

more analogous to European institutions, what you might find at an English or German or French university. It's very rare to find that kind of expertise having an institutional home and institutional support that lets it do its work ... MASCA also was the home to a series of specializations that both trained graduate students in ways they couldn't get training through the anthropology department, and gave them research skills that really helped them as researchers and on the job market, and were also providing a service to the University Museum and to academia.

"As an anthropologist and archeologist," Stein added, "and someone in charge of an analogous institution, it's just a terrible loss to our discipline. I wish the Oriental Institute had an organization like MASCA. It's a shame it has to be eliminated."

Stein was one of more than 2,000 academics and graduate students to sign an open letter characterizing the Museum's decision as "a reversal of [its] original mission." Yet the Museum's stated mission has long been a multifaceted one. It encompasses not only academic endeavors like "research excellence" and "preservation and documentation of sites and collections," but also visitor-centric goals like "excellence in interpretive exhibits" and "communication with our public about the world's cultural heritage." According to a five-year strategic plan approved by the Museum's board of overseers in December, efforts to attract visitors will become a higher priority in the future. The document outlines goals such as bringing air-condi-

tioning to the galleries, establishing a "high-end, destination restaurant," and dreaming up ways to lure undergraduates into a building that few currently visit.

Addressing staff concerns about the possible erosion of the Museum's research capacity, Hodges wrote in an email that "independent" research would remain integral to the Museum's dual mission. Yet "costs have increased steeply over the last decade," he wrote. "Both parts of the mission, therefore, need to generate revenues ... to help us sustain them." He added that the Museum's research goals would shift to concentrate more on the publication of older field projects. Essentially, the Museum aims to narrow its focus on

## Financial Meltdown: The Class

**What a difference a semester makes. When the academic year began last September, the Dow was above 11,000, the Senate was passing a financial-rescue package, and plenty of experts were proclaiming the worst to be over. By the time students were choosing classes for the spring, those looked like the good old days. So it's no wonder that a last-minute addition to the Wharton course catalog attracted so much attention. "The Economic and Financial Crisis: Causes, Consequences, and Policy Options" reached its 285-student limit so quickly—with a hundred more denied entry—that plans are under way to offer the class again next fall.**

**That is, if the 15 professors co-teaching it can get their schedules aligned.**

**Organized by Mauro Guillen, the Dr. Felix Zandman Professor in International Management and director of the Joseph H. Lauder Institute for Management & International Studies, the Meltdown Class had its genesis in a "one-hour, one-time panel discussion" back in October that Guillen then repeated at a meeting of Wharton's board of overseers.**

**"Suddenly it dawned on me," Guillen recalls. "The right response would be not just to organize the occasional panel discus-**

**sion here and there, but if we're serious about being an academic institution, why not offer a class for credit?"**

**After Wharton Dean Thomas Robertson freed up some money to make it work, Guillen reached out to faculty members whose areas of expertise range from pension funds to private equity to the global automobile industry. Every one of them signed on to teach a single meeting of the class, which kicked off on January 20 with a lecture by Russell E. Palmer Professor of Finance Jeremy Siegel, of *Stocks For the Long Run* fame.**

**"Essentially, we want to do two things," Guillen says. "First, to educate Wharton students about what's going on—the class is open to both MBAs and undergrads, and we have a few from the College also. Second, to create a forum in which analysis and diagnosis about the crisis can be shared, and policy solutions can be discussed."**

**Each class session is being professionally videotaped with an eye to producing a series of hour-long documentaries on the topics covered. With any luck, of course, those will be the stuff of The History Channel by this time next year. —T.P.**

the "Great Civilizations," which Hodges considers its strength.

In 2008, central University financial support accounted for 43 percent of the Museum's revenues. Investment income was the second-largest inflow, contributing nearly 19 percent, or \$3 million—a number that is almost certain to fall given the economic climate. Gifts were responsible for 17 percent of revenues, and sales amounted to 10 percent.

Grants, which Hodges hopes will play a larger role going forward, accounted for less than 7 percent of the Museum's revenues. "As is normal international practice in the sciences," he wrote to staff, the Museum will ask researchers to "raise—with our help—their

salaries by grants or other generated income."

Unfortunately, the national pool of grant money for academic archaeology is shallow.

The National Science Foundation has an annual budget of about \$6 million for archaeology grants, and applicants face robust competition. "For senior researchers with doctoral degrees, the success rate is roughly 25 percent," said NSF archaeology program director John Yellen. And although the NSF is allowed to support 12-month salaries, he added, "That's not the norm in archaeology. The standard proposal we get is from a full professor at a university" seeking either summer salary or a stipend to cover field research.

The National Endowment of