2020 Program Revision
Cultural Resources Management
MA Program

Department of Anthropology
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Introduction

Overview

The contemporary field of Cultural Resources Management (CRM) in the United States, also known as Cultural Heritage Management (CHM) in most other parts of the world, 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. A series of additional legislative actions passed by state and US governments followed, including the Historic Sites Act (HSA; 1935), the National Historic Preservation Act (NHPA; 1966), California Environmental Quality Act (CEQA; 1970), the Archaeological and Historic Preservation Act (AHPA; 1974), the American Indian Religious Freedom Act (AIRFA; 1978), the Archaeological Resources Protection Act (ARPA; 1979), and the Native American Graves Protection and Repatriation Act (NAGPRA; 1990). Similar legislation was being enacted in Canada, the UK, Europe, Australia, and New Zealand during this time as well.

The NHPA, passed in 1966, created a State Historic Preservation Officer (SHPO) for each state and US territory, as well as the President's Advisory Council on Historic Preservation (ACHP), an independent agency that is administratively housed in the National Park Service (NPS) and the US Department of the Interior (DOI). Other state and federal agencies, such as the Bureau of Land Management (BLM), the Bureau of Reclamation (BOR), the US Army Corps of Engineers (USACE), the US Forest Service (USFS), and state highway and transportation departments, instituted archaeological programs and hired full time CRM professionals to manage both the regulatory and compliance sides of their work. These agencies oversaw the evolution of CRM as it rapidly grew from a handful of employees into a diverse professional field from the 1970s through the late 20th Century. Archaeologists and historians employed in the private sector, for architectural, environmental, and engineering firms, as well as regional utilities, and private consultancies, evolved alongside and eventually outnumbered the agency personnel. Today, CRM dominates all of the federal agency, regulatory, and permitted conduct of archaeological, historical, and heritage site research and interpretation in the United States. These actions substantially dwarf heritage activity carried out under the auspices of research grants, or for educational or interpretive purposes alone.

As development undertakings became subject to CRM permitting and regulation in the 1970s, several universities around the country established masters programs that were intended to train students in the skills they would need to successfully carry out the aims of the legislation, and to create professional CRM careers. In this context, the SSU CRM MA program counts as one of the oldest 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. By the early 2000s however, there still remained very few CRM MA programs nationwide, and most CRM professionals were learning their discipline 'on-the-job' rather than in the classroom. This is despite the estimate that anywhere from 60 to 90% of the jobs were in CRM rather than the academic disciplines associated with it; depending on the location.

Changes in the Industry

As defined by the NPS, CRM "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 initiated under federal or state actions.

In the earliest decades of policy development (the 1960s through the 1980s), researchers from the fields of archaeology, history, and architectural history were among the first professionals who moved into the new regulatory-driven field. However, the specific disciplinary competencies needed to conduct this kind of work have expanded dramatically in more recent decades, primarily in response to legislative changes that expanded the definition, or understanding, of a 'cultural resource' and the requirements for their preservation and public interpretation. This has had a direct impact on the definition of professional qualification standards mandated by federal and state regulations (National Park Service *Professional Qualification Standards*, originally published in 1983 in the Code of Federal Regulations, 36 CFR Part 61, as amended through 1998).

By the late 1990s, the potentially relevant disciplines and areas of expertise were expanding beyond archaeology, history, and architectural history, to include: architecture (encompassing the design, historic, and landscape subdisciplines), collections management, conservation and restoration, curation, museum studies, civil and structural engineering, geography and environmental planning, contract law and practice, ethnography, ethnic studies, folklore, linguistics, preservation planning, social and environmental justice, osteology, tribal consultation, and community engagement. 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).

As a direct consequence of this diversification of the field, an array of new masters level academic programs developed across the country, in the last decade or so, to meet the needs of the profession. It was in this context that other CSUs established masters programs similar to that at SSU. However, as a degree program in Cultural Resources Management (rather than anthropology or archaeology), the SSU CRM Program is still unique in the CSU system, and within California.

The increasing complexity of the field has also initiated a movement towards using the term 'heritage' instead of 'resource' in both the legislation and the training programs. With origins primarily in European CRM, the term 'heritage' increasingly applies to intangible cultural traditions, such as ceremonies, language, and indigenous knowledge, as well as tangible objects, structures, and sites. As applications of GIS became widespread in management practice, and analytical potentials increased,

practitioners can identify and evaluate 'cultural landscapes' as heritage, blurring the lines between human and natural environments. Furthermore, the term 'resource' implies that a tangible economic or research value was the focus of protection efforts, whereas the term 'heritage' emphasizes the intangibility of stewardship and community engagement instead. In this context, the emphasis of heritage protection efforts are far more focused on the process itself, rather than the product.

Lastly, the increasing understanding of the impacts of rapid climate change on both the tangible and intangible aspects of cultural systems necessitates incorporating climate studies and research into heritage training and practice. For heritage managers this may mean predicting the effects of climate change on known prehistoric and historic resources, as well as forecasting which modern resources may become significant in the future, and yet also be impacted by climate change. For indigenous communities it entails protecting both past and future sites, sacred areas, cultural landscapes, and traditional cultural practices. Tribal ecological knowledge is also an enormous part of cultural identity and heritage education. CRM practitioners are engaging with these concepts in ways that were never dreamed of fifty years ago.

The diversity of interdisciplinary expertise required in CRM is evident in the wide range of degrees, program titles and emphases one encounters. For example, CRM-related graduate degrees offered include Master of Arts, Master of Arts and Humanities, Master of Sciences, and Master of Professional Science. Program titles include Cultural Resources Management, Cultural Heritage Management, Cultural and Heritage Resources Management, Cultural and Environmental Resources Management, Public History, Anthropology with a CRM Specialization, as well as a range of programs or specializations in Historic Preservation, Preservation Planning, Collections Management, Museum Studies, etc.

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 (ASC), a campus-based sponsored program and research center created in 1973 to provide direct student training, thesis support, and research opportunities in this inherently applied, project-based field.

Intent of the Revision

The proposed revision to the SSU CRM MA program is to bring it into alignment with more inclusive and interdisciplinary approaches to heritage. Recent trends in the industry have shifted towards a greater focus on developing digital and online forms of preservation, or mitigation, and ones which avoid adverse effects to archaeological or historical resources altogether; such as non-invasive field methods. This is a departure from traditional approaches where mitigation would entail intensive archaeological excavation, analysis, and long-term curation of a material assemblage. As a result, agencies and community partners are actively seeking new and creative forms of engagement and sustainable preservation outcomes. These also include broader forms of tribal and affiliated community consultation and interpretation. The CRM MA program needs to incorporate these newer objectives into the curriculum, and to recalibrate each course's content and description to current industry practice.

Aside from a broader set of creative and associated community outcomes, there are recent tendencies to develop interdisciplinary, and interagency, preservation projects. Modern CRM practitioners are recognizing the enormous benefit to collaborating with specialists in disciplines beyond anthropology and history. The outcomes are more comprehensive, more sustainable, and more relevant to the general public. Although the industry is far more inclusive of what were traditionally 'external' disciplines, graduate CRM training programs nationwide have yet to fully embrace that trend. The CRM MA program would benefit from making interdisciplinarity part of the core curriculum. This entails not only allying with external faculty and specialists, but bringing them in as both core and affiliated faculty. Along with widening the opportunities for current CRM program students, undergraduates from a number of different disciplines will have the opportunity to consider a graduate career in CRM, and one which is not focused entirely on archaeology or history.

Additionally, as some core CRM faculty have retired, or are in the process of retiring, there is a shift in expertise and experience upon which the CRM students are able to draw. Although it does not relate to the ability of the newer faculty to teach the core content, it does change the fundamental nature of student opportunities for thesis research and experiential learning. As a consequence, realignment of the elective coursework and internships will allow students to chart a path of learning that fits their specific goals, but which also provides them with the mentoring and support that they will require to complete the program and become successful heritage professionals.

Currently, the program faces a great deal of competition nationwide and within California; not least of all within the CSU system itself. Other CRM graduate programs have hinged their success on being able to offer shorter, often project-based rather than thesis-driven curricula, and by replacing face-to-face instruction with online content. The SSU program inherits a long tradition of broad-based coursework, integral experiential learning, and a reputation for the highest quality graduates. Our objectives are to improve the appeal of the program to new applicants by emphasizing its interdisciplinarity and relevance without sacrificing its reputation for high quality.

Program Context and Curriculum

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 it is housed within this scholarly and disciplinary framework, the SSU CRM MA 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 CRM MA program is to produce professionals who are competent in the methods and techniques appropriate for filling CRM and related positions, and who have the

theoretical, legislative, analytical, and practical skills necessary for the identification, assessment, and evaluation of tangible and intangible cultural heritage, along with its interpretation and preservation for a diverse array of engaged communities.

The CRM Program therefore provides its graduates with training and experience in:

1) The development and application of CRM projects and programs within the appropriate legislative, community, and economic contexts.
2) Recording and analyzing archaeological, osteological, linguistic, sociocultural, geospatial, architectural, and ethnohistoric data for regulatory and interpretive outcomes that serve state, federal, and private agencies, engaged communities, professional peers, and the general public.
3) The professional traditions of inquiry within anthropology, geography, history, and affiliated disciplines, that enables the student to assess the integrity, associations, and significance of cultural heritage, and to make recommendations for preservation and interpretation.
4) Interdisciplinary projects that crosscut multiple lines of inquiry and entail high levels of community engagement, including but not limited to facilitating Native American tribal consultation.
5) Documenting and preserving archaeological and heritage collections, with an aim towards material analysis, educational and interpretive outcomes, and/or repatriation.

Learning Outcomes

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, CRM, and relevant applications in the field.
- *Competence in Relevant Data Analysis* – Competence in conducting analyses of relevant cultural heritage 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 GIS and other technologies, as are appropriate to an individual student's thesis research, applications, and future career objectives.
- *Mastering the Regulatory Context and its Application to CRM* – 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 in heritage preservation and interpretation.
- *Competence in Resource and Data Management* – Ability to design and ethically implement projects and programs in CRM, 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 Masters 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.

Course Alignments

Program Structure

The CRM Program is structured as a cohort program. Students enter as a cohort of (typically) between eight to 10 individuals, and matriculate through the core courses of the program together. The coursework required for a CRM MA at Sonoma State totals 30 academic units and is usually 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 they are ready to write a Thesis Prospectus, the courses already taken have helped focus the upcoming research project.

The required coursework consists of 16 units of core courses, six units of supporting courses (many of which are taken from other departments, such as History, GEP, and Political Science), three units of internship, one unit of thesis prospectus, and four units of thesis. The department has a Graduate Student Handbook 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 CRM MA program website.

Coursework

What follows is a brief description of each of the currently-required courses and any proposed revisions.

ANTH 500: Proseminar (4 units)

This course, colloquially known as "Prosem" to the students and faculty, 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 the class, so the research topics can be very wide-ranging. Prosem 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 the course provides documentation of Writing Proficiency as required for graduate students.

- *Proposed Revisions:* This course is crucial to the development of the students as researchers, and it is imperative that it be their first experience in the program. No changes are proposed, other than the continual updating of content, and the course catalog description, to include changes in the industry and to increase interdisciplinary topics and approaches.

HIST 472: California History I (4 units)

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 CRM legislative policy, students must be able to evaluate potential significance and integrity for cultural heritage drawn from a wide range of historical periods, from the earliest human occupation of an area up to 50 years before the present date. Given the history of the program, and its association with the CRM industry in California specifically, this course has been required as a way to situate the student within that context. 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.

- *Proposed Revisions:* As a program situated within a state as complex and large as California, having a grounding in California history has always been important to the CRM MA program in the past. However, as the program intends to broaden its perspectives to be inclusive of students who are not focusing on CRM in California specifically and others who already have a more complete background in the discipline, we propose that this be changed so that the student has a choice between HIST 471, HIST 472, HIST 500, or HIST 510 to fulfill the requirement. HIST 471 (the American West) takes a broader view of the regional history of the American West than strictly California. HIST 500 (Historical Methods) is a workshop course providing practice in archival research, oral history, descriptive statistics, cultural material analysis and other techniques. HIST 510 (Graduate Proseminar) is focused on readings and projects on topics within a common frame of reference, as arranged by instructor and the students. These alternatives give flexibility for both proposed thesis subject matter as well as past experience and required research skills.

ANTH 502: History and Theory of Archaeology (3 units)

This seminar provides students with a broad review of the intellectual trends in archaeology, anthropology, and history 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. In more

recent years, the evolving focus of the course has shifted towards working with broader interdisciplinary frameworks of CRM, incorporating landscape studies, non-Western perspectives, and social justice trends in heritage research.

- *Proposed Revisions:* This course has probably changed the most since the program began, keeping pace to some degree with changes in the industry. As such, the title is no longer indicative of the actual content. We propose that it be changed to "ANTH 502: Theoretical Approaches to Heritage and Identity" to better reflect trends in the CRM disciplines other than archaeology. This would allow faculty teaching it to incorporate their own experience and perspectives, as well as to incorporate newer ideas such as the landscape approach to heritage, social justice, and non-Western concepts of social and cultural identity. The course catalog will also be revised to reflect these changes.

ANTH 503: Seminar in Cultural Resources Management (3 units)
This seminar focuses on the legislative basis for CRM policies and practices. It provides a review of federal, state, and local legislation pertinent to the inventory, evaluation, and treatment of cultural objects, sites, landscapes, and intangible heritage. It includes the history and evolution of worldwide trends in cultural and environmental heritage law. Additionally, the course provides immersion into the operational practices and procedures of implementing heritage legislation in the United States and California specifically. It also includes training in the tasks of facilitating tribal and community consultation, negotiating outcomes, and project planning. This is the course where students get the most substantive grounding in the major policies that regulate CRM practice today, including the Section 106 and 110 processes, the California Environmental Quality Act, and tribal consultation.

- *Proposed Revisions:* This course is another key element in training the students for their professional careers. It has evolved from a focus on heritage legislation to a broader emphasis on overall practice. The current content is closely aligned with industry standards and practice. However, the course title is somewhat non-specific and outdated. We propose changing the title to "ANTH 503: Seminar in Heritage Practice" to be more inclusive of non-regulatory policies and more diverse interpretive objectives. The course catalog would also be revised to reflect this.

ANTH 592: Practicum in the National Register of Historic Places (2 units)
This methods-focused course introduces students to the process by which historic buildings and structures are recorded and evaluated for eligibility to the NRHP. The course objectives are to provide training and experience in identifying and evaluating non-archaeological resources, specifically those defined by their historic architectural elements. Students gain an understanding of how to complete National Register nominations and mitigative procedures; such as Historic American Buildings Survey (HABS), and Historic American Engineering Record (HAER) documentations. Because these kinds of resources are typically inseparable from their settings, an emphasis is also placed on the rapidly expanding importance of broader industrial complexes; such as 19th century mining landscapes, World War II manufacturing districts, or early 20th century road and rail infrastructure.

- *Proposed Revisions:* Students of archaeology and history typically have very little exposure to, or understanding of, architectural history. Yet, architectural heritage makes up the majority of resources nominated to the NRHP each year. As we move forward in time, there are greater numbers and types of industrial and infrastructure resources that are now meeting the minimum age qualifications as well. Furthermore, these kinds of structural resources cannot be

separated from their archaeological or historical significance. It is important that students gain experience in being able to identify, delineate, and put into context such resources for the NRHP. No changes to this course are proposed.

ANTH 596/597: Internships (3 units minimum)

Internships are decided upon by discussion between the student and their 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 routine internships are available:

- ANTH 596 A – Internship in Archaeological Survey
- ANTH 596 B – Internship in Small Projects Management
- ANTH 596 C – Internship in Heritage Information Management
- ANTH 597 – Internship in Collections Management

However, more specialized internships are scheduled through the ASC whenever student interest arises, and funding is made available. These include internships in oral history, GIS, and remote sensing.

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 the National Park Service. 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.

- *Proposed Revisions:* As the program grows in diversity, the on-campus internships need to align with existing student experience and deficiencies. Yet, the inconsistent nature of their past funding through the ASC has meant that students have a difficult time coordinating a specific internship with their progress through the curriculum. We propose that ANTH 596 A and B be retitled as "ANTH 596 A: Internship I" and "ANTH 596 B: Internship II" to be available as flexible introductory and advanced project-based internships that can be aligned with both the student needs and the current ASC projects. Funding for these would still be through ASC sources. Additionally, the current ANTH 596 A and B – Archaeological Survey and Small Projects Management – would be redesignated as separate topics in "ANTH 590: Advanced Seminar in Anthropology." This would allow them to be offered as supporting courses that fulfill methods requirements rather than functioning as internships. They would be funded as practicums through the School of Social Sciences directly. It would also allow students who have the experience in one or the other to only take the course they need. No changes are recommended for ANTH 596 C or ANTH 597.

Supporting Courses (6 units minimum)

In addition to the core 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, or industry professionals, outside of the core CRM faculty who might 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. Occasionally core faculty have also offered Directed Reading courses to fill gaps in SSU's course 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 affiliated faculty, also can be helpful in identifying resources which might support a student's individual research interests or program needs. 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.

- *Proposed Revisions:* None.

ANTH 595: Thesis Prospectus (1 unit)

This one-unit special studies course prepares the student to write a thesis by finalizing the research design and 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.

- *Proposed Revisions:* None.

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.

- *Proposed Revisions:* None.

Learning Experiences

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 they are 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 an SSU 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 their 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.

