2013 Program Review

Cultural Resources Management
MA Program

Department of Anthropology
2013 program review
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MA Program

Department of Anthropology
Sonoma State University

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DEPARTMENT SUMMARY

Degree offered:
MA in Cultural Resources Management

Number of students currently enrolled: 27

CRM Program Graduate Committee:
The CRM Program has four Anthropology faculty members who teach, advise, and serve as directors of student research.

Alexis Boutin
(Ph.D. U of Pennsylvania 2008; Assistant Professor) Biological anthropology, bioarchaeology, human skeletal biology, mortuary and gender archaeology; Ancient Near East, Gulf, Eastern Mediterranean.

Adrian Praetzellis
(Ph.D. UC Berkeley 1991; Director, Anthropological Studies Center; Professor) Local history, American material culture, historical archaeology, cultural resource management. Director: Anthropological Studies Center.

Margaret Purser
(Ph.D. UC Berkeley 1987; Professor) Historical archaeology, gender studies, archaeological theory, material culture studies, cultural landscape studies, vernacular architecture; North America, Pacific Basin.

John D. Wingard
(Ph.D. Penn State 1992; Professor) Ecological anthropology, resource management, applied anthropology, ethnographic methods, archaeology, tourism, globalization; Mesoamerica, Oceania, North America.

CRM Program Affiliated Faculty:
Several SSU faculty in other departments regularly teach, and serve as thesis committee members, for CRM students:

Michelle Goman (Geography and Global Studies)
(Ph.D. UC Berkeley 1996; Assistant Professor) Biogeography, paleoecology and paleoclimatology, geomorphology; Mesoamerica, United States, East Africa.

Michelle Jolly (History)
(Ph.D. UC San Diego 1998; Professor) Women’s history, 16th-19th century American social and political history, oral history; California and the western United States.

Laura Watt (Environmental Studies and Planning)
(Ph.D. UC Berkeley 2001; Associate Professor) Environmental history, natural and cultural landscapes, preservation and sustainability; California and the western United States.
PROGRAM INTRODUCTION AND HISTORY

The contemporary field of cultural resources management in the United States has its roots in legislation passed beginning in the early 1900s. With the enactment of the federal Antiquities Act in 1906, US federal law began to define a body of statutes and policies which mandated the identification, protection, and study of an increasingly diverse array of cultural resources. Overseen by the President’s Advisory Council on Historic Preservation, an independent agency that is administratively housed in the National Park Service and the US Department of the Interior, this activity has grown from a handful of university and park service participants at the turn of the past century into a diverse and rapidly growing professional field that dominates much of the conduct of archaeological, historical, and heritage site research and interpretation in the United States today.

As defined by the National Park Service, “cultural resource management involves research, to identify, evaluate, document, register, and establish other basic information about cultural resources; planning, to ensure that this information is well integrated into management processes for making decisions and setting priorities; and stewardship, under which planning decisions are carried out and resources are preserved, protected, and interpreted to the public” (NPS-28: Cultural Resource Management Guideline, 1998). This definition covers a broad array of endeavors. In the earliest decades of policy development, researchers from the fields of prehistoric archaeology, history and architectural history were among the first professionals who moved into the project-based, contract-driven new fieldwork. The specific disciplinary competencies needed to conduct this kind of work have expanded dramatically in recent decades, primarily in response to legislative changes that dramatically expanded the definition of a ‘cultural resource’. This has had a direct impact on the definition of professional qualification standards mandated by federal regulations. By the late 1990s, the list of potentially relevant disciplines and areas of expertise had been expanded to include: architectural history, architecture, conservation, cultural anthropology, curation, engineering, folklore, historic preservation, historical archaeology, history, landscape architecture, land use/community planning, prehistoric archaeology, and traditional cultural property expertise (National Park Service “Professional Qualification Standards”, published in the Code of Federal Regulations, 26 CFR Part 61, 1983, augmented by 1995 draft proposal language).

As a direct consequence of this rapid diversification of the field, an array of new master’s level academic programs have developed across the country since the 1980s to provide appropriate training for the profession. By 2000, the US Department of Education had recognized the field in its “Classification of Instructional Programs” document. Academic programs with this content are defined there as follows:

**Cultural Resource Management and Policy Analysis:** A program that focuses on the application of cultural studies, public policy analysis, and management skills to planning, promoting, and implementing programs to preserve and protect cultural heritage sites and artifacts. Includes instruction in historical preservation and conservation, business management, policy analysis, applied economics, public relations, applied history, historical archaeology, and environmental impact studies. (US Department of Education, “Classification of Instructional Programs”, 2000, Code 30.1202)
In this context, the SSU Cultural Resources Management program counts as one of the oldest such programs in the country. Begun in 1978 as an experimental program housed in Interdisciplinary Studies, the CRM MA program transitioned to permanent status in 1981 and was academically housed in the Anthropology Department. As a degree program in Cultural Resources Management (rather than Anthropology or Archaeology), the SSU CRM Program is unique in the CSU system, although similar programs now exist at institutions like University of Maryland, Boston University, Texas Tech, Portland State University and Central Washington University. Two principal factors have sustained the SSU program’s longevity and success in spite of the radical transformation of the field and the increasing competition from other programs at both state and national levels. First, the program was structured around an inherently interdisciplinary approach that combined a strong emphasis on academic and scholarly excellence with equally rigorous practical and ethical preparation. Secondly, to make such a combination possible, the master’s level academic program was designed to be fully integrated with the Anthropological Studies Center, a campus research center created in 1973 to provide direct student training and research opportunities in this inherently applied, project-based field.

Educational Goals

The CRM Program subscribes to the larger mission statement defined by the Department of Anthropology, which states, “the Anthropology Department is an active, integrated, intellectual community that emphasizes (1) an informed, critical understanding of the diachronic and synchronic complexities of human cultural expression and its evolutionary antecedents, and (2) opportunities for hands-on application of that understanding in field and workplace contexts”. As a master’s level program housed within this scholarly and disciplinary framework, the CRM Program is designed to foster 1) a high level of both intellectual and professional performance, 2) an appreciation for the complex and dynamic nature of human cultural expression and the diverse communities that create it, 3) a pragmatic and technically informed understanding of their practice, and 4) a strong commitment to the highest ethical standards for their professional work. The primary degree objective of the Master’s Program in CRM is to produce professionals who are competent in the methods and techniques appropriate for filling cultural resources management and related positions, and who have the theoretical background necessary for the construction of research designs, data collection and analysis, and the assessment of the historical and cultural significance of a diverse array of cultural resources.

The CRM Program therefore provides its graduates with the following:
1. Experience in developing projects and programs in cultural resources management.
2. Instruction and experience in conducting analyses of archaeological, osteological, linguistic, sociocultural and ethnohistoric data for purposes of assisting public and private sectors in the implementation of environmental protection and historic preservation legislation.
3. Training in the professional traditions of inquiry within anthropology and history to enable the student to assess the research significance of archaeological and ethnohistoric resources.
4. Experience with anthropological techniques of field and laboratory analysis, and archival and museum preparation.
5. Opportunities for experience with existing cultural resources management data-keeping facilities.
Learning Objectives

The CRM Program sets the following learning objectives for its graduate students:

**Writing and Speaking Proficiency:** To achieve and demonstrate proficiency in speech and in writing in the various venues appropriate to scholarship, cultural resources management, and relevant applications in the field.

**Competence in Relevant Data Analysis:** Competence in conducting analyses of relevant cultural resources data for purposes of assisting public and private sectors in the implementation of environmental protection and historic preservation legislation.

**Capability in Field and Lab Techniques:** Training, experience, and capability in utilizing techniques in field and laboratory analysis, in collection, archive or museum preparations, in osteological methods, in ethnographic and oral historical methodologies, and in geographical information systems, as are appropriate to an individual student’s thesis research, applications, and future career objectives.

**Mastering the Regulatory Context and its Application to Cultural Resources:** Ability to keep abreast of the laws, regulations, and values mandating the proper management of cultural resources and to apply them correctly.

**Identifying and Assessing the Significance of Cultural Resources:** Training in the identification and assessment of cultural resources in the context of current and on-going research, scholarship, and heritage preservation and interpretation developments.

**Competence in Resource and Data Management:** Ability to design and ethically implement projects and programs in cultural resources management, and to insure responsible preservation of and public access to resulting data.

**Internalizing the Scholarly Canons for Professional Work:** Learning the professional canons, ethics, and copyright laws for conducting scholarly research utilizing up-to-date information technologies in bibliographic research, archiving, protection and dissemination of information, etc.

**Gaining the Technical Skills, Knowledge and Ethics Requisite for Thesis Research:** Training in the bodies of substantive knowledge, theory, and investigative technology appropriate to the chosen thesis topic and long term career objectives, as well as exposure to the principles of ethical professional practice.

**Proficiency in Research Design and Theory:** Gaining proficiency in the traditions of inquiry and research appropriate to designing a Master’s level thesis project.

**Demonstrating of Scholarly and Professional Competence:** Demonstrating through the design, research, writing, presentation and defense of CRM projects, conference presentations, reports,
articles, and ultimately through the completion of a thesis that one has achieved competence and commitment as a CRM professional.

**Demonstrating Commitment to Stewardship of Cultural Resources:** Developing an attitude of stewardship and conservation ethics toward cultural resources as components of our national heritage.

Additional material on program goals and learning objectives can be found in individual course syllabi, and on our department website.

**CURRICULUM**

**Program Structure**
The CRM Program is structured as a cohort program. Students enter as a cohort of (typically) 8 to 10 individuals, and matriculate through the core courses of the program together. This structure is mandated due to staffing shortages, which mean that with the exception of Anth 500 and Hist 472, the required core courses are only offered every other year. This calendar introduces variability in the length of the program for students entering on Fall even-year versus Fall odd-year calendars: even-year admissions often result in a 3-year program (6 semesters), while odd-year admissions add an extra semester (a 3½ year, 7 semester program). Table 1 presents a sample program plan based on even- or odd-year admission. As evident in Table 5 below (p. 23), actual time to completion is usually five to eight semesters, with thesis research and writing proving the most variable.

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<th>Even-year admission</th>
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<td><strong>First Spring Semester</strong></td>
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<td>Internships</td>
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<td>Student evaluation by Graduate Committee faculty at end of semester. Status shifts from conditionally classified to unconditionally classified graduate standing.</td>
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<td>Anth 595 (Thesis Prospectus)</td>
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<td>Completion and filing of GSO1 to advance to candidacy.</td>
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<td><strong>Third Spring Semester</strong></td>
<td>Anth 599B</td>
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<td>Defense and filing of thesis; filing of GSO2: graduation.</td>
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The coursework required for a CRM MA at Sonoma State totals thirty academic units and is typically completed in six to seven semesters, although faster completion is possible. This design presumes that students are enrolled full-time and not working more than part-time. We have found that working students struggle to carry full graduate loads; consequently it can take more than three years for working students to complete the program of study, exclusive of thesis research and writing. Ideally, coursework proceeds in conjunction with a student's developing interests and expertise, so that by the time s/he is ready to write a Thesis Prospectus, the courses already taken have helped focus the upcoming research project.

The required coursework consists of sixteen units of core courses, six units of supporting courses, three units of internship, one unit of thesis prospectus, and four units of thesis. The department has a “Graduate Student Handbook” (Appendix 2) that lays out the structure of the different program components, describes the general content for each of the core courses, and provides guidelines for student performance, access to program resources, and faculty expectations. It also includes examples of all university guidelines relevant to graduate student matriculation, with a timeline for completion. This handbook is incorporated into the incoming student orientation meeting each fall and is available on the program website.

**Coursework**

What follows is a brief description of each of the required courses and a general overview of how the whole program is intended to proceed.

**Anth 500: Proseminar (4)**

Proseminar provides first-year students with intensive training in research design, as well as analytical and writing skills. Each student develops a research project over the course of the semester, and the coursework culminates in a day-long session of oral presentations by the students, to which the university community is invited. Although listed as an Anthropology course, graduate students from other programs sometimes enroll in Proseminar (e.g., Interdisciplinary Studies), so the research topics can be very wide-ranging. Proseminar allows students to begin to focus on a research area for the thesis. It also provides an opportunity for both students and faculty to assess relative strengths and weaknesses in the areas of writing, analysis, problem formulation, library research, etc. In essence, students should feel they have a clear grasp of what constitutes graduate level academic performance by the time they have completed this course. Successful completion of course provides documentation of Writing Proficiency as required for graduate students.

**History 472: California History I (4)**

This course is a study of California history from the period of European contact through the early years of the 20th century. This course is required in the CRM Program as a complement to Anth 592 (below). Because of the nature of cultural resource policy, students must be able to evaluate potential research and heritage significance for resources drawn from a wide range of historical
periods, from the earliest human occupation of an area up to 50 years before the present date. In addition to basic historical content, the current pedagogy of this course includes methodological and analytical assignments designed specifically to support the CRM graduate students enrolled. Students must take it in their first fall semester in the program, in conjunction with Anth 500.

Anth 502: History and Theory of Archaeology (3)
This seminar provides students with a broad review of the intellectual trends in archaeology and anthropology since the 1960s, which have formed the core theoretical frameworks for CRM research in the United States. It is also designed to give students practice in creating research designs, identifying significant research questions, and critiquing theoretical and analytical arguments.

Anth 503: Seminar in Cultural Resources Management (3)
This seminar focuses on the legislative basis for cultural resource management policies and practices. It provides a review of federal, state, and local legislation pertinent to the inventory, evaluation, and treatment of archaeological sites, historic buildings, and places that are important to Native Americans and others. This is the course where students get the most substantive grounding in the major policies that regulate CRM practice today, including the Section 106 process, the California Environmental Quality Act, and the National Register of Historic Places.

Anth 592: Practicum in the National Register of Historic Places (2)
This methods-focused course introduces students to the process by which historic buildings are recorded and evaluated for eligibility to the NRHP. Topics include wood-frame construction techniques, basic architectural description, and how to undertake focused historical research in official records. Students learn to identify and describe a historic building, document it using photographs, plans, and detailed drawings, and reconstruct its history. Because National Register treatments of standing structures are substantively different from those for archaeological sites, this specialized course provides the necessary training to handle these resources.

Anth 596/597: Internships (3 units minimum)
Internships are decided upon by discussion between the student and his/her advisor. Students often take both on-campus and off-campus internships.

On-campus internships are available at the Anthropological Studies Center (ASC) and the Northwest Information Center (NWIC). Four standard internships are available:
- 596A) Internship in Archaeology (Fall semesters)
- 596B) Internship in Cultural Resource Management (Spring semesters)
- 596C) Internship in Information Management (Fall and Spring semesters)
- 597) Internship in Archaeological Collections Management (Fall and Spring semesters)

Off-campus internships (Anth 597) are arranged with a large number of local, state, and federal agencies such as the Healdsburg Museum and Historical Society, the California Office of Historic Preservation, and National Park Service (see Appendix 3: External Internship Sponsors, 2008-2013). Additional off-campus internships may be developed in consultation with a faculty advisor. Many of these off-campus internships have led directly to thesis projects and, eventually, employment. They also provide students with valuable professional contacts and
networking opportunities. Internships are designed to provide students with real-world, hands-on experience relevant to their development of professional competence in CRM. It is generally recommended that students enroll for an on-campus internship early in their graduate course of study, in the first semester if possible, to help expose the student to the resources available in the program, particularly a familiarity with the ASC.

Supporting Courses (6 units minimum)
In addition to the fixed course requirements described above, each student selects at least six units of additional supporting courses, either in the Anthropology department or in others, designed to provide students with the background or specialized training in additional areas relevant to their research focus. All supporting courses must be upper-division (300-level or higher). Supporting courses are also a good opportunity to identify faculty outside Anthropology who might be willing to serve as the third member on a student's thesis committee. In addition to courses offered at Sonoma State, CRM graduate students occasionally take advantage of the SSU policy on concurrent enrollment to use courses offered at UC Berkeley and San Francisco State as supporting courses. In consultation with their thesis advisor, students have also transferred in units from other institutions to acquire supporting courses outside of SSU offerings.

We discourage students from using supporting courses to "shop around" in search of a research focus or thesis project. This tends to lead to greatly extended coursework and does not provide the student with an integrated, coherent program. To this end, the Graduate Committee has created unofficial Program Emphases (discussed further below). Thesis committee chairs, or other Anthropology faculty, also can be helpful in identifying faculty or coursework that might support a student's individual research interests or program needs. It is the student's responsibility to make sure that s/he has clearly identified such interests relatively early in their program, and no later than the end of the third semester of coursework.

Anthro 595: Thesis Prospectus (1)
This one-unit special studies course prepares the student to write a thesis by finalizing the research design and usually generating a detailed outline of the thesis itself, attached to a calendar or timeline of expected completion. This intensive tutorial is undertaken with the faculty member who will serve as thesis committee chair. During this semester, the student also finalizes the membership of his or her thesis committee, working in conjunction with the chair. Successful completion permits filing of the GSO1 (“Advancement to Candidacy”) form with the Graduate Studies office.

Anth 599 A and B (4 total)
Once the student has completed the thesis prospectus unit and advanced to candidacy, s/he can enroll in thesis units. These units are taken with the thesis committee chair and are designed to support the final research and writing phases of the program. Generally, students enroll in two units per semester for their final two semesters, and defend and file their thesis in their final semester. However, these courses may be completed concurrently based on close consultation with a student’s thesis committee chair.
MA Thesis Experience
Assessment criteria and standards for the CRM MA thesis are based on a review of comparable institutions; they were revised substantively in the late 1990s to conform to this more representative standard. As defined in the CRM Graduate Student Handbook, the MA thesis “is required so that the student can demonstrate to a group of experts (the thesis committee) that she or he is capable of successfully completing a piece of research at a professional level…To create a thesis, a student must:
• come up with a theme that is worthy of study;
• formulate an appropriate research design to guide the investigation;
• collect, analyze, and interpret the appropriate data; and
• come to some defensible conclusion based on the data.”

Thesis Defense
A public thesis defense is a University requirement. It is normally conducted during the term that completion of the thesis is anticipated (or occasionally during the preceding term). Since the object of the defense is to present the thesis research to the thesis committee, the faculty at large, students, and interested members of the public, it is essential that the thesis be substantially complete before the defense is scheduled. The thesis committee chair decides when a thesis is ready for defense. It is common practice in the CRM Program for thesis defenses to be held twice per year, during one week in each semester. Multiple students may defend their theses on a given date. It is department practice to schedule 60 minutes for each defense. The first and last 10 minutes are spent setting up and taking down technical equipment. The middle 20-30 minutes are allotted for the student to present his/her material; many students use PowerPoint and data handouts as aids in their presentations. Questions from members of the thesis committee follow. The remainder of the time is open for questions from other attendees. (See Appendix 4 for a list of thesis titles, 2008-2013)

Changes to the Curriculum Since the 2008 program review
No major programmatic changes have been made to the CRM Program curriculum since the 2008 review. However, as described further below, steps have been taken to increase the program’s breadth, both by identifying Program Emphases that students may choose to pursue, and by adding to the program’s core and affiliated faculty.

FACILITIES AND RESOURCES

The Anthropological Studies Center (ASC)
Director: Dr. Adrian Praetzelis

What the ASC Does
The Anthropological Studies Center (ASC) is a critical component of both the Cultural Resources Management and undergraduate Anthropology programs. Students may work as volunteers, enrollees in internships for credit, or as paid staff. ASC has a long established tradition of giving SSU students the opportunity to work and learn, in an atmosphere of mentoring and apprenticeship training, as technicians, specialists, and team leaders on CRM projects. The organization’s goal is to give SSU students professional experience in CRM in a real-world environment.
Founded in 1973, ASC helps private companies and government agency clients manage archaeological sites, Native American concerns, historic buildings, and public outreach and interpretation. ASC has a core staff of 17 full-time and 15 part-time employees, including nine Registered Professional Archaeologists and a registered Professional Historian, among whom are historical and prehistoric archaeologists, an oral historian, a staff editor, an archaeological laboratory manager, and field and lab technicians, as well as report production, computer graphics, and GIS specialists.

