the purpose of the Association. Advanced graduate students demonstrating professional capacity may apply to the Board for regular membership once exhausting their eligibility for student membership."

## Graduate Student Profile: Claire Adamczyk, M.Sc. Candidate

*Department of Anthropology, Saint Mary's University*

I am a forensic anthropology M.Sc candidate at Saint Mary's University. I am participating in a unique Canadian MSc program, which involves course work as well as a co-op placement at the Nova Scotia Medical Examiner Service (NSMES). This is the first forensic anthropology program in Canada to offer the unparalleled opportunity to experience the field. Students complete an 8 month co-op placement as a forensic anthropology technician, assisting with all animal and non-animal cases. The program at Saint Mary's University is a research thesis-oriented program, giving M.Sc candidates the full spectrum of experiences. I am working with Dr. Peckmann on a forensic odontology research project.

Forensic odontology plays an important role in the human identification process. One of the first courses of action in attempting to identify unknown skeletal remains is to determine the age of the decedent. The methods used to determine an individual's age include the examination of the skeleton and the examination of radiographic images of tooth and root development. The latter method has been shown to be more accurate.

Age estimation is an undertaking of the physical anthropologist and odontologist. The eruption and development of the dentition have been observed and recorded in graphic representation. These visual aids are used extensively to estimate the ages of children at death. They are pictorial and therefore easy to use. This method is not as accurate as the analysis of tooth formation as seen on radiographs.

Two methods of dental age estimation using tooth formation are those of Moorrees, Fanning and Hunt (1963) (MFH) and Demirjian, Goldstein and Tanner (1973) (DGT). The MFH (1963) study used a radiographic survey of the developmental stages of permanent teeth in American children from Boston Massachusetts, while DGT (1973) used the panoramic radiographs of 2928 French Canadian children. This research has since been considered sufficiently accurate for estimating the chronological age of a juvenile. However, the MFH (1963) or DGT (1973) data may not be applicable for other population groups, or even modern populations from which the data was derived. This may be due to socio-economic conditions or nutritional status, or both in combination. Contemporary populations therefore need to be tested.



Phillips (2009), for example, recognized varying successes with the MFH (1963) & DGT (1973) age estimation methods. He conducted a study to test the accuracy of the dental age estimation methods when examining children from South Africa. Phillips concluded that these methods are not adequate to accurately estimate the ages of South African juveniles and developed South African specific data for estimation of age from tooth formation.

The aim of my study is to test the accuracy of the dental age estimation methods of MFH (1963) and DGT (1973) against population samples of children of known chronological age from modern White European populations in Halifax, Nova Scotia. I will collect panoramic radiographs of 2000 children (1000 females and 1000 males), ages 6-20 years, from a local orthodontist office, in Halifax, Nova Scotia. All patients have given consent to have their data used for research purposes. Panoramic radiographs are those x-rays that show all teeth in an individual's mouth in one x-ray.

The results of this project will help to more accurately identify the skeletal remains of missing Canadian children in Halifax, as well as prompt the study of a variety of Canadian populations. This project also aims to help alleviate some of the psychological, emotional and physical suffering endured by family members and friends of missing individuals.

## MEMBER NEWS

### McMASTER UNIVERSITY

In April we were delighted to welcome Dr. Megan Brickley from the University of Birmingham in the UK to take up a Tier I CRC in the Bioarchaeology of Human Disease. Megan is involved with a wide range of research projects, but has a particular focus on using paleopathology to answer questions relating to past societies and issues relating to diet and nutrition. Since taking up the post she has been working with colleagues from across McMaster to move various research projects forward. In September Lelia Watamaniuk, M.Sc., began her Ph.D. under Megan's supervision. Her research focuses on pathological changes in bone, particularly with respect to Vitamin D insufficiency, and on how the etiology of Vitamin D insufficiency may lead to specific, potentially diagnostic, skeletal adaptations.

On October 2 we held our annual bonding event (affectionately known as "bondage weekend") to welcome new and returning graduate students in physical anthropology and the anthropology of health programs.



