

PREFACE

John W. Olsen

I'm very pleased to have been offered the opportunity to provide a short preface for this special issue of *Arizona Anthropologist* that highlights the achievements of our Department.

Our Department was founded in 1915 by Byron Cummings who was initially appointed as Professor of Archaeology and Director of the Arizona State Museum. He came to Arizona from his position as Dean of the College of Arts and Sciences at the University of Utah.

In 1937, Cummings at age 75 stepped down as Head of the Department and his 33-year-old former student, Emil Haury, took over. One of Haury's first acts as Department Head was to ratify the breadth that Cummings had been developing in the Department of Archaeology by changing its name to the Department of Anthropology. Though Cummings worked diligently during his 22 years to establish a "program in anthropology," full success eluded him, in part because of the severe financial problems stemming from the Depression that plagued the final years of his tenure.

Haury first made the argument in 1937-38 that a doctoral program was not possible without a larger faculty, much improved library holdings, and better equipment. To accelerate that change to include social anthropology and applied anthropology, Haury hired Edward H. Spicer in 1939 and Spicer provided leadership for the broad field of ethnology until his retirement in 1978. It took a full decade of building these resources and adding personnel before Haury was able to expand the graduate program to include a doctoral degree in 1948-49 (the first two Ph.D.s were eventually awarded to Charles C. Di Peso and Joe Ben Wheat in 1953).

Although each of anthropology's subdisciplines differs substantially from one another in terms of the subjects of our inquiry, our approaches, and methodologies employed, all share the common goal of understanding human diversity from as many complementary perspectives as possible. Today, the Department's faculty is committed to the important task of reconfiguring anthropology in the 21st century.

In particular, the faculty believes that an integrated, synergistic approach to teaching, minimizing the methodological and theoretical distinctions among anthropology's traditional subdisciplines and consciously articulating the linked pedagogical goals of research and instruction, are the most effective ways to prepare students for careers in anthropology and to invigorate future directions in anthropological research.

This latest issue of the *Arizona Anthropologist* strikes me as a perfect complement to the celebration of our Department's 90th anniversary that has been on-going during the 2005-2006 academic year. This issue includes contributions from both U.S. and international scholars focusing on topics ranging from the implications of bilingualism and modern pop music on the Mexico-U.S. border to the potential of agent-based models in helping historical scientists in their attempts at reconstructing what could have happened in the past. Additional works highlight students' field experiences with issues including the challenges of pursuing motherhood and ethnography as well as the difficulties faced by writing ethnography in the modern world.

Collectively, this issue of the *Arizona Anthropologist* describes in microcosm the broader goal of the Department itself; the articulation of myriad approaches to the study of changing patterns of human behavior across time and space. I congratulate the authors and editors for their valuable contributions and yeoman service to both the profession and our Department and look forward with enthusiasm to future issues of the *Arizona Anthropologist*.

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