Previous Recommendations

Recommendations were made during the last program review (2013) by the external reviewer (Dr. Carolyn White, University of Nevada Reno). These included:

CRM MA Program Resources

- *New Faculty Line – Prehistorian:* Dr. White noted that the core faculty teaching obligations compete with administrative responsibilities as well as with undergraduate teaching. She strongly recommended that a new faculty line be added to the department, preferably by the addition of a California prehistorian.
    - o *Resolution:* Dr. Whitley was appointed in Aug 2016 as a replacement to Dr. Praetzellis just prior to his retirement. Dr. Whitley has a specialty in prehistory – including California prehistory – and has renewed that line of research for the first time in nearly a decade. However, that did not provide a new faculty line, only a replacement.
- *New Faculty Line – Cultural Anthropologist:* She additionally recommended the appointment of a cultural anthropologist to the department, and integration of that individual into the CRM MA program core or affiliated faculty as well.

- *Resolution:* Dr. Andriana Foiles Sifuentes was appointed as a cultural anthropologist in the department in 2017. However, she has been in a two year visiting faculty position at UMass Amherst and has not been integrated into the CRM MA core faculty as of 2020.
- *Teaching Assistantships:* Dr. White recommended that SSU support students through teaching assistantships. She stated: "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."
  - *Resolution:* Beginning in 2019, the CRM MA program was able to acquire one graduate student teaching/research assistantship, via the CSU's graduate tuition fee waiver program. It was divided into half, providing partial support for two CRM graduate students still in the coursework stage. We anticipate that this will continue, and hopefully additional assistantships will become available.

Anthropological Studies Center

- *Institutional Obstacles:* Dr. White noted the barriers faced by the ASC in regard to policy and practice that prevent it from fulfilling its role in the CRM Program, particularly in regard to internship supervision, collections access, and field and laboratory experience. She recommended that the administration discuss such impediments with ASC staff to develop strategies for easing these difficulties.
  - *Resolution:* Administrative changes throughout SSU since the 2013 review have changed a number of these barriers to the ASC. There is a renewed effort to support the ASC by the administration, and a revision of some of the policies and practices at the ASC to make working more closely with the CRM MA program a reality. However, this is always a work in progress, and this program revision will help bring additional goals to fruition.
- *Faculty Replacement:* Although it was still several years away in 2013, Dr. White noted the upcoming retirement of Dr. Praetzellis, and recommended that the program find a suitably experienced replacement who could take on the complex roles of teaching into the curriculum while also directing the ASC.
  - *Resolution:* As already noted, Dr. Whitley was hired in this capacity in 2016, and has taken on both of the roles previously filled by Dr. Praetzellis. However, Dr. Whitley has also had to take on much of the role vacated by Mary Praetzellis, the Operations Manager of the ASC, after her retirement in 2019. Her position has not been replaced, but was integral to the running of the ASC. The ASC Business Manager, Giovanna Rossetti, and Dr. Whitley currently share Ms. Praetzellis' previous responsibilities. This puts additional strain on Dr. Whitley's time and prevents increasing his teaching load or any administrative role in the CRM MA program.

Curriculum

- *Planning:* Dr. White commended the CRM faculty for the long-term view they have about the curriculum, and she recommended that they begin planning for reflection on changes in the industry or the nature of the program in the upcoming years.
  - *Resolution:* This proposed program revision is a direct result of such reflection.

Administration

- *Complacency:* Dr. White encountered many positive impressions of the program, especially at higher administrative levels. Yet, she cautioned the administration about viewing the CRM MA program "simply as an ongoing success." She recommended that the administration should recognize that "it is beneficial, if not absolutely necessary, to allocate resources to strong programs."
    - *Resolution:* This is an ongoing struggle in this economic environment, particularly since the arrival of COVID-19. With this revision, we hope to make clear the ways in which the administration can be more supportive of the program.

Partnerships with Other Departments

Core and affiliated faculty outside of Anthropology: The CRM program was founded as an interdisciplinary program, with at least one core course in history required since the program's inception. As the professional field began to include more and more disciplines and methodological approaches, we began encouraging students to take coursework in other departments and to work with those faculty as part of their thesis committees. One program revision following the 2013 program review was to formalize our program's relationship with these faculty, by adding faculty from the Geography, Environment, and Planning (GEP) Department to our core program faculty, and creating the category of formally "Affiliated Faculty" to recognize the roles played by non-departmental faculty in the program. Core faculty are members of the CRM Graduate Committee, participate in student selection for each fall cohort, and can serve as chairs of thesis committees and as Graduate Coordinator. Affiliated faculty actively participate in curricular planning discussions and frequently serve as second or third readers on many students' thesis committees.

Coursework in other departments: CRM students have always been encouraged to take supporting coursework outside of anthropology in disciplines related to either their individual thesis topic or to their development of relevant professional skills and competencies. In revisions developed since the last review, the program has now integrated this encouragement into our regular advising, particularly the mandatory cohort advising in advance of each semester's registration period. We work to coordinate course offerings and scheduling with a few key departments to the extent possible, primarily those of our non-anthropology core and affiliated faculty. We also make our own courses available to students from these other departments on a space-available basis.

These courses include graduate-level methods and topical courses in history, and environmental history, restoration studies, environmental planning, GIS, geomorphology, and soil science courses in GEP.

- *Proposed revisions:* To date, most interdisciplinary partnerships in the CRM MA program have been within the School of Social Sciences; most notably the History and GEP Departments. We propose broadening those partnerships by reaching out to faculty across Social Sciences, as well as other schools; such as Arts and Humanities (e.g. Native American Studies, Multicultural Studies, Art History, and Communications/Media Departments), and Science and Technology (e.g. Biology, Geology, and Computer Science) being potential partners. Ideally, faculty with relevant expertise would be added to an affiliated status with the CRM MA program. Parallel Masters programs (such as the Masters of Public Administration) within SSU and at other CSU campuses share our concerns with student development and success. We also propose working

more closely with such programs to support student recruitment, matriculation, and interdisciplinary learning.

Student Learning and Assessment

Graduate program assessment mechanisms must be designed to generate useful data while accommodating the relevant professional competencies, accelerated pacing, and individualized "culminating experience" component of the program. In addition, because of the applied, professional nature of this program, meaningful assessment needs to be longitudinal, extending beyond the student's time in the program if at all possible. For these reasons, they may vary somewhat from the assessment mechanisms designed for undergraduate programs.

Assessing Progress

At the completion of the first and second semesters of coursework, and in conjunction with advising for their upcoming third semester, each first-year 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 the program. 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 they 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 Fall 2014, 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 they may advance to candidacy. These clearer and more explicit criteria resulted in improved advising and feedback for students during their time in the program.

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. 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.

Each semester prior to registration, an advising session for all current students is held with the 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 affiliated 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 one-on-one appointments to determine appropriate choices for their individual programs of study.

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. The 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.

Program Emphases

So that students can make best use of their supporting coursework and internships, while also potentially satisfying criteria for future employment a set of emphases for the CRM Program were created (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, they are intended to help focus the student's program of study, and enhance the set of skills and competencies they acquire as part of the MA degree. Drawing on supporting courses and internships that previous students combined successfully, growth sectors in CRM, and faculty expertise, the following Program Emphases were created:

- Bioarchaeology
- California Archaeology
- Archaeological Collections Research
- Community Outreach and Public Interpretation
- Education and Curriculum Development
- Environmental Planning
- Geoarchaeology
- Historical Archaeology
- Heritage Studies.

Notably all but two of these areas draw from departments other than Anthropology (e.g., Art History, Education, Geography, Environment, and Planning (GEP), Geology, History, Native American Studies,

Sociology). These emphases are not intended to be formally defined tracks, but may evolve and change over time to reflect incoming core and affiliated faculty expertise.

Proposed Revisions for Student Learning and Assessment

While many substantive changes have been made since the last program review, student learning and assessment is still an area which needs substantial revision, particularly when it comes to creating mechanisms that function specifically for graduate students. The following are proposed revisions:

- In tandem with proposed revisions to curriculum coursework, a full revision of Program Learning Objectives (PLOs) is proposed to articulate the learning objectives more closely with both the changes in the professional field and the corresponding changes in course content and objectives. The new PLOs would also look towards corresponding PLOs in affiliated disciplines to ensure that comparable outcomes are being achieved.
- At the course level, we propose developing a graduate-level SETE component of department-specific questions for 500 level courses, articulated with CRM program PLOs (rather than undergraduate program PLOs). This will help CRM faculty assess and evaluate both teaching and course content and make appropriate curricular and pedagogical changes.
- We also propose creating appropriate graduate-level mechanisms to assess cross-curricular achievement of the new PLOs, and assessment mechanisms specific to thesis coursework (ANTH 599 A and B). These would include both evaluative processes for faculty teaching and learning outcomes for students that function for the thesis research and writing process.
- To track student success and professional trajectories once they have graduated, we propose standardizing an "alumni survey" process in the year prior to each program review. This will give us more timely and accurate feedback, so that any changes we propose are relevant and effective.

Faculty

CRM Program Core Graduate Committee:

The CRM Program has five faculty members who form the core of the graduate program teaching staff, serve as thesis advisors, and oversee student research:

- Alexis Boutin (Anthropology) (Ph.D. U of Pennsylvania 2008; Professor) Bioarchaeology, human skeletal biology, mortuary and gender archaeology; Ancient Near East, Gulf, Eastern Mediterranean.
- Michelle Goman (Geography, Environment, and Planning) (Ph.D. UC Berkeley 1996; Professor) Biogeography, paleoecology and paleoclimatology, geoarchaeology, geomorphology; Mesoamerica, United States, East Africa.
- Margaret Purser (Anthropology) (Ph.D. UC Berkeley 1987; Professor) Historical archaeology, gender studies, archaeological theory, material culture studies, cultural landscape studies, vernacular architecture; North America, Pacific Basin.
- Laura A. Watt (Geography, Environment, and Planning) (Ph.D. UC Berkeley 2001; Professor) Environmental history, working landscapes, landscape preservation and restoration; California, western United States, and the Arctic.

- Thomas Whitley (Anthropology) (Ph.D. U of Pittsburgh 2000; Director, Anthropological Studies Center; Associate Professor) GIS, remote sensing, spatial analysis, 3D and statistical modeling, paleoenvironments and prehistory, heritage law and practice; North America, Western Europe, and Asia.

CRM Program Affiliated Faculty:

Several other SSU faculty regularly teach supporting courses and serve as thesis committee members for CRM students. However, only two are currently formally recognized as affiliated faculty:

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

CRM Graduate Coordinator Position

Members of the CRM program core faculty are eligible to serve as Graduate Coordinator for the program. The Graduate Coordinator's duties include managing the admissions process for each incoming fall cohort, organizing and scheduling the culminating thesis defenses for each semester, and running both the annual program orientation and semesterly cohort advising sessions. Graduate Coordinators advise students on program-related issues, review and sign materials related to individual student's progress through the program, and track the semester-by-semester status of students in the program. They convene the spring semester evaluation meeting for first-year students, and provide the official communication between the program and all its students. They serve on the Curriculum Committee of the School of Social Sciences and the university's Graduate Studies Subcommittee in faculty governance.

Program Resources

The Anthropological Studies Center (ASC)

Director: Dr. Thomas G. Whitley

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 14 full-time and 20+ part-time employees, including nine Registered Professional Archaeologists and one Certified Interpretive Planner. The staff includes 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/remote sensing 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 2013 online survey of SSU alumni, 80% (60 out of 75 respondents) reported that the ASC played either an essential or important role in their education at SSU. Specific ASC programs include:

- Internships in Collections Management, Archaeological Survey, Small Projects Management, GIS, Remote Sensing, and Oral History.
- ASC typically pays more than $100,000 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, or through ASC project connections.
- 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 and research workspaces, the ASC maintains a full range of field equipment, survey instruments, remotely operated and handheld recording devices, as well as Differential Global Positioning System (DGPS) units. The facilities include a comprehensive archaeological laboratory supported by a wide range of analytical and technical equipment, plus an extensive library of reference materials and comparative collections.

ASC uses the latest versions of Geographic Information Systems (GIS), Computer-Aided Design (CAD), aerial imagery and remote sensing, photo/video editing, Structure from Motion (SFM) photogrammetry, immersive/augmented reality, and both object-editable and photorealistic 3D modeling software to carry out advanced spatial analysis and create interactive and interpretive digital solutions. Notable efforts in this area include extensive experience in large scale archaeological predictive modeling across many environments in North America, as well as recent research into recreating 3D photorealistic environments in submerged coastal settings to assess the effects of sea-level rise both prehistorically and into the future as the result of climate change. Innovative digital technologies are being employed in many aspects of both CRM and environmental resource management.

The ASC's David A. Fredrickson Archaeological Collections Facility (ACF) is the primary repository for artifact collections and associated documents from the San Francisco Bay Area and northwestern California. This facility currently contains more than 500 individual collections, comprising many tens of thousands of artifacts. It consists of over 3,500 square feet of curation space and is supported by an endowment of over $2,000,000 from curation fees. The collections are available for student research and thesis projects. Individual thesis projects and the Collections Management Internship provides opportunities for students (both in the CRM program and undergraduates) to work with existing collections, learn skills in cataloguing and analysis, and gain experience in conservation and materials preservation. Additionally, it exposes students to tribal repatriation practices and procedures.

The Office of Interpretive and Outreach Services (IOS) within the ASC interprets archaeology, history, and ethnography to the general public through events, student tours, pamphlets, museum displays, websites, and various forms of multimedia. These facilities are intended to provide long-term curation of the material remains excavated by ASC staff and many other CRM firms and state agencies across California, as well as develop creative and engaging ways of bringing archaeology and history to the general public. The current organization of IOS evolved in the 1990s as the areas of public archaeology, public outreach and public interpretation were then emerging as new areas of professionalization in the CRM field.

ASC and Community Engagement

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; the Portuguese, Italian, and Basque tenant farmers of the Los Vaqueros Project area; and the survivors and descendent communities of Japanese-Americans interned during World War II. 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. Some examples of how the ASC is currently engaged with communities includes:

- Working with the Federated Indians of Graton Rancheria to develop a cultural interpretive plan for the expansion of the Interpretive Center at the Fairfield Osborn Preserve, on Sonoma Mountain, and facilitate a long-term traditional vegetation management plan.
- Hosting the 2019 California Indian Conference at SSU in partnership with the NWIC. The CIC is an annual conference that brings together tribal members, specialists, and the general public from across California. It includes several days of presentations, workshops, media, and events focused on tribal issues, cultural programs, arts and crafts, and collaborations.

- Documenting the stories and experiences of archaeologists and others engaged in voluntary efforts at identification and reburial of human cremains from the Northern California wildfires of 2017 through 2020. The communities involved cover the cultural spectrum, yet all share the tragedy of being touched by, and responding to, the devastating fires.
- A revitalization of the paleontological and archaeological exhibits at the Marine Corps Air Ground Combat Center (MCAGCC) in Twentynine Palms, California. This entails coordinating and collaborating with Mojave Regional tribes as well as military, local, and county educational communities and organizations.
- Developing a new interpretive plan for Amache, the World War II, Japanese-American Internment Camp, in Colorado. The facility is seeking recognition as a unit within the National Park Service, and is hoping to shed light on a poorly represented time in American history. Community engagement includes local residents, but also survivors and descendents within the Japanese-American community nationwide.

Awards

The ASC's deep working knowledge of state and federal regulations, coupled with solid scholarly research, has earned it and its staff numerous awards, including:

- The California Preservation Foundation's Preservation Design Award (2014)
- The Society for California Archaeology's (SCA) Harrington Award for preservation and public archaeology (2011)
- SCA's Martin A. Baumhoff Special Achievement in Research Award (2006)
- SCA's Thomas F. King Award in Cultural Resources Management (2003)
- The American Society of Civil Engineers Award of Merit (1999)
- The California Governor's Award for Historic Preservation (1999 and 2016)

The Northwest Information Center (NWIC)

Director: Bryan Much, MA

What the NWIC Does

The Northwest Information Center (NWIC) is one of nine 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 cultural resource information documented under the state and federal statutes that govern U.S. CRM. This federally mandated but state-based system is particularly complex in California, and 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.

The NWIC has three main functions:

1) To archive cultural resource records and reports.
2) 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. Direct access for qualified individuals, and

3) To provide public education through formal and informal presentations to members of the general public regarding cultural resources and the various regulatory contexts under which these resources are considered.

What the NWIC Provides to Students
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 provide 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 Native American and historic-era archaeological sites; identifying historic-era structures; and writing a records search response letter under various legal contexts.

In addition to this formal intern-training program, NWIC staff provides significant assistance to all students coming in to do research at this office. Every year numerous students from different educational institutions across California use the NWIC for a variety of course and thesis-related projects. CRM students (from any institution) using the facility for research relating to their thesis project do so at no cost.

Sonoma Quaternary Laboratory (SQUAL)
Director: Dr. Michelle Goman (GEP)

The Sonoma Quaternary Laboratory specializes in reconstructing ecological, climate, and landscape change caused by environmental and climate forces as well as human impacts over the past several thousand years. These paleoenvironmental reconstructions provide an important context for evaluating current and future environmental and climate change. The SQUAL houses state-of-the-art equipment for micro and macro botanical analysis as well as other sedimentary analyses. Students working in SQUAL have the opportunity to gain unique field and laboratory research skills.

What the SQUAL Provides to Students
The SQUAL functions as a specialized research laboratory. As such, it allows CRM students who have a particular thesis topic related to ecological, climatic, or geoarchaeological issues access to equipment, resources, and supervision necessary to do the analysis. Training in the use of such equipment may come through formal coursework taught using the lab, or through internships and research opportunities specifically related to grant or contract-funded projects.