Tracey Galloway (a Mac grad and Postdoctoral Fellow at McGill University) volunteered her farm, located near Stratford, for our BBQ and overnight camping extravaganza. It poured rain (see photo of shivering, despondent grad students), but we had a great day of fun hanging out in Tracey's barn, hiking, and then we wimped out on the overnight camping.

Ann Herring received the President's Award for Excellence in Graduate Supervision at a lovely ceremony held on October 4 2010. She thanks all of her current and former students who kindly wrote letters (full of lies) to support her nomination. She's thrilled!

### CANADIAN MUSEUM OF CIVILIZATION

Dr. Jerry Cybulski (Canadian Museum of Civilization) and Robert Stark (Ph.D. candidate, McMaster University) are doing bioarchaeology mid-November through mid-December, 2010, at the Tombs of the Nobles, Luxor, Egypt. The field work is associated with the TT 65 Project of the Hungarian Mission in Thebes under the direction of Dr. Tamás Bács (Eötvös Loránd University, Budapest). It continues study of 18<sup>th</sup> Dynasty through post-New Kingdom human remains carried out by Jerry in 2008 and 2009 in association with the Pacific Lutheran University Valley of the Kings Project. We hope to have a report for readers in the Spring.

## NEW GRADUATE PROGRAM

### UNIVERSITY OF VICTORIA

*Doctor of Philosophy Program in Anthropology:*

In September 2010, the Department of Anthropology at the University of Victoria will commence a new and innovative PhD Program. We are offering four unique themes in our program that cross-cut traditional sub-disciplines:

- Inequality, Culture, Health
- Evolution & Ecology
- Indigenous Peoples
- Visual Anthropology & Technology

For more information on the program, see our new graduate programs website: <http://anthropology.uvic.ca/graduate/doctoral.php>

For information on how to apply, see Faculty of Graduate Studies Admissions webpage: <http://registrar.uvic.ca/grad/admission-checklist.html>

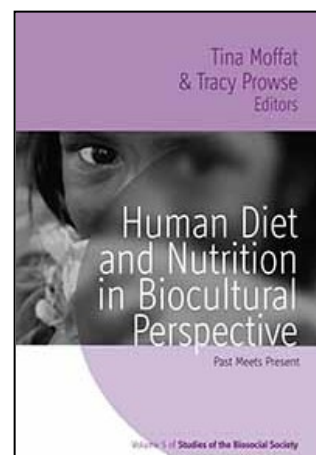
NB: applicants send their completed application to Faculty of Graduate Studies, not the Anthropology Department. Info. on the above webpage.

For more information contact the Anthropology Secretary: [anthtwo@uvic.ca](mailto:anthtwo@uvic.ca) or the Anthropology Graduate Advisor, Dr. Lisa Gould: [anthgs@uvic.ca](mailto:anthgs@uvic.ca)

**Deadline for Applications is January 31.**

## BOOK CORNER

Tina Moffat and Tracey Prowse are pleased to announce publication of their new edited volume, "Human Diet and Nutrition in Biocultural Perspective".







## Membership Form (2011)

### Canadian Association for Physical Anthropology

### L'Association Canadienne D'Anthropologie Physique

New Member [ ] or Renewal [ ]

Full Membership \$50.00 [ ] (Canadian or US funds)

or Student \$25.00 [ ] (Canadian or US funds)

Institution \$60.00 [ ] (Canadian or US funds)

Life Member \$750.00 [ ] (Canadian or US funds)

Please make your cheque or money order payable to:  
**CAPA (Cdn Assoc for Phys Anthro).**

and forward, with completed Membership Form, to:

Dr. Ian Colquhoun

Secretary-Treasurer, CAPA-ACAP

Dept. of Anthropology, U. of Western Ontario

1151 Richmond Street

London, Ontario, CANADA

N6A 5C2

(Questions? Sec-Treas. email: colquhou@uwo.ca)

Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Postal Code: \_\_\_\_\_

Affiliation and department (if different from mailing address):

email: \_\_\_\_\_

publish email with membership list [ ]

/do not publish with membership list [ ]

phone: \_\_\_\_\_

publish with membership list [ ]

/ do not publish with membership list [ ]

fax: \_\_\_\_\_

publish with membership list [ ]

/ do not publish with membership list [ ]

Academic information: (will not be published in membership list; for tracking membership trends only):

**Research Fields** (please indicate primary and secondary research interests/activities)

1.