**What ASC provides to Students**

The CRM academic program was designed to articulate seamlessly with the pre-existing ASC facility. That articulation includes individual student opportunities to learn a wide range of hands-on research and practical skills, but also provides entire cohorts with the larger experience of participating in the daily work of an ongoing professional institution. Over the past decade, the increasingly national and now international profile of ASC-based projects and research programs have also proved critical to identifying current trends in the broader profession, allowing us to shift our curriculum accordingly. The ASC also provides some of the only financial support and physical resources available to our graduate students. Based on a recent online survey (described further below), 80% of current and former CRM students (60/75) report that the ASC played either an “essential” or “important” role in their education at SSU. The nature of their involvement at the ASC is detailed in Table 2, with the caveat that students often held multiple roles during the course of their time at SSU.

Specific ASC programs include:

- Internships in Archaeological Collections Management (completed by 9 students from 2008-2013), Field Archaeology (completed by 32 students from 2008-2013), and Cultural Resources Management (completed by 33 students from 2008-2013).
- In recent years, ASC has paid up to 160,000 dollars annually in wages to students working on grant and contract projects.
- Approximately one-half of completed MA degrees in CRM have evolved from ASC projects.
• Students may apply for the ASC Scholarship in CRM and for the David Fredrickson Research Grant (each $500-1500/year depending on available funds), as well as travel grants to attend and present papers at professional meetings.

• Students can request a personal workspace and use of ASC computer/GIS/GPS technology for thesis research.

ASC’s Facilities
ASC has nearly 10,000 square feet of well-equipped facilities on the SSU campus. In addition to administrative offices and project work spaces, ASC maintains an Archaeological Laboratory for cleaning, sorting, cataloging, and photographing both prehistoric and historic archaeological collections. The Computer Lab is continually upgraded in both equipment and software for word processing, computer aided drawing (CAD), graphics production, GPS/GIS, and data analysis. The facility has sufficient field and laboratory equipment to furnish at least two major ongoing field investigations.

ASC also maintains the David A. Fredrickson Archaeological Collections Facility (ACF), which contains millions of archaeological artifacts from over 2200 archaeological sites that can be used by SSU students for research, as well as being the source of regular internships. ACF is the primary repository for Bay Area and northwestern California artifact collections and associated documents. In 2007 the facility completed a multi-year renovation and expansion to increase curation, laboratory, and research space. ACF also conducts collections research and management under contract with state and federal agencies.

ASC’s Office of Interpretive and Outreach Services (IOS) interprets the archaeology, history, and ethnography of past peoples of California to the general public by means of events, pamphlets, museum displays, videos, websites and presentations to school groups. Recently, IOS prepared an exhibit for the City of Stockton based on the Sing Lee Laundry deposit to complement an interpretive web site (http://www.stocktongov.com/discover/history/mineLaundry.html) and highlight the city’s Chinese heritage. The exhibit included three large cases of printed panels, artifacts from the site’s large assemblage, and a small faux archaeological site. The exhibit was intended to not only display some of the artifacts used by the Chinese laundrymen, but also to give some insight into their daily lives. IOS is a classic example of the articulation between the academic CRM Program and the ASC facility. The current organization of IOS is the result of a student-led initiative on the part of several members of the 1996 graduate cohort, who realized that the areas of public archaeology, public outreach and public interpretation were then emerging as new areas of professionalization in our field. Since 2005, IOS has provided the direct project support needed for multiple Master’s theses in these areas.

ASC and Community Consultation
ASC was among the first cultural resource facilities to include a broad-spectrum approach to archaeological survey, incorporating environmental studies, intensive archival research, and interviews with Native Americans and other descendant communities and stakeholder groups. The Center has long enjoyed a close working relationship with representatives of Native American communities in the Bay Area, the Northwest Coast, and the central and eastern Sierras as well as with the Native American Heritage Commission in Sacramento. ASC staff and CRM students have taught classes in CRM to Native American tribes throughout Northern California.
Through this deep history of consultation and collaboration, the ASC has provided substantive professional training for CRM students who now work with Native American communities as an integral component of CRM projects.

ASC has worked with other ethnic groups affected by federally-funded projects, such as the African American community in Oakland's Cypress Freeway Replacement Project area; the Chinese American community in Sacramento; and the Portuguese, Italian, and Basque tenant farmers of the Los Vaqueros Project area. Again, these programmatic alliances generated by ASC endeavors have connected the academic program to key networks that have led to a series of student internships and theses based on collaborative projects with a number of regional Native American tribes and other ethnic groups and local communities.

**Awards**

Among the awards received by ASC and its staff are:

- Commendation, California Association of Professional Engineers
- Award of Merit, California Preservation Foundation
- Award of Commendation, California Dept. of Transportation
- Governor’s Historic Preservation Award, Office of the Governor
- T.F. King Award for Excellence in Cultural Resource Management, Society for California Archaeology
- Commendation, City of Oakland
- M.R. Harrington Award for Conservation Archaeology, Society for California Archaeology

**Northwest Information Center (NWIC)**

Director: Bryan Much, MA

The Northwest Information Center (NWIC) is one of ten centers in the California Historical Resources Information System (CHRIS) that have been designated by the State Office of Historic Preservation (OHP) as an official repository for the full range of historic resource information documented under the state and federal statutes that govern U.S. cultural resources management. This federally mandated but state-based system is particularly complex in California, and as can be seen from Appendix 5, several other regional information centers are located on CSU campuses. NWIC has a service area that covers the eighteen coastal, Bay Area, and inland counties of Alameda, Colusa, Contra Costa, Del Norte, Humboldt, Lake, Marin, Mendocino, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, Sonoma, and Yolo. This office has three main functions: one, to archive historical resource records and reports; two, to provide access to the historical resource information through either a.) staff-generated assessments and recommendations to private and public agencies, cultural resource consulting companies, and the general public, or b.) to provide direct access for qualified individuals; and three, to provide public education through formal and informal presentations to members of the general public regarding historical resources and the various regulatory contexts under which these resources are considered.

In addition to educational outreach activities directed at the general public, NWIC runs a student internship program that is open to all students at SSU. It consists of job experience and training at NWIC in the fields of anthropology, history, geography, environmental sciences, and
planning. With its current resources, NWIC can provide internships for two to four students each semester. Although not reserved for CRM students exclusively, program students historically have made up the majority of NWIC interns. This program is set up to give up introductory instruction in and experience with a variety of archival and research methodologies and techniques related to the present practice of cultural resource management and historic preservation in the regulatory context. Students receive training in data retrieval, map care and map reading, in both paper-based and electronic formats. They learn how to conduct a historical resources records search, which includes obtaining information from the NWIC literature and map database; developing predictive models for prehistoric and historical archaeological sites; identifying historic structures; and writing a records search response letter.

In addition to this formal intern-training program, NWIC staff provides significant assistance to all students coming in to do research at this office. This past year 38 students from five different educational institutions used the NWIC for a variety of course projects. CRM students using the facility for research relating to their thesis project do so at no cost.

COMPARISONS TO OTHER DEPARTMENTS AND UNIVERSITIES

Cultural Resources Management at the MA level is taught in programs that have one of two basic academic structures. The first approach sees CRM at its ancestral roots in archaeology and anthropology, and so houses the program in what is often a multi-track MA in Anthropology, or in some cases, an MA in Applied Anthropology. A more recent approach sees the expanding interdisciplinary scope of CRM at its broadest, and structures an explicitly multidisciplinary and interdisciplinary program that may or may not be housed in any single department, but invariably involves faculty and coursework from across a range of disciplines. The CRM Program at SSU is unusual in that its origins as an interdisciplinary program have continued to shape curriculum and pedagogy, yet at the same time it now resides in an Anthropology department that is increasingly interested in diversifying the scope of its own applied anthropology curriculum. The following comparisons are drawn from both the CSU system and from more national examples, to illustrate these two different approaches to program design.

CSU Comparisons
The SSU CRM Program is unique in the CSU. While there are today 11 other CSU Anthropology departments with MA programs, these are more traditional programs all contained in either the discipline of anthropology itself, or in one or more of its subfields, including applied anthropology. However, many of these programs do include CRM as one of the professions for which they prepare their students, and several include coursework specifically about the field. Appendix 5 provides a summary of the data for the 12 programs, for comparison.

CSU system Anthropology MA programs vary greatly in terms of numbers of students, program requirements, allocated faculty, and support facilities. Three of the 11 programs are close in enrollment size to the SSU program (i.e., had 20-30 students enrolled as of Fall 2013): Chico State, Long Beach, and Sacramento State. When compared to these institutions, SSU’s CRM Program has the smallest number of full-time faculty in the Anthropology department as a whole (N=6), as well as the highest student-faculty ratio (4:1). However, it should be noted that only four of the six Anthropology department faculty members at SSU teach in the CRM Program,
resulting in an even higher actual student-faculty ratio of 6.75:1 (i.e., 27 students:4 faculty members). In terms of program content and organization, these three comparable programs either have more than one official track or specialization within their MA degree program, or implicitly cover a more comprehensive scope of the entire discipline of anthropology and its subfields, than does the CRM Program at SSU.

In terms of general program structure, most of these programs have the same minimum semester unit requirements as SSU’s 30 (Chico, Fullerton, Northridge [General Anthropology], Sacramento State, San Francisco State), although a few are higher (Long Beach [Anthropology], Northridge [Public Archaeology], and San Diego State) at 33. It may be significant that the three highest unit requirements (36 semester units) belong to Applied Anthropology programs: Humboldt, Long Beach, and San Jose State. Four other programs besides SSU require a thesis, while the other seven provide thesis, comprehensive exam, and/or project options. Four programs besides SSU require an internship. Four programs require oral exams either to advance to candidacy or as a component of the thesis experience, like SSU’s oral thesis defense. SSU’s 16-unit core coursework represents the median of the spectrum, with Sacramento State’s six units at the low end, and Long Beach (Applied Anthropology)’s 24 at the upper end. In like manner, the number of thesis units ranges from one to six, with SSU requiring five.

Institutional resources that supplement the MA programs are diverse across the CSU system. SSU is one of four programs with an Information Center, which provides students with practical knowledge of CHRIS protocols. Five programs have auxiliary research centers comparable to the SSU Anthropological Studies Center and Fredrickson Collections Facility, which provide students with opportunities for fieldwork, collections research, and paid employment. The presence of both an Information Center and research/collections facility at SSU is unique in the CSU. However, SSU is lacking in other areas, such as lab and museum space. Seven programs have multiple lab spaces to support curriculum and student research, in a variety of anthropology specializations. Five programs have an on-campus museum devoted to anthropology where students can gain experience in curation and interpretation.

In terms of attractiveness to potential students, SSU is less competitive than other programs. The new Applied Anthropology MA program at Humboldt State is hybrid, allowing 30 units of coursework to be completed online. This delivery format is likely facilitated by the program’s housing in the College of eLearning and Extended Education, rather than being state-funded. Of most immediate concern is SSU’s inability to offer sustained funding opportunities to its students. Although SSU’s students often undertake paid part-time employment at the NWIC and ASC, it lacks the paid graduate- or teaching-assistants offered by five other programs. As one-time offerings, the ASC Scholarship and the David Fredrickson Research Grant (both $500-1500/year depending on available funds), cannot supply the sustained financial support that students require for a program that takes, on average, six to seven semesters to complete. This challenge is exemplified by the words of a recent applicant who declined a place in our program:

“I regret to inform the department that I am unable to attend Sonoma State University. This has been a difficult decision to make, particularly when considering how highly regarded the CRM Program is, and how useful the applied nature of the program is. I would like the department to know that SSU was my first choice for graduate school and I believe that the
program there would have been a great match for me, but financially it isn't feasible, even with the additional help the department generously offered and the possibility of working with the department's CRM firm.”

**National Comparisons**

In addition, there is a growing number of programs nationally that are specifically designed to support the increasing breadth of CRM as a field, which may or may not be housed in departments of anthropology. A sample of these is shown in Appendix 6, with comparable program data. Unifying elements among these programs seem to be the twin themes of interdisciplinarity and opportunities for pragmatic, professional experience as a component of the programs. Most of these programs require significantly more units than the SSU CRM Program. The majority also have much higher numbers of faculty involved in their programs, although in some instances the faculty listed as affiliated come from a range of departments around the institution. A traditional thesis is required by two programs (Oregon State and University of Nevada-Reno). The rest provide explicitly career-oriented options (e.g., portfolios, internships with associated papers, journal-ready thesis) in addition to the thesis. It is also notable that every program offers graduate assistantships to its MA students, ranging in number from three to 16.

**PROGRAM ASSESSMENTS**

**Summary:** In the 2008 program review, three areas for improvement were identified by the external reviewer (Dr. Don Hardesty) in his report. These resulted from his discussions with current graduate students, his visit to Sonoma State, and his reading of the Self-Study. First, he reported that the graduate students then enrolled in the program had relayed their lack of “adequate preparation for their required thesis project.” Second, he recommended that “the curriculum be expanded” to reflect ongoing diversification in the field of CRM, a sentiment that was echoed by the graduate students. Third, he concurred with the Self-Study that a new faculty position was needed “to support the CRM Program and to resolve workload and course delivery problems.” The section that follows describes ongoing and updated procedures to address these areas for improvement. It concludes by highlighting key changes since the 2008 program review.

1. **Improved preparation for thesis research and writing**

Procedures implemented and/or updated since the 2008 program review

a. **Strengthening of Anth 500: Proseminar:** This course is a discussion- and writing-intensive seminar that has historically served two purposes: to introduce students to the practices and expectations of graduate study, and to equip them with the tools to conduct a graduate-level research project. Since the 2008 program review, the faculty has found that significant revision of the course content and pedagogy was needed to continue to meet both of these charges effectively. First, incoming students increasingly require significant focus on core academic skills and practices, particularly in the area of writing. Second, by the time they were ready to write their Thesis Prospectus, many students had forgotten the process of research design that they had learned several semesters prior. Consequently, the faculty member (Purser) who has taught Anth 500 over the past two years made significant changes to the course that have focused on a more intensive “workshop” approach to professional writing skills. The approach to
research design development has been made more explicit: it is now taught as an iterative process that involves framing research questions, literature review, and theory and method. These curricular modifications have been shared with and reviewed by the other CRM faculty to ensure cross-curricular appropriateness and relevance. Students are encouraged to demonstrate the continued use of skills developed in earlier coursework as they work through the core and supplemental courses of the program.

b. Revised criteria for advancement to Classified Graduate Status: At the completion of the first and second semesters of coursework, and in conjunction with advising for their upcoming third semester, each student is evaluated by the Graduate Committee in terms of their program performance to date and their potential for completing the program in a timely fashion. This evaluation is not intended to be punitive or exclusionary; rather it reflects a genuine concern on the part of the CRM faculty that students receive an honest assessment of how they are faring before they invest the considerable time, effort and personal expense needed to complete this program in its current form. If a student is identified as needing additional support or remediation in any area, or is considered to be at risk in the program, the student is notified in writing, and additional coursework or other actions are recommended. This evaluation is also an opportunity for the student to express any concerns, difficulties, or unmet needs that s/he might have and request a timely response from the faculty.

Traditionally, at-risk students were identified on an ad-hoc basis, and expectations for advancement were not spelled out in the Graduate Handbook. This resulted too often in prolonged (and ultimately unsuccessful) thesis writing processes for a small number of students. Accordingly, in Spring 2013, the Graduate Committee updated the Handbook to reflect a more detailed set of requirements that students must meet before advancing to classified graduate status. Namely, a student must successfully complete Anth 500 (Proseminar), maintain a minimum 3.6 GPA, and resolve any Incomplete grades in a timely fashion. If the requirements described above have been met, the student will be advanced from Conditionally Classified to Classified graduate status, which means that s/he may advance to candidacy. Because this more formalized policy was implemented only within the last year, its effect cannot yet be assessed. However, these clearer and more explicit criteria have already resulted in improved advising and feedback for students currently in the program. We will track data on the students who are informed of any concerns very closely to evaluate the effectiveness of this new procedure.

c. Benchmarks for thesis defense: CRM students have always been required to abide by the University’s deadlines for filing graduation applications and submitting the final draft of the MA thesis. However, until recently, the Program’s procedure for thesis defense lacked standardization: oftentimes, a student and his/her Chair simply agreed that the time had come for the thesis to be defended and submitted, but did not always factor in the time needed for additional committee members to read the thesis prior to its defense. In Fall 2011, the Graduate Committee implemented a series of benchmarks, both to permit timely graduation and to avoid undue workload for committee members whose compensation is minimal or non-existent. This timeline is provided in the Graduate Handbook and is updated with specific dates at every semester’s group advising session (see below).
Ongoing procedures

a. Incoming cohort advising and support: Program faculty meet with the incoming cohort just prior to the start of classes in the Fall semester. This serves as a great opportunity for faculty and new students to begin getting acquainted. At this meeting, faculty provide an overview of program structure and expectations, describe upcoming internship opportunities, and remind students of administrative deadlines. A tour of Stevenson Hall and key areas of campus may be given, depending on the new students’ level of existing familiarity. At this orientation, students are invited to the annual Welcome Party held in their honor at the house of a CRM faculty member, usually two weeks into the semester. At this party, students from all cohorts, along with their families, mingle with Anthropology/CRM faculty and CRM affiliated faculty. This party sets the tone for a graduate program that values collegiality, collaboration, and mutual support.

b. Ongoing group advising: Every semester prior to registration, an advising session for all current students is held with program faculty. This session reviews the core course and internship offerings for the upcoming semester, and helps students identify where they are in their program and what coursework they still require. We also make available a list of supporting courses that will be offered the subsequent semester in the Anthropology department as well as in other SSU departments and, on occasion, at nearby CSU and UC campuses. We describe the general content and resources that these courses provide, and how previous CRM students have used them to support their course of study. Following the group advising, students schedule on-on-one appointments to determine appropriate choices for their individual programs of study.

c. Support for Scholarly and Professional Participation: Students are encouraged to participate in a range of professional venues, whether presenting their own thesis research, engaging in event planning, or volunteering at the event itself. Graduate student preparation of papers and design of posters for local, regional, and national meetings and conferences (e.g., SSU Graduate Student Research Showcase, Society for California Archaeology, Society for American Archaeology, Western Bioarchaeology Group) provides multiple occasions for assessment and feedback among faculty and graduate students. ASC regularly sponsors well-attended symposia at the Society for California Archaeology meetings that showcase graduate student research. Pre-conference trial presentations attended by faculty, ASC staff members, CRM specialists in the local community, and by graduate peers and returning alumni, provide a challenging, yet supportive venue, in which the participants may self assess, compare, and consult with attending faculty. To support traveling to professional meetings, graduate students apply for travel grants from the ASC and the School of Social Sciences.