Student Success

Summary

As of 2020 the SSU CRM MA Program has graduated 182 Masters students over its 39 years in existence. SSU's 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 as far away as Pennsylvania, Illinois, and Alabama. There were also significantly fewer students in the earlier cohorts. For example, a 1987 departmental review document lists nine students in the CRM Program, compared with today's 30. What follows is a brief description of our student body profile in terms of recruitment, retention, diversity, enrollments, student-to-faculty ratio (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

Table 1 below provides data on the applications, admissions, and enrollments in the CRM Program since the last review cycle. It is clear from these data that the applicant pool has fluctuated significantly over the review period, ranging from 44 in 2014 to eight in 2019. This trend reflects the increased competition, changing numbers of available students, and the shifts in heritage already discussed. Although we have continued to maintain a maximum cohort cap of 8-10 students, we have seen two significantly smaller cohorts; three in 2016 and six in 2019. Looking at the previous review cycle, these fluctuations are nearly identical to the ones documented prior to 2013. This is in spite of the significant recruitment efforts described in the previous review, which have continued as departmental resources have allowed, and have been expanded to include a social media presence for the program.

However, Table 1 also indicates that, with the exception of the very low matriculation number for 2016, students admitted to the program tend to come once accepted. This would indicate that some of the modifications that we made to our admissions process following the last review cycle such as the waiting list function are helping to retain applicants once admitted. Overall, we would like to see an increase in application numbers, but it will be reliant on our ability to draw students interested in a broader curriculum, with expertise and interests outside of California, and with backgrounds in disciplines other than archaeology and history.

Table 1. Student applications and enrollments since last review.

Cohort Year	# Complete Applications	# Students Admitted	% Students Admitted	# Students Matriculated	Applicant to Enroll Yield	Admission to Enroll Yield
2014	44	16	36%	11	25%	68%
2015	30	9	30%	7	23%	88%
2016	18	12	67%	3	17%	25%
2017	24	16	66%	7	33%	50%
2018	16	13	81%	9	56%	69%
2019	8	7	88%	6	62%	71%
2020	10	10	100%	10	90%	90%

Retention and Completion

Student retention and completion can be measured by comparing the enrollments for each cohort's first semester Prosem 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 2 provides an overview of these data since the 2013 program review. In keeping with the precedent set in that review cycle, the 2011 and 2012 cohorts are included here because they graduated after 2013. Similarly, although the 2018-2020 cohorts have been included, none of the students from these cohorts has graduated yet. However, it should be noted that three of the 2018 cohort were on track to graduate in Spring 2021, prior to the impact of COVID-19. Therefore, Table 2 is most illustrative of patterns for the 2011 -2017 cohorts based on matriculation and graduation data. Trends over time include challenges in recruiting new students consistently, but also faster completion times for those who do enroll.

Table 2 indicates that the CRM Program has admitted 73 individual students between 2011 and 2020, in cohorts averaging around seven, but ranging annually from as few as three to as many as 12. The retention and completion numbers here are comparable to the rates of graduation for the previous review cycle. Degree completion across the cohorts from 2011 to 2017 range from 50% (2013) to 88% (2012), with most falling in the 70-80% range. Of the 50 students admitted between 2011 and 2017, 34 (68%) have completed the program, while an additional seven (14%) remain in the program. Of those 34 who have graduated, 24 (48% of those admitted) completed the program in 3.5 years or less.

This relative stability in our retention and completion rates is important because it reverses the historical trend the program had previously of significantly longer times to completion, and higher rates of failure to complete. It is clear that the ongoing procedures to support and enhance thesis research instituted as part of the previous review 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 potential thesis chairs. That number reached a high of six in Fall 2019, but will decline again to as few as four by Fall 2021 at current staffing levels.

Table 2. Retention and completion rates from 2011 to 2020.

Year	# in Cohort	# Grad in 2-2.5 Years	# Grad in 3-3.5 Years	# Grad in 4-4.5 Years	# Grad in 5-5.5 Years	# Grad in 6-6.5 Years	# Grad in 7-7.5 Years	Did Not Complete Program	Still in Program
2011	12	2	4	2	2			2	0
2012	8	4	2	1				1	0
2013	4	1	1					2	0
2014	11	3	2	2	1	1		1	1
2015	7	4		1					2
2016	3	1							2
2017	7	2						3	2
2018	9							2	7
2019	6								6
2020	10							1	9
Total	**77**	**17**	**9**	**6**	**3**	**1**		**13**	**29**

Table 3 extends the comparison of these longer term trends set up in the previous review cycle, adding the next 5-year period of comparable data to the sequence (2011-2015). The most noticeable change is the significant increase in students completing the program in 3.5 years or less, with commensurate drops in those completing after longer periods. While not as dramatic, the slight increase in students not completing the program (from 10 to 14%) should also be explored further.

Table 3. Time to degree completion.

Cohort Years	% Graduated in 2-3.5 Years	% Graduated in 4-5.5 Years	% Graduated in 6+ Years/Still in Program	% Did Not Complete Program
2000-2004	17%	28%	17%	38%
2005-2010	46%	32%	12%	10%
2011-2015	55%	21%	9%	14%

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. As noted in the previous review, cohorts entering the program in the fall of odd years (e.g., 2011, 2013, 2015, etc.) had to wait an extra semester to complete their core coursework because of the extended odd-year program structure. 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. Twenty women and seven men are currently enrolled in the program. Since our last program review, five Latinx students, two African-American students, and one Asian student have enrolled in the program. Three of these eight have successfully completed the program, while five are still enrolled, and on track to complete. Over the same period, we have attracted students from New Hampshire, Oregon, Indiana, Nevada, Wisconsin, Washington, Pennsylvania, Illinois, and Alabama, as well as from all parts of California.

Our current students are in their 20s, 30s, 40s, and 50s, with varying amounts of academic and professional experience. Roughly half (13) of them entered the CRM Program immediately after graduating with their BAs, while another 12 spent time working in the field of CRM and returned for an

MA to promote professional advancement. Two entered the CRM program to begin a second career, or to add to their professional/graduate credentials. We have found that this range of experience promotes cohort cohesion, as the more recently-graduated students help their older peers re-acclimatize to an academic environment, while those with more job experience assist their younger peers with networking and employment opportunities. In addition, we have at least one student in every cohort since the last review who has self-identified as being the first in their families to attend college and/or graduate school. Often it has been more. 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 proven 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. As was described in the last program review, we struggle to identify resources to support these applicants. In particular, funding sources accessible to international students and support resources such as ESL services are difficult to identify. As we move to expand the international scope of the Anthropological Studies Center's projects, our potential to recruit international students will only increase.

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 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 projects were richly collaborative 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.

At the time of our last review, three key issues were affecting 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 continue, and have already been discussed above. However, with the 2016 hiring of Dr. Whitley, the other two issues have begun to be addressed. Dr. Whitley has developed an updated version of "Research in California Prehistory," and has delivered the course once, with plans for it to be added to the regular rotation. He has also created two new upper division undergraduate courses available to graduate students (ANTH 328 "New Technologies in Archaeology and Cultural Heritage" and ANTH 321 "The Archaeology of Contact and Colonization"). Finally, he has now taught one graduate level special topics seminar on grant-writing (ANTH 590 "Advanced Seminars in Anthropology).

In addition, several other faculty members have offered Directed Reading courses to fill in curricular gaps where needed. This has begun to address some of the issues around 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 identified in the last review. However, the scheduled retirement of Dr. Margaret Purser (Spring 2021) and planned partial retirement of Dr. John Wingard (Fall 2021) will see the return of some of these critical shortfalls. By Fall 2021, only Dr. Boutin and Dr. Whitley will be available to teach the three core courses in anthropology (Dr. Michelle Jolly will continue teaching the core course in history).

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 noted in the previous program review (2013), the program began to address this problem in 2013 with the addition of a fourth faculty member (Boutin) as thesis chair in 2013. Significantly, both time to completion rates and student retention rates improved. Since then, the program has revised its policies on thesis chairship further, and added affiliated faculty in other departments interested in chairing theses to the list of potential chairs. This includes Dr. Goman and Dr. Watt in GEP, who were added as core faculty in 2019 and 2016, respectively, and have both served as thesis chairs in the intervening years. However, with the pending retirements of Purser and Wingard, this list may need additional revision and expansion, if possible.

As part of the 2013 program review, we surveyed our program alumni in terms of their employment status, and some general data that linked their educational experience in our program to their subsequent professional careers. This survey was one of the most important instruments that helped us document the radical transformation of the profession since our last review. Many SSU CRM graduates are archaeologists with various advanced specializations, from historical archaeology to geoarchaeology. But they are also now curators, project analysts, National Historic Preservation Act specialists, oral historians, research technicians, Information Center coordinators, tribal liaisons, and university lecturers. These data dramatically 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.

However, as a group, these survey data also demonstrate the need for a substantive shift in the program curriculum content and scope, to reflect major changes already underway in the profession. Anticipating an earlier program review and revision process, we did not replicate the 2013 survey for this review. However, we would now like to imbed this survey in our program assessment mechanisms on a regular schedule, to generate the kind of data that will be useful for articulating the program's curriculum with such a rapidly changing professional field.

Reflection and Plan of Action

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. However, we are very much aware of dramatic fluctuations in the intake of students in higher education in general, reflecting shifting economic patterns and population changes, as well as predicted drop offs due to COVID-19. We anticipate that future applicants and cohorts will fluctuate from time to time, but that our proposed revisions will lead to an upward trend.

- *Both scholarly and applied areas of curriculum, with articulation between various contributing disciplines and programs:* 39+ 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. As faculty members change over time, that experience shifts as well. Our proposed revisions are intended to maintain a continuity while also broadening the interdisciplinarity. This broadened program scope will be critical to expanding our student recruitment and growing the program.

- *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. Ideally, the CRM program would have sufficient resources and faculty to offer each core class every semester, and students would chart their course through the program individually. However, under the current resource allocations, a cohort structure eases the scheduling pressure and provides peer support through a shared trajectory.

- *"Legacy effect" of 39+ 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. The success of past graduates has a promotional effect on recruiting prospective students to the program and providing an array of potential employment opportunities, once they graduate. Our proposed revisions are intended to increase our feedback from past graduates, and build even stronger relationships with them.

- *Strong alliances with stakeholder communities, government agencies, tribes, nonprofits, and private sector firms:* we have worked hard to create a strong and far-reaching network of professional partners in the CRM field and stakeholder communities, 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. Significantly, this includes tribal communities and organizations throughout California. Community engagement is an increasingly important part of CRM, and our students are well-positioned to become involved in it. Expanding components of our curriculum to support these new areas of the profession is a key goal for the proposed curricular revisions.

- *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." This outcome demonstrates the long-lasting influence on CRM that SSU has had in California in the past. But those effects are in evidence nationwide as well. California leads the nation in many areas of CRM practice, and provides a leading example for concepts such as environmental compliance for heritage resources, active and informed tribal consultation and repatriation, and defining cultural, historical, and sacred landscapes. At a time when some of the graduates of SSU's program are reaching retirement age, new generations of graduates are defining what CRM is nationwide, and even internationally.

Program Challenges

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.

- *Increasing competition inside and outside the CSU:* SSU's CRM MA program is one of the oldest in the country, being established nearly 40 years ago. It is also still something of a rarity in that it grants a degree in CRM, 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 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. Other programs are also offering shorter times to completion, non-thesis options, and more online learning content. 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 national programs give some idea of this increasing breadth. Even within the single field of archaeology, both the Society for American Archaeology (SAA) and the national Register of Professional Archaeologists (RPA) 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, and continually updates, 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. Yet we also need to be aware of curricular and professional requirements for certifications in allied disciplines; such as Certified Interpretive Planner, overseen and awarded by the National Association for Interpretation.

- *Demand for a more diverse and inclusive professional body:* The rapidly expanding realm of more internationally defined "heritage management" and "heritage studies" have had a significant impact on both CRM policy and practice in the United States, and these innovations need to be integrated into the SSU CRM program in terms of both student recruitment and curriculum. In particular, the increasingly integral role of community engagement, community-based collaborative project design, and stakeholder consultation, particularly with tribal organizations, all represent expanding areas of professional competence and expertise that transcend individual disciplines, and demand significant additions to the curriculum. Integral to achieving these transformations in the profession is the recruitment of a more diverse and inclusive body of practitioners. This mandates that graduate programs in CRM find ways to recruit, support and successfully graduate a significantly more diverse body of students.

- *Resource Issues re: Program Delivery:* The CRM Program has struggled for several decades 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 availability of upper division undergraduate courses traditionally used as graduate supporting courses has also fluctuated. This faculty shortfall has been exacerbated by the fact that, of the five core CRM faculty, one serves as Director of the ASC, one is Graduate Coordinator, one serves as Anthropology Department chair, and one is starting her final

semester of FERP before retirement. 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 already mentioned. By Fall 2021, there will be only two Anthropology faculty and one History faculty member to cover the five core courses in the graduate program and internships. In the Anthropology Department, this will put the scheduling of graduate courses in direct competition with undergraduate courses to a degree not seen since the 1990s. Even with the participation of affiliated faculty from other departments, the number of faculty available to chair thesis committees will go from six to four, with an average enrollment of 30 or so students in the program at any given time. Perhaps more fundamentally, the number of CRM program faculty in the program's home department of Anthropology will go from four to two. 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 sustain the program, much less grow it, unless faculty lines are added.

Facing the Challenges: A Five-Year Plan

As one can readily see from the above discussion, the CRM MA program has a long history with a first-class reputation. The success of the program is directly the result of the tireless efforts put in by the past and current faculty to build a high-quality curriculum, active mentorship, and a diverse array of experiential learning opportunities. Maintaining that first-class reputation by substantively revising the program to keep up with a rapidly expanding professional field, and thereby attracting more a more diverse body of students to reflect that changing profession, all in the face of direct competition and decreasing resources will be difficult. To do this we propose a Five-Year Plan consisting of Immediate (Year 1), Intermediate (Years 2-4), and Longer-term (Year 5+) Goals.

Immediate Goals: requiring few or no additional resources (Year 1)

- Implement changes to the course names, curriculum, and catalog descriptions as outlined above. This will bring the course descriptions in line with the content, allowing prospective students the ability to understand and evaluate the current program.
- Revise the HIST 472 core course requirement to be a choice between HIST 471, 472, 500, or 510. This opens up the potential for students to gain a grounding in historical methods outside of California history specifically. It also allows students with existing competencies in historical methods to choose more advanced coursework instead.
- Restructure the internships as described above, so that ANTH 596 A and B are available as more specialized internships and the Archaeological Survey and Small Projects Management internships are restructured as methods-based supporting courses instead. This provides the opportunity for students to get other training in topics more pertinent to their theses rather than be required to take internships in skills that many of them already have.
- Reach out to specific faculty (e.g. Dr. Foiles Sifuentes in Anthropology, Dr. Steve Estes in History, and Dr. Matthew Clark in Geography, Environment, and Planning) and those in other disciplines to identify potential partners and work to bring them into the affiliated faculty, incorporate them onto CRM thesis committees, and identify the supporting courses that they teach and which will enhance the program curriculum.

- Work with allied graduate programs in the School of Social Sciences (History and Public Administration) to identify and develop more robust financial support sources for graduate students in our programs, to broaden our recruiting success.

Intermediate Goals: requiring resources at the School and University levels (Years 2-4)
- Revise the Program Learning Objectives (PLOs) to better align with the program content and with newer interdisciplinary objectives. These are proposed as intermediate goals since it may require seeing the outcomes of the proposed curricular changes and comparison with other affiliated course/program PLOs before substantive changes are envisioned.
- Develop new program-specific SETE questions that are applicable for all 500 level courses and which articulate with the CRM program PLOs.
- Create new mechanisms to assess student achievement and learning in coordination with the new PLOs, and ones that are specific to the outcomes of thesis coursework (ANTH 599 A and B).
- Issue a periodic alumni survey at least one to two years in advance of each review cycle. This will help track student success after graduation.
- Evaluate the potential to develop alternatives to a thesis requirement; such as published articles, media, or project work instead. This may allow the inclusion of more innovative types of heritage work and potentially attract a broader range of students.
- Evaluate the potential to put more course content online, and devise standards for balancing face-to-face and remote learning requirements. This may increase the potential for students to learn long-distance, increase matriculation, and decrease students leaving the program.
- Coordinate curriculum revision efforts with allied graduate and undergraduate programs to maximize cross-program curricular resources for students in terms of scheduling, cross-listing, and collaborative teaching.
- Acquire a faculty line to sustain curriculum delivery in the face of departmental retirements and to add required faculty expertise in the relevant new areas of professional expertise identified during the curriculum revision process.
- Develop a sustainable funding stream for ASC internships and increase the active integration of ASC staff with the CRM MA program. The goals are to expand experiential learning opportunities for students beyond the traditional archaeological contract-based projects, to provide more direct mentor-mentee relationships between students and ASC staff as well as past graduates, and to formally recognize the teaching contributions that ASC staff have been making all along.

Longer-term Goals (Year 5+)
- Increase program visibility internationally by developing partnerships with research and academic programs overseas. Attracting international students would help balance some of the fluctuations in matriculation that we see domestically. It may also provide additional sources of student financial support in the form of grants or scholarships.
- Leverage expanding community engagement partnerships and curriculum to recruit a more diverse regional and national student applicant pool.
- Build the core faculty to a more sustainable level, such that teaching of core courses may occur more regularly, and faculty retirements do not have such a tremendous impact on workload.
- With a sustainable faculty base, it may become possible to evaluate the length of the program and redesign it to require fewer semesters to complete the core coursework; thus attracting more students to the program.

Appendix A: Curriculum Map

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 due to other departmental teaching demands at the undergraduate level. Sample program plans based on even- or odd-year admission are provided below. These vary due to the need to reconcile the graduate course offerings with the undergraduate teaching demands and ASC directorship duties for key program faculty.

The general program design over these three years is developmental, regardless of specific course sequence after the first year. The curriculum is structured to move students through a clearly articulated sequence from first introductions to the program PLOs, to a series of developmental requirements that integrate their developing knowledge and skills across the scholarly, regulatory, technical, and methodological contexts relevant to this field. This coursework includes a mix of required core courses which all students take together, and individualized choices amongst a range of supporting courses and internships, to allow students to pursue individual professional goals or research agendas.