2.

If you are an **instructor / professor**, what is your rank? \_\_\_\_\_

If a **student**, please give level and year: **Undergraduate** [ ] year (e.g., 3rd) [ ]; or, **MA** [ ] year [ ];

or, **MSc** [ ], year [ ]; or, **PhD** [ ] year [ ]

If a **Postdoctoral Fellow** [ ], position funded by:

If none of the above:

# 15 Tips on Getting into Graduate School

By Christine Boston,

with contributions by Adam Hossack, Emily Wells, Dr. Dan Jorgensen, Dr. Andrew Nelson, and Dr. Andrew Walsh

It is that time of year again: grad school application time. Applying to graduate school can be a daunting process, particularly if you are not sure where to start, but do not fret because help is available. The following is a list of tips compiled from students who have already gone through the process and experienced faculty members who have reviewed a countless number of applications. It includes information on how to go about the process, how to be successful, and some things we wish we knew before we started:

1. **Get to know your professors:** It may not be the hip thing to go hang out in your professors' offices and talk about the course, the field, or the weather, but these interactions will benefit you in the future, particularly if you are considering graduate school. Your professors can provide advice and insights about graduate schools, programs, potential supervisors, etc., and they can even inspire you to apply if you are unsure if graduate school is the right fit for you. It is also in your best interests to impress your professors with your classroom behavior-contribute to class discussions, turn in quality work, and attend classes. Showing your interest in the classroom impresses professors and also shows your commitment to your education and the discipline.
2. **Start the process early:** When is a good time to start looking into graduate school? There are differences of opinion on what is the best exact time, but everyone agrees that earlier is better. The sooner you know you want to go to graduate school, the sooner you can tailor your education and extracurricular pursuits to your graduate program and career goals.
3. **Get involved:** Potential supervisors want to see you not only excelling in your coursework but also taking an interest in the field outside of the classroom. Participate in your discipline's undergraduate society, join professional organizations at both the local, national (e.g. CAPA), and international level, take up part-time employment in your field, volunteer on your professors' research projects (which helps in completing Tip #1), if available, aid in community projects or organizations that are related to your field of study (e.g. Intercultural Centers, Museums, etc.), author or coauthor published articles, participate in field schools, and attend and present at conferences, particularly if they are nearby. If you are not sure where to start, particularly in the community, turn to your professors and they can guide you to activities that suit both your personal and professional interests.
4. **Make a calendar:** This is important when you begin working on your applications. Each graduate school and program has a different deadline, and to complicate matters, there are sometimes different deadlines within an institution if you have to apply to both the department and graduate faculty. Sometimes there is even a separate deadline to apply for internal funding. Deadlines for some institutions can be as early as November or December, which can be a shock if you were neither expecting nor preparing for it.
5. **Know what you want to do:** It is best to have a general idea if not a definitive plan of study for your graduate career. This will help you chose which institution and supervisor is right for you. This will also help you frame and tailor your letter of interest/intent expressing why you feel the graduate program and potential supervisor to which you are applying is right for you.
6. **Know where you want to (or can) go:** This may sound redundant, but it is an important point to stress. Applicants sometimes do not consider the geographical distance that they will be required to travel in order to attend their chosen graduate school, nor have they considered the financial or cultural constraints of that choice. Some institutions do not offer fully funded graduate fellowships to their students, and if you are not prepared for this, the reality of your situation could become very stressful and affect your ability to complete your degree. Sometimes students attend institutions in areas drastically different from what they are used to and are challenged by culture shock and/or language barriers. Other factors to consider are if you have a family or partner already established in the area where you currently reside or other commitments that you cannot easily leave. Take care in considering where you apply and where you are ultimately willing to go if you are accepted. Know your priorities and which of them you are willing to compromise and not compromise on. Factors to consider are the quality of graduate program, potential supervisor(s), and professors; courses offered at the graduate level; projects available to work on as potential thesis projects; amount and length of funding offered to students; additional funding resources available outside of the department but still within the university; and facilities and resources available for completing your thesis project. Sometimes the benefits of the graduate education you will receive will outweigh the disadvantages, but that is a decision only you can make.
7. **Chose wisely when picking a supervisor:** Your graduate supervisor is one of the most important people in your graduate school experience, and it is important that you chose your supervisor wisely because of their role in your graduate education. Your supervisor will aid you in your research, course selection, professional development, and could even have an indirect effect on your personal growth. Before choosing your supervisor, you need to have an idea of what you are looking for in a supervisor and what kind of supervisor is the best fit for you before speaking to any professors. Some students like to work independently with the ability to consult their supervisor as necessary, while others like someone who will work alongside them and is only a cubicle or office away at all times. Having this knowledge will aid in supervisor selection. As regarding supervisor selection, if you are unsure where to start a good place to begin is by perusing the current literature to see who is pursuing research projects that are of interest to you. If you are already involved in a project, consult your professors regarding who would make a good supervisor for that project. They may know someone who is already involved in the project that you may not already be aware of, someone who is becoming involved in the project shortly, or someone doing similar work in a different area. It is also a good idea to consult your current professors and ask them if they think a potential supervisor and you will be a good match or not.
8. **Meet your potential supervisor(s) and professors:** Some professors will not accept students they have not met and talked to in person. Some professors are more lax and do not require an in-person meeting. It will help them, as well as you, to make an informed decision on graduate program placement (and particularly if you two are the right fit together) if you talk prior to sending in your application. Email and phone calls are great ways to get in contact with