2. Expansion of Program Curriculum

Procedures implemented/updated since the 2008 program review

a. Program Emphases: So that students can make best use of their supporting coursework and internships, while also potentially satisfying criteria for future employment, in Spring 2013 we created a set of emphases for the CRM Program (http://www.sonoma.edu/anthropology/graduate/emphases.html). Students are not required to commit to one of these areas of expertise, nor might they be able to satisfy all suggested courses and internships based on irregularity of
offerings. However we believe they can help to focus students’ programs of study, and enhance the set of skills and competencies acquired as part of the MA degree. Drawing on supporting courses and internships that previous students combined successfully, growth sectors in CRM, and faculty expertise, we identified the following Program Emphases: Bioarchaeology, California Archaeology, Archaeological Collections Research, Community Outreach and Public Interpretation, Education and Curriculum Development, Environmental Planning, Geoarchaeology, Historical Archaeology and Heritage Studies. Notably all but two of these areas draw from departments other than Anthropology (e.g., Art History, Education, Environmental Studies and Planning, Geography, Geology, History, Native American Studies, Sociology).

b. Affiliated Faculty: In Spring 2013, the Graduate Committee devised criteria, an application procedure, and a review process to grant affiliated faculty status in the CRM Program to select SSU colleagues. Faculty may be granted affiliated status for one or more of the following reasons: to facilitate collaborative research between academic professionals and members of the faculty in the CRM Program; to support graduate student research in the CRM Program by regularly serving on students’ Master’s thesis committees; and/or to provide a mechanism for the affiliation of individuals whose stature in the field of CRM or in the community is such that the Program would benefit from their association. To be considered for affiliated faculty status, an application package must be submitted to the Graduate Coordinator. This package must include a letter of application with a summary of the applicant's recent research or other academic activities, their current relationship to the Program, and a statement of purpose for applying for affiliated faculty status; current curriculum vitae; a letter of support from a member of the faculty in the CRM Program; a memorandum from the faculty member's home department that agrees to the granting of affiliated status; and a complete copy of the CRM Program’s Memorandum of Understanding for Affiliated Faculty. All applications must be reviewed and approved by a majority of the faculty in the CRM Program’s Graduate Committee, based on the criteria listed above. Three members of the SSU faculty have been granted affiliated status so far: Dr. Michelle Goman (Geography and Global Studies), Dr. Michelle Jolly (History), and Dr. Laura Watt (Environmental Studies and Planning).

c. Core Faculty: The growth of the Graduate Committee to four (with the hiring of Boutin) since the last program review has enhanced the program’s curricular breadth. Boutin’s expertise in human skeletal remains has introduced a new set of supporting courses open to CRM students as well as support for student research in bioarchaeology. Wingard’s further involvement in the program has permitted the Program Emphasis of Community Outreach and Public Interpretation based on his course offerings. Purser is responding to increased student interest in Museum Studies and Collections Research by re-introducing Anth 444 “Material Culture Studies” to the catalog. Even the Anthropology faculty who have historically been less involved in the CRM Program are contributing of late, with Dr. Richard Senghas advising students on discourse analysis and Dr. Karin Jaffe serving as a committee member for a bioarchaeology thesis.
3. Need for New Faculty Position

Updates since the 2008 program review

Boutin was hired as the Anthropology department’s second biological anthropologist in 2009, and her background in archaeology allowed her to join the CRM Graduate Committee in 2011. Her expertise in bioarchaeology enhances the program’s curricular breadth. Moreover, she has served as the program’s Graduate Coordinator since 2012 and began acting as thesis chair the following year. In 2014, she will assume instruction of Anth 500: Proseminar. Clearly, the addition of a faculty member has been a positive development for the program.

However, two caveats are in order regarding faculty availability. Praetzellis’ position is split between teaching and serving as Director of the Anthropolological Studies Center. The split is conventionally a 50/50 arrangement, with the flexibility to move to greater workload in either area as needed. Also, Wingard is serving as Interim Dean of the School of Social Sciences from 2013-2015, during which time he is not teaching. Although he is honoring his commitments on already-established thesis committees, he is not taking on new graduate students.

Because three of the four members of the Graduate Committee are based entirely in the Anthropology department, they are subject to the ongoing demands of serving both the undergraduate and graduate programs. Only Praetzellis, with his 50% assignment to the ASC, is able to devote a more equitable amount of resources to the graduate program. A new faculty hire, whose position is split similarly to Praetzellis’s, would aid tremendously in resolving existing workload and course delivery problems.

PROGRAM STATUS AND TRENDS

Students

As of 2013 the CRM Program has graduated 130 Master’s students over more than 30 years. SSU CRM students have changed dramatically since the program’s beginnings. In the 1970s and early 1980s, the majority of the students were SSU Anthropology and History BAs who continued into the graduate program that their two departments shared. The students present in today’s program include those who came to SSU from Colorado and Massachusetts, and students who graduated since the last program review came from Oregon, Hawaii, Pennsylvania, and Great Britain. There were also significantly fewer students in the earlier program; for example, a 1987 departmental review document lists nine students in the CRM Program, compared with today’s 27. What follows is a brief description of our student body profile in terms of recruitment, retention, diversity, enrollments and SFR, and employment following graduation. It concludes with a summary of recent trends and changes, and a brief discussion of issues for the future.

Recruitment

As shown in Table 3 below, the CRM Program received 25 complete applications for all but one of the incoming cohorts from 2008 through 2012, an applicant pool size that had remained fairly
consistent from the last decade. We have found that a cohort number between eight and ten students produces the best retention and completion rates. However, cohort size has fluctuated wildly since the 2008 program review, from a low of three (in 2010) to a high of 12 (2011). A drop in applications in 2013 was further cause for alarm. These recent anomalies in yield and applicant pool size have required us to step up recruitment efforts significantly.

<table>
<thead>
<tr>
<th>Year</th>
<th># complete applications</th>
<th># admitted</th>
<th>% admitted</th>
<th># matriculated</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>25</td>
<td>10</td>
<td>40%</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>2009</td>
<td>22</td>
<td>9</td>
<td>41%</td>
<td>7</td>
<td>78%</td>
</tr>
<tr>
<td>2010</td>
<td>25</td>
<td>10</td>
<td>40%</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>2011</td>
<td>25</td>
<td>14</td>
<td>56%</td>
<td>12</td>
<td>86%</td>
</tr>
<tr>
<td>2012</td>
<td>25</td>
<td>12</td>
<td>48%</td>
<td>8</td>
<td>67%</td>
</tr>
<tr>
<td>2013</td>
<td>20</td>
<td>11</td>
<td>55%</td>
<td>4</td>
<td>36%</td>
</tr>
<tr>
<td>2014</td>
<td>40</td>
<td>14</td>
<td>35%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3. Application, admission, and matriculation rates

In response, we overhauled the program website in 2013, updating the text of the home page and “Degree Requirements” page, and adding new pages on “Admission to the CRM Program,” “Program Faculty and Facilities,” and “Program Emphases.” The links to “Internships in CRM,” “Past CRM Theses,” and “First-Year Student Research” are now updated on a regular basis. Our program is listed in professional guides to Anthropology departments, including those produced by the American Anthropological Association and the Society for Historical Archaeology. We are also present in other online education databases; for example, SSU’s CRM Program is the only American representative on About.com’s archaeology and education database of MA level programs in “cultural resource and heritage management.” Also raising the program’s profile recently has been the presence of a table in the book room of the 2013 and 2014 Society for California Archaeology meetings. The only academic program represented here, the table is hosted by CRM faculty, ASC staff, and current and former CRM students. It attracts many prospective applicants as well as nostalgic alumni, making it a highly effective networking center. Similar tabling at “education fairs” and “CRM expos” at national meetings would presumably bring even more attention to the program. However, this would require an institutional membership to the relevant professional organization, as well as more sophisticated and numerous brochures and flyers about the program. Because we are completely dependent on the largesse of the Anthropology department’s operating expense budget – which itself is small – such expenditures are far beyond our means.

Based on the size of the 2014 applicant pool, these recruitment efforts seem to be paying off. Not only was this year’s pool the largest on record, it included a significant number of highly qualified applicants, resulting in a very low admission rate. To build in a buffer against fluctuating cohort sizes, we have implemented a waiting list system for the first time. One additional challenge to our recruitment strategies has been the limited financial aid resources for our Master’s students. While this is a recurring issue across many academic institutions, other campuses seem to be more successful at supplying financial support for MA applicants, both

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inside and outside the CSU system. This is based on responses to queries made to applicants admitted to our program who decline to attend.

Retention and Completion

Student retention and completion can be measured by comparing the enrollments for each cohort’s first semester Proseminar with the numbers of students graduated from that same cohort. It is also useful to break down the rates of completion for the program, to see to what extent students are succeeding in completing the program in the 3 to 3.5 year time range we have defined as normative. Table 4 provides an overview of these data since the 2008 program review. The 2005-2007 cohorts are included because these students graduated after 2008. Similarly, although the 2011-2013 cohorts have been included, only one student from these cohorts has graduated. Therefore, Table 4 is most illustrative of patterns for the 2005-2010 cohorts based on the availability of both matriculation and graduation data. Trends over time include challenges in recruiting new students consistently, but also faster completion times for those who do enroll.

As evident in Table 4, the CRM Program has admitted cohorts totaling 65 individual students between 2005 and 2013, in cohorts averaging seven, but ranging annually from three to twelve. The majority of students defend and file a thesis to graduate in 3-3.5 academic years, with smaller numbers graduating in 2-2.5 or 4-4.5 years. The significance of these numbers is more apparent when compared to graduation rates from the previous program review (specifically, the 2000-2004 cohorts; Table 5). In these earlier cohorts, most students took four to five academic years to graduate, and more than one-third of them failed to complete the program. By comparison, the majority of students (19/41, 46.3%) entering from 2005 to 2010 graduated in 2-3.5 academic years, and only 10% (4/41) did not complete the program. We suggest that ongoing and new procedures to support and enhance thesis research and writing (described above) have contributed to these promising trends in retention and completion. The increased number of faculty in the Graduate Committee also has had a positive impact, reducing the bottleneck of students at the thesis stage formerly caused by only two faculty members acting as thesis chair.

<table>
<thead>
<tr>
<th>Year</th>
<th># in cohort</th>
<th># grad in 2-2.5 years</th>
<th># grad in 3-3.5 years</th>
<th># grad in 4-4.5 years</th>
<th># grad in 5-5.5 years</th>
<th># grad in 6-6.5 years</th>
<th># grad in 7-7.5 years</th>
<th>Did not complete program</th>
<th>Still in program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>9</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>9</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2009</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2010</td>
<td>3</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
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<td></td>
<td>1</td>
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<tr>
<td>2011</td>
<td>12</td>
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<td>1</td>
<td></td>
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<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>2012</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>2013</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>7</td>
<td>13</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>27</td>
</tr>
</tbody>
</table>

Table 4. Retention and completion rates through Fall 2013
Both retention and completion rates are affected radically by lack of student access to financial support (e.g., paid graduate or teaching assistantships). Some students find it difficult to reduce their employment hours sufficiently to complete the program in the normative time frame. Many of our students’ employers have proved extremely helpful and supportive with rearranging work schedules to accommodate their employee’s professional development. These students do tend to complete, but in a longer time frame. It is worth noting that the 2005, 2007, and 2009 cohorts had to wait an extra semester to complete their core coursework, because of the extended odd-year program structure. One student from each of the 2007 and 2009 cohorts has yet to graduate. The burden imposed by the irregularity of course offerings seems to weigh heaviest on these odd-year cohorts, who may be having to increase their employment hours to pay for the extra semester.

In summary, the CRM Program’s efforts to regularize its curriculum offerings and policies aimed at encouraging timely completion of the program have had an overall positive effect on retention and completion rates. However, additional financial support is needed to defray student fees and to mount required courses more regularly. If this support cannot be secured, rates of retention and completion may plateau.

**Diversity issues**

Improving diversity among CRM professionals is not only a goal of the SSU CRM Program, but one we share with most of the national professional organizations in the field, including the Society for American Archaeology, Society for Historical Archaeology, and Register of Professional Archaeologists. Fourteen women and 13 men are currently enrolled in the program. These include four Latina/o students and one African-American student. The students present in today’s program include those who came to SSU from Colorado and Massachusetts, and students who graduated since the last program review came from Oregon, Hawaii, Pennsylvania, and Great Britain. Our current students are in their 20s, 30s, and 40s, with varying amounts of academic and professional experience. Eight of them entered the CRM Program immediately after graduating with their BAs. Seven spent several years working in the field of CRM and returned for an MA to promote professional advancement. The remainder (and majority) of students now enrolled spent one or two years on the job before seeking additional training from our program. We have found that this range of experience promotes cohort cohesion, as the more recently-graduated students help their older peers reacclimatize to an academic environment, while those with more job experience assist their younger peers with networking and employment opportunities. In addition, several current students have self-identified as being the first in their families to attend college and/or graduate school. We monitor these students’ progress particularly carefully and offer supplemental academic support as needed; the cohort structure also provides valuable social support.
Our cohort admissions structure, and in particular the goal of achieving a balanced cohort, has proved useful in helping us make admissions decisions that include various kinds of diversity as a factor. Even when ethnic identifications are not included, working to get a significant range of interests, backgrounds, and experience levels has resulted in an overall increase in age, ethnic, state of origin, and national diversity. We do face certain challenges in this regard, however. One of the key trends in cultural resource and heritage management practice is its increasingly international scope. The cohort diversity contributed by international students would be an excellent experience for all students in the program. Since the last program review in 2008, we have graduated one international student (from Great Britain). Another, from Spain, had to return home when her student visa expired and did not complete the program. In the last three years, we have had only one international application (from Saudi Arabia). We were unable to admit this applicant because of an inability to provide the kind of support needed for his English language skills at the thesis-writing level. This is also an area where improved recruitment and visibility have had significant effects, particularly with our recently revised and expanded program website. Unless the CRM Program receives an additional faculty line, however, it is unlikely that it can support a significant number of international students for whom English is a second language.

We continue to put a strong emphasis on diversity awareness as part of ongoing curricular updates. This is in large part due to the attention this issue is getting at the national level in the arenas of policy and professional practice. Public outreach programs, such as those administered by ASC’s Office of Interpretive and Outreach Services, provide students with the opportunity to engage with the public in face-to-face discussions and presentations. Course content regarding everything from theoretical frameworks to appropriate methodologies to ethical considerations intentionally includes discussions about conducting cultural resource and preservation research in diverse and often divergent community settings. Finally, the list of student thesis titles since 2008 provided in Appendix 4 includes research projects on both contemporary and historical Native American, Russian, Chinese American, and African American communities, as well as Japanese American World War II internees, lime workers, brick makers, gold miners, rural ranchers, and urban female heads of household. In many cases, these were richly collaborative projects with the communities involved.

**Enrollments, SFR, Course Offerings, and Post-Graduate Data**

Because of the cohort structure and the alternate-year course offering schedule, enrollments in the core courses of the CRM Program are to some extent reliable and predictable. For all courses except Anth 500 and Hist 472, enrollment consists of two cohorts, the current year’s and the previous year’s. Actual enrollments can vary, of course, as individual cohort sizes do. Variability of enrollments in supporting courses is less dramatic, as students do not generally enroll in them by cohort.

**Course Offerings in Anthropology**

Three key issues currently affect graduate level course offerings, as well as undergraduate course offerings taken by graduate students: the alternate year scheduling of core courses, the depletion
of upper division Anthropology undergraduate offerings used by graduate students, and the lack of regular departmental faculty to teach the “Research in California Prehistory” course. The impacts on our students in terms of program length and accessibility have already been discussed above. Another critical problem created by these issues is the overall restriction on curriculum innovation and expansion, and the lack of ability to use course development as a mechanism for either broadening the scope of the program or diversifying student recruitment. No graduate topical seminars have been offered since 2003, and no graduate level elective course since 2004. While the program faculty have worked hard to expand the content, scope and pedagogy of the existing core structure to keep pace with the rapidly changing professional field, we have reached the limit of what is possible within the existing structure.

**Thesis committee participation**

One of the areas of both student coursework and faculty workload that is notoriously difficult to track and evaluate is the thesis experience. While students enroll for a total of five units to cover this activity in the CRM Program (including the one-unit thesis prospectus), most students begin consulting faculty about this topic in their first year. Many continue beyond the thesis unit enrollment, via Anth 578 “Project Continuation” enrollment. The ongoing mentoring, review, and advising that goes into the culminating thesis product is only minimally reflected in the workload of the thesis chair, and not at all in the workloads of any additional committee members. Until 2005, thesis chairship for the total program enrollment was split between just two faculty members (Praetzellis and Purser). With program enrollments hovering between 25 and 35 annually, this meant direct thesis supervision for 12 to 16 students each. This is well beyond the number of students who could be reasonably supported in anything like a timely manner, and the historical completion times of the program reflected this. As of 2005 a third faculty member (Wingard) began to act as thesis chair for CRM students on a more regular basis. Significantly, both time-to-completion and attrition rates dropped significantly around this time (see Tables 4 and 5 above), thanks in part to the wider sharing of workload. With the addition of a fourth faculty member (Boutin) as thesis chair in 2013, we expect that this positive trend can be sustained.

**Student Employment after Graduation**

One final measure of the CRM Program’s long-term success, and an indication of future trends, can be found in the data from the online survey completed by current and former students. Table 6 provides information for the employment of the 76 respondents. Two-thirds of graduates are employed full-time in CRM or a related field. Sixty three respondents (63/76, 83%) described their MA degree (or status as an MA candidate) from SSU as “essential” or “important” to getting a job or a promotion.
As evident in Table 7, our graduates work the length and breadth of the state of California; across the United States, from Oregon to Florida to Massachusetts; and even halfway around the world, in Australia. In terms of job titles, four are owners or principals in their own firms. Five have job titles that include the words “planner” or “manager.” Five have titles that include the word “director”, “chief”, “senior” or otherwise indicate that these individuals lead their unit of research for their office. Many CRM graduates are archaeologists with various advanced specializations, from historical archaeology to geoarchaeology. They are also curators, project analysts, National Historic Preservation Act specialists, oral historians, research technicians, Information Center coordinators, tribal liaisons, and university lecturers. These data graphically illustrate the growing breadth of the field of CRM, and at least to some extent, the success of the SSU program in preparing its graduates for that field. These people, as professionals, also provide a tremendous resource for current and future program students. Program alumni working for the state and federal governments have sponsored student internships in their respective
agencies and have served as outside thesis committee members. Collectively, they also provide an invaluable network of professional connections across the entire spectrum of CRM work in California and beyond.

**SUMMARY AND FUTURE PLANS**

**Program Strengths**

As currently structured, Sonoma State’s CRM graduate program has clearly demonstrated strengths in the following areas:

- **Growing numbers, visibility, and diversity:** while our enrollment numbers are constrained by resources, the number of applications, and the number of people completing their program within the normative time, indicate the potential for growth. Both our historical reputation and more recent recruitment efforts are paying off, with an increasingly broad applicant base.

- **Both scholarly and applied areas of curriculum, with articulation between various contributing disciplines and programs:** 30-plus years of experience has honed our abilities to help our students craft professional careers that balance scholarship, research, professional practice, and public outreach. We have worked to keep pace with the increasingly diverse disciplines and research domains covered in our field by reaching out to neighboring departments and programs, and integrating their course offerings and professional expertise.

- **Cohort structure provides maximum efficiency, especially in connection with the undergraduate program’s needs:** given current resource availability, we have designed a program structure that maximizes both faculty availability and student benefits.

- **“Legacy effect” of 30+ years of program graduates actively engaged in the field:** our existing alumni network provides regular feedback to the program, as well as invaluable internship opportunities, professional connections, and mentoring to current students.

- **Strong alliances with a stakeholder community of government agencies, nonprofits, and private sector firms:** we have worked hard to create a strong and far-reaching network of professional partners in the CRM field, who participate in the program by providing internships, serving as thesis committee members, and modeling the current and future trends of the field in their hiring practices, project design, and policy implementation.

- **Maturing reputation at state and national levels:** When asked how important SSU’s CRM Program has been in molding the conduct of CRM, archaeology, and related fields in California, 64/76 (84%) of respondents to the online survey described it as either “essential” or “important.”

**Challenges Facing the Program**

Most of the challenges currently facing the SSU CRM Program have been addressed at length above and need only be summarized here. We face the exciting but daunting task of keeping pace with a dynamically changing professional field that is rapidly becoming broader, more comprehensive, and higher profile at local, state, and national levels. In this effort, we face increasing competition, especially within the CSU, from other programs with greater investments
in faculty numbers, research facilities, and financial support for students. While this competition is considerable, it also provides examples of how to address these same issues on our own campus. Both in the areas of faculty workloads and regularized course offerings, the program has long-term structural difficulties that must be addressed in order to sustain, much less expand, the program.

Challenges described in the 2008 program review that we continue to face today

**Increasing competition inside and outside the CSU:** SSU’s CRM MA program is one of the oldest in the country, with more than 30 years of experience in the field. It is also still something of a rarity in that it grants a degree in cultural resources management, rather than in the parent disciplines of anthropology or archaeology. However, as demonstrated above, we face increasing competition for top students, with alternative CSU-based Anthropology MA programs at 11 other campuses, as well as CRM-oriented programs such as University of Nevada-Reno, Central Washington University, and Portland State University. In a number of the other CSU programs, significantly greater resources in terms of lab facilities, faculty lines/allocated workload, and/or opportunities for student funding are available. SSU’s program will need to address these issues, and emphasize and support its competitive strengths.