For each student cohort, this developmental process unfolds as follows. In their first year, students in either admission cycle complete three of the eight core requirements. This first year is primarily structured as an overall introduction to the field, and the supports their first developmental phase of core knowledge, skills and competencies. Coursework is specifically designed to guide students into beginning foundational work on their individual thesis projects in their first semester, to facilitate the best possible time to degree completion. The second cohort year completes all but one core requirement, and allows students to take their Thesis Prospectus unit in the spring semester with their thesis chair, creating the final research design for their thesis and allowing them to advance to candidacy. Students complete the final core course in their third-year fall semester, and begin their thesis units. They complete their thesis units, and defend and file the thesis in their third-year spring semester.

	Even-Year Admission	Odd-Year Admission
First Fall Semester	• Anth 500 • Hist 472	• Anth 500 • Hist 472
First Spring Semester	• Supporting courses • Internships	• Anth 502 • Supporting courses • Internships
	• *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	• Anth 592 • Supporting courses • Internships
Second Spring Semester	• Anth 502 • Anth 595 (Thesis Prospectus) • *Completion and filing of GS01 to advance to candidacy.*	• Supporting courses • Anth 595 (Thesis Prospectus) • *Completion and filing of GS01 to advance to candidacy.*

Third Fall Semester	• Anth 592 • Anth 599A	• Anth 503 • Anth 599A
Third Spring Semester	• Anth 599B • *Defense and filing of thesis; graduation.*	• Anth 599B • *Defense and filing of thesis; graduation.*

Learning Outcomes

The CRM Program sets the following learning objectives for its graduate students, which span the scholarly, regulatory, and methodological requirements for professional competency in this field:

1. *Writing and Speaking Proficiency* – To achieve and demonstrate proficiency in speech and in writing in the various venues appropriate to scholarship, CRM, and relevant applications in the field.

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

3. *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 GIS and other technologies, as are appropriate to an individual student's thesis research, applications, and future career objectives.

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

5. *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 in heritage preservation and interpretation.

6. *Competence in Resource and Data Management* – Ability to design and ethically implement projects and programs in CRM, and to insure responsible preservation of and public access to resulting data.

7. *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.

8. *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.

9. *Proficiency in Research Design and Theory* – Gaining proficiency in the traditions of inquiry and research appropriate to designing a Masters level thesis project.

10. *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.

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

Curriculum Map

(Please note: the PLO numbers correspond to those used in the list above. This table maps the existing PLOs onto the existing core coursework; it does not reflect either the proposed changes to core courses referenced in the program review, or the planned revision of the PLOs.)

PLO/ Course	ANTH 500	HIST 472	ANTH 502	ANTH 503	ANTH 592	Internships	Prospectus	Thesis
1	I	D	D	D	D	D	D > M	M
2	I	I			D	D > M	D	M
3	I		I		D	D > M	D	M
4	I		I, D	D > M	D > M	D > M	D	M
5		I	I	D	D > M	D > M	D	D > M
6	I		I	D	D	D	D > M	M
7	I	D	D	D	D		D > M	M
8	I	D	D	D	D	D	D	M
9	I, D	D	D	D			D > M	M
10	I, D	D	D	D	D	D	D > M	M
11	I		D	D	D	D	D	M

I = students are introduced to the outcome
D = students have the opportunity to develop towards competence in the outcome
M = students can demonstrate mastery of the outcome

Appendix B: Course Syllabi

Sonoma State University
Anth 500: Proseminar
Fall 2020

Instructor:	Alexis Boutin
Email:	alexis.boutin@sonoma.edu
Office Hours:	Monday 12-1 pm, Tuesday 2-3 pm, Wednesday 1-2 pm; see Canvas for Zoom links
Class Days/Time:	Fridays 8:00 am-11:40 am
Class Modality:	Online via Zoom

Course Description

Proseminar is designed to provide first-year graduate students with intensive training in writing and analytical skills. Each student will develop a research project and write a draft thesis research design over the course of the semester. The coursework culminates in a day-long session of oral presentations by the students, to which the university community and public is invited. This course is a requirement of graduate students in the Cultural Resources Management (CRM) M.A. program. Successful completion satisfies the English language Writing Proficiency requirement for all CSU graduate students.

This course is a discussion-based seminar oriented around student research and writing. The format is similar to a writing group, with students submitting their writing projects for review and comment by the group. Reciprocally, students will be expected to read, critique and provide commentary on the work of their peers. The classroom environment will be one of mutual support and assistance. The instructor will serve primarily in the roles of knowledgeable resource and discussion facilitator. Proseminar also orients students to Sonoma State University and the CRM M.A. program.

Course Goals and Student Learning Objectives

The goals of Proseminar are two-fold:
1. To guide students through the process of designing a research project, both to support their M.A. thesis and to provide appropriate training for this kind of professional activity
2. To introduce new graduate students to the basic procedures, expectations, and available resources of Sonoma State's CRM M.A. program, which will support the transition from coursework to thesis research

Students will have successfully completed this course when they:
- Have a clear grasp of what constitutes graduate level academic performance
- Have developed skills in problem formulation, library research, engaging the professional literature, research design, professional writing, and public presentation.
- Have begun to refine their focus on a research area for the M.A. thesis.

Required Texts/Readings

o Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, William T. FitzGerald. 2016. *The Craft of Research*. 4th edition. Chicago: University of Chicago Press. (Abbreviated: Craft)

This book is available for purchase at the SSU Bookstore and online. It can also be downloaded from the SSU library as an eBook.

o Readings will occasionally be assigned that must be downloaded from Canvas or read online. (Abbreviated: Download or Read Online)

Course Requirements

Throughout the course of the semester, you will submit a cumulative sequence of written works comprising sections of your research design. This document will serve as the basis of your oral presentation in December. Most in-class time will be spent discussing these written works, either in small groups or all together. To receive maximum benefit from these in-class workshops, please submit your assignments by the due date to allow your colleagues time to read them, and be sure to read your classmates' writings and provide written feedback as assigned. Also be sure to have completed all assigned readings thoroughly, and be prepared to discuss them, by the beginning of class.

Draft Sections (10% of course grade)
Submit assignment to Canvas *and* upload to your workshop group's private discussion forum by 11:59 pm on the Tuesday before class. Grades will be based on timely submission, not content. By the time of our class meeting on Friday, read two other peoples' drafts and bring comments to class. Focus more on content than copy-editing: you have the fresh eyes that they lack!
1. Statement of Inquiry (due Aug. 28)
2. Annotated Bibliography and Literature Review (due Sept. 8)
3. Research Questions and Statement of Significance (due Sept. 22)
4. Methods and Data Requirements (due Oct. 6)
5. Introduction and Summary (due Oct. 20)
6. Research Design (draft 1) (due Oct. 27)
7. Presentation Title and Abstract (due Nov. 17)

Final Sections (50% of course grade)
Submit assignment to Canvas by 7:45 am on the day of class. Grade will be based on adherence to assignment guidelines. These documents will be cumulative, i.e., they will reference and build upon sections written previously.
1. Statement of Inquiry and five annotated sources (due Sept. 4)
2. Literature Review (due Sept. 18)
3. Research Questions and Statement of Significance mini-Presentation (due Oct. 1 at 5 pm)
4. Methods and Data Requirements (due Oct. 16)
5. Research Design (draft 2) (due Nov. 6)
6. Research Design (draft 3) (due Nov. 20)
7. Presentation Title and Abstract (due Nov. 24)

Culminating Projects (20% each)
1. Public Presentation (20 minutes long plus 5 minutes for questions, due Dec. 7 (tentative) at 5 pm)
2. Research Design (final draft) (due Dec. 11)

Grading Policy

A 100-94	B- 83-80	D+ 69-67
A- 93-90	C+ 79-77	D 66-64
B+ 89-87	C 76-74	D- 63-60
B 86-84	C- 73-70	F 59 or less

I round grades up or down to the nearest whole number (e.g., 89.6% will round up to 90%; 73.4% will round down to 73%; grades ending in .5% are rounded at my discretion). Canvas will accept assignments uploaded late, but one letter grade will be deducted for each day that an assignment is handed in late. So, an A assignment submitted after the due date will be graded as follows:

Initial Grade	Submission Date	Final Grade
A	Late on date due	A-
A	Up to one day late	B
A	Two days late	C
A	Three days late	D

Extensions for assignments (without loss of points) will only be granted in cases of extreme duress (e.g., personal or medical emergency), when I have been notified *before* the due date by email or phone and dated documentation has been provided (e.g., doctor's note). Each case will be decided at my discretion or at the discretion of University officials.

Classroom Protocol

o This is a graduate seminar in a professional program. There are certain standards of conduct which, in addition to your performance on graded assignments, are expected as part of basic professional competence.
o Course productivity is completely dependent on the active participation and contribution of all students. Many of the in-class activities are designed in a workshop format, with all participants assigned a key role and preparation work that needs to be done in advance. Doing the reading and assignments on time is a key way of showing respect for your colleagues: the hardest work done in this class is done together, and everyone has to do their part.
o Class attendance is key, similar to any professional project or obligation. If you are going to miss a class meeting, please notify me in advance via email. Missing more than one class meeting or repeatedly arriving to class late will affect your overall course grade negatively.
o See Canvas for additional Course Policies.

SSU Resources and Policies

Academic integrity
It is your responsibility to familiarize yourself with the University's Cheating and Plagiarism policy. As a Seawolf, you have committed yourself to the highest ethical standards, including integrity, respect, excellence, and responsibility. These standards require you to be honest in all of your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on assignments and/or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a zero grade for the assignment and sanctions by the University. For this class, all assignments are to be completed by the individual student.

Campus Policy on Disability Access for Students
If you are a student with a documented learning disability and/or other special needs that require accommodation, please register with the campus office of Disability Services for Students (DSS), located in Schulz 1014a, Phone: (707) 664-2677, TTY/TDD: (707) 664-2958. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization should be presented to me as soon as possible, ideally within the first two weeks of the semester, so that accommodations can be made. You are responsible for notifying me of your scheduled exam times at DSS at least 48 hours in advance so that I have time to send over your exam. See SSU's policy on Disability Access for Students for more information.

Counseling and Psychological Services (CAPS)
CAPS offers confidential counseling to students experiencing mental health challenges and personal problems that interfere with their academic progress, career or well being. The CAPS website provides information only. If you would like to talk with someone or make an appointment, please call (707) 664-2153 between 8 a.m. - 4:30 p.m., Monday-Friday.

The University Library can help you find information and conduct research. You can make an appointment with a subject librarian, get help online, or drop by the Information/Check-out Desk Monday-Thursday from 11 am to 4 pm. Find more resources at the [Anthropology research guide](). You can also email the Social Sciences librarian for Anthropology and Cultural Resources Management, Catherine Fonseca, at [catherine.fonseca@sonoma.edu]().

SSU Writing Center
The [SSU Writing Center]() (part of the Learning and Academic Resource Center) is located in Schulz 1103. The Writing Center helps SSU students, faculty, and staff members (as well as members of the wider community) become better writers and produce better written documents. It also has a Multilingual Learning Specialist to assist students whose first language is not English.

Course Policies

o   Notifications about assignments and exams will occur by means of your Canvas and your sonoma.edu email account. All communication for this course should be done through this email account. You should get into the habit of checking our course Canvas page and your Sonoma.edu email account at least once a day.

o   Students are required to complete assigned readings *before* that day's class. Any information from the readings may appear on exams, regardless of whether it has been discussed during lecture. I reserve the right to change/add/delete course readings and assignments, and I will notify students during class and on Canvas if and when there are changes.

o   We will periodically talk about sensitive and potentially controversial topics in this course. Please use language that is civil and respectful. Our classroom should be a safe learning environment where everyone feels safe expressing their opinions. Violations of these expectations will be dealt with according to the [Disruptive Student Behavior policy]().

o   Fire and Power policy (after Dr. Robert Chase, SSU): Based on substantial fires in the region over the past three years, and PG&E's planned power outages to prevent future fires, I am prepared to adapt the course and course requirements in response to either situation. This may include altering deadlines, changing assignments, or cutting reading and assignments. Should either situation occur, I will maintain contact with the class on a regular basis via email.

o   Policy on Children in Class (after Dr. Melissa Cheyney, Oregon State U.): All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class any time. For older babies and children, I understand that minor illnesses and distance learning often put parents in the position of having to choose between attending class and caring for a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class (while on Zoom) in order to cover gaps in care is

perfectly acceptable. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

- o **If you have any questions or concerns about course policies, readings, or assignments, please contact me!!! We can communicate over email, talk on Zoom, or chat during office hours. I want every student to succeed in this course, but I can't help you if I don't know that you need help!**

Course Schedule

Week 1

Fri., Aug. 21: Orientations, Introductions, and Course Overview
- o <u>Craft</u>: Part I and Ch. 17
- o <u>Download:</u> Praetzellis 2012
- o <u>Download</u>: Whitley 2004
- o <u>Read online</u>: "The 2020 Race Uprising and Archaeology's Response" by Dr. Bill White
- o 9:00 am: CRM MA program orientation

Week 2

Fri., Aug. 28: Key Components of a Research Design and Statement of Inquiry Workshop
- o *Assignment due: Statement of Inquiry (draft)*
- o <u>Craft</u>: Part II (Ch. 4 is optional) and Part V: "The Ethics of Research"
- o <u>Download</u>: Mensh and Kording 2017

Week 3

Fri., Sept. 4: Finding and Evaluating Sources
- o *Assignment due: Statement of Inquiry and five annotated sources*
- o <u>Craft</u>: Ch. 14
- o <u>Read online</u>: SAA style guide (skim)
- o <u>Download</u>: McDavid 2011
- o <u>Download</u>: Choose one article from Oxford Bibliographies Online – Anthropology
- o Zoom with SSU Library staff: Resources, Research Tools, and Strategies

Week 4

Tues., Sept. 8
- o *Assignment due: Annotated Bibliography and Literature Review (draft)*

Fri., Sept. 11: Literature Review Workshop
- o <u>Download</u>: Choose one article from *Annual Review of Anthropology*
- o Zoom with Anthropological Studies Center staff

Week 5

Fri., Sept. 18: Developing Research Questions and Making Them Matter
- o *Assignment due: Literature Review*
- o Read online: "Chapter IIIA" of the NSF Proposal and Award Policies and Procedures Guide
- o Download: Joyce and Goman 2012
- o Download: Goman et al. 2014
- o Q&A with Michelle Goman

Week 6

Tues., Sept. 22
- o *Assignment due: Research Questions and Statement of Significance (draft)*

Fri., Sept. 25: Research Questions Workshop
- o Craft: Part III (Ch. 11 is optional)
- o Download: Watt et al. 2004
- o Download: Watt 2017, Ch. 5
- o Read online: Watt 2019
- o Q&A with Laura Watt

Week 7

Fri., Oct. 2: Mini-Presentations
- o *Assignment due (upload slides by Thursday, Oct. 1 at 5:00 pm): Research Questions and Statement of Significance Mini-Presentation*

Week 8

Tues., Oct. 6
- o *Assignment due: Methods and Data Requirements (draft)*

Fri., Oct. 9: Methods and Data Requirements Workshop
- o Download: Purser and Storey 2008
- o Download: Purser 2012
- o Q&A with Margie Purser

Week 9

Fri., Oct. 16: Putting It All Together
- o *Assignment due: Methods and Data Requirements*
- o Craft: Ch. 12, 13, 16
- o Zoom with Bryan Much, Director of Northwest Information Center

Week 10

Tues., Oct. 20
- *Assignment due: Introduction and Summary (draft)*

Fri., Oct. 23: Introduction and Summary Workshop
- Download: Colwell 2016
- Download: Powless and Freiwald 2019
- Download: Boutin et al. 2017
- Q&A with Alexis Boutin

Week 11

Tues., Oct. 27
- *Assignment due: Research Design (draft 1)*

Fri., Oct. 30: Professional Ethics and Research Design Workshop
- Download: Whitley TBA
- Download: Ferris and Welch 2015
- Read online: The Register of Professional Archaeologists' Code and Standards
- Q&A with Tom Whitley

Week 12

Fri., Nov. 6: Turning a Research Design into a Thesis
- *Assignment due: Research Design (draft 2)*
- Reading: One SSU CRM thesis (your choice!)
- Read online: "The M.A. Thesis: What Your Mother Never Told You" from the CRM Graduate Handbook
- Visit from SSU Graduate Analyst, Dr. Gillian King-Bailey

Week 13

Fri., Nov. 13: One-on-one meetings with Alexis
- Sign up for a time slot on Canvas

Week 14

Tues., Nov. 17
- *Assignment due: Presentation title and abstract (draft)*

Fri., Nov. 20: Preparing for Final Presentations, Part I
- *Assignment due: Research Design (third draft)*
- Craft: Ch. 15
- Reading: *A Misplaced Massacre* (Kelman 2014) Ch. 2-4

Week 15

Tues., Nov. 24
- *Assignment due: Presentation title and abstract*

Fri., Nov. 27: Thanksgiving Break (No Class)

Week 16

Fri., Dec. 4: Preparing for Final Presentations, Part II
- Students practice giving their oral presentations in class
- *Upload in-progress slides by Thursday, December 3 at 5:00 pm*

Finals Week

Tues., December 8 (tentative), 9:00 am-2:00 pm
- *Assignment due (upload slides by Monday, December 7, at 5:00 pm): Public Presentation*

Fri., Dec. 11
- *Assignment due: Research Design (final draft)*

Sonoma State University
Anthropology 502
Spring 2020

Instructor:	Margaret Purser
Office Location:	Stv. 2054 E
Telephone:	(707) 664-3164
Email:	margaret.purser@sonoma.edu
Office Hours:	Tuesdays 11-12, Wednesdays 12-1, Thursdays 10-11
Class Days/Time:	Thursday 1-3:40
Classroom:	Stv. 2079

Course Description

The catalogue description says that this course is about "the rise of theoretical archaeology, with emphasis on the range of theoretical approaches taken by archaeologists and the nature of archaeological problem solving in theory and practice." A more detailed description would include the following:

Course Goals and Ethos
This course has five main goals:

1.) To familiarize seminar participants with the general history of archaeological thought and practice, focusing on the twentieth century in Europe and the United States.