(continued on page 7)



(continued from page 6)

a potential supervisor in order to get a feeling for what they are like and whether or not they are compatible with your research and work style. If possible, take advantage of meeting a potential supervisor at a conference you are planning to attend, but be sure to email him or her prior to the conference to make sure they will be there and will be available to speak with you. Prior to contacting anyone, however, it is best to do a little background research on the professor. Again, peruse their publications and the current literature, read their bios on the department website, and, if available, check out their professional website. Make sure the information you collect is current and up to date as sometimes professors change their research interests and are no longer interested in previous projects and/or methodologies. **IMPORTANT NOTE:** Take care as to not harass professors or appear to be doing so. Send out messages and seek contact judiciously, and always remember that your potential supervisor is busy with his or her research, work, students, and everyday life.

**9. Meet current and veteran students in the program:** If you want to know what really goes on in graduate school or a graduate program, it is best to speak to former and current students. Students are often a little more honest about how things really work (e.g. financial aid, supervisor/student relations, how laboratories and facilities are maintained and managed), and speaking with the students can also give you an idea of the environment in the department (e.g. collegial or competitive). You can arrange this when meeting a potential supervisor or by attending a Departmental Open House. You can inquire about Open Houses through the Department's Graduate Secretary, but be sure to inquire before the beginning of the new school year. This gives you plenty of time to plan and arrange your visit, particularly if the school only allows a specific number of attendees at their Open House.

**10. Carefully Compose Your Letter of Interest/Intent:** It is important to remember that professors are very busy people. In order to facilitate an easier application review process, it is in your best interests to compose a well written letter of interest/intent. This means being concise and clear and tailoring each letter to the potential supervisor, department, and school to which you are applying. Avoid repetition, grammatical errors, colloquialisms, and other bad writing forms. It is highly recommended that you get your letters proofread before printing out a final copy on high quality resume paper. Regarding your plan of study, be sure to spend some time explaining why you think the program is the right fit for you, your educational goals, and your professional interests in the field, even if you do not have a clear project in mind. Project proposals can and often times do change before and during graduate school and proposal writing, and professors expect that. What is key is illustrating that you have thoroughly thought about your graduate school choice, educational goals, theoretical views, etc. and have a handle on them. If you do have a concrete project in mind, it is in your best interests to explain how your project could fit in and contribute to the interests of the whole department, particularly if the department has a specific region or subfield focus.