**National Curriculum Reform movements:** In the past 30 years, the field of CRM has experienced a significant transformation in both the diversity of subfields represented (e.g., the U.S. Dept. of the Interior’s “Qualifications” website now lists 13 different relevant disciplines) and the degree of formalized professional standing in any given discipline required for either initial employment or career advancement. The scope and organization of the eight national programs listed in Appendix 6 give some idea of this increasing breadth. Even within the single field of archaeology, both the Society for American Archaeology and the national Register of Professional Archaeologists have called for substantive nationwide curriculum reform at both the undergraduate and graduate levels of education, to keep pace with this transformation. The SAA has now published guidelines in the form of “Principles for Curriculum Reform” addressing this issue; RPA’s registration requirements also stipulate educational content and levels of proficiency. These new guidelines need to be incorporated formally into the SSU CRM Program’s curriculum and program structure.

**Resource Issues re: Program Delivery:** The CRM Program has struggled for more than a decade with chronic shortfalls in faculty support. As new hires failed to keep pace with faculty retirements in the Anthropology Department, and as undergraduate enrollment targets were increased substantially, more of the overall department faculty workload was shifted to cover undergraduate, and particularly General Education, classes. The resulting reduction in the offerings of the graduate core courses was only partially mitigated by the shift to a cohort-based structure. The one graduate level elective (“Current Topics in Cultural Resources Management”) was removed from the catalog because of inability to offer it on a regular basis. The availability of upper division undergraduate courses traditionally used as graduate supporting courses has fluctuated: “Material Culture Studies” will be offered in Fall 2014 for the first time in several years due to increased student interest in Museum Studies, but “Cultural Landscape Studies” is only offered intermittently as a contract course, because the instructor (Purser) is consistently on overload. Even more critically, the upper division undergraduate course Anth 392 “Research in
California Prehistory” is offered at most every other year because there is currently no one on the regular faculty with that area of expertise. This is truly problematic, because it is an area tested in the California State Archaeologist entry exam program, and an obvious and integral component of any basic curriculum in CRM. This faculty shortfall has been exacerbated by the fact that, of the four faculty teaching in the graduate program, one serves as Director of the ASC, one is Graduate Coordinator, one serves as Chair of the Faculty in the Academic Senate, and one is currently acting as Interim Dean for the School of Social Sciences. This reduced staffing of the department has meant that graduate faculty teaching workloads are competing directly with administrative responsibilities associated with the program, school, and university, as well as with the undergraduate teaching load mentioned earlier. Although internship supervision and thesis units are no longer carried as chronic FAD overloads like they were in previous years, program faculty are currently stretched to their limits by the quantity and complexity of teaching and administrative roles. It will be impossible to grow the program unless faculty lines are added.

Recent assessment of challenges

**Online survey of current and former CRM students:** In early 2014, current and former CRM students were asked to complete an online survey as an assessment tool for the current program review. Out of 147 requests sent, 76 individuals responded (a response rate of 52%). Input from over 30 years’ worth of students is included. The survey included twelve questions, which fell into four categories: employment, program reputation, Anthropological Studies Center, and general information. Select responses (e.g., program reputation, alumni employment status) have described throughout this program review. The survey questions and a detailed breakdown of responses can be found in Appendix 7.

The CRM MA program, like many others in the CSU, continues to adjust to the new, post-Great Recession reality of “doing more with less.” Because our program prides itself on collegiality and collaboration, we place a high value on feedback from program alumni, especially insofar as many of them now run the agencies, institutions, and firms who employ recent graduates. When asked how the CRM Program could be improved, 50 individuals responded. Their suggestions fell into three broad categories: requests for new coursework or training opportunities, changes to the structure of the existing program, and comments on the program’s relationship with the ASC.

Requests for new coursework and/or training

- Seven respondents cited the need for more training in the regulatory/legislative context of CRM (specifically, applications of Section 106, CEQA, NEPA, NHPA, and NRHP/CRHR).
- Six respondents cited the need for more coursework on prehistoric archaeology; two specified that these should be taught by a full-time faculty member.
- Five respondents requested more formal training in field methods, both excavation and survey.
- Five respondents asked for more training in practical applications of CRM, including project tendering, budgeting, and administration; technical writing; and report review.
- Four respondents requested more training in Native American consultation.
Structural changes

- Four respondents mentioned that current CRM professionals need broad training as the fields grows beyond its archaeological roots. Along similar lines, a number of "breadth" supporting courses were suggested, including GIS, museum studies, geoarchaeology, bioarchaeology, and architectural history.
- The required internship component was lauded by many, but three respondents wished that internship and networking opportunities existed with a wider array of CRM firms, particularly those outside of Sonoma County and northern California.

ASC

- Internships and employment at the ASC were described as being essential preparation for employment. However, four respondents also asked for stronger ties between the program and the ASC, by creating more direct links with graduate coursework and making project opportunities at the ASC more explicit.

In the section that follows, we discuss how to address these suggestions for improvement. The program’s ability to satisfy these requests varies, primarily as a result of already-maximized faculty workloads. As described above, we have successfully broadened program offerings in recent years by adding new core and affiliated faculty, and by identifying program emphases to help structure graduate student coursework. However, this expansion has taken place, for the most part, by reconfiguring existing resources rather than gaining new ones.

We are still in need of a full-time faculty member to teach prehistoric archaeology. Some of the other areas of coursework requested (e.g., regulatory/legislative contexts, Native American consultation) could potentially be met by one of our core faculty (Pratzzellis), but his 50% assignment as director of the ASC means that he teaches no more than one course per semester (for both the undergraduate and graduate programs). Various internships offered by the ASC address field methods and practical applications of CRM, but ASC staff must be released from grants- and contracts-based research to run them, so each is offered once a year at most.

Other areas for improvement present themselves as more achievable short-term goals. Networking opportunities can be improved by frequent updating of our external internship partners on the program website. Another welcome addition to the website would be a page that highlights the achievements of our alumni, including rates of job placement and places of employment. The integral nature of the ASC to the program can also be made more explicit. We should make a tour of the ASC a regular part of orientation for every incoming cohort, and perhaps add a more targeted visit during Anth 500: Proseminar. We do currently recommend that new students intern there during their first semester, but we can spend more time emphasizing the programmatic benefits. Integration with program coursework has grown recently: during the Spring 2013 offering of “Historical Archaeology,” undergraduate and graduate students analyzed and interpreted a collection of historic artifacts from the ASC’s Fredrickson Collections Facility. This assemblage, from Stockton, CA, was selected by the instructor (Purser) in consultation with the ASC’s Collections Manager. The student research culminated in a museum-style display in a main hallway that highlights both the artifacts and the students’ experiences of processing the collection. This sort of department-ASC collaboration serves as an exciting new template for the
future; however, it also depends on granting faculty release time for curricular development. Under current resource constraints, this occurs only rarely, usually in the context of intermittent opportunities such as sabbatical leaves.

Facing the Challenges

The foregoing section discussed the program’s ability to address current and former students’ suggestions for improvement. The 2008 program review also defined a number of immediate, intermediate and longer term goals that would address challenges identified at that time and described how achieving these goals would provide for future growth. Below, we update the program’s progress in meeting these previously defined goals and identify a new intermediate-range goal that is achievable even in the current conditions of resource scarcity.

Immediate Goals: Stabilize the current program

- **We need an additional faculty line:** To adequately address existing workload and course delivery issues, and to add to the scope of faculty expertise needed to support the program even in its current form, the program needs an additional regular faculty member. We recommend that this line be structured along the lines of Praetzellis’s, with part assignment in the ASC as someone to pursue and direct grants- and contracts-based research, and part assignment in the departmental (graduate and undergraduate) curriculum. This would further integrate the various components of the program and provide support for both the graduate and undergraduate curricula in Anthropology.
  - **2013 Update:** The addition of Boutin to the CRM faculty roster has substantially eased the burden of thesis supervision and program administration, but ongoing demands at the undergraduate program level have meant no change in the problematic odd-year scheduling of graduate classes. Although her specialty in bioarchaeology has added breadth, the ongoing lack of a full-time faculty member to teach Anth 392: Research in California Prehistory is glaring. As a result this goal remains a critical one for the longer term sustainability of the program.

- **We need to restore the ASC’s ability to support the CRM curriculum:** Due to shifts in both policy and practice in SSU’s management of its auxiliary centers and institutes, the ASC is increasingly challenged to fulfill its critical and integral role in the CRM Program. This is not just in terms of direct student funding, but other key components such as internships, collections access, field and laboratory experience, and participation in activities such as public outreach and interpretation events.
  - **2013 Update:** Unfortunately, little progress has been made here. SSU’s continued centralization of financial matters inhibits the role played by the ASC in the CRM Program. This includes a more complicated process of travel authorization and reimbursement for ASC employees (including students) and a loss of direct control over disbursement of the ASC Scholarship.

Intermediate Goals: Redesign the program to facilitate the achievement of longer-term goals

- **Involve historically contributing SSU departments in any redesign process:** In consultation with our colleagues in History, Geography, ENSP, and other affected programs, we need to identify areas of potential mutual support, while avoiding overburdening limited resources or increasing undocumented workload.
2013 Update: This goal was met with the addition of affiliated faculty status and development of program emphases that cross-cut existing disciplines.

- Identify potential linkages to the programs of other local CSUs: Given the increasing breadth of CRM and related fields in applied anthropology, no single program can hope to cover the entire scope. Regional CSUs such as Sacramento, San Jose, East Bay and San Francisco, with existing (and competing) MA programs, should be approached to discuss the potential for course/student cross-enrollments, complementary program strengths, and other economies of scale.
  
  2013 Update: Again, no progress was made here, due primarily to the post-2008 resource scarcity at SSU and all other CSUs. Future work on this topic should take the burgeoning growth of online instruction into account.

- New intermediate goal for 2013: Work with and draw from stakeholder communities: Current and former students requested more training on how to consult and collaborate with Native American tribes and other descendant communities and stakeholder groups. We agree that this is a critical goal, especially with the growing economic and social influence of our local tribe, the Federated Indians of Graton Rancheria. Because one of its goals is to hire its own cultural resources specialist, it will be important for us to work together on the stewardship of Sonoma County’s resources. However, we must also work on conveying to our students that consultation does not end with Native Americans, their history or prehistory. We must include all descendant communities and stakeholder groups when teaching the theory and practice of a publically-engaged archaeology. For our part, this will require increasing the diversity of the students we train. The priority given to cohorts that are balanced in terms of age and experience has had positive results, including increased cohort cohesion. Until now, our evidence about the presence of first-generation college students in the program has been anecdotal. We plan to begin gathering these data more systematically in the future, so that the potential need for additional support can be identified early on. A wider variety of national origins, socio-economic backgrounds, and ethnic affiliations in future cohorts would undoubtedly enhance the student experience and make manifest the program’s commitment to the collaborative nature of CRM.

Longer-term Potential Goals: Looking to the future
Contingent on the results of the first two sets of goals, two additional areas should be evaluated in terms of potential value to the CRM Program and the Anthropology Department:

- Exploring the arena of continuing education, and linkages between the MA program and continuing education for area professionals: With the dynamic nature of modern CRM, and the high number of practicing professionals based in our broader service area, the potential exists to base a CRM continuing education program at SSU, run through Extended Education. This would help to support the MA program by broadening student access to a range of subsidiary coursework and could also build on the existing regional network of professional connections and assessment feedback for the program.
  
  2013 Update: This longer term goal awaits completion of a new SSU policy on program development in the School of Extended and International Education. Both CSU and SSU regulations concerning extended education programming have undergone significant revision since 2008. Any new CRM continuing
education programming via this self-support platform would need to be evaluated carefully to make certain that it was financially sustainable and would not result in additional uncompensated workload for program faculty.

- **Assessing the scope for expanding the current MA, either to other areas of Anthropology, or other areas of CRM:** As described above, the current MA program housed in the Anthropology Department at SSU has elements of both of the models for graduate programs dealing with cultural resources, historic preservation, and heritage management in the United States today. Given the Anthropology Department’s current composition and short term future plans, the undergraduate program will continue to build a more applied direction into its curriculum. At the same time, the alliances made by the CRM Program with other departments and programs across campus provide the infrastructure for a more explicitly interdisciplinary graduate program serving the cultural resources and heritage management professions. At some point, the department may want to revisit the scope and nature of its MA program, with regard to these two design templates.
  - **2013 Update:** The resource collapse that accompanied 2008’s Great Recession meant that no action has been taken on this front. However, discussions within the program and Anthropology Department, as well as with other departments, are ongoing.
Appendix 1: External Review, submitted by Dr. Carolyn White, University of Nevada, Reno

Report of the External Reviewer
Cultural Resources Management MA Program
Department of Anthropology
Sonoma State University
May 2014

INTRODUCTION

The Cultural Resources Management MA Program in the Department of Anthropology at Sonoma State University hosted an external reviewer on campus from the evening of Monday, April 14 through the late afternoon on Tuesday, April 15, 2014. Carolyn L. White, Associate Professor of Anthropology and Director of the Historic Preservation Program at the University of Nevada, Reno, conducted the review. Dr. White has served as graduate director for the program at UNR and also directs the departmental research museum.

The reviewer met with the Provost, Graduate Dean, and College Dean for an exit interview. Over the course of the visit, she met with Program faculty individually and as a group. She had one-on-one time with all of the active members of the CRM Program as well as with the Anthropology Department Chair. She also met with other Anthropology Department faculty and with affiliated program faculty. Finally, she met with a large group of current MA students enrolled in the program. She received a tour of the Anthropology Studies Center (ASC) and of the campus. She reviewed the department’s written self-study and supplementary materials along with six syllabi from CRM Program courses.

The overall impression of the program is very positive. This is a small M.A. granting program with four faculty members that teach, advise, and serve as directors of student research. The program is affiliated with the Department of Anthropology, and the faculty in the CRM Program are also full participants in the undergraduate anthropology program. In addition to the four program faculty, the Anthropology Department has two faculty that participate on an informal basis. There are an additional three faculty from Geography and Global Studies, History, and Environmental Studies and Planning that teach and serve as thesis committee members for CRM students.

STRENGTHS

Faculty
One of the clear strengths of the program is the faculty. The campus visit affirms the excellent contributions of departmental faculty to SSU’s graduate students, to the department, and to the university. The four faculty members that work in the program are devoted to the CRM Program and the rest of the anthropology faculty is also committed to the support of the program in
numerous ways. In one-on-one discussions and in the self-study, it is clear that the faculty are committed and enthusiastic teachers in the program, even as their contributions go well beyond students in the program.

The meeting with the graduate students affirmed that faculty are accessible, concerned, and knowledgeable, and that they bring their diverse experiences into the classroom. Faculty were described as having a clear sense of where the discipline has been as well as where it is going now. One student described the faculty approach as “they lead and let us go,” encapsulating the ways that faculty both impart knowledge as well as provide practical opportunities for students.

The tenured faculty in the program have very strong and visible national/international reputations. The extensive experience of faculty is important not only in teaching students, but in creating and affirming connections beyond the program. The success and visibility of these well-established faculty has far reaching impact on attracting students to the program as well as for connecting students to opportunities within and outside the program. Newer faculty have also clearly demonstrated a commitment to the continued success and improvement of the program and are in the process of crafting national/international reputations that will serve the program in the future.

It should also be noted that the faculty contributing to the program include several faculty from outside the Anthropology Department. These faculty demonstrated considerable enthusiasm and devotion to the CRM Program, and I was able to speak at length with each faculty member. Coming from the disciplines of Geography and Global Studies, History, and Environmental Studies and Planning, these faculty were clearly engaged with the CRM Program and we discussed at length the ways that faculty worked to teach appropriate courses as well as serve on student theses. This commitment from faculty outside the department is truly commendable and greatly enhances the program.

Coordination and curriculum
The CRM Program draws on the strengths of the faculty in the anthropology department and in other departments across the university. The self study states that the program seeks to “produce professionals who are competent in the methods and techniques appropriate for filling cultural resources management and related positions, and who have the theoretical background necessary for the construction of research designs, data collection and analysis, and the assessment of the historical and cultural significance of a diverse array of cultural resources.” My observations confirm that these goals are being met in myriad ways through the curriculum and opportunities offered to students. In turn, students generally reported that their experiences and training were excellent and effective.

As a cohort program, students move through the core courses together. This approach means that students receive consistent training even when resources are pulled in numerous directions. The students take four core classes that provide necessary content and professional training for the field of CRM. Two of the core courses are offered each year (Anth 500 and Hist 472), and the others are offered every other year. I had the opportunity to look over recent syllabi for all of the core courses and was very impressed by the creativity of the course design as well as the rigor. The program also offers extensive opportunities for experiential/practical learning though
internships. Students commented on the importance of these practical opportunities, noting that students learn “how to do the job” and that the methodological components of the curriculum were excellent both in the classroom and outside of it.

The curriculum for the CRM Program is intrinsically woven into the activities of the ASC. The ASC is a key and core component of the success of this program (as discussed further below); faculty, students, and administrators all commented on its instrumental character in my conversations. In relation to the curriculum, there are three student internships available to students, and each of these are well-designed to give students experience in varied aspects of CRM practice (small- and large-scale fieldwork, labwork, and other forms of project management).

**Relationship to the Anthropological Studies Center**
The importance of the relationship between the CRM Program and the ASC cannot be understated. It is a testament to the faculty in the department and to the staff at the ASC that such a productive relationship exists. Students used phrases like “wealth of knowledge,” “helpful,” “big strength,” “how to do the job,” and “obsessed with methods” to describe their experiences with the ASC. It was clear from my visit that students and faculty (both those within and outside of the ASC) valued the relationship between to the ASC. Administrators also praised it highly. Adrian Praetzellis’s superb management of the dynamic between the facility and the department has been essential to the successful shape of this relationship. Elsewhere around the country, many similar cultural resource management units associated with academic departments have failed, whereas this one is a tremendous success.

The ASC fills multiple roles for students in the program. It offers a practical component in a career-focused degree as well as opportunities for employment. Beyond these practical components, the presence of the ASC colors students’ daily experiences, whether it is having professional staff to interact with as they move through their career, to informal mentoring, to reality checks about the nature of the work, to a sense of a holistic training experience. The facilities in the ASC also make up for the lack of space for archaeological work inside the department. It is important, going forward, that the relationship between the program and the ASC be carefully assessed as staffing and budget conditions evolve.

**Collegiality and Leadership**
This is a highly functional program within what seems to be a highly functional department. All of my interactions with faculty and students were overwhelmingly positive. The program is run by dedicated faculty, some of whom remain dedicated after many years of service and others have a fresh energy that seems well-directed toward improving the program. The program has addressed the recommendations from the 2008 program review, particularly those requiring self-reflection without the additional of budgetary resources. The addition of new faculty and the engagement with faculty beyond the department have helped to offer more resources to students and slightly ameliorated the workload of the affiliated faculty. The director’s leadership seems to be solid. Although Dr. Boutin is not yet tenured, she successfully balances her responsibilities to the program with her teaching obligations at both the undergraduate and graduate level, while conducting research. She should be commended for taking on this position so effectively. The leadership of the Anthropology Department, more broadly, also offers considerable support to
the program on both formal and informal levels. Conversations with the department chair were overwhelmingly positive and asserted the department’s continuing commitment to the graduate program. It is no easy task to run the undergraduate program and graduate program with the available resources, but this department has done an excellent job of doing so. As discussed below, more resources could truly help to make this work better.

**AREAS OF CONCERN AND CAUTIONARY NOTES**

There is always room for improvement in any graduate degree-granting program. The strengths of this program far outweigh the weaknesses, but I do hope that faculty and administration might take note of several areas of concern as they advance into new territory with this program. Areas of concern have been identified through the very thorough self-study, and, generally, my impressions echo those noted by department faculty.

**Faculty**

As mentioned above, the success of this program rides on the shoulders of a number of experienced, highly competent, and committed faculty who have steered the program to national recognition. Despite this high level of success they have demonstrated, there is concern for appropriate staffing going forward. Each of the involved faculty are dedicated and seem to carry their responsibilities readily and competently. Nonetheless, faculty workload and appropriate levels of staffing are of significant interest going forward.

There are four Anthropology Faculty within the program, but several have limitations imposed on their availability. Dr. Wingard is currently serving as Interim Dean of the School of Social Sciences, and while he has maintained his commitments to established students, is not taking additional students while he is in this position. The lack of a cultural anthropologist in the program is a problem. Dr. Praetzellis’s time is also divided between his obligations to the CRM Program and the ASC. While his position in the ASC is part of the reason that the connection between the ASC and CRM Program work so well, it also means that he (theoretically) has only 50% of his time available for teaching.