2.) To generate discussion on and overall familiarity with a set of contemporary issues in archaeological theory, and how those apply to broader CRM practice in the United States and around the world.

3.) To strengthen seminar participants' skills in evaluating their own work as professional practitioners in a social science, particularly their abilities to write critically, participate in analytical discussion and debate, and to synthesize from diverse theoretical approaches to address specific professional needs.

4.) To develop a working knowledge of theoretical applications in contemporary CRM based on a corpus of relevant case studies, which prepares seminar participants to make pragmatic, up-to-date, ethical, and critically evaluated use of diverse theoretical frameworks in CRM-related contexts at a variety of scales of work.

5.)	To provide seminar participants with a collegial forum in which to develop specific research designs related to their own theoretical or topical interests, particularly those relevant to their thesis projects.

This course grounds its participants in the working knowledge of archaeological practice at a very large scale, historically and intellectually. It asks questions about how archaeological thinking has developed over time, how and why archaeologists structure their work the way they do, why they decide to ask certain questions and not others, and how they know when they have an answer. It assumes that archaeology is a global discipline, with an incredibly wide array of theoretical paradigms, research agendas, political and social contexts and institutional support structures in play at any given time. It further assumes that, while most practitioners would acknowledge the field to be one of rational and structured inquiry, the specific definitions, assumptions, methodologies and concepts in use at any given moment may vary dramatically, and that terms like "science", or "scientific", if used in an unqualified or unspecified manner, will have little meaning. This course assumes that this diversity, disunity, and variability constitute a fundamental strength of modern archaeology, rather than threatening any perceived singular authority. This is especially true in the case of archaeology that is practiced as a component of policy-driven 'cultural resource' or 'heritage' management. Therefore, this course will explore these theoretical developments in BOTH archaeology more narrowly and in heritage studies more broadly, and define the explicit links between these two areas of professional research.

This course is designed specifically for CRM practitioners. It is emphatically about what to DO with all this theoretical discourse. It rejects the antiquated and class-based perception of CRM among some American archaeologists (including at least some still working in CRM), who see CRM practitioners as either passive recipients of academically engendered theoretical guidelines, or as mechanically skilled but intellectually second-rate technicians who generate field "data" but do not "do" theory, or both. Instead, it proposes that, since the vast majority of archaeology conducted in the United States is now done in contexts or under guidelines of federally or state-mandated cultural management practices, CRM is in fact THE context of theoretical development for American archaeology. In fact, given the legal framework in which American CRM is conducted, failing to take full professional responsibility for the theoretical decision-making we employ in the field would seem both a gross breach of professional ethics, and potentially legally actionable.

So this course strives to give its participants a working competence in the area of theoretical applications that is both sophisticated and pragmatic. This is not accomplished by providing some form of fixed theoretical "playbook" that can be committed to memory and applied to all situations. Rather, the course assumes that change is inherent in the nature of any field of intellectual inquiry, and aims to teach people how to evaluate, modify, innovate, and re-invent any number of theoretical ideas, frameworks, or paradigms to achieve specific, focused applications of real use in their own work. In fact, the ethos of this course asserts that it is the ethical responsibility of CRM practitioners to engage in lifelong periodic retraining in theoretical trends and issues, just as they would the legal frameworks that define CRM compliance, or the methodologies that generate data.

Required Texts/Readings

Textbooks

Robert W. Preucel and Stephen A. Mrozowski, editors. **Contemporary Archaeology in Theory: the New Pragmatism**. Second edition, Wiley-Blackwell Press, 2010.

Graham Fairclough et al, editors. **The Heritage Reader**. Routledge, 2008.

Other Readings

Additional readings will be posted on the course Canvas site as needed. The Canvas site is where all course materials, assignment handouts, review sheets, and announcements will be posted. Students will be responsible for checking the website each week before the Thursday afternoon class, and printing out the relevant handouts and/or bringing them to class digitally each week.

Course Requirements

The course format will consist of general class discussion during course meeting time. Each week's discussion will focus on specific readings as listed in the course schedule below. The readings are meant to be an initial list that can be expanded or substituted as course discussion proceeds. Each class session will be split into a first period that will develop themes and answer questions relating to the readings themselves, and a second session that will work through possible relevance, applications, or consequences to archaeological practice, (particularly in California, or the general region). In the second half of the course (more or less after Spring Break), we will transition from a focus on archaeological theory itself, to the new literature emerging on a theory of practice in cultural resource or cultural heritage management. This will give us an opportunity to actually apply the more general theoretical readings done in the first half of the course to concrete professional issues and problems.

To facilitate our in-class discussions with such a large group, everyone will write a brief, one-page "response" paper based on the assigned readings and a specific question, each week. These responses will be used to get us talking during the class time itself. They will be turned in via the Canvas page each Wednesday night before the Thursday class, to a forum site open to the whole class. You can then add comments to the topic after each class, and continue the discussion online. Due to the nature of the assignment, no late submissions will be accepted.

In addition to weekly readings and discussion, each seminar participant will prepare one semester-long assignment. It will involve writing an extensive literature review which focuses on some topic or area of current archaeological or heritage management interest above the regional level. In other words, this will be a substantial 10-12 page review of how archaeologists or heritage management professionals currently (last 10-15 years) approach a particular topic, research problem or theoretical framework. The review will be modeled on **Annual Review of Anthropolog**y articles, in terms of scope and style. The literature review assignment will be divided into two parts: an annotated bibliography assignment, due March 26, and a final paper, due the day of and in lieu of the final exam. Details of each assignment will be discussed at length, and will be covered in more extensive handouts on February 6.

Classroom Protocol

This is a graduate level course in a professional program. This means that there are certain standards of conduct that, in addition to your performance on graded assignments, are expected as part of basic professional competence. These include:

- Attendance is expected; if you miss more than one class without making arrangements in advance, your grade will be affected significantly, dropping one half grade per absence.
- We need to demonstrate respect for everyone's perspectives; this seminar often gets into discussions in which opinions are strong, and not necessarily in agreement with each other. Keep the discussion about the topic, and not the person. Avoid verbal AND nonverbal expressions of disrespect.
- Cell phones off, or on vibrate. Do not answer your cell phone during class.
- Do the reading and the assigned coursework on time. This is a key way to show respect for your colleagues, because the hardest work done in this class is done together, and everyone has to do their part.
- What would YOU add to the classroom protocol?
  - ?
  - ?
  - ?

Grading Policy

Course grades will be based on the submission of the weekly response papers, completion of the annotated bibliographies and literature reviews, as well as general class participation. Each major component will count for one third of the overall grade, (with the submission of the weekly response papers being the main grading mechanism for 'class participation'). This means that attendance is key; as a graduate level seminar, the expectation is one of a professional project or obligation. If you miss a class meeting, please notify me in advance as soon as you know you are going to be absent.

University Policies

[For more information and the text of actual policies, see http://academicaffairs.sonoma.edu/academic-programs/syllabus-policies]

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. (see http://www.sonoma.edu/ registration/addclasses). Students should be aware of the current deadlines and penalties for adding and dropping classes. This semester, the deadline to add or drop courses is February 4.

Academic integrity

Students should know that the University's [Cheating and Plagarism policy is available at](http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm) http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm. Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and the University's policy, require you to be honest in all your academic course work.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Campus Statement on Civility and Tolerance:

Sonoma State University is strongly committed to creating a productive learning and living environment that promotes the rights, safety, dignity, and value of every individual. It is fundamental to our mission to promote a civil, respectful, and inclusive community, and to oppose acts of racism, religious intolerance, sexism, ageism, homophobia, harassment, discrimination against those with disabling conditions, or other forms of intolerance. It is the responsibility of all members of the SSU community to create a productive campus climate characterized by considerate and principled conduct.

We expect that all members of the SSU community will:

•Communicate with each other in a civil manner

•Recognize and be accountable for how their actions and language impact the community

•Treat community members with consideration, dignity, and respect

•Create a community in which actions of bigotry, oppression, bullying, and hatred will not be tolerated

•Confront behavior or report to university staff any incidents of intolerance, hatred, injustice, or incivility.

Campus Policy on Disability Access for Students

"If you are a student with a disability and you think you may require accommodations, please register with the campus office of Disability Services for Students (DSS), located in Salazar Hall - Room 1049, Phone: (707) 664-2677, TTY/TDD: (707) 664-2958. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before any accommodations can be made.". [The policy can be found at http://www.sonoma.edu/uaffairs/policies/disabilitypolicy.htm](http://www.sonoma.edu/uaffairs/policies/disabilitypolicy.htm)

Emergency Evacuation

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (i.e. assigning a buddy to guide you

down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

SSU Writing Center

The SSU Writing Center is located in Schulz 1103. The Writing Center helps SSU students, faculty, and staff members (as well as members of the wider community) become better writers and produce better written documents. The Writing Center website is located at http://www.sonoma.edu/programs/writingcenter/default.html.

Anth 502 History and Theory of Archaeology Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 23	Course Introduction: general overview, description of assignments, discussion of goals and objectives
2	Jan 30	History of Americanist Archaeology, 1850-2000, in global perspective. (Assigned readings: Longacre, Patterson, Snead and Watkins)
3	Feb 6	Overview for Contemporary Theory: domains, issues, approaches. (Assigned Readings: CAT Part I; THR Intro, chapters 1, 3, 4, 19)
4	Feb 13	**First Round Table:** what are some connections between then and now? What's new? What's stayed the same? **"Annual Review" topics due.**
5	Feb 20	Ecology and Adaptation: Bio-social and evolutionary approaches. (Assigned readings: CAT chapter 4; THR ch. 29; Broughton 2010; Turner et al 2003).
6	Feb 27	Space, Place, Landscape, and Environment: Human relationships with all of the above. (Assigned readings: CAT Part II 1-3; THR chapters, 26, 28, 32).
7	Mar 5	Identity: Individual and Social. (Assigned readings: CAT Parts 1V, V; THR ch. 15).
8	Mar 12	Agency, Power, and Social Complexity in the Past (Assigned readings: CAT Part III, plus ch. 18; Shennan; Stahl) [SCA meetings]
9	Mar 19	**SPRING BREAK!**
10	Mar 26	Archaeology in and of the Modern World (Assigned readings: CAT Part VI chs. 19, 20; Part VII; THR Chs. 12, 13.) **"Annual Review" outlines and bibliographies due. Literature review workshop.**
11	Apr 2	**Second Round Table:** How many chairs ARE there at this table?? What is the scope of the "New Pragmatism"?

Week	Date	Topics, Readings, Assignments, Deadlines
12	April 9	Transitioning from research to management: (Assigned reading: CAT Part VIII; THR chs. 8, 11,22, 30)
13	April 16	Theory of practice: new approaches to management (Assigned reading: THR 6, 7, 21, 26; Morgan et al 2006; Purser 2011).
14	April 23	Modes, voices and audiences; engaging and collaborating with the public. (Assigned readings: CAT Part IX, THR chs. 33, 34, 36, 37)
15	April 30	Policy, politics, and heritage: civic discourse, civic authority, and civic engagement? (Assigned readings: TBA)
16	May 7	**Culminating Roundtable:** how do we articulate theory and practice (and KEEP articulating them…) as CRM professionals?
Final Exam	Thursday May 14	Final literature reviews due by 4 pm

Sonoma State University
Anthropology
ANTH 503, Seminar in Cultural Resources Management
(Fall, 2019)

Instructor Contact Information

- Name: Thomas G. Whitley
- Office Location: STEV 2054G
- Office Telephone Number: 707-664-2674
- Email: whitley@sonoma.edu
- Office Hours: Fridays 11:00am to 12:00pm
- Preferred contact method: by email

General Course Information

- Class Days/Time: Fridays 1:00 to 3:40pm
- Classroom: STEV 2079

Course Description

Archaeological sites, historic buildings, battlefields, landscapes, traditional cultural properties, sacred sites, indigenous languages, etc., these are all places, or things, that we call heritage or cultural resources and which that we often take for granted. Today, in the US, and in many places around the world, we have an industry whose primary purpose is the preservation and protection of these kinds of places (or things) called Cultural Resources Management (CRM).

CRM is partly a bureaucratic process, partly an academic pursuit, and partly a profit-making venture. Its very nature makes it an exceedingly complex discipline, and one which goes beyond 'applied' archaeology. This course is an in-depth seminar into what CRM is, how it evolved around the world, how and why we do it, the laws and regulations which direct how it is done, and also how it is changing.

Library Research Guides and Subject Librarians

The University Library can help you find information and conduct research. You can make an appointment with a subject librarian, get help online, or drop by the library during open research help hours (http://library.sonoma.edu/about/hours/detailed).

The subject research guide and subject librarian for this course can be found at: http://libguides.sonoma.edu/anthropology

Canvas Course Information

Canvas is SSU's Learning Management System (LMS). Canvas is the place where you will find the course syllabus, read posted announcements, participate in online class discussions with classmates, submit your assignments online and view the materials for this course. To access the Canvas course use your SSU Seawolf ID and password to log into SSU's Online Services portal. Click on the **Canvas** link. When you get to the Canvas Dashboard, click on the course title you would like to access.

Visit the [SSU Canvas Support Center](#) to review frequently asked questions about using Canvas and also to view a list of technical recommendations.

Canvas Help and Student Computing Resources

Canvas and General IT Help Desk

Contact [Information Technology (IT)](#) if you need assistance accessing Canvas or other information about computing and information technology at SSU. Three ways to contact the IT Help Desk are:

- Call: 707-664-4357

- Email: [helpdesk@sonoma.edu](#)

- Visit Location: Schulz 1000

About Canvas

- [Getting Started with Canvas](#)

- [Student FAQs](#)

- [Canvas Student Overview Video](#)

- [How to Get Started with Canvas](#) (Students)

- [Canvas Community Student Video Guides](#)

- [Canvas Student Written Guides](#)

Plugins

- [Download plugins](#) that may be needed to access some content on or linked from SSU websites and Canvas.

Canvas Community

- Visit the [Canvas Community](#) to view written [Instructor Guides](#), written [Student Guides](#), and/or [Video Guides](#).

General Student Computing

Review the information posted at [IT Get Started, Students](#). There you will find computer use guidelines and a list of available computer labs.

Course Format and Instructional Methods:

The class format is an open seminar-style discussion with assigned readings based on a topic, supplemented by short lectures, possible visiting discussants or field trips, and ungraded group exercises and dialogues.

Each week, two students will lead a discussion based on two of the assigned readings with a written review. By the end of the semester, each student will have prepared and presented two written article reviews and led two classroom discussions. The dates for these will be assigned during the first class. A mid-term exam will take place in mid-October, and the final exam in early December. Both exams will be a mixture of multiple choice and essay questions.

Course Goals and Student Learning Objectives

The main focus of this course will be on four aspects of CRM:

1. *Politics* – How the preservation movement began and what agendas it serves,

2. *Legislation* – Understanding the laws and definitions behind CRM and preservation,

3. *Process* – How the laws, regulations, and directives are actually implemented, and

4. *Practice* – Becoming an informed and skilled CRM professional.

Each aspect represents an area of knowledge and a particular set of skills. These are designed to go from broad to very specific, and are tailored towards CRM professionals in a wide range of disciplines. The specific learning outcomes are as follows.

Student Learning Outcomes (SLO) - skills

Upon successful completion of this course, students will be able to:

- Review and evaluate publications and case studies on a wide range of CRM topics, assessing their purpose, objectives, outcomes, and regulatory triggers.

- Lead a discussion group in the examination and evaluation of CRM projects and other heritage applications from different parts of the world.

- Participate in debates and discussions representing different stakeholders' perspectives and come up with solutions to heritage and preservation problems.

- Recognize the legal and political context of NAGPRA, and facilitating consultation with indigenous and other communities, and

- Be able to apply criteria of significance, integrity, direct/indirect effects, in examples and case studies of CRM sites and projects.

Course Content Learning Outcomes – knowledge

Upon successful completion of this course, students will be able to:

- Understand the development of the legal structure for protection of cultural resources around the world, but particularly for the US and California,

- Appreciate how these agreements, treaties, laws, regulations, ordinances, and directives came about and what kinds of agendas they might really have,

- Have knowledge of how cultural resources on public and private lands are protected, or not protected, as the case may be,

- Grasp the process of applying CEQA, NEPA, ARPA, and Section 106 of the NHPA to undertakings (and know what an "undertaking" is, and is not), and

- Understand the concepts of significance, integrity, direct/indirect effects, and other aspects of identifying, assessing, and evaluating cultural resources.

Required Texts/Readings

Each week there is a required set of readings, and these will be placed as PDFs on the Course Canvas page. However, there are also two required texts. These are:

- King, Thomas F. (2013) *Cultural Resource Laws & Practice*. Altamira Press, Lanham, New York (Fourth Edition).

- Mauch Messenger, Phyllis and George S. Smith (2010) *Cultural Heritage Management: A Global Perspective.* University Press of Florida, Gainesville.

These texts are NOT available in the SSU bookstore (as you can get them cheaper through Amazon; about $76 for both books with shipping). If you have any difficulty in getting them please come speak to me. Some copies may also be available in the SSU library.

Classroom Protocol

Students are expected to attend all classes, arriving on time. Cell phones must be turned off in class, but you may take notes via a laptop or tablet. You are expected to behave appropriately at all times and to be considerate of your fellow students. Inappropriate, unsafe, or discriminatory behavior will not be tolerated.