**11. Chose a suitable writing sample:** A writing sample may be required for your graduate school application. If so, it is important that you chose a piece of work that reflects your writing and scholarly skills, and if possible, it should be within the area of study you wish to pursue (e.g. Physical Anthropology, Bioarchaeology, Biology, etc.). A good point of reference is any paper in which you received a 90% or above. The sample should be a clean copy, free of the grades, marks, comments, etc. Also, take a moment to correct the paper based on those comments, particularly if there were simple spelling and grammatical errors. You will want to provide the best possible sample to enhance your overall application.

**12. Acquire positive reference letters:** It can be intimidating to approach a professor and ask them to write one of your reference letters, but it is a necessity for all graduate school applications. If you have a good relationship with your professors and have already made them aware of your intentions of attending graduate school, they should be more than happy and willing to write your letter. The key to acquiring a good letter is to ask for positive letters, speak to professors who know you and your work well, and approach professors as early as possible. A good rule of thumb is to give your professors a month to write the letter, particularly if there are several letters to be written on your behalf. Provide your referees copies of your letters of interest/intent, transcripts, and CV/resume, applicable forms that are required to accompany the reference letters, information on whom the letters should be addressed and which department they are affiliated with, along with a deadline. These items will ensure the letter is tailored to your needs and arrives on time. The biggest mistakes students make are asking someone who does not know them well, particularly if it is someone with a title (e.g. Department Chair), as well as not providing referees enough time to compose the letter. You risk not receiving a letter or receiving one that is of inferior quality. The quality of the letter is more important than the quality of the referee in some cases, but professors do caution against using contract faculty as a referee. As a final step, be sure to thank your referees for taking the time to write your letter(s). This does not require a gift but a simple thank-you card is recommended.

**13. Apply, apply, apply, and apply some more:** There is an old adage that goes: "Do not put all your eggs in one basket." This definitely applies to graduate school applications. Many factors go into graduate student selection and you cannot predict or account for every one of them prior to applying. If you want to increase your chance of getting into graduate school, apply to several institutions, but it is best to apply only to schools where you are willing to go if you do not get accepted to your top choice(s). Graduate school is a big commitment involving lots of time and money and you should not do it unless you are willing to commit 100% to the endeavor. If you are not willing to go anywhere but your top choice(s), then it may not be worth it to apply to additional schools, wasting not only your time and money but the school's time as well.

**14. READ THE INSTRUCTIONS!** One of the easiest ways to receive a rejection letter from your graduate school of choice is to not follow the instructions of the application or to turn in an incomplete application. Take care in following the instructions as they are written and if you have any questions, feel free to contact the department for clarification.

**15. And because it is not enough to just apply to graduate school, don't forget to apply for external funding!** Graduate school applications are a lot of work and it is easy to shrug off external funding applications since they appear to be additional "unnecessary" work. It is quite important, however, to apply for external funding, in particular SSHRC, NSERC, CIHR, and other sources (see Grants article also in this issue), as this is a crucial aspect of being a graduate student and a professional in the field. Also, external funding is necessary to fund your thesis research, the core of your graduate education. Additional reasons for applying for external funding include financing your education, particularly in the event that your school does not offer internal funding; using your external funding as a bargaining chip if you are accepted to multiple programs; and demonstrating to potential supervisors and graduate selection committees that you understand and are serious about the responsibilities of being a graduate student and professional in the field.

Applying to graduate school can be frustrating and stressful, but if you are certain and committed to the venture, the educational benefits of graduate school outweigh that short term frustration and stress wrought by the application process. I wish every applicant the best of luck. You can do it, and when it is completed, take a moment to relax and treat yourself to some fun. You deserve it!

### Official Osteoware software release April 2011

In case you missed it, the Repatriation Office Osteology Lab of the Smithsonian Institution, National Museum of Natural History, is releasing free of charge to the academic community the human skeletal documentation software with custom Structured Query Language (SQL) relational database called *Osteoware*.