Because of these other obligations, much of the daily and regular work of teaching and advising students falls to Dr. Purser and Dr. Boutin. The self study notes that Dr. Alexis Boutin joined the Anthropology department in 2009 and the CRM Graduate committee in 2011. She serves as the Graduate Director currently and she coordinated the program review and was the liaison for my campus visit. Clearly her addition has been of great benefit to the program. Dr. Purser is involved in faculty governance as Chair of the Faculty in the Academic Senate, and while she manages her multiple responsibilities with aplomb, it bears consideration as to whether her workload is desirable and sustainable.

My impression is that all faculty in the Anthropology Department are committed to the continuation, success, and expansion of the CRM Program. Nonetheless, the administrative responsibilities as well as the advising, teaching, and supervisory responsibilities can mean that faculty are often spread thin between their graduate and undergraduate responsibilities.
Finally, while the program should be commended for capitalizing on contributions from faculty from external departments, the lack of a California prehistorian in the Program is a substantial void.

**Anthropological Studies Center**

As noted above, the ASC is one of the tremendous strengths of the program. Over the course of my campus visit, I was continually impressed by cooperation between the ASC and the CRM Program. The success of this relationship lies in the excellent faculty on the CRM Program side and on the faculty and staff on the ASC side and their ability to work together. It is of paramount importance that adequate and strategic planning for the future relationship of the two entities be undertaken actively.

The lack of state funding to the ASC means that its resources are constrained by their obligations for 100% self-support. It is my understanding that there has been some scaling back of involvement because of budgetary and financial considerations. It would be mutually beneficial for more release time to be afforded to ASC faculty for the student supervision and to look into further ways that student supervision might be facilitated.

**Curriculum and Student Concerns**

The students expressed general satisfaction with the program, but brought several ideas to the floor when asked about areas for improvement. One concern was the size of the cohorts moving through the program. The economic downturn and the ensuing success of student recruitment has meant that incoming cohort sizes have not been consistent. Students expressed concern about a trend to larger entering cohorts, leading to very large seminars. The self-study indicates awareness of a need to buffer against fluctuating class size, and this should be kept in mind going forward.

Other students expressed concerns the lack of a prehistorian on the faculty. An additional desire expressed by several students was for teaching opportunities. Both of these aspects of program improvement seem to be on the radar of faculty—each of these elements was also expressed to me by faculty.

**RECOMMENDATIONS**

The recommendations of this reviewer follow directly from the areas of concern expressed above. Some of these areas can be addressed through faculty discussion, but others are more appropriately addressed at a higher administrative level.

Above all, the program is one that seems to run very well, possess committed faculty, and be engaged in producing well-educated graduate students who are successful in obtaining jobs following graduation. The program is viewed at the administrative level as one that is successful and has weathered the storm of budget cuts and resource restrictions very successfully. The program faculty, affiliated faculty, and Anthropology Department should be commended for their work in creating and maintaining such a successful program.
Despite its success and favorable status at the University, the program faculty, department faculty, affiliated faculty, and the ASC should proceed with caution as moving forward to continue to investigate ways to improve and to address challenges. I found the challenges noted in the self-study—increasing competition at other universities, curriculum reform to address Department of Interior Standards and Guidelines, and resource issues vs. program delivery—to be perceptive.

**Resources**
Of those recognized concerns, the area of faculty resources is most pressing. All of the faculty that teach in the program have significant administrative obligations (Director of the ASC, Graduate Coordinator, Chair of the Faculty in the Academic Senate, and Interim Dean for the School of Social Sciences). Faculty teaching obligations compete with administrative responsibilities as well as with undergraduate teaching. I strongly recommend that a new faculty line be added to the department, preferably by the addition of a California prehistorian. The faculty and administration should discuss the best way to structure this appointment. It may be beneficial to structure the appointment similar to Dr. Praetzellis’s current arrangement with time allocated to the ASC and to the undergraduate and graduate program.

I also recommend that the loss of the faculty member to the Dean position be rectified by the addition of a cultural anthropologist. While it is beyond the scope of this review to address the undergraduate curriculum, the lack of a full time cultural anthropologist in the department is problematic. But the graduate program demands the expertise of a cultural anthropologist as well, particularly one that can address the issues of tribal consultation and stakeholder communities.

It would be extremely beneficial to the program on many levels if the University could support students through teaching assistantships. The use of state funded teaching assistantships could help to relieve some of the teaching burdens of the undergraduate curriculum, attract students to the program, alleviate pressure on the ASC to hire inexperienced students, and create greater synergy between the undergraduate and graduate programs. Although resources are scarce for such new budgetary requests, the addition of two or three assistantships would be extremely beneficial and help the program to remain competitive. As it stands, lack of funding is one of the main reasons students decline to attend SSU following their acceptance into the graduate program.

**Anthropological Studies Center**
It is clear that the ASC is integral to the success of the CRM Program. It is concerning that there are barriers faced by the ASC in regard to policy and practice that prevent the ASC from fulfilling its role in the CRM Program, particular in regard to internship supervision, collections access, and field and laboratory experience. I recommend that the administration discuss such impediments with ASC staff to develop strategies for easing these difficulties. It is clear that the administration values the CRM Program and the ASC, but there are likely institutional obstacles that could be removed to ease the ASC’s ability to support the CRM curriculum.

Although it is not on the immediate horizon, the faculty and administration should begin to consider what will happen upon the retirement of Adrian Praetzellis. It is highly unlikely that a
new faculty hire at the Assistant Professor level could step in to cover the multitudinous roles that he has in the department and in the ASC. Active discussion about how to replace him should commence soon to ensure a smooth transition.

**Curriculum**
The faculty are actively engaged in curriculum development and improvement, as is evident in the changes that have occurred since the self study. The faculty should be commended for the long-term view they have about the curriculum, and further opportunities for reflection should be scheduled in the upcoming years.

**Complacency**
Over the course of my visit to SSU and to the CRN Program I encountered many positive impressions of the program, especially at higher administrative levels. I caution the administration about viewing the CRM Program simply as an ongoing success. While the program is well-run with dedicated faculty and successful student experiences, it is all too easy to ignore the program while directing attention to less well-functioning areas of the University. The University should recognize that it is beneficial, if not absolutely necessary, to allocate resources to strong programs. Assuming that such a well-run program does not merit additional attention and resources would be a costly mistake.

**CLOSING**
Finally, this reviewer very much appreciates the gracious hospitality shown by the program and department faculty and the university’s administration. The enthusiasm of the graduate students was also much appreciated, as was their candor in answering questions, and their willingness to have their time interrupted. It was a pleasure to spend time with all of the faculty, students, and staff.
Carolyn L. White Curriculum Vita

CURRENT POSITION: Associate Professor of Anthropology and Mamie Kleberg Chair in Historic Preservation, University of Nevada, Reno
Director, Historic Preservation Program

ADDRESS: Department of Anthropology
University of Nevada, Reno
1664 North Virginia Street
Reno, NV 89557 USA

Telephone: +1-775-682-7688
Email: clwhite@unr.edu

PROFESSIONAL FIELD: Anthropological Archaeology
AREA: Archaeology with specialization in historical archaeology; material culture studies; cultural heritage
PRINCIPLE GEOGRAPHIC REGIONS: North America, Pacific Islands, British Isles

EDUCATION:
2002 Ph.D., Archaeology, Boston University, Boston, MA
1996 Certificate, Museum Studies, Boston University, Boston, MA
1991 B.A., Archaeological Studies, Oberlin College, Oberlin, OH

RESEARCH INTERESTS: Historical archaeology, with an emphasis on England, North America, and Hawai‘i; contemporary archaeology; material culture; 17th-21st century; household archaeology; museum studies; cultural heritage studies; landscape archaeology; identity, individual, and group affiliation; method and theory in archaeology

TEACHING POSITIONS:
University of Nevada, Mamie Kleberg Endowed Chair, Department of Anthropology (2011-present)
University of Nevada, Associate Professor, Department of Anthropology, Reno, NV (2011-present)
University of Nevada, Assistant Professor, Department of Anthropology, Reno, NV (2005-2011)
Boston University, Research Fellow, Department of Archaeology, Boston, MA (2003-2008)
William Paterson University, Lecturer, Department of Anthropology, Wayne, NJ (2004-2005)
University of Massachusetts, Lecturer, Department of Anthropology, Amherst, MA (2003-2004)
Boston University, Instructor, Department of Archaeology, Boston, MA (2001, 1996)
Rhode Island College, Instructor, North Kingstown, RI (1995)

PROFESSIONAL ADMINISTRATIVE POSITIONS:
University of Nevada, Director, Historic Preservation Program (2011-present)
University of Nevada, Director, Anthropology Research Museum, Department of Anthropology (2007-present)
University of Nevada, Faculty Advisor, Museum Studies Program (2007-present)
University of Nevada, Director of Graduate Studies (2009-2012)
Massachusetts State Museum, Curator of Education, Boston, MA (1999)
FELLOWSHIPS AND HONORS:
2013 Wenner Gren Hunt Postdoctoral Fellowship awarded for “Fashioning The Changing Self: Clothing And Adornment In Trans-Atlantic Perspective.” Nine-month research fellowship.
2013 Residency, Takt Kunstuwerkstatt, Berlin, Germany.
2003-2004 Research Fellow Appointment, University of Massachusetts-Boston, Anthropology Department, Andrew Fiske Memorial Center for Archaeological Research, Boston, MA.
2003-2007 Research Fellow, Boston University, Department of Archaeology, Boston, MA.
2002 Research Associate Appointment, Strawberry Banke Museum, Portsmouth, NH.
1994, 95, 96 Teaching Fellowship, Department of Archaeology, Boston University, Boston, MA.

PUBLICATIONS:
Books
2011 Chinese Export Porcelain. Guides to Historical Artifacts Series. Left Coast Press, Walnut Creek, CA. With Andrew Madsen.

Journal articles (peer-reviewed)
Submitted Working Class Life in Depression-Era Rabbithole Springs. Under review, Historical Archaeology. With Sean McMurry and Benjamin Barna.
2011 The Rabbithole Mining District: Survey and Excavation in a Depression-Era Mining Community (with Sean McMurry and Benjamin Barna). Nevada Archaeologist, Vol. 20, pp. 47-64.


**Chapters in books**

Accepted  The Fall of Big Hair: Hair Curlers as Evidence of Changing Fashions, in *19th Century British Material Culture*, Alisdair Brooks, ed. Under contract with University of Nebraska Press and the Society for Historical Archaeology.


Encyclopedia entries


Book reviews


Founding editor

The Guides to American Artifacts Series (series editor, with Timothy J. Scarlett). Left Coast Press, Walnut Creek, CA.

Published titles

- Ceramic Makers Marks, Erica Gibson, 2010.
- Material Culture of Breweries, Herman Ronnenberg, 2011.

Selected forthcoming titles

- Historic Artifacts from Australia, Heather Burke, 2013.

Selected unpublished reports


2004  *The Mill Creek Shoe Project.* Prepared for the Andrew Fiske Memorial Center for Archaeological Research, Boston, MA.


**PROFESSIONAL PRESENTATIONS:**

**Symposia organized**


2011  The Archaeology of Festivals. Symposium organized for the US Theoretical Archaeology Group meeting, Berkeley, California (with L. Wilkie).


2008  Investigating the Great Depression in the American West. Symposium organized for the 41st Annual Meeting of the Society for Historical Archaeology, Albuquerque, New Mexico.


2006  The Materiality of Individuality. Symposium organized for the 39th Annual Meeting of the Society for Historical Archaeology, Sacramento, California.

**Papers presented at meetings**

2014 Invited Discussant for symposium, “Archaeological Collections.” Presented at the 46th Annual Meeting of the Society for Historical Archaeology, Quebec, Canada.


2011 Designs for an Archaeology of the Contemporary. Invited Plenary Panel participant, Contemporary and Historical Archaeology in Theory Conference, Boston, Massachusetts.


2011 The Archaeology and Ethnography of Burning Man. Invited presentation at the Burning Man Regional Caucus, San Francisco, CA.

2011 Invited Discussant for symposium, “Kanaka: Hawaiians in the West.” Presented at the 43rd Annual Meeting of the Society for Historical Archaeology, Austin, Texas.


Invited lectures, seminars, and workshops

2013  The Archaeology of Artists’ Studios. California College of Art Seminar, invited artist. September 28 & 29, For-Site, Nevada City, California (with Steven Seidenberg; with honorarium).


2006  Shoes from Boston’s Big Dig. Lecture sponsored by AM-ARCS, Reno, NV, September 13, 2006.


GRANTS and CONTRACTS:

2013  Burning Man Archaeological Research Project. $2,000.00 Burning Man Foundation Grant, Black Rock Arts Foundation. Co-director with Deborah Boehm.

2013  Aurora Neighborhoods Project. $30,000.00. U.S. Forest Service Cooperative Agreement, Humboldt-Toyabe National Forest.

2012  Cultural Resource Survey in the Black Rock Desert High Rock Canyon Emigrant Trails NCA and Wilderness Areas. $54,000.00. Cooperative Ecosystem Studies Units (CESU) Network Agreement. Great Basin CESU.

2012  Aurora Neighborhoods Project. $23,000.00. U.S. Forest Service Cooperative Agreement, Humboldt-Toyabe National Forest.
2012 *Burning Man Archaeological Research Project.* $2,000.00 Burning Man Foundation Grant, Black Rock Arts Foundation. Co-director with Deborah Boehm.


2012 *The Archaeology of Burning Man.* Society for Historical Archaeology conference, Baltimore, MD. $600.00. University of Nevada, Reno, College of Liberal Arts, Reno, NV. Faculty Travel Grant.

2012 *The Archaeology of Burning Man.* Society for Historical Archaeology conference, Baltimore, MD. $300.00. Travel Support Grant. Office of the Vice President for Research, University of Nevada, Reno.


2011 *Mark Twain’s Comstock.* $35,000.00. State Historic Preservation Office Grant, Carson City, Nevada. Co-director with Donald Hardesty.

2011 *Hawaiian Cowboys: 19th Century Ranching in Hawaii.* $3,000.00. Junior Faculty Summer Research/Artistry Small Grant Program, University of Nevada, Reno.

2011 *Kanaka: Hawaiians in the West.* Society for Historical Archaeology conference, Austin, TX. $600.00. University of Nevada, Reno, College of Liberal Arts, Reno, NV. Faculty Travel Grant.

2011 *Kanaka: Hawaiians in the West.* Society for Historical Archaeology conference, Austin, TX. $300.00. Travel Support Grant. Office of the Vice President for Research, University of Nevada, Reno.


2010 *Trans-Atlantic Trade and Daily Life in 18th- and 19th-Century England and the United States.* $2,000.00. Junior Faculty Summer Research/Artistry Small Grant Program, University of Nevada, Reno.

2010 *Mark Twain’s Comstock.* $35,000.00. State Historic Preservation Office Grant, Carson City, Nevada. Co-director with Donald Hardesty.

2009  *Ranching on the Big Island of Hawaii.* $5,000.00. Scholarly and Creative Activities Grants Program, University of Nevada, Reno.


2009  *The Materiality of Burning Man.* Contemporary Archaeology and Theory Conference. $900.00. University of Nevada, Reno, College of Liberal Arts, Reno, NV. Faculty Travel Grant.

2009  *The Materiality of Burning Man.* Contemporary Archaeology and Theory Conference. $300.00. Travel Support Grant. Office of the Vice President for Research, University of Nevada, Reno.

2009  *Mark Twain’s Comstock.* $35,000.00. State Historic Preservation Office Grant, Carson City, Nevada. Co-director with Donald Hardesty.

2008  *Trans-Atlantic Perspectives on the Material Culture of Personal Adornment.* $4,100.00. Scholarly and Creative Activities Grants Program, University of Nevada, Reno.

2008  *Feminist Approaches to Archaeology Symposium.* WAC-6, Dublin. $700.00. Travel Support Grant. Office of the Vice President for Research, University of Nevada, Reno.


2008  *Mark Twain’s Comstock.* $27,000.00. State Historic Preservation Office Grant, Carson City, Nevada. Co-director with Donald Hardesty.


2007  *Trans-Atlantic Perspectives on 18th-Century Clothing.* Contemporary Archaeology and Theory Conference. $900.00. University of Nevada, Reno, College of Liberal Arts, Reno, NV. Faculty Travel Grant.


2007  *Trade and Exchange: Prehistoric and Historic Perspectives.* Society for American Archaeology. $300.00. Travel Support Grant. Office of the Vice President for Research, University of Nevada, Reno.

$14,064.00. University of Nevada, Reno, Office of the Vice President for Research, Reno, NV. 
Junior Faculty Research Grant.

2005  *The Materiality of Individuality.* $800.00. University of Nevada, Reno, Office of the Dean of 
Humanities, Reno, NV. Faculty Travel Grant.

**TEACHING EXPERIENCE:**

**Courses taught**

**University of Nevada, Reno**

*Graduate:* Historical Archaeology; Historical Archaeology of the West; Museum Studies; Museum 
Training for Anthropologists; Laboratory Methods in Archaeology; Seminar in Archaeology and 
Prehistory; Seminar in Archaeology: Material Culture; Archaeology of Gender; Archaeology of 
Identity; Collections Research: Studying Material Culture; Principles of Historic Preservation

*Undergraduate:* Introduction to Archaeology; Historical Archaeology; Museum Studies; Museum 
Training for Anthropologists; Laboratory Methods in Archaeology; Collections Research: Looking at 
Material Culture; Principles of Historic Preservation; Field School Instruction: Aurora Neighborhoods 
Project, Aurora, Nevada; Field School Instruction: Depression-Era Mining, Rabbithole Springs, 
Nevada; Field School Instruction: Laumai’a Ranching Project, Hawaii

**William Paterson University**

Introduction to Anthropology (four-field)

**University of Massachusetts—Amherst**

Archaeology and Prehistory

**Rhode Island College**

Field School Instruction: Casey Farm, Saunderstown, Rhode Island

**Boston University**

Great Discoveries in Archaeology
Archaeology of Colonial America
Field School Instruction: Spencer-Peirce-Little House, Newbury, Massachusetts

**Student advising work**

*Committee chair:*

Ph.D. (current): Emily Dale, Steven Holm

M.A. (current): Katee Withee, Ashlee Younie, Laura Sechrist, Deborah Cruze, Esther Andersen, 
Elizabeth Bennett

*Committee member:*

Ph.D. (current): Francine Melia, Jonathan Cummins (History Department), Rusty Neal (History 
Department), Brandi Martinez (English Department), Christine Johnson (Geography Department), 
Jessica Streibel MacLean (Boston University)
M.A. (current): Lisa Machado, Amy MacAbee-Cummings (History Department), Holly Smith (History Department), Kimberly Esse (History Department)


Undergraduate:
Honors thesis advisor, Stephanie Contreras (completed 2008), Chenay Pointer (completed 2008)

ARCHAEOLOGICAL RESEARCH:


2012– Director, Life along the Nobles Trail: Survey and Excavation in the Black Rock Desert High Rock Canyon Emigrant Trails NCA and Wilderness Areas. Survey and excavation of historic period stage/trail stop on the Nobles Route.

2008– Director, Aurora Neighborhoods Project. Survey and excavation of 1860s city focusing on Jewish, Russian, Chinese, and English households, Aurora, Nevada.


2006–2012 Co-director, Laumai`a Ranching Project. Survey and excavation of nineteenth century ranching and homestead sites on the island of Hawai`i. With Peter M. Mills, University of Hawai`i, Hilo.

2008–2011 Director, Depression-Era Communities Project. Survey and excavation of Depression-era mining settlements, Black Rock Desert, Nevada.


2003–2005 Consulting Archaeologist, *The Mill Street Project*, University of Massachusetts-Boston, The Andrew Fiske Memorial Center for Archaeological Research, Anthropology Department, Boston, MA. Analysis of shoes and leather artifacts at 18th-19th century urban industrial site.

2004/05 Principal Investigator, Cultural Resource Consulting Group, Highland Park, NJ. Survey and excavation of 17th-20th century archaeological sites.


1999 Collections Specialist/Associate Curator, Massachusetts Historical Commission, Boston, MA.


1996 Consulting Archaeologist, *Middlesex Fells Park*, Metropolitan District Commission, Parks and Recreation Department, Boston, MA.