Course Requirements

Attendance – Coming to class is not optional. You cannot just do the readings, avoid the discussions, and expect to do well. Furthermore, arriving on time is important for everyone in the class. Try to be on time. The class is small and I won't have to take attendance, but I'll keep track if you're not there, and it will affect your grade. If you have a good reason to miss a class, just let me know ahead of time by email.

In-Class Assignments – Because most of the class is a seminar-style discussion of various topics, much of our time is focused on the in-class assignments. As already mentioned, these consist of a brief written review (~500 words) of an assigned reading, and a presentation on that reading, your assessment of it, and a statement or two to stimulate discussion. The student leading the discussion need not spend more than 5-10 minutes in the formal part of the presentation. But they should refrain from reading it verbatim, and focus on the main points of the review, alternative approaches to the same subject, and/or questions that they derived from it.

The written review will be turned in on the day of the discussion. Again, each student will do two reviews during the semester. Any student who has an insurmountable fear of having to make a public presentation (not just one who just gets nervous at the prospect, but someone who truly cannot do it) will be excused this requirement with my permission. They will be assigned a comparable written assignment instead.

Group Exercises - During the course of the semester, several group exercises will be assigned. These may be exercises in debating project ethics, identifying site significance, negotiating a contract, or some other CRM-related task. These are not optional, your participation is required. However, they are not graded. They are intended to be opportunities to experience how some aspect of CRM is conducted, or your responsibility as a CRM professional, and they may influence your responses to questions on the mid-term or final.

Weekly Readings – Required readings will be assigned each week. These will include 5 to 10 articles, book chapters, or other publications, as well as the two assigned readings for student review. There may be additional recommended readings. You should expect to spend about 10 to 12 hours reading the assignments for each week, and another 8 to 10 hours writing and preparing your written review (if it is one of your assigned weeks).

Writing – There is no research paper assignment. However, each of the written reviews for the in-class assignments will be due on the date of their discussion. The text of your review should

be printed single-spaced on one or two pages with the name of the article being reviewed at the top like the following example:

- A Review of "King, Thomas F. (2013) Cultural Resource Laws and Practice, Altamira Press, Lanham, New York (Fourth Edition)" by Jane Doe (ANTH 503)

Using other references are not required for your review, but if you do include them, you must include a "References Cited" section in the written version. Verbatim quotes require a page citation as well. Use the American Antiquity style guide as the basis for how you spell and organize the text (http://www.saa.org/Portals/0/SAA%20Style%20Guide_Final_6-5-17.pdf).

Each review should summarize the main arguments of the article, put them into context with the topic of the week, present your assessment of it, and conclude with some ideas or questions that came to your mind from reading it. This is NOT about whether you liked the article or not. I want you to decide if the author had a reasonable argument, if it was delivered successfully, if they missed some conflicting points of view, and what it made you think about (or rethink) from your own experience or the discussions we have already had.

Grading Policy

Each in-class assignment (20 points) is to read one specific article and write a ~500 word review of it, summarize it to the class – with your assessment (~10 minutes), and lead the ensuing discussion. The objective is not to merely summarize the article, but to think about it critically – disagree with it, if you think it is wrong – and put it into the context of the larger issues we are discussing (an explanation of how to do this is presented at the end of this syllabus). Each student will be responsible for their own work, and will have completed two in-class assignments by the end of the semester (40 points total). The mid-term exam will consist of 20 multiple choice and 5 essay questions (40 points). The final exam will consist of 30 multiple choice and 10 essay questions (100 points). The mid-term will be focused on the first half of the semester, while the final will cover the entire semester.

50% of the class grade is based on the final exam, 20% on the mid-term, 20% on the in-class assignments, and 10% on in-class participation (during those times you are not the in-class discussion leader) and attendance.

When grading the reviews, the in-class assignments, and essay questions on the mid-term and final, the following criteria are used:

- "A" Grade assignment:
    - Well-structured and organized
    - Presents arguments and ideas that are relevant to the topic
    - Has critically evaluated the article/topic
    - Few spelling and grammatical mistakes
    - Use of the active voice where possible
    - Relevant quotations are used and explained
    - Appropriate use of the style guide and citations in the text
    - Has a strong conclusion

- "B" Grade assignment:
    - Good organization and structure
    - Limited interpretation
    - The relevance of quotations is not clearly explained or understood

- - o   Arguments are limited or not very convincingly presented
    - o   Generally good use of the style guide and grammatical presentation

- "C" Grade assignment:
    - o   Mostly descriptive, poorly argued, or flawed interpretation
    - o   Not well organized
    - o   Unnecessary use of technical language or jargon
    - o   Some "fluff," irrelevant, or redundant information
    - o   Excessive use of the passive voice
    - o   Overly lengthy quotations with little or no interpretation
    - o   Inconsistent use of the style guide

- "D" Grade assignment:
    - o   Writer clearly does not understand or has not prepared the material
    - o   Irrelevant, rambling discussions and overlong quotations
    - o   Poor grammar and use of style guide
    - o   Argumentative or dogmatic style

Supplemental Information:

How to Write an Article Review (from: http://adminwww.flinders.edu.au/cas/article.html)

Before you start any assignment you need to be clear in your own mind about your audience. Your writing should be considerate of that audience. Article reviews and annotated bibliographies are written to provide others, fellow students or staff, with information about current literature in a particular field of study. In these exercises, you will be making decisions about what your readers need to know and want to know about the article under review or the listed literature. You should assume your readers have not read the material you are discussing and that their only knowledge of it comes from your review or annotations. You may need to improve your grasp of the subject area under review before you attempt your assignment. Make sure that you understand exactly what your lecturer requires in terms of length and presentation.

Article review

If you think about film or book reviews you have read, you will recall that they begin with an overview or summary and go on to offer an opinion (or critique) about the film or book. The summary contains the main points of the piece in your own words; the critique states whether the author has done what he or she set out to do, and perhaps whether or not the work is an important contribution to the field.

Summary

- The summary is an objective report of what the article says. Avoid discussion or interpretation of the issues raised.

- Give a brief overview of what the article is about, and what the author wanted to achieve.

- Summarize the main points in the article, using the author's order of presentation.

- Make some observations about the author's style. What approach has the author used? Is it based on a particular theory, a debate considering different points of view, or a personal impression? For research-based articles, consider the methods used.

- Write a final paragraph about the conclusions drawn by the author (findings for a research-based article) and the significance that the author places on them.

- The summary should be no more than half the total length of your article review.

Critique

The critique is an informed evaluation of a piece of writing. You are expected to express opinions and to support them with appropriate references. In fact this process of explaining your opinions helps you to understand the text more fully.

Each review is different. Consider the context in which you have read the article. Pose some questions about the subject and relate them to your reading. The following questions are offered as starting points. Not all will suit the requirements of your review and you may choose to work out more relevant questions for your subject area.

Try to make your presentation as interesting as possible for your audience.

- Is the article easy to understand? For whom is it written - the general reader, or experts in the field? Is it clear and well set out?

- Are there any underlying or hidden assumptions? Do these weaken or strengthen the argument or findings?

- Does the evidence stand up to examination? Give reasons for your judgements and back them up with references.

- Is there a weak link in the overall chain of reasoning or procedure? For example, is the writer making wide generalisations from only a few limited examples? Was the sample size appropriate for the method used?

- Would the same results be obtained if the study were replicated? Do you know of other supporting evidence for and against the conclusions?

- Can you think of other ways of 'testing' the writer's findings? Are other theories or more appropriate methods involved in these?

- Is the main argument or hypothesis a new idea, or does it go over ground covered in other work on the same subject? Who else supports it?

- What is the relevance of the findings in the article? What problems in society or your area of study will be helped or solved by applying this understanding? Who can best implement the findings, and how, when and where?

- Does the article provide a useful introduction or new/useful information?

Course Schedule

Week	Date	Theme	Topic	Reading List	In-Class Reviews
1	Aug-23	Introduction - Course Overview			
2	Aug-30	Politics	Origins of Preservation	1	**TBD**
3	Sep-6		Definitions and Agendas	2	**TBD**
4	Sep-13		Different Approaches	3	**TBD**
5	Sep-20	Legislation	International Law	4	**TBD**
6	Sep-27		Federal Laws: NHPA, etc.	5	**TBD**
7	Oct-4		State Laws: CEQA, etc.	6	**TBD**
8	Oct-11	**MID-TERM EXAM**			
9	Oct-18	Process	Regulatory "Triggers"	7	**TBD**
10	Oct-25		The 106/CEQA Processes	8	**TBD**
11	Nov-1		Tribal Consultation	9	**TBD**
12	Nov-8	Practice	Evaluating Significance	10	**TBD**
13	Nov-15		Negotiation and Compromise	11	**TBD**
14	Nov-22		The Future of Preservation	12	**TBD**
15	Nov-29	**NO CLASS - Thanksgiving**			
16	Dec-6	**FINAL EXAM**			

- Week 1: Introduction and Overview of Course
- Week 2: The Origins of Preservation.
    - Readings:
        - Readings List 1 on Canvas
        - King 2013: Chapter 1
    - In-Class Review/Discussion #1: Tonkin 2011
    - In-Class Review/Discussion #2: Selicato 2016
- Week 3: Definitions and Agendas.
    - Readings:
        - Readings List 2 on Canvas
        - Mauch Messenger and Smith 2010: Chapters 17, 18, 20, and 21
    - In-Class Review/Discussion #3: Bell 2013
    - In-Class Review/Discussion #4: Perring and van der Linde 2013
- Week 4: Different Approaches.
    - Readings:
        - Readings List 3 on Canvas
        - Mauch Messenger and Smith 2010: Chapters 2, 3, and 5-11
    - In-Class Review/Discussion #5: Green 2011
    - In-Class Review/Discussion #6: McIntosh & Prentice 1999
- Week 5: International Law.
    - Readings:
        - Readings List 4 on Canvas
        - Mauch Messenger and Smith 2010: Chapters 1, 4, 12, 13, 16, and 19
    - In-Class Review/Discussion #7: Aikawa 2004
    - In-Class Review/Discussion #8: LLC 2009
- Week 6: US Federal Laws.

- o Readings:
  - ▪ Readings List 5 on Canvas
  - ▪ King 2013: Chapters 2 and 3
  - ▪ Mauch Messenger and Smith 2010: Chapters 14 and 15
- o In-Class Review/Discussion #9: Moratto 2011
- o In-Class Review/Discussion #10: Kaldenberg 2011
- Week 7: State and Local Laws.
  - o Readings:
    - ▪ Readings List 6 on Canvas
  - o In-Class Review/Discussion #11: Crook 1992
  - o In-Class Review/Discussion #12: FSCC n.d.
- Week 8: Mid-Term Exam.
- Week 9: Regulatory "Triggers"
  - o Readings:
    - ▪ Readings List 7 on Canvas
    - ▪ King 2013: Chapter 4
  - o In-Class Review/Discussion #13: Trimble and Boyce 2011
  - o In-Class Review/Discussion #14: Bearden 2012
- Week 10: The 106/CEQA Processes
  - o Readings:
    - ▪ Readings List 8 on Canvas
    - ▪ King 2013: Chapters 5 and 6
  - o In-Class Review/Discussion #15: Parker 2016
  - o In-Class Review/Discussion #16: CPRC 5097
- Week 11: Tribal Consultation.
  - o Readings:
    - ▪ Readings List 9 on Canvas
  - o In-Class Review/Discussion #17: McNally 2011
  - o In-Class Review/Discussion #18: Schute et al. 2015
- Week 12: Evaluating Significance.
  - o Readings:
    - ▪ Readings List 10 on Canvas
  - o In-Class Review/Discussion #19: Lipe 2009
  - o In-Class Review/Discussion #20: Willow 2011
- Week 13: Negotiation and Compromise.
  - o Readings:
    - ▪ Readings List 11 on Canvas
    - ▪ King 2013: Chapters 7 through 9
  - o In-Class Review/Discussion #21: Nissley 2011
  - o In-Class Review/Discussion #22: ACHP n.d.
- Week 14: The Future of CRM.
  - o Readings:
    - ▪ Readings List 12 on Canvas
  - o In-Class Review/Discussion #23: King 2003
  - o In-Class Review/Discussion #24: Sebastian 2009
- Week 15: No Class - Thanksgiving
- Week 16: Final Exam

University Policies

There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement. See [Important Policies and Procedures for Students.](#)

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [How to Add a Class](#) has step-by-step instructions has step-by-step instructions. [Registration Information](#) lists important deadlines and penalties for adding and dropping classes.

Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU's policy on [Disability Access for Students.](#)

Emergency Evacuation (Optional/suggested statement)

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (i.e. assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Academic Integrity

Students should be familiar with the University's [Cheating and Plagiarism Policy](#). Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and the University's policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Additional Resources (Optional/suggested statements)

Writing Support

The SSU Learning and Academic Resource Center (LARK), located at Schulz 1103, helps SSU students become better writers and produce better written documents. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the [Learning and Academic Resource Center (LARK) Homepage](#) for more information on how to schedule time with a Writing Center tutor.

Counseling and Psychological Services (CAPS)

CAPS is a unit of the division of Student Affairs of Sonoma State University. CAPS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or well-being. The CAPS website provides information only. If you would like to talk with someone or make an appointment, please call (707) 664-2153 between 8 a.m. – 5:00 p.m., Monday-Friday during the academic year.

Hyperlink URL's

1. Syllabus Policy - http://www.sonoma.edu/policies/syllabus-policy

2. GE/SSU Studies Categories: http://www.sonoma.edu/academics/schools-departments

3. Catalog: http://www.sonoma.edu/academics/catalog

4. Research Help Hours: http://library.sonoma.edu/about/hours/detailed

5. Research Guides: http://libguides.sonoma.edu/?b=s

6. Subject Librarians: http://library.sonoma.edu/research/subjectlibrarians

7. Information for Distance Learners: http://library.sonoma.edu/services/distancelearners

8. SSU's Online Services Portal: https://login.sonoma.edu/

9. Sonoma State University Homepage: https://www.sonoma.edu/

10. SSU Canvas Support Center: https://lms.sonoma.edu/

11. Information Technology (IT): http://it.sonoma.edu/get-started

12. Getting Started with Canvas: https://lms.sonoma.edu/get-started-canvas?

13. Student FAQs: https://lms.sonoma.edu/canvas-students/student-faqs

14. Canvas Student Overview Video: https://community.canvaslms.com/videos/1124-canvas-overview-students

15. How to Get Started with Canvas (Students): https://docs.google.com/document/d/1N5J_tGKhLabVNtbNznzImMJfbTTibZreTaoxqicIoXU/edit

16. Canvas Community Student Video Guides: https://community.canvaslms.com/community/answers/guides/video-guide#jive_content_id_Students

17. Canvas Student Written Guides: https://community.canvaslms.com/docs/DOC-10701

18. Download Plugins: http://accessibility.sonoma.edu/plugins

19. Canvas Community: https://community.canvaslms.com/community/answers/guides

20. Instructor Guides: https://community.canvaslms.com/docs/DOC-10460

21. Student Guides: https://community.canvaslms.com/docs/DOC-10701

22. Video Guides: https://community.canvaslms.com/community/answers/guides/video-guide

23. IT Get Started, Students: http://it.sonoma.edu/get-started/students

24. Important Policies and Procedures for Students: http://www.sonoma.edu/policies

25. How to Add a Class: http://web.sonoma.edu/registration/addclasses

26. Registration Information: http://web.sonoma.edu/registration/

27. Disability Access for Students: http://www.sonoma.edu/policies/disability-access-students

28. Cheating and Plagiarism Policy: http://www.sonoma.edu/policies/cheating-and-plagiarism

29. Learning and Academic Resource Center: http://web.sonoma.edu/writingcenter/

30. Counseling and Psychological Services: http://web.sonoma.edu/counselingctr/

Sonoma State University

ANTH 592: Practicum in National Register of Historic Places

Spring 2021

Instructor:	John W. Murphey
Office Location:	Online (Zoom) or phone
Telephone:	707-583-7819
Email:	murpheyj@sonoma.edu
Office Hours:	Tuesdays, 3:45 p.m. to 4:45 p.m., by appointment
Class Days/Time:	Tuesdays, 5:00 p.m. to 6:50 p.m.
Classroom:	Synchronous Online

Course Description

Evaluating built-environment resources within their historic contexts forms the foundation of contemporary historic preservation practice. Students will learn methods of identification, recordation, and evaluation of historic buildings and built-environment features. Classes will cover building form, construction techniques, and regional architectural styles. The course will provide an overview of the National Register of Historic Places criteria as it relates to the built environment. Through lectures, readings, assignments, and cumulative projects, students will learn how to perform survey fieldwork, prepare architectural descriptions, undertake archival research, apply National Register criteria, and prepare a nomination. The coursework culminates in a completed National Register of Historic Places nomination.

Course Goals and Learning Objectives

At the end of the course, students will be able to:

- Demonstrate knowledge of basic building construction techniques
- Demonstrate knowledge of primary design principles
- Identify and interpret regional architectural styles
- Plan and conduct architectural field surveys
- Perform and organize primary source research
- Identify and apply historic contexts

- Prepare architectural and site descriptions
- Prepare historical overviews
- Apply National Register of Historic Places criteria
- Complete a National Register of Historic Places nomination

Required Texts

McAlester, Virginia Savage. *A Field Guide to American Houses: The Definitive Guide to Identifying and Understandings America's Domestic Architecture*. New York: Alfred A. Knopf, 2013. [This expanded edition is preferred].

Sprinkle, John H. *Crafting Preservation Criteria: The National Register of Historic and American Historic Preservation*. New York: Routledge, 2014.

These books are available for purchase online through the SSU Bookstore. Please purchase before the second class.

