



INTRODUCTION TO CULTURAL RESOURCE MANAGEMENT

ANTHRO 230-001 ·

2251 College Ave, Berkeley, CA 94720; Room 101

UNIVERSITY OF CALIFORNIA, BERKELEY · DEPARTMENT OF ANTHROPOLOGY

Spring 2018 Course Syllabus

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Lecture: Tues 11:10AM—11:59AM

Office Hours: Tues and Thurs 8:00—9:30 AM or by appointment

What is this course about?

Most archaeologists in the United States work in the cultural resource management (CRM) industry. ANTHRO 230 is an attempt to fill the yawning gap between college education and the CRM industry. An increasing number of universities and colleges are starting to offer CRM overview or introductory courses and there are even a few CRM graduate programs, but a large number of archaeology students continue to graduate without any understanding of the CRM industry. This class will introduce students of all levels to the CRM industry with the hope that it will help further the careers of the cultural resource management practitioners of tomorrow.

Why is this course important?

You might have heard of CRM but did you know:

- The CRM industry in the United States generates more than a billion dollars each year. This compares with academic

archaeology, which operates with an estimated \$17 million in grant funding.

- There are between 10,000 and 7,000 CRM archaeologists in the United States.
- At the local level, historic preservation in the United States by 59 SHPOs, 176 THPOs, and 1,971 certified local governments—each of which has its own unique regulations, requirements, and objectives.
- The rise of heritage tourism and increased compliance with international heritage regulations is seen as the future of CRM as American and European CRM companies expand their practices abroad.
- Despite these trends, there are very few CRM-specific college degrees offered in the United States and Canada.

What you should know by the end of this course?

- The basics of Federal, State, Tribal, and Local historic preservation laws.
- What goes into the creation of a Request for Proposals (RFP).
- The basics of CRM budgeting.

- How CRM projects affect descendant communities.
- What CRM companies are looking for in new employees.
- Technical writing basics for CRM reporting.

What are the course policies?

- Readings form the core of our class discussions and activities. Please come prepared. I expect you to participate.
- Attendance is optional but you will not do well without attending lectures or group activity meetings.
- Restrict cell phone use to course-related activities. For emergencies, please take your phone outside.
- Late assignments will receive up to 50% of allotted points. Assignments cannot be turned in more than two (2) weeks late except for the final group project.
- I am a fan of respect and will do my very best to show you all respect. There may be times when, in discussion, you might disagree with me or the other students. This is okay. We are always free to disagree with others but I expect you to remain respectful in this class.
- Follow the directions on all assignments and be a good partner in all group activities.



About the Instructor: For as long as he can remember, Bill White has always wanted to become an archaeologist. His professional archaeology career began in 2004 when he started working in cultural resource management. More recently, Bill's work has focused on community-based public archaeology with an emphasis on African American history and the racialization process. His current research interests include heritage conservation, historic preservation law and practice, cultural landscapes, and digital humanities.

Are there any required texts?

Yes. You will have to purchase three books. I will provide additional course readings as PDF documents that you can access on the class bCourses site.

Required Texts

Black, Stephen L. and Kevin Jolly

2003 *Archeology by Design*. AltaMira Press, Walnut Creek, CA.

King, Thomas F.

2012 *Cultural Resource Law and Practice*. Fourth Edition. AltaMira Press, Walnut Creek.

Neumann, Thomas W., Robert M, Sandford, and Karen G. Harry

2010 *Cultural Resources Archaeology: An Introduction*. Second Edition. AltaMira Press, Walnut Creek.

Notification of Objectionable Materials:

Some portions of the course content may be considered unsettling by some students, but such materials and subjects are important for the learning process. Students are not excused from interacting with such materials, but they are certainly encouraged to express well-formed opinions that express those objections and their reasons for them. These potentially objectionable subjects in this class include, but are not limited to: *human skeletal remains, ethnocentrism, slavery, race and racism, narratives of violent or discriminatory events, and unethical experiences in the workplace*. Please tell me in advance if you will have difficulties addressing any of these topics.

How will you be graded?