1996 Curatorial Assistant, *Costume Collection Assessment*, Peabody-Essex Museum, American Decorative Arts, Salem, MA.

1995 Curator, *Colonial Revival Textiles*, Boston University Gallery, Boston, MA.

1995 Field Supervisor, *Casey Farm*, Saunderstown, RI.

**SERVICE:**

**Administrative activities**

2012–present Editorial Board, *Journal of Contemporary Archaeology*

2011–present Director of Historic Preservation Program, Department of Anthropology, University of Nevada, Reno

2008–present Bill Self Awards Committee, Department of Anthropology, University of Nevada, Reno

2007–present Director, Anthropology Research Museum, Department of Anthropology, UNR
2007–present Faculty Advisor, Museum Studies Program Interdisciplinary Program, UNR
2007–present Chair, Curation Committee, Department of Anthropology, UNR
2009–2012 Director of Graduate Studies, Department of Anthropology, University of Nevada, Reno
2008–2012 Faculty Associate, Center for Gender, Race, and Identity Studies, UNR
2005–2007 Member, Museum Studies Committee, Department of Anthropology, UNR
2007–2008 Chair, Historical Archaeology Position Search Committee, Department of Anthropology, UNR
2006–2009 Member, Women’s Studies Board, UNR
2005–2010 Member, Graduate Committee, Department of Anthropology, UNR
2009–2010 Member, Prehistoric Archaeology and Sundance Archaeological Research Fund Search Committee, Department of Anthropology, UNR
2005–2007 Member, Assessment Committee, Department of Anthropology, UNR
2006–2007 Member, Undergraduate Advising Committee, Department of Anthropology
2007–2008 Member, Cultural Anthropology Position Search Committee, Department of Anthropology, UNR
2006–2007 Member, Prehistoric Archaeology and Sundance Archaeological Research Fund Search Committee, Department of Anthropology, UNR
2005–2007 Member, Budget Committee, Department of Anthropology, UNR

Professional memberships
American Anthropological Association
Society for Historical Archaeology
Society of Post-Medieval Archaeology
Register of Professional Archaeologists
Society of American Archaeology
American Association of Museums
Nevada Archaeological Association
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SONOMA STATE UNIVERSITY  
Department of Anthropology 
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Coordinator, Cultural Resources Management M.A. Program:  
Alexis Boutin, Stevenson Hall 2054 A, alexis.boutin@sonoma.edu 

Degrees offered: BA major/minor in Anthropology, MA in Cultural Resources Management

**Full-Time Anthropology Department Faculty:**


Karin Enstam Jaffe (Ph.D. UC Davis 2002; Assoc. Prof.) Biological anthropology, primatology, primate behavioral ecology, human evolution; Africa.

**Adrian C. Praetzellis (Ph.D. UC Berkeley 1991; Prof.; Director, Anthropological Studies Center)** Local history, American material culture, historical archeology, cultural resources management.

**Margaret Purser (Ph.D. UC Berkeley 1987; Prof.)** Historical archeology, gender studies, archaeological theory, material culture and cultural landscape studies, GIS applications; Western U.S., the Pacific.

Richard J. Senghas (Ph.D. Univ. Rochester 1997; Prof.) Linguistic anthropology, linguistics of signed and spoken languages, social anthropology, Deaf studies; Nicaragua, North America.

**John D. Wingard (Ph.D. Pennsylvania State Univ. 1992; Prof.)** Ecological anthropology, cultural resources management, heritage management, applied anthropology, ethnographic methods, archaeology, tourism, capitalism; Mesoamerica, Oceania, North America.
**Member of CRM Program Graduate Committee**

**CRM Program Affiliated Faculty:**

Michelle Goman (Geography and Global Studies)  
(Ph.D. UC Berkeley 1996; Assistant Professor) Biogeography, paleoecology and paleoclimatology, geomorphology; Mesoamerica, United States, East Africa.

Michelle Jolly (History)  
(Ph.D. UC San Diego 1998; Professor) Women's history, 16\textsuperscript{th}-19\textsuperscript{th} century American social and political history, oral history; California and the western United States.

Laura Watt (Environmental Studies and Planning)  
(Ph.D. UC Berkeley 2001; Associate Professor) Environmental history, natural and cultural landscapes, preservation and sustainability; California and the western United States.

**Staff:**

Jill Martin, Administrative Analyst, Stevenson 2070, 707-664-2312

Viri Ruiz, Administrative Support Coordinator, Stevenson 2070, 707-664-2312

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Stevenson Hall 1041  
Sonoma State University  
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707-664-2237

Interim Dean:  
Elaine Sundberg  
elaine.sundberg@sonoma.edu

Administrative Coordinator/Thesis Reviewer:  
David Hartranft  
david.hartranft@sonoma.edu
INTRODUCTION

Welcome to the SSU graduate program in Cultural Resources Management. This handbook provides new students with an overview of the program's coursework, an explanation of the M.A. thesis process, a description of the Anthropological Studies Center, and two checklists (one from the program and one from the University). Taken together, this information allows students to track their own progress through the program, defines the respective responsibilities of program faculty and students, and answers a number of the questions students ask most frequently about program particulars. The handbook is NOT designed or intended to replace individual student advising, which is mandatory, and takes place in the last month of each semester for the following semester. Please consult the most recent notices and bulletins issued from the Department office, or contact the Graduate Coordinator, if you have any further questions.

CRM REQUIRED COURSEWORK:
A BRIEF LOOK AT WHAT TO TAKE AND WHEN TO TAKE IT

The coursework required for a CRM MA at Sonoma State totals 30 academic units, and is designed to be completed in five semesters. This design presumes that students are enrolled full time, and not working more than part-time. Experience with the program so far indicates that working students cannot successfully carry full graduate loads. Consequently it takes three years or more for working students to complete the program of study, exclusive of thesis research and write-up time. Ideally, coursework proceeds in conjunction with students' developing interests and expertise, so that by the time they are ready to write a Thesis Prospectus (see "The M.A. Thesis" chapter), the courses they have taken have already helped focus their upcoming research project. What follows is a brief description of each of the required courses, and a general overview of how the whole program is intended to proceed.

Anth 500: Proseminar (4)
Proseminar is designed to provide first-year graduate students with intensive training in writing and analytical skills. Each student develops a research project over the course of the semester, and the coursework culminates in a day-long session of oral presentations by the students, to which the university community is
invited. Although it is listed as an Anthropology course, graduate students from all over the university enroll in Proseminar, so the research topics can be very wide-ranging. Proseminar is a good opportunity to begin to focus on a research area for your MA thesis. It is also a chance to assess your strengths and weaknesses in the areas of writing, analysis, problem formulation, library research, etc. In essence, students should feel they have a clear grasp of what constitutes graduate level academic performance by the time they have completed this course. Students must enroll in this course during their first fall semester in the program. Successful completion of course provides documentation of Writing Proficiency required for graduate students.

History 472: California History I (4)
“Study of California history from the period of European contact through the early years of the 20th century. Special attention is given to the origins, means, and consequences of Spanish expansion into Alta California, to the emergence of Mexican California and its accelerated Americanization after the Treaty of Guadalupe-Hidalgo. The closing weeks of the course will include attention to themes that, though rooted in the earlier period, continue to shape present-day California. Among those themes are water policies, immigrations, and the consequences of California’s great size and its location on the Pacific.” This course is required in the CRM program as a complement to Anth 592 (see below) for most students. Students must take it in their first fall semester in the program, in conjunction with Anth 500.

Anth 502: Archaeology: History and Theory (3)
This seminar provides students with a broad review of the intellectual trends in archaeology and anthropology since the 1960s, which have formed the theoretical frameworks for CRM research in the United States. It is also designed to give students practice in creating research designs, identifying significant research questions, and critiquing archaeological arguments.

Anth 503: Seminar: Cultural Resources Management (3)
Anth 503 is a seminar focused on the legislative basis for cultural resource management policies and practices. It provides a review of existing legislation, an overview of the history of this legislation, and discusses the relationship between federal, state, and locally mandated policies. This is the seminar where students get the most substantive grounding in the major policies that regulate CRM practice today, including the Section 106 process and the National Register of Historic Places.

Anth 592: Practicum in the National Register of Historic Places (2)
“This hands-on course will introduce students to the process by which historic buildings are recorded and evaluated for eligibility to the NRHP. Classes will cover basic wood-frame construction techniques, basic architectural description, and how to undertake focused historical research in official records. Students will learn to identify and describe a historic building, document it using photographs, plans, and detailed drawings, and reconstruct its history.” Because National Register treatments of standing structures are substantively different than those for
archaeological sites, this specialized course provides the necessary training to handle these resources.

**Anth 596/597: Internships (3 units minimum)**
Internships are decided upon by discussion between the student and his or her advisor. Students will normally take both on-campus and off-campus internships. On-campus internships are available at the Cultural Resources Facility, Interpretive and Outreach Services Office, the Northwest Information Center, Archaeological Collections Facility, and Ethnography Lab. Three standard internships are generally available (see the SSU Catalog for full descriptions and the semester schedule for actual offerings):

596 A) Internship in Archaeology (Fall semesters)
596 B) Internship in Cultural Resources Management (Spring semesters)
596 C) Internship in Information Management (Fall and Spring Semesters)

Off-campus agencies include the Office of Historic Preservation, National Park Service, the Sonoma County Museum, and many others. Additional off-campus internships can be developed in close consultation with a faculty advisor. Regardless of status, internships are designed to provide students with real-world, hands-on experience relevant to their development of professional competence in CRM. It is generally recommended that students enroll for an on-campus internship early in their graduate course of study (in the first semester if possible) to help expose the student to the resources available in the program, particularly a familiarity with the range of possible thesis topics currently available.

**Supporting Courses (6 units minimum)**
In addition to the fixed course requirements described above, each student selects additional supporting courses, either in the Anthropology department or outside of it, designed to provide the student with the background or specialized training in additional areas relevant to their research focus. All supporting courses must be upper-division (300-level or higher). Supporting courses can also be a good opportunity to identify non-Anthropology faculty who might be willing to serve as the third, outside member on a student’s thesis committee. In addition to courses offered at Sonoma State, CRM graduate students have also taken advantage of the SSU policy on concurrent enrollment to use courses offered at UC Berkeley and San Francisco State as supporting courses; note that students must be full-time at SSU to enroll concurrently elsewhere.

However, supporting courses should not be used to "shop around" in search of a research focus or thesis project. This tends to lead to greatly extended programs of coursework, and does not provide the student with an integrated, coherent program in the end. So that students can make best use of their supporting coursework and internships, while also potentially satisfying criteria for future employment, they may choose a Program Emphasis. Students are not required to commit to one of these areas of expertise, nor might they be able to satisfy all suggested courses and
Internships based on irregularity of offerings. However, they can help to focus students’ programs of study, and enhance the set of skills and competencies acquired as part of the MA degree. Program emphases are as follows: Bioarchaeology, California Archaeology, Archaeological Collections Research, Community Outreach and Public Interpretation, Education and Curriculum Development, Environmental Planning, Geoarchaeology, Historical Archaeology and Heritage Studies.

Thesis committee chairs, or other Anthropology faculty, can be helpful in identifying other faculty or coursework that might support a student’s individual research interests or program needs, once those interests and needs have been identified. It is the student’s responsibility to make sure that they have clearly identified such interests relatively early in their program, and no later than the end of the third semester of coursework.

**Anth 595: Thesis Prospectus (1)**
This one unit special studies course prepares the student to write a thesis by defining a topic and an approach. This intensive tutorial is normally taken with the faculty member who will serve as thesis committee chair. Students may enroll when they have advanced to Classified status and are completing required coursework. Successful completion permits filing of the GSO1 (“Advancement to Candidacy”) form with the Graduate Studies office. See “The MA. Thesis” chapter for more information.

**Anth 599A/B: Thesis (4 total)**
Students enroll in Anth 599A and 599B in the semesters following filing of the GSO1 form. These courses are usually taken sequentially, but a student may take them concurrently based on close consultation with his/her thesis Chair. While enrolled, the student will execute the research program planned in the Thesis Prospectus, culminating in a completed thesis.

**Program Structure**

The CRM Program is structured as a cohort program. Students enter as a cohort of (typically) 8 to 10 individuals, and matriculate through the core courses of the program together. With the exception of Anth 500 and Hist 472, the required core courses are only offered every other year. This calendar introduces variability in the length of the program for students entering on Fall even-year versus Fall odd-year calendars: even-year admissions often result in a 3-year program (6 semesters), while odd-year admissions add an extra semester (a 3 ½ year, 7 semester program). Sample program plans based on even- or odd-year admission are provided below. Based on the 2005-2010 cohorts, actual time to completion is usually five to eight semesters, with thesis and writing proving the most variable.
### Even-year admission

| First Fall Semester | Anth 500  
|                     | Hist 472  
| First Spring Semester | Supporting courses  
|                     | Internships  
| Odd-year admission  | Anth 502  
|                     | Anth 592  

*Student evaluation by Graduate Committee faculty at end of semester. Status shifts from conditionally classified to unconditionally classified graduate standing.*

| Second Fall Semester | Anth 503  
|                     | Supporting courses  
|                     | Internships  
| Second Spring Semester | Anth 502  
|                     | Anth 592  
|                     | Anth 595 (Thesis Prospectus)  
|                     | Completion and filing of GS01 to advance to candidacy.  
| Third Fall Semester | Anth 599A  
|                     | Anth 503  
|                     | Anth 595 (Thesis Prospectus)  
|                     | Completion and filing of GS01 to advance to candidacy.  
| Third Spring Semester | Anth 599B  
|                     | Defense and filing of thesis; graduation.  
| Fourth Fall Semester | Anth 599B  
|                     | Defense and filing of thesis; graduation.  

### Scheduling Required Courses
To complete the required coursework in the recommended four to five semesters, it is important to keep track of when individual courses are offered. **Anth 500** and **History 472** are offered every fall semester. **Anth 502** and **Anth 592** are offered in the Spring semester of even-numbered years (e.g., Spring 2014, 2016). **Anth 503** is offered in the Fall semester of odd-numbered years (e.g., Fall 2013, 2015). On-campus internships are available every semester. Off-campus internships may be available on a more limited basis and need to be scheduled in advance in consultation with a faculty advisor.

### First Year Evaluation
Students are admitted to the CRM program with Conditionally Classified graduate status. They must fulfill certain requirements before being fully accepted into the program and able to enroll in Thesis Prospectus units. These requirements include successful completion of Anth 500, maintenance of a minimum 3.6 GPA, and timely resolution of any Incomplete grades.
At the completion of the first and second semesters of coursework, and in conjunction with advising for their upcoming third semester, each student will be evaluated by the Graduate Committee in terms of their program performance to date, and their potential for completing the program in a timely fashion. This evaluation is not intended to be punitive or exclusionary; rather it reflects a genuine concern on the part of the CRM faculty that students be given an honest assessment of how they are faring in the program before they have invested the considerable time, effort and personal expense it takes to complete this program in its current form. Any areas that need additional effort can be identified at this time, and steps taken to make sure the student can address these needs before completion of his or her coursework. This evaluation is also an opportunity for the student to express any concerns, difficulties, or unmet needs that s/he might have, and request a timely response from the faculty. If the requirements described above have been met, the student will be advanced from Conditionally Classified to Classified graduate status at the end of the first year.

**Timeline for Completion of Program**

CSU system regulations stipulate that graduate students who do not complete their program in a period of seven years must ‘revalidate’ coursework as it becomes obsolete. In the CRM program, there is a limit of 10 units, or one third of the 30 unit program, that can be revalidated. If a student has more than 10 units requiring revalidation, they must reapply for admission to the program.

Students who require additional time to complete the thesis beyond Anth 599A/B may enroll in Anth 578 ("Project Continuation") units, which is usually done via Extended Education. However, SSU requires that all students who advance to candidacy for the Master’s degree complete and file their thesis within four semesters of first enrolling in thesis units. Therefore, you may only enroll in Anth 578 for two consecutive semesters before needing to petition the Graduate Coordinator for an extension; these may only be granted on a case-by-case basis and due to extenuating circumstances. Students who take longer than four semesters to complete the thesis may be required to reapply for admission to the program and re-enroll in thesis units.
THE M.A. THESIS:
WHAT YOUR MOTHER NEVER TOLD YOU

The thesis process can be confusing and stressful when students and the members of their thesis Committee have different expectations. Sometimes, important issues concerning the thesis are not discussed explicitly, leaving the student confused and their advisor in the dark about their unhappiness.

This document is intended to make explicit some of the elements of the thesis process that are often taken for granted. Students should bear in mind, however, that the discussion that follows is for general guidance. Specific Committee members may have other ideas about the process and should be asked.

What is an M.A. thesis?
The thesis is required so that the student can demonstrate to a group of experts (the Committee) that she or he is capable of successfully completing a piece of research at a professional level. Before beginning their own work, students should examine several successful theses from our program, which are available in the SSU library.

To create a thesis, a student must:
• come up with a theme that is worthy of study;
• formulate an appropriate research design to guide the investigation;
• collect, analyze, and interpret the appropriate data; and
• come to some defensible conclusion based on the data.

What is a Thesis Prospectus?
An M.A. thesis is a major piece of research. Before beginning, it is essential for the student to map out the project. This exercise, which is accomplished through writing a Thesis Prospectus, helps students formulate their ideas, define their approach, and determine if there are sufficient data available for the study. The thesis Chair determines the structure and content of the Prospectus itself. Sample prospectuses may be obtained from the Graduate Coordinator. Normally, a student enrolls for a 1 unit Special Studies course (Anthropology 595) with his or her Committee Chair who works with them to construct the Prospectus. The Thesis Prospectus is a mandatory prerequisite for enrolling in Thesis units (Anth 599A/B).

How long should the thesis be? How long will it take to finish? Successful theses have ranged from less than 100 to several hundred pages. Although quality, not quantity, is the key, a thesis that is less than 25,000-30,000 words, or about 100 pages of double-spaced text, is unlikely to be accepted. Read successful CRM theses to help understand what is expected of you. In the final analysis, a successful thesis is one that satisfies the Committee. For this reason it is essential that students be aware of their Committee’s expectations.
According to University regulations, the thesis must be finished four semesters after the GS01 (“Advancement to Candidacy”) form is filed. The actual completion period varies widely depending on a student’s time commitment, ability, and the scale of the project, as well as on the Committee.

**How do I choose a thesis topic?**

Begin to think about a topic that interests you as soon as you start taking graduate classes. Many people find that the Proseminar (Anth 500) is a good forum in which to begin to define their research interests. *By the beginning of the third semester* you should have a general idea of your topic so that you can plan appropriate supporting courses and begin to scout around for a Committee.

It is always the case that the student takes their lead from the Committee Chair. Some Chairs like to be in control; others like to see the student take the initiative. Sometimes a faculty member actually specifies the thesis topic and theoretical approach as a condition of serving as Committee Chair. When this is not the case, the student bears the responsibility for coming up with a thesis topic. A student who, after several years of university education, cannot think of a topic that interests them is unlikely to have the ability to complete a thesis. It is unwise to approach a prospective Chair without a well thought-out idea to develop into a Thesis Prospectus.

Before commencing your data collection, consult with your Committee Chair to determine whether your research needs to be approved by the Institutional Research Board for the Rights of Human Subjects. More information and forms can be obtained from the Office of Research and Sponsored Programs.

**How do I choose a Committee? Who is qualified to serve on the Committee?**

A thesis Committee must consist of at least three individuals. The Committee Chair must be a member of the CRM Graduate Committee. The second committee member must be either a full-time or a part-time member of the SSU faculty. The third committee member may derive from outside of the SSU faculty, as long as s/he possesses a Master’s degree (equivalent or higher). If the outside member is not a faculty member at SSU or another university, the Chair will request evidence of the prospective member’s academic or professional qualifications in the form of a curriculum vitae. All regular faculty in the Anthropology Department are eligible to serve as second or third members of thesis committees. Normally, the Chair of the Committee is a specialist in the specific area of proposed study; while the second and third members may have complementary disciplinary ties. Students themselves have both the right and responsibility to choose the members of their Committee.