Recommended Texts

McMorrough, Julia. *The Architecture Reference & Specification Book: Everything Architects Need to Know Every Day* (2nd Edition). Beverly, Mass: Rockport Publishers, 2018. [This is a helpful book to understand buildings from a systems and architectural standards perspective].

Complete List of Sources for Course Readings

Carter, Thomas, and Elizabeth Collins Cromley. *Invitation to Vernacular Architecture: A Guide to the Study of Ordinary Buildings and Landscapes.* Knoxville: University of Tennessee Press, 2005.

Ching, Francis D.K. *Architecture: Form, Space, and Order*. 2nd ed. New York: John Wiley & Sons, Inc.: 1996.

Goldhagen, Sarah Williams. *Welcome to Your World: How the Built Environment Shapes Our Lives*. Reprint ed. New York: Harper Paperbacks, 2020.

Harrison, Henry S. *Houses: The Illustrated Guide to Construction, Design and Systems*. Chicago: National Association of Realtors, 1973.

Kyvig, David E., and Myron A. Marty. *Nearby History: Exploring the Past Around You*. 2nd ed. New York: Altamira Press, 2000.

Lammers, Jonathan. "Research, Tips & Links." Handout. No date. Revised by John W. Murphey, 2021.

Lucas, Ray. *Research Methods for Architecture*. London: Laurence King Publishing, 2016.

National Park Service. *National Register Bulletin 15: How to Apply the National Register Criteria for Evaluation*. Washington, D.C.: National Park Service, 1990, rev. 1991, 1995, 1997.

_____. *National Register Bulletin 16a: Guidelines for Completing National Register of Historic Places Forms, Part A: How to Complete the National Register Registration Form*. Washington, D.C.: National Park Service, 1977, rev. 1986, 1991, 1997

Nelson, Marie. "Writing Historic Contexts." Handout. Office of Historic Preservation. No date.

Singley, Paulette. *How to Read Architecture: An Introduction to Interpreting the Built Environment*. New York: Routledge, 2019.

Sonoma County Historical Records and Sonoma County Landmarks Commission. "Researching the History of Your Sonoma County Building." Pamphlet, 2004.

Tyler, Normal, Ted J. Ligibel, and Ilene R. Tyler. 2nd ed*. Historic Preservation: An Introduction to its History, Principles, and Practice*. New York: W. W. Norton & Company, 2009.

Other Readings

Other recommended texts and handouts will be made available on Canvas course page throughout the semester.

Equipment for Fieldwork

Most useful for class assignments

Digital SLR or smartphone camera

25' scale tape measure (fractional scale, preferred)

Compass (can use the one included with your smartphone)

UTM or Lat/Long finder (can use the one included with your smartphone)

Notepaper

Sketching paper

8.5x11 quadrille ruled (aka graph) paper – (5 to 8 squares per inch, preferred)

Sketching pencil(s) (any weight between 3H and 6B)

Optional

100' open reel fiberglass measuring tape

"Dressmakers" measuring tape

Laser scanner measuring device

Architectural scale ruler

Dropping and Adding

Students should be aware of the current deadlines and penalties for adding and dropping classes. Information on add/drops is available at http://www.sonoma.edu/registration/.

Classes Begin	Drop with a W (Online) and Petition to Add (fee applies)	Petition Required to Withdraw from a Course Starts	Instruction Ends
January 21	February 6	February 20	May 14

Course Structure

The course is a practicum in which students apply learned skills.

It is structured on progressive readings and assignments that lead to the final cumulative project — a built-environment National Register Places nomination prepared by each student.

Students are expected to read, critique, and provide commentary on the work of their peers. The classroom environment will be one of mutual support and assistance.

Course Requirements

The assignments support the lectures and readings and, ultimately, the final cumulative project. They will involve demonstrating skills of observation, architectural and site description, primary source research, and application of National Register criteria. The grade awarded for each assignment will reflect the student's application of the principles, and their comments on the same exercise prepared by group members. Written assignments are to be uploaded to Canvas by 11:59 p.m. on the Monday before the class

Assignments (55% of course grade)

1. Two Views – 5 points (due February 1)
2. "No Judgment" Building Description – 5 points (due February 15)
3. Report on Your Field Survey – 10 points (due March 1)
4. Find this Style – 10 points (due March 8)
5. Identify and Organize Research Materials – 15 points (due March 15)
6. Identify Context(s) – 10 points (due March 29)

Culminating Projects (45% of course grade)

1. Draft Section 7 of National Register nomination – 15 points (due April 5)
2. Draft Section 8 of National Register nomination – 15 points (due April 19)
3. Final National Register nomination and presentation – 15 points (presentations, May 4 and 11; final project due May 11).

Grading Policy

A 100-94 points	B- 83-80 points	D+ 69-67 points
A- 93-90 points	C+ 79-77 points	D 66-64 points
B+ 89-87 points	C 76-74 points	D- 63-60 points
B 86-84 points	C- 73-70 points	F 59 or less points

Grades will be rounded up or down to the nearest whole number (e.g., 89.6% will move up to 90%; 73.4% will move down to 73%). Canvas accepts assignments after the due date; however, one letter grade will be deducted each day the work is late. An assignment submitted after the due date will be graded as follows:

Initial Grade	Submittal Date	Final Grade
A	Up to one day late	B
A	Two days late	C
A	Three days late	D

Course Obligations

ANTH 592 is a graduate practicum course in a professional program.

There are standards of conduct expected that, in addition to your performance on graded assignments, are part of professional competence and practice.

The expectation is that all students will learn the basic principles of built-environment recordation and prepare a National Register of Historic Places nomination. Students will demonstrate this knowledge during the course through assignments and cumulative projects.

Course productivity is dependent on the active participation, contribution, and cooperation of all students.

Most class activities will require students to work in a team, in which they will be expected to complete their assignments and critique their peer's work. Therefore, attendance and participation are crucial for getting the most out of the course.

Academic integrity

Cheating and plagiarism is a serious violation of academic integrity and the ethos of cultural resources management.

"Sonoma State University [is] pro-active in dealing with issues of cheating and plagiarism. Faculty members are encouraged to discuss with students academic ethics and the formulation of one's own intellectual material. It is also the policy of Sonoma State University to impose sanctions on students who cheat or plagiarize. Students are expected to be honest in meeting

the requirements of courses in which they are enrolled. Cheating or plagiarism is dishonest, undermines the necessary trust upon which relations between students and faculty are based, and is unacceptable conduct. Students who engage in cheating or plagiarism will be subject to academic sanctions, including a lowered or failing grade in a course; and the possibility of an additional administrative sanction, including probation, suspension, or expulsion."

For more information, go to:
https://www.sonoma.edu/policies/cheating-and-plagiarism

SSU Writing Center

The SSU Writing Center assists students and faculty in becoming better writers. In response to the COVID-19 pandemic, the SSU Writing Center is currently providing student support services remotely via Zoom and other online platforms.

For more information, go to:
https://web.sonoma.edu/writingcenter/info/contact.html

Campus Policy on Disability Access for Students

Representing Sonoma State University, I am committed to creating a learning environment that meets its diverse student body needs. If you anticipate or experience any barriers to learning in this class, please feel free to discuss your concerns with me. You can find additional support at the Disability Services for Students at (707)-664-2677 or disability.services@sonoma.edu.

For more information, go to: dss.sonoma.edu

Anticipated Course Schedule (subject to change)

Week	Topic	Readings/Assignment
Week 1 (January 26)	**Orientation, Introductions, Course Overview** **The Built Environment**	Readings to be Discussed in Class: ▪ Goldhagen, "The Next Environmental Revolution," 1-8. (Canvas) Assignment Due Next Week: Two Views
Week 2 (February 2)	**Building Anatomy I** **Form, Shape, and Order**	Readings to be Discussed in Class: ▪ Kyvig and Marty, "Landscapes and Buildings," 165-180. (Canvas)

		▪ McAlester, *A Field Guide to American Houses* 22-33. ▪ Ching, *Architecture: Form, Space, and Order, selected pages*. (Canvas) Assignment Due Next Week: N/A
Week 3 (February 9)	**Building Anatomy II** **Structure, Material, and Style**	Readings to be Discussed in Class: ▪ McAlester, *A Field Guide to American Houses*, 34-56. ▪ Harrison, "Basic Construction," 182-198. (Canvas) Assignment Due Next Week: "No Judgment" Building Description
Week 4 (February 16)	**National Register Introduction**	Readings to be Discussed in Class: ▪ Tyler and Ligibel, "Designation of Historic Properties," 135-150. (Canvas) ▪ Sprinkle, *Crafting Preservation Criteria,* 6-25; 68-86. Assignment Due Next Week: Start reading National Park Service, *Bulletin 16A,* and continue throughout semester
Week 5 (February 23)	**Survey and Fieldwork**	Readings to be Discussed in Class: ▪ Carter and Cromley, "Architectural Investigations," 19-45. (Canvas) ▪ Lucas, "Preparing for Fieldwork," 69-79. (Canvas) Assignment Due Next Week: Report on Your Field Survey
Week 6 (March 2)	**Regional Historical Styles**	Readings to be Discussed in Class: ▪ McAlester, *A Field Guide to American Houses,* single chapters assigned to groups. Assignment Due Next Week: Find this Style

Week 7 (March 9)	**Historical Research**	Readings to be Discussed in Class:
		    ▪ Sonoma County, "Researching the History of Your Sonoma County Building." (Online)
		    ▪ Jonathan Lammers, "Research Tips and Links." (Canvas)
		
		Assignment Due Next Week:
		Identify and Organize Material

Week 8 (March 16)	**Historic Contexts**	Readings to be Discussed in Class:
		    ▪ National Park Service, *National Register Bulletin 15*, 7-10. (Online)
		    ▪ Marie Nelson, "Writing Historic Contexts." (Online)
		
		Assignment for Week 10:
		Identify a Context(s)

Week 9 (March 23)	**No Class – Spring Break**	**No Assignments**
Week 10 (March 30)	**Architectural and Site Description**	Readings to be Discussed in Class: ▪ Handout to be provided by instructor. (Canvas) Assignment Due Next Week: Draft Section 7 of nomination

Week 11 (April 6)	**National Register Criteria I**	Readings to be Discussed in Class:
		    ▪ National Park Service, *National Register Bulletin 15*, 11-20; 25-43. (Online)
		    ▪ Handout to be provided by instructor. (Canvas)
		
		Assignment Due Next Week:
		N/A

Week 12 (April 13)	**National Register Criteria II**
	
	Completing the Nomination I
		Readings to be Discussed in Class:
		    ▪ National Park Service, *National Register Bulletin 15*, 44-49.
		    ▪ Sprinkle, *Crafting Preservation Criteria*, 45-67.
		
		Assignment Due Next Week:
		Draft Section 8 of nomination

Week 13 (April 20)	**Completing the Nomination II** *Assistance Workshop*	Readings to be Discussed in Class: ▪ National Park Service, *Bulletin 16A.* Assignment Due Next Week: N/A
Week 14 (April 27)	**Other Resources**	Readings to be Discussed in Class: ▪ Handout to be provided by instructor. (Canvas) Assignment Due Next Week: N/A
Week 15 (May 4)	**Final Project Presentations I**	Readings to be Discussed in Class: N/A Assignment Due Next Week: N/A
Week 16 (May 11)	**Final Project Presentations II**	Readings to be Discussed in Class: N/A Assignment Due Next Week: N/A

History 472, California History I, Fall 2019

Instructor:	Dr. Jolly
Instructor Email:	jolly@sonoma.edu
Office Location:	Stevenson 2070M (inside the History Department)
Office Hours:	Mondays, 12-1; Thursdays 12-1:30; Fridays 12:15-12:45; and by appointment
Class Days/Times:	Friday, 1-4:40
Classroom Location:	International Hall 201A

Course Description:
This course explores important themes and topics in the history of California from the first settlement to the early part of the 20th century. We will pay attention to the ways in which native Californians and later immigrants organized their societies and relationships to the land and environment, adapted in response to contact with outsiders, integrated with distant nation states, and structured relations of power in an increasingly diverse society. In addition, we will try to understand ways in which stories of California's past have been contested, romanticized, and retold over time.

Required Texts/Readings:

The following books are available at the campus bookstore. You are welcome to purchase (or rent) them online if you prefer. You may be able to access them through the SSU library (locally or through CSU+).

- Kent Lightfoot, *Indians, Missionaries, and Merchants: The Legacy of Colonial Encounters on the California Frontiers* (2006).

- Gordon Chang, *Ghosts of Gold Mountain: The Epic Story of the Chinese who Built the Transcontinental Railroad* (2019).

- David Igler, *Industrial Cowboys: Miller & Lux and the Transformation of the Far West, 1850-1920* (2001).

- ADDITIONAL READINGS: Many of the required readings for this course will be available on Canvas. You may wish to print them and make a reader (think of the cost as about the same as an additional book or two). If you read them online, you are responsible for being sure you have electronic versions available to you in class.

Course Goals and Student Learning Objectives:

The Department of History has the following goals for all history students:

Analyze and use primary and secondary sources.
Students learn to differentiate between primary and secondary sources and to evaluate the reliability of such sources.

Understand historical debate and controversies.
Students learn to understand diverse interpretations and to examine different sides of historical debates.

Gain an understanding of historiography in given region and time period.
Students learn to understand the ways historians in given regions and time periods have approached history and how the field has changed as new evidence is uncovered and re-examined.

Understand how to use evidence in writing research papers.
Students learn to use leading historical journals, texts, and primary sources to examine the ways historians build arguments from evidence. Students in the history program also learn to use proper citations.

Productive skills: writing and oral expression.
Students hone their writing and speaking skills and learn to articulate an argument regarding key historical events.

Specifically, upon successful completion of History 472, students will be able to:
✓ Use primary source documents to make historical arguments about the history California through 1920.
✓ Construct written and oral arguments using primary sources to take a position in historical debates in California history.
✓ Compare and contrast the arguments of historians regarding aspects of California history.
✓ Assess the quality of historical interpretations at museums, state parks, or other public history sites.
✓ Present both written and oral arguments about the topics outlined above.

Classroom Policies and Expectations:

You will get the most out of this class if you:
➢ **Come to class**: Since this is primarily a discussion-based course, the success of the class, both for you and for your classmates, depends on your being present and prepared.
➢ **Keep up with the reading:** As you read, look for the author's arguments, main ideas, and evidence, rather than focusing on facts and dates. Think about how the different readings agree, disagree, and/or present different aspects of a particular topic.
➢ **Ask questions:** Readings, assignments, and lectures are all designed to encourage you to think about history in ways that are probably new to you. If you have questions, so does a classmate. Be the brave one who speaks up! You are also most welcome to ask questions in office hours or by email.

Classroom Courtesy: Please respect your classmates' right to learn without being unduly distracted by others.

Disability Access for Students:

➢ If you are a student with a disability and you think you may require accommodations, please register with the campus office of Disability Services for Students (DSS), located in Salazar Hall – Room 1049, Phone: (707) 664-2677, TTY/TDD: (707) 664-2958. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before any accommodation can be made.

➢ If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (i.e. assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Dropping/Adding: You are responsible for dropping this class if you choose not to take it. Students should be aware of the current deadlines and penalties for adding and dropping classes. Information on add/drops are available at http://www.sonoma.edu/ar/registration/addclasses.shtml .

Late Papers:

➢ Reading Responses will NOT be accepted late except under unusual and extreme circumstances (e.g. you were in the hospital). If you are not able to attend class, you may email a reading response to show it was done on time, but you must then turn in a hard copy by the next class meeting.

➢ Other assignments may be turned in late, but I will deduct 1/3 grade (e.g. A to A-) per day that the assignment is late. The penalty may be waived in case of documented illness or accident.

Working Together/Academic Integrity:

➢ As students, you are part of a community of scholars interested in history and in the topic of this course. Your ideas necessarily will develop in conversation with other students and with the scholars whose work you read. I encourage you to talk about course readings and discuss your ideas for papers with each other.

➢ However, your written work should be entirely your own, and the work you turn in must be done originally and exclusively for this class. Using either the ideas or the words of another (a student, a writer, a website) as if they were your own, without proper acknowledgement and references is a form of theft and a serious academic offense. Examples of inappropriate use of material include:

- Using someone else's ideas without giving them credit.
- Copying someone else's paper or letting them write it for you.
- Copying material word for word (even just a few words) from the book, website, or lecture without using quotation marks and giving a citation.
- Using material from a book, website, or lecture where you have changed a few of the words without giving a citation.

➢ **If you are not sure what plagiarism is, please discuss it with me.** A first offense will result in a failing grade for the assignment. A second offense will result in a failing grade for the course and may involve additional administrative action. If you are ever afraid you cannot do well on an assignment without cheating, please see me!

Students should know that the University's Cheating and Plagiarism policy is available at
https://www.sonoma.edu/policies/cheating-and-plagiarism
➢ Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and the University's policy, require you to be honest in all your academic course work.