While this news has already reached most of the CAPA membership (many interested people having requested the beta version), the project team is ready to announce the official software release next spring in beautiful Minneapolis, MN. We will be participating in Dr. Donald Ortner's Paleopathology Association (PPA) workshop, showcasing the flexibility of the *Osteoware* paleopathology module in tandem with Don's trademark hands-on presentation. In addition, we will be presenting an *Osteoware* poster symposium, complete with laptops running the software, at the American Association of Physical Anthropology (AAPA) meeting.

*Osteoware* will be available both before (via ftp download link) and during the meetings for installation on your laptop. This will allow you to interactively participate in the workshop and/or poster symposium as well as ask informed questions about the graphic user interface and SQL database as they arise. Several adventurous people are already using *Osteoware* beta as a tool in their teaching labs, and we plan to have our educational website and online interactive forum published before the meetings.

The project team consists of (in alphabetical order):

Chris Dudar, Repatriation Office Lab Manager, NMNH; Erica Jones, Repatriation Office, NMNH; Marilyn London, Department of Anthropology, University of Maryland; Gwyn Madden, Department of Anthropology, Grand Valley State University; Dawn Mulhern, Department of Anthropology, Fort Lewis College; Claire O'Brien, Repatriation Office, NMNH; Steve Ousley, Mercyhurst College; Cynthia Wilczak, Department of Anthropology, San Francisco State University.

For further information, or to participate in the beta testing, please contact me at your leisure.

J.Christopher Dudar, PhD

Manager Repatriation Osteology Lab

Department of Anthropology,

National Museum of Natural History,

Smithsonian Institution

10th & Constitution Ave. NW CE 137

MRC 138 PO BOX 37012

Washington D.C. 20013-7012

Tel: 202.633.0868

email: dudarc@si.edu

<http://anthropology.si.edu/repatriation/index.htm>

### Notes from the Field

Nancy Lovell lived in Tuscany from January through March of this year while teaching at the University of Alberta's School in Cortona, Italy. She taught two classes: Diseases and Human Evolution, and Mortuary Archaeology. She returned to Cortona in May/June with MA student Erin Jessup, in order to examine some Roman Period skeletons that had been excavated in the area. They conducted their research in the Museum of the Etruscan Academy (photo 1), where the skeletal remains were stored behind a 15th century door that required 4 keys to unlock (photo 2).

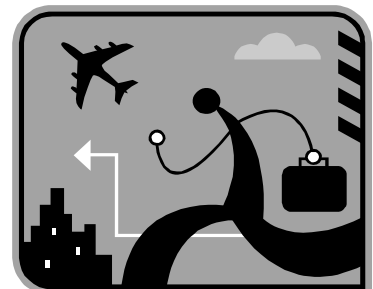


Photo 1

Photo 2

### Upcoming Meetings of Interest:

- **Hawaii International Conference on Arts & Humanities**, Honolulu, Hawaii, 9-12 January 2011.
- **Society for Anthropological Sciences**, Charleston, South Carolina, 16-19 February 2011.
- **American Academy of Forensic Sciences**, Chicago, Illinois, 21-26 February 2011.
- **Society for American Archaeology**, Sacramento, California, 30 March-3 April 2011.
- **American Association of Physical Anthropologists**, Minneapolis, Minnesota, 12-16 April 2011.
- **Western Social Science Association**, Salt Lake City, Utah, 13-16 April 2011.
- **Canadian Anthropology Society**, Fredericton, New Brunswick, 11-14 May 2011.
- **Canadian Archaeological Association**, Halifax, Nova Scotia, 18-22 May 2011.
- **American Society of Primatologists**, Austin, Texas, 16-19 September 2011.
- **American Anthropological Association**, Montréal, Québec, 16-20 November 2011.





## RESEARCH OPPORTUNITY FOR STUDENTS

Warren Wilson, University of Calgary

### Vitamin D Study

In collaboration with Dr. Tina Moffat (McMaster U.), Sarah Chadwick (McMaster U.), Dr. Dan Sellen (U. Toronto), Laura Anderson (PhD Candidate, U. Toronto), and Dr. Esteban Parra (U. Toronto Mississauga), Sofie Amarra (PhD Candidate, U. Calgary) recently completed focus groups with both recent immigrants to Canada and Canadian-born mothers. The focus groups were designed to explore the women's knowledge of and possible dietary supplementation with Vitamin D. Given the heterogeneity of the sample, it was not surprising that we found notable differences in both knowledge and dietary supplementation practices. Preliminary results from this work will be presented at the CAPA 2010 meetings in Saskatoon and the Society for Applied Anthropology 2011 meetings in Seattle.