When you have an idea of the direction of your thesis research, consult with the Graduate Coordinator or another faculty member regarding choice of a Committee Chair. It is important to choose a Chair who knows your area of study and with whom you feel comfortable working. Although most professors consider that serving on thesis committees is part of their job, no instructor is obligated to serve merely because he or she has been asked. Don't feel slighted by a refusal; simply thank the person and ask for
a referral. A professor may decline to serve for any number of reasons: he or she may feel unqualified to serve, be serving on several committees already, or simply be too busy with their other duties.

**What do the various Committee members actually do?**
Any member of your Committee is free to participate in the thesis process to the degree that they believe is appropriate. It has even been known for Committee members [at other institutions!] to sign a thesis having given it only a cursory perusal and with no substantive comments. Conversely, all members may review the document intensively and require several rewrites. By signing a thesis, each Committee member is testifying to its quality by the authority of their own professional reputation. Most academics take this responsibility very seriously. The completed thesis is filed in the SSU Library and is available for public inspection. Its quality reflects on the student who produced it, their committee, and the University as an institution.

Something of a hierarchy exists among Committee members with regard to their respective responsibilities. Traditionally, the Chair has the most responsibility with regard to ensuring the quality of the thesis. The student will work closely with the Chair during all phases of the thesis process. The Chair’s suggestions should be solicited and followed throughout the thesis process. Second and third members will also offer substantive comments on the project as a whole, but may focus on their areas of expertise. Committee members may comment on everything from punctuation and grammar to your theoretical approach and interpretation. When it comes time to sign the completed thesis, the Chair will generally sign first, indicating to the other members that he or she is satisfied with the product.

**What are the student’s responsibilities?**
By agreeing to serve on a thesis Committee, a faculty member implicitly agrees to assist the student with their work, to review the product, and to sign the completed thesis when they are satisfied with it. However, Committee members are not responsible for technical editing. If a thesis contains an unacceptable number of grammatical, typographical, or stylistic errors, it is up to the student to correct the problems, which may include hiring a professional editor to do the job. Poorly written drafts do not promote confidence on the part of the Committee, and will probably annoy them.

**How is the Thesis reviewed by my Committee?**
When the thesis data are collected and the student is ready to begin writing, it is a good idea to construct a realistic schedule that lays out approximate dates on which specific chapters and the entire first draft of the thesis will be completed. At the same time, the student should consult with each member of the Committee to arrange how each would like to review the product. It is common for a Committee Chair to require *at least* three reviews: The first is a chapter-by-chapter review; here the Chair examines each chapter individually for internal sense. The second review is of a completed draft thesis that incorporates comments from the previous review; this gives the Chair the opportunity to see the entire work as a unit, to see how it hangs together. A third review may
require only a final check to make sure that the comments on the second draft have been addressed.

It is emphasized that before the writing begins, the student must ask each committee member how he or she would like to handle the review process. Some second and third members want to read early drafts as they are produced, while others are content to wait for a later version.

The review process can be lengthy. It is important for the student to discuss with the Committee members, and particularly with the Chair, how long each draft may take to review. During term, when faculty time is at a premium, your Committee members may have other commitments (including other thesis students) that may prevent them from providing the fast turn-around that you are hoping for.

On that happy day when the signed thesis is accepted by Graduate Studies’ Thesis Review Office, the student should not forget to ask each Committee member if they would like a bound copy as a gesture of thanks for their efforts. It is also customary to thank all Committee members in the Acknowledgements section of the thesis.

What about the Thesis Defense?
A public Thesis Defense is a University requirement. It is normally conducted during the term that completion of the thesis is anticipated (or occasionally, during the preceding term). Since the object of the Defense is to present the thesis research to the Committee, the faculty at large, students, and interested members of the public, it is essential that the thesis be substantially complete before the Defense is scheduled. The Chair decides when a thesis is ready for defense.

To arrange for a Defense, the student consults with his or her Committee Chair early in the term for their agreement that this is an appropriate time for their Defense. It is common practice at SSU for thesis defenses to be held twice per year, one in each semester. Several students may defend their theses on each date. The Graduate Coordinator, who also arranges for public announcements to be posted, sets the date of the Thesis Defense.

It is Department practice to schedule 60 minutes for each Thesis Defense. The first and last 10 minutes are spent setting up and taking down technical equipment. The middle 20-30 minutes are allotted for the student to present his or her material; many students use PowerPoint and data handouts as aids in their presentations. Questions from members of the thesis committee follow. The remainder of the time is open for questions from other attendees. Defense is the time for the student to present the results of their efforts; most find the experience stimulating and enjoyable.

Program Benchmarks for Thesis Review and Defense
When a student and his/her Chair have agreed that the time has come for the thesis to be defended and submitted, these benchmarks should be followed to permit timely graduation. Deadlines for filing Graduation Applications and submitting the final draft
of the M.A. thesis are set by the University and can be located on the Graduate Studies office website. Note that this timeline is designed for students who plan to graduate in May or December; for August graduation, consult with the Graduate Coordinator:

File Master’s Degree Graduation Application with the Office of Admissions and Records.
- Deadline: Third or fourth Friday of the semester

Submit completed first draft of thesis to your Committee Chair. Also, email Graduate Coordinator your thesis title, as well as Committee members’ names and contact information so that Thesis Defense can be scheduled.
- Deadline: Second Friday in September (Fall graduation planned) or February (Spring graduation planned)
- Chair will return draft with comments to student by first Monday in October (Fall) or first Monday in March (Spring)

Submit revised second draft of thesis to all Committee members.
- Deadline: Third Friday in October (Fall) or March (Spring)

Thesis Defenses are held at least two weeks before the Graduate Studies office’s deadline for thesis submission
- In Fall, usually the week before Thanksgiving break in November
- In Spring, usually the third week of April

File final draft of thesis and GSO2 (“Completion of Requirements”) form, with all required signatures, with Graduate Studies office.
- Deadline: Last day of classes for the semester
FAQs ABOUT THE ANTHROPOLOGICAL STUDIES CENTER

WHAT IS ASC’S MISSION?
Our core mission is to provide SSU students with experience in the field of cultural resources management. ASC does this by undertaking contract and grant funded research in historic preservation, archaeology, and other related areas, and by operating an Archaeological Collections Facility.

WHERE DOES ASC GET ITS FINANCIAL SUPPORT?
ASC is entirely self-supporting. We receive no funding from the State of California or Sonoma State University. The Director’s wages are reimbursed by ASC to the School of Social Sciences at SSU. Administrative staff salaries are supported by project funds as well as by an overhead sharing arrangement with the University.

WHAT IS ASC’S RELATIONSHIP TO SSU AND THE ANTHROPOLOGY DEPARTMENT?
ASC is an arm of the School of Social Science. The ASC Director is a faculty member in the Anthropology Department.

WHAT IS ASC’S ROLE IN THE CRM PROGRAM?
Students in the CRM program may participate in ASC’s projects. However, there is no requirement for them to do so. ASC can often provide opportunities for students to learn on the job, although students’ interests or abilities may not coincide with the opportunities available at ASC at a particular time. Several other factors may affect the level of a student’s participation in ASC: the student’s interest in participating; the availability of research opportunities appropriate to the student’s level of skill; the student’s ability to take on projects when they appear; and the student’s ability to perform the task at hand in a professional manner.

DOES ASC PROVIDE TRAINING IN CRM?
Not exactly. If ASC were a professional training organization or a field school, SSU would charge students a fee to participate in the same way that they pay to attend classes. ASC exists to provide opportunities for students to work with professional staff and with more advanced students, some of whom are legitimate professionals in their own right. ASC’s founder, David Fredrickson, coined the term "peer learning" to describe this approach. Of course, it is our experience that students learn a great deal about the practice of CRM during this process.

SHOULD STUDENTS IN THE CRM PROGRAM EXPECT EMPLOYMENT OR VOLUNTEER OPPORTUNITIES WITH ASC?
As opportunities are available, students may participate. However, we cannot predict whether projects will turn up at the same time that qualified students are available to work on them, or whether these will be paid or volunteer positions.
IS ASC A BUSINESS OR AN EDUCATIONAL PROGRAM?
If we define a business as an organization whose goal is to make a profit for its investors, then ASC is not a business. However, we do operate under the same basic constraints as businesses: we must create quality products under the supervision of qualified professionals, on time and on budget. Most of our clients are in the business world. Their concerns are price, quality, and responsiveness. ASC’s educational goals are immaterial to them. In contrast to ASC, many university-based CRM units use exclusively professional staff, allowing little or no student participation. These programs exist principally to provide research opportunities of faculty and to make money for their institutions.

WHY DOES ASC HAVE SALARIED EMPLOYEES?
ASC’s ultimate goal is to benefit students by taking on research projects. To do this, we must maintain the organizational structure to administer and carry out projects as they appear. As a result, our organization maintains a salaried staff, some of whom are CRM graduate students, who have proven skills and whose availability is more predictable than that of students who work as hourly employees. Similarly, some tasks require professional qualifications not generally possessed by students. As salaried employees must maintain a minimum number of hours worked per week, they may be given preference for research opportunities over hourly staff.
## CRM PROGRAM CHECKLIST

**Student Name______________________________**

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Date</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology 500 (Proseminar)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>History 472 (California History I)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Anthropology 502 (Theory)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Anthropology 503 (Seminar in CRM)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Anthropology 592 (NRHP Practicum)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Anthropology 596/597 (Internship)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Anthropology 595 (Thesis Prospectus)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Anthropology 599A (Thesis)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Anthropology 599B (Thesis)</td>
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<td>2</td>
</tr>
</tbody>
</table>

### SUPPORTING COURSES (6 UNITS)

<table>
<thead>
<tr>
<th>Department</th>
<th>Course No and Title</th>
<th>Date</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Total units required for the program: 30
## Program Basics for CRM Graduate Students:

<table>
<thead>
<tr>
<th>What</th>
<th>Where</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Info on the program</td>
<td>Department in which program is housed.</td>
<td>Prior to application.</td>
</tr>
<tr>
<td>Learn admission requirements</td>
<td>1) From Admissions &amp; Records for University, 2) From SSU Catalog and Department for Program.</td>
<td>Prior to application.</td>
</tr>
<tr>
<td>Obtain and file separate applications to university and graduate program</td>
<td>1) To Admissions and Records for University, 2) To Department for CRM Program.</td>
<td>By January 31 of year in which enrollment is planned.</td>
</tr>
<tr>
<td>Notification of acceptance</td>
<td>1) From Admission and Records. 2) Department will send letter.</td>
<td>1) Spring. 2) Department will notify applicants in February.</td>
</tr>
<tr>
<td>Obtain graduate advisor</td>
<td>Cohort advising scheduled during the week prior to registration for the following semester. See/e-mail/ or call Grad Coordinator for initial advising.</td>
<td>At the beginning of your program.</td>
</tr>
<tr>
<td>Change in Graduate Status</td>
<td>CRM Grad Committee will review first year students’ work for advancement to Classified status.</td>
<td>End of Spring semester.</td>
</tr>
<tr>
<td>Meet Writing Proficiency Requirement</td>
<td>Demonstrated through completion of Anth 500 (Proseminar).</td>
<td>Prior to filing Advancement to Candidacy Form.</td>
</tr>
<tr>
<td>Develop Program of Study</td>
<td>In consultation with Committee Chair or Graduate Coordinator</td>
<td>Review options and progress during each Cohort Advising session, each semester.</td>
</tr>
<tr>
<td>Write Thesis Prospectus (ANTH 595 (1 unit))</td>
<td>Supervised by your Committee Chair</td>
<td>Before registering for thesis units, prior to filing Advancement to Candidacy Form.</td>
</tr>
<tr>
<td>Confirm Thesis Committee</td>
<td>Faculty must commit to supervision and support of thesis project.</td>
<td>Prior to filing Advancement to Candidacy Form.</td>
</tr>
<tr>
<td><strong>File Advancement to Candidacy Form</strong></td>
<td>Form available in the Department Office, in the Grad Studies Office or online at <a href="http://www.sonoma.edu/aa/gs/forms.html">http://www.sonoma.edu/aa/gs/forms.html</a></td>
<td>Must be filed no later than the beginning of the same semester in which you register for first thesis units (Anth 599A)</td>
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<tr>
<td></td>
<td>Fill out in consultation with Committee Chair. Requires signatures from Thesis Committee members and Grad Coordinator. File in Grad Studies Office.</td>
<td></td>
</tr>
<tr>
<td><strong>Continuous semester by semester enrollment policy</strong></td>
<td>Graduate students must maintain continuous enrollment in the program until graduation. If the thesis has not been filed by the time you have completed Anth 599A/B, you must enrolling in Anth 578 (&quot;Project Continuation&quot;) units.</td>
<td>Graduate students can ONLY enroll in Anth 578 AFTER they have completed ALL REQUIRED COURSEWORK for their program (i.e., both Anth 599A and 599B).</td>
</tr>
<tr>
<td><strong>Break in enrollment after registering for thesis units</strong></td>
<td>Reapply for admission with letter from Grad Coordinator. Reassessment of registration fees for semesters missed.</td>
<td>Prior to filing for graduation.</td>
</tr>
<tr>
<td><strong>Leave of Absence (one semester)</strong></td>
<td>Fill out a &quot;leave of absence&quot; form in the Admissions and Records Office.</td>
<td>Graduate students may take a one-semester leave of absence during their course of study without affecting their standing in the university.</td>
</tr>
<tr>
<td><strong>Leave of Absence (longer than one semester)</strong></td>
<td>Get letter of support from Grad Coordinator and reapply for admission through Admissions &amp; Records.</td>
<td>Apply semester prior to return.</td>
</tr>
<tr>
<td><strong>Complete Thesis</strong></td>
<td>Under supervision of your</td>
<td>You have 4 semesters to</td>
</tr>
<tr>
<td>Event</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Thesis Committee Chair. Use SSU Thesis Guidelines to produce final draft of thesis; these available at <a href="http://www.sonoma.edu/aa/gs/thesis-review.html">http://www.sonoma.edu/aa/gs/thesis-review.html</a></td>
<td>complete a thesis after filing the Advancement to Candidacy form. You have 7 years (14 semesters) to complete the entire graduate program.</td>
<td></td>
</tr>
<tr>
<td>Revalidation of courses after 7 yr limitation exceeded.</td>
<td>Consult Grad Coordinator and develop study plan and validation review with faculty with expertise in courses being revalidated. Note that no more than 10 units can be revalidated in the CRM program. Validation Form can be obtained from Grad Studies Office. At least a semester prior to filing for graduation.</td>
<td></td>
</tr>
<tr>
<td>Schedule Defense of Thesis</td>
<td>Scheduled by Grad Coordinator and open to the University. Defense is required prior to submitting thesis to the Grad Studies Office for review. Committee Chair signs thesis and Completion of Requirements Form.</td>
<td></td>
</tr>
<tr>
<td>Apply to Graduate</td>
<td>File Master's Degree Graduation Application with Admissions &amp; Records. September for December, February for May, June for August graduations. Deadline dates appear on the Graduate Studies Office website: <a href="http://www.sonoma.edu/aa/gs/gs_forms.shtml">http://www.sonoma.edu/aa/gs/gs_forms.shtml</a></td>
<td></td>
</tr>
<tr>
<td>Submit Thesis approved by Thesis Committee for review of format and content.</td>
<td>File with Graduate Studies Office (Stevenson 1041) First week in December for Fall; First week in May for June; Middle of July for August. Deadlines appear at <a href="http://www.sonoma.edu/aa/gs/forms.html">http://www.sonoma.edu/aa/gs/forms.html</a></td>
<td></td>
</tr>
<tr>
<td>File Completion of Requirement Form</td>
<td>Form available in the Department Office, in the Grad Studies Office or online at <a href="http://www.sonoma.edu/aa">http://www.sonoma.edu/aa</a> Deadlines for submission of forms appear at <a href="http://www.sonoma.edu/aa/gs/forms.html">http://www.sonoma.edu/aa/gs/forms.html</a></td>
<td></td>
</tr>
</tbody>
</table>
Fill out in consultation with Committee Chair and Grad Coordinator, and obtain their signatures. File in Graduate Studies Office.

## Appendix 3: External Internship Sponsors

<table>
<thead>
<tr>
<th>Federal Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- National Park Service: Golden Gate National Recreation Area, Presidio of San Francisco, Yosemite National Park</td>
</tr>
<tr>
<td>- US Army Corps of Engineers</td>
</tr>
<tr>
<td>- USDA Forest Service: Inyo National Forest, Plumas National Forest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- California State Parks: Monterey State Historic Park, Off-Highway Motor Vehicle Division, Olompali State Historic Park, Petaluma Adobe State Historic Park</td>
</tr>
<tr>
<td>- Oregon State Parks</td>
</tr>
<tr>
<td>- State of California Office of Historic Preservation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Municipalities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- City of Sonoma</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nonprofits</th>
</tr>
</thead>
<tbody>
<tr>
<td>- California Academy of Sciences</td>
</tr>
<tr>
<td>- Chumash Indian Museum</td>
</tr>
<tr>
<td>- Federated Indians of Graton Rancheria</td>
</tr>
<tr>
<td>- Glen Ellen Historic Society</td>
</tr>
<tr>
<td>- Healdsburg Museum and Historical Society</td>
</tr>
<tr>
<td>- Jimmy Doolittle Air and Space Museum</td>
</tr>
<tr>
<td>- Mission San Rafael Arcangel Preservation Foundation</td>
</tr>
<tr>
<td>- Museum of Ventura County</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Private Sector Firms</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Far Western Anthropological Research Group, Inc.</td>
</tr>
<tr>
<td>- Pacific Legacy, Inc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University-affiliated</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Archaeological Research Facility, UC Berkeley</td>
</tr>
<tr>
<td>- Cabrillo College Archaeological Field School</td>
</tr>
<tr>
<td>- UC Santa Cruz Historical Archaeology Laboratory</td>
</tr>
</tbody>
</table>
Appendix 4: CRM Thesis Titles, 2008-2013

2013

- **Angela Locke Barton**: An Archaeological Resources Protection Program for the City and County of San Francisco
- **Steven Hilton**: A Cultural Resources Management Plan for Empire Mine State Historic Park, Nevada County, California
- **Wesley Wills**: A Home in the Yosemite Wilderness: An Archaeological Investigation of Prehistory at Laurel Lake

2012

- **Cassidy DeBaker**: The Rediscovery of Mission San Rafael Arcangel: An Archaeological Snapshot of the 20th California Mission
- **Jules Evans-White**: Neighborhood Archaeology: Using Archaeology Education to Teach Local History
- **Erin Saar Hanes**: Opening Pandora’s Box: A Traditional Cultural Property Evaluation of the Amache World War II Japanese Internment Camp, Granada, Colorado
- **Alden Neel**: Indian Ruins: A Comprehensive Approach to Rock Ring Research
- **Patricia Paramoure**: Life in an Industrial Village: The Archaeology of Cabin B at the Cowell Lime Works National Historic District
- **Naomi Scher**: A Geoarchaeological Context for the Greater Vacaville Area, Solano County, California
- **Jessica Tudor**: Interpreting the Excavation of CA-LAK-424: A Collection Based Analysis of a Prehistoric Archaeological Site in the Clear Lake Basin, California

2011

- **Kristin Converse**: Like Nuggets from a Gold Mine: Searching for Bricks and Their Makers in the Oregon Country
- **Evan Elliott**: Trails, Tribblets, and Territories: The Ethnographic, Prehistoric, Archaeological, and Management Contexts of the Indian Valley/Walker Ridge Recreation Area
- **Paul Engel**: Toward an Archaeology of Ranching on the Point Reyes Peninsula
- **Gavin Gardner**: Home is Where the Homestead Is: A Management Plan for Seven Homestead Sites at Pinnacles National Monument
- **Mary Gerbic**: A Path Through Time: Hopland to Clear Lake on an Old Indian Trail
- **Annamarie Leon Guerrero**: The Life of a Living Landscape: A Cultural Resources Management Plan for Morgan Territory Regional Preserve
- **Carrie Reichardt**: Dead Cat Alley: An Archaeological Analysis of the Overseas Chinese of Woodland, California
- **Marisa Solorzano**: CRM, Education, and Community: Designing a Teacher's Toolkit for Third Grade Classrooms in Duarte, CA