Writing Center: Located on the first floor of the library, the Writing Center helps SSU students, faculty, and staff members become better writers and produce better written documents.
http://www.sonoma.edu/programs/writingcenter/default.html

Course Assignments, in brief

Assignment	Value	Description
Participation	25%	In this once-a-week class (on Friday afternoon!), our class sessions will focus largely on discussion and exercises working with the readings and historical sources. Consequently, a substantial portion of your grade depends on your being present and actively participating in these activities. You may miss one class without penalty; **however, the classes on October 18 and December 6 are mandatory**. In these classes, we will be completing **in-class synthesis exercises**, which will make up a large part of your participation grade.
Reading Responses	20%	Reading responses are designed to help you get a handle on reading for argument and evidence. They ask you to "write to think," through free writing. Due weekly. You may miss one (out of 13 possible) without penalty.
Personal Field Trip	20%	For this assignment, you will be required to visit one historical site or museum in California (pertinent to California history prior to 1920), write a brief analysis of your visit, and create a poster to present your conclusions to the class.
Culminating Project (in stages)	35%	There are two options for the final project in this class: either a research-focused project OR a curriculum-development project. Undergraduates may choose to do either project. • The research project involves writing three 5-6 page papers, using a limited number of primary documents and secondary sources, on a variety of topics and time periods. Grading is weighted toward improvement over time. The purpose of the assignment is to provide students with practice in making scholarly arguments about history—in dialogue with other scholars and grounded in primary source evidence. Graduate students MUST complete the research project. • The curriculum project entails designing a unit for designated K-12 audience on some aspect of California history before 1920. You will submit a proposal and an interim report on the research you have done on your topic to prepare you to create this curriculum. The final product will include an introductory essay, unit and lesson plans, and a bibliography. Note: The purpose of the curriculum project is not to teach you how to design lesson plans but to challenge you to think about how to convey the complexities of history to an audience of non-historians in a non-traditional format.

Class Schedule

Reading and assignments are due at the dates and times listed below. The schedule is subject to change with fair notice, which may be given in class or in an email to your SSU email account. Please be sure to check your Sonoma email regularly. <u>It is important that you bring the books & articles assigned to class (either in paper or electronic form)!</u>

Date/Theme	Reading Due Today	Assignments Due Today/This Week
8/23 Introduction	None	None
8/30 Pre-Contact Economies and Environments	Natale Zappia, "The Interior World: Trading and Raiding in Native California, 1700-1863," (Ph.D. Diss: UC Santa Cruz, 208), chs. 1&2. Lynn H. Gamble, "The Chumash, Pomo, and Patwin," *The Chumash World at European Contact: Power, Trade, and Feasting Among Complex Hunter-Gatherers* (UC Press, 2011). Kent Lightfoot & Otis Parrish, Excerpt from *California Indians and Their Environment* (UC Press, 2009).	**Reading Response #1**: In what key ways does each of these three authors challenge traditional American understandings of Native Californians and even ideas about California itself? What are some ways these authors highlight that groups like the Paiutes, Yokuts, Chumash, Mojaves, Pomos, Patwins, Cahuillas, and others organized their economies and manipulated the environment where they lived?
9/6 The Interior World and Colonial Expectations	Natale Zappia, "The Interior World: Trading and Raiding in Native California, 1700-1863," (Ph.D. Diss: UC Santa Cruz, 208), chs. 3 - end. Patricia Seed, "American Pentimento: An Introduction," in *American Pentimento: The Invention of Indians and the Pursuit of Riches* (University of Minnesota Press, 2001).	**Reading Response #2**: Zappia offers a story that up-ends the traditional story of Spanish and American relations with Native Americans during their respective conquests of California. What does Zappia say was key to this different experience? Meanwhile, Seed also challenges some traditional views of colonialism in the Americas. What do you think are the implications of her argument for the history of California? Do you see any evidence of this in Zappia's account? **DUE Monday, 9/9** **Curriculum Project Proposal** **Research Paper Mini-Proposal #1**
9/13 Spanish Colonial Systems	Kent G. Lightfoot, *Indians, Missionaries, and Merchants*, Preface and Chapters 1 - 4.	**Reading Response #3:** Today's readings introduce us to Spanish colonial systems in California and to Native American

	Barbara L. Voss, "Colonial Institutions," *The Archaeology of Ethnogenesis: Race & Sexuality in Colonial San Francisco,* (UC Press, 2008). **AND one of the following as assigned:** Barbara L. Voss, "Who Lived at El Presidio San Francisco?" *The Archaeology of Ethnogenesis: Race & Sexuality in Colonial San Francisco,* (UC Press, 2008). Michael J. Gonzalez, "The Child of the Wilderness Weeps for the Father of Our Country: The Indian and the Politics of Church ad State in Provincial California," in *Contested Eden: California before the Gold Rush* (UC Press, 1997). William David Estrada, "Cultural and Historical Origins," *The Los Angeles Plaza: Sacred and Contested Space* (University of Texas Press, 2008). Richard Steven Street, "In the Nets of Heaven: The Campesino on the Spanish Frontier," in *Beasts of the Field* (Stanford University Press, 2004).	responses to them. What do the authors you read describe as 'the Spanish" goals and systems for colonizing California (do different authors say different things about this?)? What conflicts or problems did they encounter? How did Native Californians both adapt to and resist colonization? And how did colonization change the colonizers themselves?
9/20 Comparing Colonialisms	Kent G. Lightfoot, *Indians, Missionaries, and Merchants*, chs. 5-9. Glenn J. Farris, "Recognizing Indian Folk History as Real History: A Fort Ross Example," *American Indian Quarterly*, 13:4 (1989): 471-480. Diane Spencer-Hancock et al., "Notes to the 1817 Treaty between the Russian-American Company and Kashaya Pomo Indians," *California History,* 59:4 (Winter 1980/81): 306-313.	**Reading Response #4:** How were relations between Native Americans and Europeans (and other Native Americans) similar and different between Spanish Missions and Russian settlements? What conclusions does Lightfoot draw about these colonial encounters in California? What additional lessons might you draw based on the two Kashaya readings?

9/27 Spanish/Mexican California & the Patriarchal Family Economy	Louise Pubols, *The Father of All: The De La Guerra Family, Power, and Patriarchy in Mexican California* (Huntington Library & UC Press, 2010), Introduction and chapters 1-2. Antonia Castaneda, "Engendering the History of Alta California, 1769-1848: Gender, Sexuality, and the Family," *California History*, 76:2/3 (1997): 230-259. Erika Perez, "Forging (and Forcing) Intimate Bonds through Compadrazgo, 1769-1848," *Colonial Intimacies: Interethnic Kinship, Sexuality, and Marriage in Southern California, 1769-1885* (University of Oklahoma Press, 2018).	**Reading Response #5:** How does Pubols define the concept of "patriarchy"? What is the argument of her book, and how does it hinge on this definition? By contrast, what is Castaneda's definition of "patriarchy" (see p. 232), and how does that definition affect her argument? Finally, how does Perez' view of compadrazgo as a tool of colonization intersect (or conflict) with Pubols and Castaneda's arguments? **DUE Monday, 9/30** **Research Paper Deadline #1**
10/4 Foreigners & their Discontents	Louise Pubols, The Father of All, ch. 3. Doyce B. Nunis, Jr., "Alta California's Trojan Horse: Foreign Immigration," California History, 76:2/3 (1997): 299-330. John R. Brumgardt and William David Putney, "San Salvador: New Mexican Settlement in Alta California," *Southern California Quarterly*, 59:4 (1977): 353-364. Ashley Riley Sousa, "'An Influential Squaw': Intermarriage and Community in Central California, 1839-1851," *Ethnohistory*, 62:4 (2015): 707-727. Richard Henry Dana, Jr., Excerpt from *Two Years Before the Mast: A personal Narrative of Life at Sea* (1840).	**Reading Response #6:** Compare and contrast the arguments in Pubols, ch. 3 and Doyce Nunis's article. Why does Nunis describe foreign immigration as Alta California's "Trojan horse"? Would Pubols agree? Why, or why not? Why do you think they come to different conclusions? What additional insights do the other two articles offer on the subject of immigration and intermarriage in early 19th century California?

10/11 Mexican Independence & Secularization	Louise Pubols, *The Father of All*, ch. 4-5. Lisbeth Haas, Excerpt from *Saints and Citizens: Indigenous Histories of Colonial Missions and Mexican California* (UC Press, 2014). Maria Raquel Casas, Excerpt from *Married to a Daughter of the Land*: *Spanish-Mexican Women and Interethnic Marriage in California, 1820-1880* (University of Nevada Press, 2007).	**Reading Response #7:** What does Pubols mean by the flaw inherent in the patriarchal family economy? How do the chapters by Haas and Casas broaden that flaw beyond what Pubols describes to include Native Americans and women? What new ideas motivated all these people to pose challenges to the traditional patriarchal system, and why?
10/18 U.S.-Mexico War and Transition to American Rule	Louise Pubols, *The Father of All*, ch. 6-end. Linda Heidenreich, "The Colonial North: Histories of Women and Violence from before the U.S. Invasion," *Aztlan*, 30:1 (2005): 23-54. Lisbeth Haas, "War in California," *Contested Eden: California before the Gold Rush* (UC Press, 1997). **AND one of the following as assigned:** John F. Yurtinis, "Images of Early California: Mormon Battalion Soldiers' Reflections during the War with Mexico," *Southern California Quarterly*, 63:1 (1981): 23-43. Richard W. Amero, "The Mexican-American War in Baja California," *Journal of San Diego History*, 30:1 (1984): 49-64. Andrew C. Isenberg and Thomas Richards, Jr., "Alternative Wests: Rethinking Manifest Destiny," Pacific Historical Review, 86:1 (2017):4-17.	**Reading Response #8:** According to these authors, what kinds of changes did the American conquest bring, and how did Californio/as resist and/or adapt to these changes? **IN-CLASS Synthesis Exercise**

	AND brief readings in preparation for synthesis exercise (TBA)	
10/25 The World of the California Gold Rush	Gordon Chang, *Ghosts of Gold Mountain: The Epic Story of the Chinese who Built the Transcontinental Railroad* (2019), introduction and chs. 1-2. Elizabeth Sinn, excerpt from *Pacific Crossing: California Gold, Chinese Migration, and the Making of Hong Kong* (Hong Kong UP, 2013). **AND one of the following as assigned:** Michael J. Gonzalez, "'My Brother's Keeper': Mexicans and the Hunt for Prosperity in California, 1848-2000," in *Riches for All: The California Gold Rush and the World*, edited by Kenneth N. Owens (University of Nebraska Press, 2002). Daniel Cornford, "We All Live More Like Brutes than Humans": Labor and Capital in the Gold Rush, *California History,* 77:4 (1998/99): 78-104. Gerald D. Nash, "A Veritable Revolution: The Global Economic Significance of the California Gold Rush," *California History*, 77:4 (1998/99): 276-292. Richard Steven Street, "To the Highest Bidder: Native Field Hands and Gold Rush Agriculture," in *Beasts of the Field* (Stanford University Press, 2004), ch. 6. A. C. W. Bethel, "The Golden Skein: California's Gold-Rush Transportation Network," *California History*, 77:4 (1998/99): 250-275.	**Reading Response #9** Taken together, today's readings offer both challenges to and more complex readings of traditional narratives of the California Gold Rush. Based on the particular articles you read, why did people leave home to come to California? What attractions did gold-rush California have? What have you learned about the social and economic worlds of California (and Californians) during the gold rush?

| 11/1
American Law and Government in mid-19th century California | Tamara Venit Shelton, "'A more loyal, union-loving people can nowhere be found': Squatters' Rights, Secession Anxiety, and the 1861 'Settlers' War' in San Jose," *Western Historical Quarterly*, 41:4 (2010), 473-494.

Stacey L. Smith, "Emancipating California: California's Unfree Labor Systems in the Crucible of the Civil War," in *Freedom's Frontier: California and the Struggle over Unfree Labor, Emancipation, and Reconstruction* (University of North Carolina Press, 2013).

Benjamin Madley, "Understanding Genocide in California Under United States Rule, 1848-1873," *Western Historical Quarterly*, 47 (2016): 449-461.

Shirley Ann Wilson Moore, "'We Feel the Want of Protection': The Politics of Law and Race in California, 1848-1878," *California History*, 81:3/4 (2003): 96-125.

Donna C. Schuele, "'None could deny the eloquence of this lady': Women, Law, and Government in California, 1850-1890," *California History*, 81:3/4 (2003): 169-198.

Andrew C. Isenberg, "The Alchemy of Hydraulic Mining: Technology, Law, and Resource-Intensive Industrialization," in *Mining California: An Ecological History* (Hill and Wang, 2005). | **Reading Response #10**
In the first decades of American rule in California – during the rapid growth and development of the gold rush and the economic challenges that followed – Californians struggled to find their legal and economic footing. Questions about land (who would own it), resources (who had rights to them, how could they be extracted), labor (who controlled it), race, and gender led to conflict that sometimes played out through the courts and sometimes through violence. Today's articles explore these issues. For your reading response, make a chart with six boxes (one for each article). For each one:
*what was Californians' principle concern discussed in this article?
*what kinds of conflicts or key issues arose around this issue?
*who was involved in contesting this issue, and why?
*what were the outcomes?
*what did you find most striking about this particular article?

DUE Monday, 11/4
Research Paper Deadline #2 |
| 11/8
Railroads | Chang, *Ghosts of Gold Mountain*, ch. 3 – end. | **Reading Response #11**
In the context of the work we've been doing over the last two weeks, write about Chang's argument and his portrayal of the transcontinental railroad from the perspective of |

		Chinese laborers. What impressions do you have of the railroad? Of the Chinese immigrants? Of this part of California's history? How does this story fit with other developments/conflicts taking place in California at the same time and through the late 19th century? **DUE Monday, 11/11** **Curriculum Content Report**
11/15 Land, Labor, and Community	David Igler, *Industrial Cowboys,* introduction and chs. 1-3. Richard Steven Street, "Bought Like Any Other Commodity: Chinese Bosses and Gang Labor," in *Beasts of the Field* (Stanford University Press, 2004). **AND one of the following as assigned:** John Panter, "Central California Colony: Marvel of the Desert," *Fresno: Past and Present,* 36:2 (1994): 1-22. Lonnie G. Bunch, III, "Allensworth: The Life, Death, and Rebirth (??) of an All-Black Community, *The Californians* (Nov/Dec 1987): 26-33. Richard J. Orsi, excerpt from *Sunset Limited: The Southern Pacific Railroad and the Development of the American West, 1850-1930* (UC Press, 2005). David Vaught, "Baseball and the Transformation of Rural California," in *The Farmer's Game: Baseball in Rural America* (Johns Hopkins University Press, 2013). Kevin Nelson, "Enter the Professionals," in *The Golden Game:*	**Reading Response #12:** How does Igler characterize California development in the late 19th century? What kind of development does he focus on, and what elements were necessary to its growth? How do the other articles you read fit the development Igler describes – or complicate the picture he paints of late 19th century California? **DUE Monday, 11/18** **Research Paper Deadline #3**

	The Story of California Baseball (2004).	
11/22 Water, Marketing, and Growth	Igler, chs. 4 – end. Norris Hundley, excerpt from *The Great Thirst: Californians and Water, A History* (UC Press, 2001). **AND one of the following:** William J. Bauer, Jr., "The Giant and the Waterbaby: Paiute Oral Traditions and the Owens Valley Water Wars," *Boom: A Journal of California,* 2:4 (2012): 104-117. Richard S. Street, "Marketing California Crops at the Turn of the Century," *Southern California Quarterly*, 61:3 (1979): 239-253. James Tejani, "Dredging the Future: The Destruction of Coastal Estuaries and the Creation of Metropolitan Los Angeles, 1858-1913," *Southern California Quarterly*, 96:1 (2014): 5-39. Richard Steven Street, "Tattered Shirts and Ragged Pants: Accommodation, Protest, and the Coarse Culture of California Wheat Harvesters and Threshers," *Pacific Historical Review*, 67:4 (1998): 573-608. Richard J. Orsi, "Railroads and the Urban Environment: Sacramento's Story," in *River City and Valley Life: An Environmental History of the Sacramento Region,* edited by Christopher J. Castaneda and Lee M.A. Simpson (University of Pittsburg Press, 2013).	**Reading Response #13:** In his conclusion, Igler writes: "Wealth and power remained with those who could engineer the landscape and temporarily elude the environmental and social consequences." How did Miller and Lux do this? How did the cities of Los Angeles and San Francisco do it? How does the third article you read today support or complicate this argument?

11/29 **Thanksgiving Holiday**	No reading	No assignment – please note upcoming assignments
12/6 Progressivism and Turn-of-the-Century California	**Read ONE of the following short sets of reading:** **Group A:** Phoebe Kropp, "The Road," in *California Vieja: Culture and Memory in a Modern American Place* (UC Press, 2008). **Group B:** Erika Lee, Excerpt from *At America's Gates: Chinese Immigration During the Exclusion Era, 1882 – 1943*. Erika Lee and Judy Yung, "El Norte," in *Angel Island: Immigrant Gateway to America* (Oxford UP, 2010). **Group C:** William Deverell, "Let us Agitate and Agitate: Progressives and the Railroad," in *Railroad Crossing: Californians and the Railroad, 1850-1910* (UC Press, 1994). Gayle Gullett, "Women Progressives and the Politics of Americanization in California, 1915-1920," *Pacific Historical Review*, 64:1 (1995): 71-94. **Group D:** Susan Englander, "'We Want the Ballot for Very Different Reasons': Clubwomen, Union Women, and the Internal Politics of the Suffrage Movement, 1896-1911," in *California Women and Politics: From the Gold Rush to the Great Depression* (University of Nebraska Press, 2011). Gayle Gullett, "Women Progressives and the Politics of Americanization in California, 1915-1920," *Pacific*	**IN-CLASS Synthesis Exercise #2** Preparation TBA **DUE today** **Personal Field Trip Poster & Worksheet**

	Historical Review, 64:1 (1995): 71-94. **Group E:** Natlie Molina, "Caught between Discourses of Disease, Health, and Nation: Public Health Attitudes toward Japanese and Mexican Laborers in Progressive Era Los Angeles," in *Fit to Be Citizens: Public Health in Los Angeles, 1879-1939* (UC Press, 2006). Eiichiro Azuma, "Japanese Immigrant Farmers and the California Alien Land Laws: A Study of the Walnut Grove Japanese Community," *California History,* 73:1 (1994): 14-29.	
12/13 **Finals Week** **Class will not meet**		**DUE on Canvas** **Research Paper Deadline #4** **OR** **Curriculum Project Final Portfolio**