<i>ASSIGNMENT</i>	<i>POINTS</i>	<i>ASSIGNMENT TYPE</i>	<i>YOUR SCORE</i>	<i>DUE DATES</i>
Discussion	100	Individual		5/5/2018
Statement of Qualifications/ CV	50	Individual		1/16/2018
Literature Review	50	Individual		3/6/2018
Regulatory Context/ Research Design	50	Group		2/20/2018
Plan of Work	50	Group		3/20/2018
Budget	50	Group		4/17/2018
Final RFP	50	Group		5/1/2018
TOTAL	400		Your total points ÷ 400 = Your grade	

How is this class structured?

This course is divided into two sections: 1) CRM Ethics, Law, and Practice, and 2) CRM Business Management.

Section 1: CRM Ethics, Law, and Practice— Content in the first 8 weeks of class will provide an overview of historic preservation law, the rise of the cultural resource management industry in the United States, and how CRM is practiced. You will get an overview of the laws, policies, and regulations that govern the CRM industry and how those laws articulate with the general public.

Section 2: CRM Business Management— The second half of class will focus on CRM business mechanics. You will learn how cultural resource management businesses land contracts, budget for projects, allocate labor, and generate revenue.

The final product for this class is a mock request for proposals (RFP) for a hypothetical University of California, Berkeley student housing building. You will be graded based on your performance on individual and group assignments:

What type of assignments are there in this class?

Your grade will be based on your performance on individual and group assignments:

1) Individual Assignments—You will be asked to prepare a one-page statement of qualifications and a 10-source literature review for the proposed project area. Also, you will be asked to lead at least one discussion throughout the semester. In the first class of the semester, you will have an opportunity to sign up to lead that week’s discussion. There will be at least two discussion

leaders each week, so it is in your best interest to collaborate with your partner for that week in order to come up with discussion questions/topics/themes.

2) Group Project— You will work with your classmates to produce a Request for Proposals (RFP) for an Area of Potential Effect (APE) for a hypothetical University of California, Berkeley student housing projects. Depending upon class enrollment, two groups of students will attempt to “land” the project by competing against the other group.

Your RFP will have five parts—1) a Statement of Qualifications for each group member, 2) a comprehensive literature review, 3) a regulatory context/research design, 4) a Plan of Work, and 5) a budget. These parts will all be combined into a final RFP draft. Once the final document has been created, each group will give a short presentation on their approach, cost estimate, and qualifications.

This project simulates the methods cultural resource management companies do to land contracts. It will also provide insight into the working parts of a cultural resource management project.

***Reading and assignment schedule** (Dates and topics subject to change)

* Readings are essential to your success in this class. Please complete each week's readings by the start of class each Tuesday					
WEEK	DATE	TOPIC	READINGS	DISCUSSION LEADER	ASSIGNMENTS
Part I: CRM Ethics, Law, and Practice					
1	1/22/2019	What is Cultural Resource Management	None	Instructor	
2	1/29/2019	Professional Qualifications and Ethics	Register of Professional Archaeologists website (http://rpanet.org/); Secretary of Interior's Professional Standards (https://www.nps.gov/history/local-law/arch_stnds_9.htm); Colwell-Chanthaphonh, Chip and T. J. Ferguson (2004), Virtue Ethics and the Practice of History: Native Americans and Archaeologists along the San Pedro Valley of Arizona. <i>Journal of Social Archaeology</i> 4(1):5-27.; King (2008) CRLP, Chapter 1; Smith and Burke (2003) "In the Spirit of the Code." Pgs. 177—197 <i>Indigenous Archaeologies: A Reader on Decolonization</i> . Margaret M. Bruchac, Sioban M. Hart, and H. Martin Wobst, editors; Wylie (2003) Chapter 1: On Ethics. <i>Ethical Issues in Archaeology</i> , AltaMira Press; Wylie (2005) Ethic of Stewardship. In <i>Beyond Ethics: Anthropological Moralities on the Boundaries of the Public and the Professional</i> , edited by Lynn Meskell and Peter Pells, Berg Press, London.		APE Site Visit; Curriculum Vitae (CV) due
3	2/5/2019	History of Historic Preservation Laws in the United States	King (2008) CRLP, Chapter 2; Antiquities Act of 1906 (www.cr.nps.gov/local-law/FHPL_AntiAct.pdf); 1935 Historic Sites Act (https://www.nps.gov/history/local-law/hsact35.htm); National Historic Preservation Act of 1966, as amended (<a 410="" 87="" 917="" 938"="" data-label="Page-Footer" href="https://www.achp.gov/sites/default/files/2018-</td> <td></td> <td></td> </tr> </tbody> </table> </div> <div data-bbox="> <p>ANTHRO 230 Cultural Resource Management, Fall 2017</p> 		