2010

- **G. Wesley Allen**: Protecting Cultural Resources from Fire and Fire Management Activities: The Cultural Resource Element for Redwood National Park Fire Management Plan
• **Michelle Blake:** Drill Baby, Drill! An Analysis of Late Period Chumash Microdrills from CA-SLO-214
• **Emily Darko:** There and Back Again: An Artifact Tale
• **Kristel Daunell:** Community Heritage in Sonoma: Building a City Inventory of Heritage Sites
• **Kate Erickson:** Dust in the Wind: a Cultural Resources Management Plan for the Bureau of Land Management South Cow Mountain Off-highway Vehicle Recreation Area
• **Thea Fuerstenberg:** A Circle of Influence: People Influencing Laws and Laws Influencing People in California Cultural Resource Management
• **Greg Greenburg:** Beneficial Bill or Bust? A Critical Analysis of Senate Bill 18 (SB18)
• **Ben Harris:** Reconciling Public Archaeology and Cultural Resources Management: An Ethnographic Exploration
• **Kathleen Kubal:** Archaeology, Technology, and Tribal Participation: Using GIS to Retrace Barrett’s Steps Through Northern Pomo Territory
• **Kristina Montgomery:** Consumed Identity: Consumer Strategies of Female Headed Households of the San Francisco Bay Area
• **Bryan Much:** Up on the 'Pile': A Study of Petroglyphs in North-Central Sonoma County

2009

• **Eileen Barrow:** Excavating the Past for the Future: A Synthesis of Marin County Prehistoric Archaeology
• **Erin Sugako Davenport:** The ABCs of Archaeological Literacy: Exploring Public Archaeology through Elementary Social Studies Education
• **Christopher Lloyd:** Central Pomo Travel Corridors: A Least Cost Path and Corridor Analysis
• **Alicia Perez:** The Reinvented Naval Training Landscape: Ocotillo Wells State Vehicular Recreation Area and its WWII Naval Land Use History
• **Jennifer Redmond:** Tesla: Interpreting an Invisible Landscape
• **Chelsea Rose:** “A Sound of Revelry by Night”: Archaeology, History, and the Myth of the Mining Camp, Kanaka Flat, Oregon
• **Leslie Smirnoff:** A Cultural Resources Inventory and Management Plan for Sonoma Land Trust’s Little Black Mountain Property
• **Richard Stradford:** Cultural Landscape of the Laguna de Santa Rosa

2008

• **Benjamin Elliott:** Landscape as Text: California Indian History at Olompali State Historic Park
• **Ellen Johnck:** The South Bay Salt Pond Restoration Project: A Cultural Landscape Approach for the Resource Management Plan
• **Jay Rehor:** Between a Rock and a Hard Place: Prehistoric Archaeology and Management of a Unique Serpentine Upland Environment, Lake and Napa Counties, California
• **Kathleen Ungvarsky:** Assessing the Effects of Federal Cultural Resources Management on the Archaeological Record: A Case Study of CA-SMA-163 – a Corps of Engineers, San Francisco District, Civil Works Projec
### Appendix 5: Comparable Programs, CSU

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chico State</td>
<td>24</td>
<td>11</td>
<td>2:1</td>
<td>30 sem</td>
<td>Thesis</td>
<td>(2) written candidacy exam; final oral exam and thesis defense</td>
<td>Anthropology track: 21 units Anth; 18+ units grad-level courses 1-3 units thesis</td>
<td>Valene L. Smith Museum of Anthro.</td>
<td></td>
<td>NE Info. Center</td>
<td>No</td>
<td>None reported on website</td>
<td>Certificate program: (3) Forensic ID: Museum studies; Applied cultural anth.</td>
<td></td>
</tr>
<tr>
<td>CSU Fullerton</td>
<td>5</td>
<td>15</td>
<td>1:3</td>
<td>30 sem</td>
<td>(1) Anth. (unofficial Evolutionary Anthropology track)</td>
<td>Thesis, comp. exam, and project options</td>
<td>none</td>
<td>9 units core courses 9 units graduate seminars 6 units electives 6 units project or thesis</td>
<td>Teaching Museum</td>
<td>Archæologic Research Facility, Center for Ethnographic Cultural Analysis, Cooper Center archaeologic al collection</td>
<td>So. Central Coastal Info. Center</td>
<td>No</td>
<td>Grad. Assistant, Teaching Assoc.</td>
<td></td>
</tr>
<tr>
<td>CSU Humboldt</td>
<td>?</td>
<td>5</td>
<td>35 sem</td>
<td>Thesis</td>
<td>none</td>
<td>(2) preliminary exam; oral defense of thesis</td>
<td>20 units core courses 9 units electives 6 units thesis</td>
<td>Cultural Resource Facility</td>
<td></td>
<td>Archaeology Research Lab, Humboldt Center for Evolutionary Anthropology</td>
<td>Yes</td>
<td>None reported on website</td>
<td>Hybrid delivery format. Enrollment uncertain because not state-run. Email query didn’t receive response.</td>
<td></td>
</tr>
<tr>
<td>CSU Long Beach</td>
<td>27</td>
<td>11</td>
<td>2.5: 1</td>
<td>33-36 sem</td>
<td>Thesis and project options for Anth.</td>
<td>none</td>
<td>Anh.: 9 units core courses 18 units electives 6 units thesis Applied Anth.: 24 units core courses 6 units electives 6 units thesis/project</td>
<td>Visual lab. Cultural/linguistic lab. Archaeology lab</td>
<td></td>
<td>Yes (Applied Anth. only)</td>
<td>None reported on website</td>
<td>AAA</td>
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<td>-----------------</td>
</tr>
<tr>
<td>CSU Los Angeles</td>
<td>71</td>
<td>7</td>
<td>10:1</td>
<td>47-51 qtr</td>
<td>(4) General Anth; Archaeology; Sociocultural Anth; Forensic Anth</td>
<td>Thesis and comp. exam options for General Anth and Archaeology</td>
<td>none</td>
<td>General Anth.: 16 units core courses 23-29 units electives 0-6 units exam/thesis Archy: 32 units core courses 12-18 units electives 0-6 units exam/thesis</td>
<td>No</td>
<td>No</td>
<td>Grad. Assistant</td>
<td>None reported on website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSU Northridge</td>
<td>51</td>
<td>11</td>
<td>4.5:1</td>
<td>30-33 sem</td>
<td>(2) General Anth; Public Archaeology</td>
<td>General Anth: thesis and comp. exam options Public Archy: thesis</td>
<td>none</td>
<td>General Anth: 16 units core courses 12 units electives 2 units thesis exam/thesis Public Archy: 19 units core courses 12 units electives 2 units thesis</td>
<td>No</td>
<td>No</td>
<td>None reported on website</td>
<td>None reported on website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacramento State</td>
<td>22</td>
<td>14</td>
<td>1.5:1</td>
<td>30 sem</td>
<td>(1) Anth. (unofficial Phys Anth, Archy, Ethnology, Lang/Culture tracks)</td>
<td>thesis</td>
<td>preliminary exam</td>
<td>6 units core courses 21 units electives 3 units thesis</td>
<td>Anthro. Museum</td>
<td>Archæologica</td>
<td>logical Research Institute</td>
<td>Archaeologic Research Center; Archaeological Curation Facility</td>
<td>No</td>
<td>None reported on website</td>
</tr>
<tr>
<td>Campus</td>
<td># enrol</td>
<td># FT fac</td>
<td># SFR</td>
<td># units</td>
<td>Degree Tracks</td>
<td>Degree Culmination</td>
<td>Exam Reqm t.</td>
<td>Course Reqmts.</td>
<td>Anthro Museu m</td>
<td>Auxiliary Research Ctrs.</td>
<td>Lab spaces</td>
<td>CHRIS Info. Ctr.</td>
<td>Internship reqmt.</td>
<td>Funding Opp’ties.</td>
</tr>
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<td>-----------------</td>
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<td>----------------</td>
</tr>
<tr>
<td>San Francisco State</td>
<td>11</td>
<td>5</td>
<td>2:1</td>
<td>30</td>
<td>(1) Anth. (unofficial Bio Anth, Archy, Cultural Anth, Visual Anth tracks)</td>
<td>Thesis and creative work project options</td>
<td>none</td>
<td>12 units core courses</td>
<td>Treganza Museum</td>
<td>Bio Anth, Bioarch, and Archy labs</td>
<td>No</td>
<td>None reported</td>
<td>Foreign language reading exam OR statistics must be taken</td>
<td></td>
</tr>
<tr>
<td>San Jose State</td>
<td>35</td>
<td>8</td>
<td>4:1</td>
<td>36</td>
<td>(1) Applied Anth.</td>
<td>Thesis and project options</td>
<td>none</td>
<td>18 units core courses</td>
<td>Integrative Anth. lab; Obsidian hydration dating lab</td>
<td>Yes</td>
<td>Grad Asst, Teaching Assoc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sonoma State</td>
<td>24</td>
<td>6</td>
<td>4:1</td>
<td>30</td>
<td>(1) CRM</td>
<td>thesis</td>
<td>oral defense of thesis</td>
<td>16 units core courses</td>
<td>Anthropological Studies Center; Fredrickson Collections Facility</td>
<td>Yes</td>
<td>ASC scholarship, Fredrickson grant</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 6: Comparable Programs, National

<table>
<thead>
<tr>
<th>M.A. program</th>
<th>University</th>
<th>Disciplines in Program OR Tracks available to students</th>
<th>Minimum Program units</th>
<th>Program Length</th>
<th>Degree culmination</th>
<th>Full-time Teaching Faculty</th>
<th>Funding Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archaeological Heritage Management</td>
<td>Boston University</td>
<td>This is one M.A. program (of three) offered by the Department of Archaeology</td>
<td>12 semester courses + thesis</td>
<td>ca. 3 years</td>
<td>Thesis or special research paper</td>
<td>14</td>
<td>Small number of research assistantships</td>
</tr>
<tr>
<td>Heritage Management</td>
<td>Texas Technical University</td>
<td>This is one track within the Museum Science Program</td>
<td>45 units</td>
<td>Not provided</td>
<td>Comprehensive written and oral exams. Thesis or internship also required</td>
<td>10</td>
<td>Multiple teaching and research assistantships</td>
</tr>
<tr>
<td>Applied Anthropology</td>
<td>University of Maryland</td>
<td>Students must choose a subdiscipline focus (archaeology or cultural/social anthropology) and a research concentration (environment, health, or heritage).</td>
<td>42 units</td>
<td>ca. 2 yrs</td>
<td>Internship, with associated report or publishable paper and public presentation</td>
<td>12</td>
<td>Multiple fellowships, stipends, and assistantships</td>
</tr>
<tr>
<td>M.A. program</td>
<td>University</td>
<td>Disciplines in Program OR Tracks available to students</td>
<td>Minimum Program units</td>
<td>Program Length</td>
<td>Degree culmination</td>
<td>Full-time Teaching Faculty</td>
<td>Funding Opportunities</td>
</tr>
<tr>
<td>--------------------------------------</td>
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<td>-------------------------------------------</td>
</tr>
<tr>
<td>Applied Anthropology</td>
<td>Oregon State University</td>
<td>7 areas of concentration, including CRM and historical archaeology</td>
<td>57 credits</td>
<td>Not provided</td>
<td>Thesis</td>
<td>12</td>
<td>Multiple teaching assistantships</td>
</tr>
<tr>
<td>Anthropology</td>
<td>University of Nevada, Reno</td>
<td>Optional tracks: environmental archaeology, prehistoric/historical archaeology, cultural anthropology, ethnolinguistics, physical/biological anthropology</td>
<td>31 units</td>
<td>2-3 years</td>
<td>Comprehensive exam and thesis</td>
<td>10</td>
<td>Multiple teaching and research assistantships</td>
</tr>
<tr>
<td>Resource Management (M.S.)</td>
<td>Central Washington University</td>
<td>Emphases in Natural Resource Management and Cultural Resource Management</td>
<td>60 credits</td>
<td></td>
<td>Thesis (traditional or journal-ready options)</td>
<td>42 (across multiple departments, including Anthropology, Biological Sciences, Geography, Geological Sciences, Political Science, etc.)</td>
<td>16 graduate assistantships; fellowships also available</td>
</tr>
<tr>
<td>M.A. program</td>
<td>University</td>
<td>Disciplines in Program OR Tracks available to students</td>
<td>Minimum Program units</td>
<td>Program Length</td>
<td>Degree culmination</td>
<td>Full-time Teaching Faculty</td>
<td>Funding Opportunities</td>
</tr>
<tr>
<td>------------------------------------</td>
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<td>------------------------</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Portland State University</td>
<td>Two tracks: thesis or applied</td>
<td>48 credits (thesis)/5 2 credits (applied)</td>
<td>Not provided</td>
<td>Thesis (thesis track) or internship with associated policy paper (applied track)</td>
<td>7</td>
<td>3-5 teaching assistantships</td>
</tr>
<tr>
<td>Cultural Resources Management (M.S.)</td>
<td>St. Cloud State University</td>
<td>Housed in the Department of Anthropology</td>
<td>33-42 credits</td>
<td>Not provided</td>
<td>Thesis, starred paper, and portfolio options (comp. exam also req'd for latter two)</td>
<td>7</td>
<td>4 half-time graduate assistantships</td>
</tr>
<tr>
<td>Cultural Resources Management</td>
<td>Sonoma State University</td>
<td>Housed in the Department of Anthropology</td>
<td>30 units</td>
<td>2.5-3.5 years</td>
<td>Thesis</td>
<td>6</td>
<td>2 small one-time scholarships (ASC, Fredrickson)</td>
</tr>
</tbody>
</table>
Appendix 7: 2014 Online Survey Results

Employment

1. Are you employed full or part time in C.R.M. or a related field?

<table>
<thead>
<tr>
<th></th>
<th>N respondents</th>
<th>% respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, full time</td>
<td>50</td>
<td>66%</td>
</tr>
<tr>
<td>Yes, part time</td>
<td>11</td>
<td>14%</td>
</tr>
<tr>
<td>I am retired from a job in C.R.M. or a related field.</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>I am not employed in C.R.M. or a related field.</td>
<td>12</td>
<td>16%</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100</td>
</tr>
</tbody>
</table>

2. If you are employed in C.R.M., is your job best described as:

<table>
<thead>
<tr>
<th></th>
<th>N respondents</th>
<th>% respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Agency</td>
<td>35</td>
<td>57%</td>
</tr>
<tr>
<td>Private Sector/Consulting</td>
<td>25</td>
<td>41%</td>
</tr>
<tr>
<td>Museum</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>100%</td>
</tr>
</tbody>
</table>

3. If you are employed in C.R.M. or a related field, please provide the name of your employer and your job title:

<table>
<thead>
<tr>
<th>Employer type</th>
<th>Sample of employers</th>
<th>N respondents</th>
<th>% respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private sector CRM firms</td>
<td>Far Western Anthropological Research Group, LSA Associates, Pacific Legacy, URS Corp.</td>
<td>18</td>
<td>31%</td>
</tr>
<tr>
<td>California state agencies</td>
<td>Dept. of Forestry and Fire Protection, Dept. of Transportation, Office of Hist. Preserv.</td>
<td>13</td>
<td>22%</td>
</tr>
<tr>
<td>Federal government agencies</td>
<td>USDA Forest Service, National Park Service (Dry Tortugas, Point Reyes, Yosemite, Lowell), Port Arthur Historic Site Mgmt Authority (Australia)</td>
<td>13</td>
<td>22%</td>
</tr>
<tr>
<td>Sonoma State University</td>
<td>ASC, NWIC</td>
<td>9</td>
<td>16%</td>
</tr>
<tr>
<td>Other university</td>
<td>CSU Monterey Bay, Southern Oregon Uni</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Utility</td>
<td>Southern California Edison Co., Pacific Gas and Electric Co.</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Museum</td>
<td>California Academy of Sciences</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>58</td>
<td>100%</td>
</tr>
</tbody>
</table>
4. In the course of this job, which of the following areas have you engaged with (either directly or indirectly)? [Check all that apply]

<table>
<thead>
<tr>
<th>Area</th>
<th>N respondents</th>
<th>% respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bioarchaeology (human skeletal remains)</td>
<td>30</td>
<td>47%</td>
</tr>
<tr>
<td>California archaeology</td>
<td>57</td>
<td>89%</td>
</tr>
<tr>
<td>Collections research</td>
<td>39</td>
<td>61%</td>
</tr>
<tr>
<td>Community outreach and public interpretation</td>
<td>49</td>
<td>77%</td>
</tr>
<tr>
<td>Education and curriculum development</td>
<td>23</td>
<td>36%</td>
</tr>
<tr>
<td>Environmental Planning</td>
<td>51</td>
<td>80%</td>
</tr>
<tr>
<td>Geoarchaeology</td>
<td>34</td>
<td>53%</td>
</tr>
<tr>
<td>Historical archaeology and heritage studies</td>
<td>52</td>
<td>81%</td>
</tr>
<tr>
<td>Other: Native American Consultation</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>Other (Ethnography, Museum Studies, Spatial Database Management)</td>
<td>11</td>
<td>17%</td>
</tr>
<tr>
<td>Total respondents</td>
<td>64</td>
<td></td>
</tr>
</tbody>
</table>

**Program Reputation**

5. What is our M.A. program's reputation among practitioners of C.R.M.?

<table>
<thead>
<tr>
<th>Reputation</th>
<th>N respondents</th>
<th>% respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>43</td>
<td>61%</td>
</tr>
<tr>
<td>Good</td>
<td>25</td>
<td>35%</td>
</tr>
<tr>
<td>Fair</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>100</td>
</tr>
</tbody>
</table>

6. How important was your M.A. degree from Sonoma State (or status as an M.A. candidate) in getting a job or a promotion?

<table>
<thead>
<tr>
<th>Importance</th>
<th>N respondents</th>
<th>% respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential</td>
<td>39</td>
<td>55%</td>
</tr>
<tr>
<td>Important</td>
<td>24</td>
<td>34%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>100</td>
</tr>
</tbody>
</table>
7. Sonoma State has awarded 130 M.A. degrees in C.R.M. How important has the program been in molding the conduct of C.R.M., archaeology, and related fields in California?

<table>
<thead>
<tr>
<th></th>
<th>N respondents</th>
<th>% respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential</td>
<td>23</td>
<td>32%</td>
</tr>
<tr>
<td>Important</td>
<td>41</td>
<td>58%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>7</td>
<td>10%</td>
</tr>
<tr>
<td>Not at all</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>71</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Anthropological Studies Center**

8. How important is/was your participation in the Anthropological Studies Center to your education?

<table>
<thead>
<tr>
<th></th>
<th>N respondents</th>
<th>% respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential</td>
<td>48</td>
<td>64%</td>
</tr>
<tr>
<td>Important</td>
<td>12</td>
<td>16%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>4</td>
<td>5%</td>
</tr>
<tr>
<td>Not at all</td>
<td>11</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

9. What was the nature of your participation at the ASC while in the M.A. program? [Check all that apply]

<table>
<thead>
<tr>
<th></th>
<th>N respondents</th>
<th>% respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collections internship</td>
<td>24</td>
<td>36%</td>
</tr>
<tr>
<td>Field-based internship</td>
<td>45</td>
<td>68%</td>
</tr>
<tr>
<td>Paid part-time employment</td>
<td>56</td>
<td>85%</td>
</tr>
<tr>
<td>Paid full-time employment</td>
<td>9</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>66</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**General Info**

10. Are you currently a student at Sonoma State?

<table>
<thead>
<tr>
<th></th>
<th>N respondents</th>
<th>% respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>16%</td>
</tr>
<tr>
<td>No</td>
<td>64</td>
<td>84%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

11. If you are not currently a student, what year did you graduate with your M.A.?

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>3</td>
</tr>
<tr>
<td>1985</td>
<td>1</td>
</tr>
<tr>
<td>1989</td>
<td>2</td>
</tr>
<tr>
<td>1991</td>
<td>1</td>
</tr>
<tr>
<td>1993</td>
<td>1</td>
</tr>
<tr>
<td>1994</td>
<td>4</td>
</tr>
<tr>
<td>1995</td>
<td>2</td>
</tr>
</tbody>
</table>
12. How could the C.R.M. program be improved?

[50 respondents; see Program Review for categories of response]