### Tanzania: Maternal & Child Health Study

In March-April 2011, in collaboration from colleagues at the Weill Bugando University College of Health Sciences in Mwanza, Tanzania, Dr. Jason DeCaro (U. Alabama) and Dr. Warren Wilson (U. Calgary) will begin data collection to explore the predictors of maternal and child health among rural and peri-urban women and children near Mwanza, Tanzania. We will collect data concerning food insecurity, nutritional status, immunocompetence, social capital, and several demographic characteristics to test three hypotheses: (1) poverty and social capital predict maternal and child allostatic load (well being), maternal mental health, and food insecurity, (2) food insecurity predicts maternal and child health, with the latter association moderated by actions mothers take to restrict their own nutritional intake so as to buffer children, and (3) maternal allostatic load and mental health predict child allostatic load. While each of these variables has been linked to a greater or lesser degree to maternal and child health, no research of which we are aware includes each of these in its model. In order to better understand the predictors of child and maternal health in Western Tanzania, we propose to consider all of these variables in a single model (Figure 1). We anticipate that this research model will help establish a better understanding of pathways linking food insecurity, demographic characteristics, and social capital with maternal and child well-being both in Tanzania and elsewhere in the developing world.

We are looking for students who might be interested in joining us on this project. Should you have any interest, please contact Warren Wilson ([wwilson@ucalgary.ca](mailto:wwilson@ucalgary.ca)) for more information.

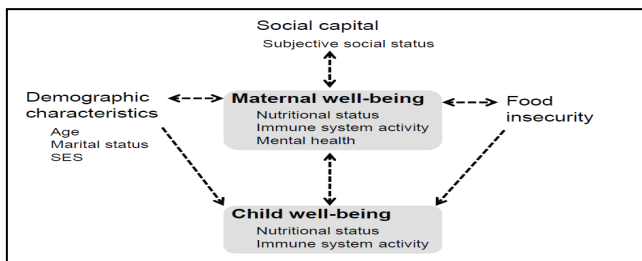


Figure 1. The conceptual framework of the study

## STUDENT CORNER

My name is Cadell Last and I am a fourth-year undergraduate student at McMaster University. I am a double major in Anthropology and History, and expect to graduate in April 2011. After my undergraduate career I hope to go to graduate school and get involved in primatological research and conservation. As such, I am already taking steps to professionalize and learn the skills I will need to succeed at the graduate level. I spent the summer of 2010 in Cameroon participating in a primate field survey in the Lebialem-Mone Forest Landscape (LMFL). During the survey we were focused on collecting primate related data (nests, food, tools, traps, etc.) in order to help conservation NGO's save the endangered chimpanzees (*Pan troglodytes vellerosus*) and gorillas (*Gorilla gorilla diehli*) that inhabit that region. I have since turned some of my research and data from that volunteer experience into a fourth-year independent study with a Biological Anthropology professor at McMaster University. I am focused on understanding chimpanzee nest construction, specifically the environmental, social and cultural causes of chimpanzee terrestrial nest construction, and I presented a paper on this topic at the 2010 Canadian Association for Physical Anthropology conference in Saskatoon. I have also presented at two other local university conferences, and have received over two-thousand dollars in competitive grants to fund my experiences. I have also received the Lorna and David Somers Award for community volunteer work and classroom leadership skills.

## MORTUARY ARCHAEOLOGY

13th Field School Summer 2011, Drawsko, Poland



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## Every Little Bit Helps: Seeking Out Additional Sources of Research Funding

By Christine Elisabeth Boston

Acquiring grant money is an integral part of being a graduate student and a professional in the field of Anthropology. Grant money is used to fund research projects for Masters and Doctoral Theses, but it can also be used to cover the costs of tuition, fees, housing, and other costs related to school and/or preliminary research. You may already be aware of the big grants, like SSHRC or NSERC, which all Canadians are eligible to apply for, but what are your other options, particularly if you do not receive these grants or are ineligible to apply? The following is a list of suggestions and examples of other grants that you may be interested and, more importantly, be eligible to apply for.