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WEEK	DATE	TOPIC	READINGS	DISCUSSION LEADER	ASSIGNMENTS
			06/nhpa.pdf); National Environmental Policy Act (https://www.usbr.gov/gp/nepa/cip/nepa.pdf); Neumann et al. 2010 chapter 1; Miller 2008		
4	2/12/2019	CRM Research Design	Black and Jolly (2003) <i>Archaeology by Design</i> . AltaMira, Walnut Creek, CA.		
5	2/19/2019	State Historic Preservation Offices and Certified Local Governments	Miller 2008; Neumann et al. (2010) <i>Cultural Resources Archaeology</i> , Chapter 2, pp. 27-55; Gregonis and Hardy (2004) "The Evolution and Continuing Roles of the State Historic Preservation Offices in the Four-Corners States" in <i>From Campus to Corporation</i> , pp. 25-28; Sebastian (2009) "Deciding What Matters: Archaeology, Eligibility, and Significance" in <i>Archaeology and Cultural Resource Management</i> , pp. 91-114. Edited by Lynne Sebastian and William D. Lipe. School for Advanced Research Press, Santa Fe.		
6	2/26/2019	The Section 106 Process, the National Register of Historic Places and the Advisory Council	King (2008) <i>Cultural Resource Laws and Practice</i> , Chapter 3, pp. 87-107; National Register Bulletin 15 (1997) <i>How to Apply the National Register Criteria for Evaluation</i> (https://www.nps.gov/nr/publications/bulletins/pdfs/nrb16a.pdf)		Regulatory Context/ Research Design due
7	3/5/2019	Indigenous Archaeology and NAGPRA	Watkins 2001 <i>Indigenous Archaeology: American Indian Values and Scientific Practice</i> , Chapter 2; the Native American Graves Protection and Repatriation Act (www.cr.nps.gov/local-law/FHPL_NAGPRA.pdf); King (2008) <i>Cultural Resource Laws and Practice</i> , Chapter 6, pp. 251-286, Appendices 5, pp. 397-404		
8	3/12/2019	Literature Review	Read the readings for your group's literature review		
Part II: CRM Business Management					

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WEEK	DATE	TOPIC	READINGS	DISCUSSION LEADER	ASSIGNMENTS
9	3/19/2019	CRM as a Business	Altschul and Patterson (2010) Trends in Employment and Training. <i>Voices in American Archaeology</i> , Pgs. 291—316, Wendy Ashmore, Dorothy T. Lippert, and Barbara J. Mills, editors. Society for American Archaeology Press, Washington, D.C.; Dolle (2004) Digging for Dollars. <i>From Campus to Corporation: The Emergence of Contract Archaeology in the Southwestern United States</i> . Heidi Roberts, Richard V.N. Ahlstrom, and Barbara Roth, editors. Society for American Archaeology Press, Washington, D.C.; Dolle and Phillips (2005) CRM's Rapid Transformation. <i>Southwest Archaeology in the Twentieth Century</i> , University of Utah Press, Salt Lake City; Green and Doershuk 1998 Cultural Resource Management in American Archaeology. <i>Journal of Archaeological Research</i> 6(2):121-167		Literature Review due
10	3/26/2019		SPRING BREAK		
11	4/2/2019	Preservation archeology and international CRM	Sprinkle (2003) "Uncertain Destiny: The Changing Role of Archaeology in Historic Preservation" <i>A Richer Heritage</i> , pp. 253-278. University of North Carolina Press, Chapel Hill; Center for Desert Archaeology website: http://www.cdarc.org/ ; "World Heritage: Shield or Target?" (http://www.getty.edu/conservation/publications_resources/newsletters/16_2/feature.html) ; ICOMOS website: www.icomos.org (review in particular "About ICOMOS", "Charters and Other Doctrinal Texts", "ICOMOS and UNESCO World Heritage", and "Documentation Centre"); Tung (2001): Chapter 8—"Preservation and Social Conscious"		

