This online exhibit was the first time we have featured student research on the Academic Partnerships webpage. As carefully as we worked with Prof. Michelle Damian to plan this assignment and anticipate what we would need to communicate to the students, knowing we were embarking on something new meant we also knew something was going to catch us off-guard. That "something" turned out to be copyright. None of us had thought about the ready availability of sources and images on the internet, and the ease with which these could be incorporated into students' papers. The result was a valuable conversation with the students about the difference between "citation" and "permission," which came after they began to submit their work for inclusion on the website. The consequences of this may be visible to you (or, more specifically, not visible to you), in images that were redacted from some of these research papers for publication here.

While our discussions of "copyright" and "fair use" were of practical concern, relating to the use of these terms and the requirements they set within the US legal system, it is fitting that this experience once again made us stop and consider how we might perceive the boundaries between sharing knowledge, and appropriating knowledge. Working in an anthropology museum, we believe strongly that we all benefit when our worlds are expanded by hearing different voices, seeing different perspectives, and learning from different peoples. Working in an anthropology museum, however, we are also keenly aware that just because we have a wealth of resources available within our walls, we may not always have the permission, or moral right, to make use of them without consideration of or discussion with others. Recognizing other authors and owners can be a challenging experience, and it may throw our original plans off course, but it provides an invaluable learning experience for staff and students in this increasingly digital world. The value, as seen here, is an enriched product.

From the instructor's perspective, I'd like to commend the students for their flexibility and patience when we kept adding more layers of complexity in submitting their posts. Everyone was very responsive when we needed data submitted in different formats, or via a different software, or something just went not as planned. They did a wonderful job at finding out a lot about their models with often very little to go on, approaching the ships from the perspectives of technology, artwork, symbology, and more to understand their vessels. I saw an evolution in the students' posts as they worked with their peers to determine the best voice for this type of publicly focused writing – a task that was sometimes out of the comfort zone for those more used to academic writing, but a challenge that they rose to meet admirably. I personally am very grateful to have had the opportunity to work with Diana Loren, Lainie Schultz, Emily Rose, and Andrew Smith of the Academic Partnerships staff. We as a class are in debt to everyone at the Peabody Museum for making this exhibit a reality, providing the students with the chance to "think like archaeologists."