**Discipline Specific Grants:** Anthropology is a wide discipline with various subdisciplines, and general Anthropology and subdiscipline grants do exist. The Wenner-Gren Foundation, a private foundation dedicated to furthering the study of anthropology worldwide, is one option for grant money as they have funding opportunities available to students, post-doctoral fellows, and professionals. Unfortunately, only Doctoral Candidates are eligible to apply for Wenner-Gren grants. All students, however, should pay particular attention to the Wenner-Gren grant writing process because the proposal requirements are very thorough and can serve as a model for composing other grant proposals. There are other grants available at the subdiscipline level, though, which are more available to students regardless of educational level. Students specializing in Isotopic, Genetic, or similar studies may be eligible for a Sigma Xi grant, while students specializing in Paleoanthropology or Primatology may want to explore the grant options offered by the Leaky Foundation.

**Interdisciplinary Research Means Interdisciplinary Grants:** If your research fits into several different disciplines or fields, you may be able to apply to several different agencies or discipline specific grants for research money. Applying for these types of grants can be challenging as you have to make a strong case for why your project fits the criteria of the grant, but this can also be an advantage as the selection committee may find your approach new, interesting, and beneficial to their home discipline(s). Students in Engineering, Biology, Kinesiology, and Functional Anatomy have already taken advantage of this approach by acquiring Anthropology grants, suggesting that Anthropology students and professionals can be successful in pursuing grants outside of the discipline, too.

**Professional & Civic Organization:** If you belong to a professional organization (e.g. Society for American Archaeology, American Association of Physical Anthropologists, Canadian Association of Physical Anthropology), you should take a moment and see what all the benefits are of your membership. Many of these organizations have grants available exclusively to their student membership or specific student members, or there are resources to finding up-to-date information on current and new grants. Civic organizations (e.g. Canadian Federation of University Women, Unions, Fraternal Organizations, etc.) sometimes have money available to help offset the costs of tuition and fees, but this money can be used to fund research if the criteria are broad. This is still an option even if you are not a member yourself but are related to a member.

**Country of Origin:** You may also want to check out grants available to you based on your citizenship. There are several grants available exclusively to domestic students but also many available to Commonwealth Citizens or International students. If you hold dual citizenship, see what both countries offer in the way of research money and the eligibility requirements for these monies in cases where you are studying abroad. Some of these grants are available but only for a set amount of time after you have left the country, while others are available at all times but in reduced amounts. You may also want to check out Civic Organizations related to your citizenship to see if they would be interested in funding your education or research. You may be surprised at what they say.

**Country of Research Site:** Another place to look is in the country where your research is taking place. Many countries will invite foreign scholars to conduct research in order to facilitate international research and collaborations or there are already grant opportunities available to international researchers which are not being taken advantage. Also, there are Learned Societies which offer grants for specific a geographical region or regions that are open to all areas of research and disciplines.

**University & Institution Grants:** Universities and Institutions (e.g. museums) want their students to be successful, and in order to facilitate this success, they will offer internal grants to students and visiting scholars (students included). These grants are usually concentrated to the use of the facility's archives, laboratories, collections, libraries, etc., but in cases of University grants, the grants will cover outside research. These grants are often small, but they are easy to receive and require little preparation. There are also sometimes no limits to the number of times an individual can receive the award or how much can be received.

It is important to remember that while many of the above grants may not offer much in the way of award money, they are still important and worthwhile to apply for. Grant money and awards help build a stronger Curriculum Vitae, which in turn helps acquiring more grants later, and if that is not convincing enough, there is always the old adage: "Every little bit helps." Acquiring grant money requires intelligence and ingenuity and those same skills will serve you well in finding other and new grant opportunities.

*Special thanks to Carlie Pennycook, Paul Szpak & Andrew Wade for information on grants and granting agencies I had not thought of or been aware of previously.*