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WEEK	DATE	TOPIC	READINGS	DISCUSSION LEADER	ASSIGNMENTS
12	4/9/2019	Professionalism	Little and Zimmerman (2010) In the Public Interest. <i>Voices in American Archaeology</i> , Pgs. 291—316, Wendy Ashmore, Dorothy T. Lippert, and Barbara J. Mills, editors. Society for American Archaeology Press, Washington, D.C.; Mackey, Jr., Doug (2009) "Is the Same Old Thing Good Enough for the 21st Century?: Keeping CRM Archaeology Relevant in a New Millennium." In <i>Archaeology and Cultural Resource Management: Visions for the Future</i> , School for Advanced Research Press, Santa Fe, NM. Pgs. 195–222; Sonderman (2004) What do you do with the collections? In <i>Our Collective Responsibility: The Ethics and Practice of Archaeological Collections Stewardship</i> , S. T. Childs, ed., pp. 107-120. Washington, DC: Society for American Archaeology.		Plan of Work Due
13	4/16/2019	CRM contracting and marketing	Dorochoff (2007) Chapter 2—4. <i>Negotiation Basics for Cultural Resource Managers</i> , LeftCoast Press, Walnut Creek; Neumann and Sanford (2001) <i>Practicing Archaeology</i> , Chapter 3, pp. 55-85; Proposals and Contracts; Whittlesey and Reid (2004) "Money for Nothing: Ethical Issues in Contemporary Cultural Resource Management" in <i>From Campus to Corporation</i> , pp. 114-125.		
14	4/23/2019	CRM health and safety; project overhead	Simpson (1999) The Mysteries of Billable Hours, Overhead, and Contracts, pp. 1-5 (https://acra-crm.org/resources/Documents/5-6%20Dec%20099.pdf); McGimsey (2004) – Overhead for the Underclear, in <i>CRM on CRM</i> , pp. 122-123. Arkansas Archaeological Survey Research Series 61, Little Rock; Bellantoni (2002) "Ticked Off: Lyme Disease and Archaeologists" <i>Dangerous Places: Health, Safety, and</i>		

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WEEK	DATE	TOPIC	READINGS	DISCUSSION LEADER	ASSIGNMENTS
			<i>Archaeology</i> , pgs. 3—10; Garman (2002) "A Final Forewarning: Practical Steps to Providing Archaeologists with Safe Working Environments" <i>Dangerous Places: Health, Safety and Archaeology</i> , Pgs. 221—234.; Hardesty (2003) <i>Safety and the Ethics of Archaeological Fieldwork</i> . Pgs. 201—212. <i>Ethical Issues in Archaeology</i> , Larry J. Zimmerman, Karen D. Vitelli, and Julie Hollowell-Zimmer, editors. AltaMira Press, Lanham.		
15	4/30/2019	Community-Based Research: The Future of CRM?	Atalay, Sonia (2012) <i>Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities</i> . Chapters 3—5; Atalay, Sonia, Lee Rains Clauss, Randall H. McGuire, and John R. Welch (2014) "Transforming Archaeology." In <i>Transforming Archaeology: Activist Practices and Prospects</i> . Pgs. 7—28. Left Coast Press, Walnut Creek, CA.		Project Budget Due
16	5/7/2019		RRR Week		
17	5/14/2019				Final RFP Due

University of California, Berkeley Course Policies

Safe Spaces

Lecture and group project meetings are open spaces for the discussion of topics that some may find controversial or sensitive. Active participation is both encouraged and expected. Please contribute to the discussion, ask questions, and feel free to disagree with your instructor, fellow students, and any of the course content in a respectful manner. The university takes threatening and/or disruptive behavior very seriously. Please see the appropriate sections of the Berkeley Campus Student Code of Student Conduct for discussions of threatening and disruptive behavior (http://sa.berkeley.edu/sites/default/files/UCB-Code-of-Conduct-new%20Jan2012_0.pdf)

If you are concerned about the behavior of those in this class, you can view the many Safe Spaces for Students options offered by Cal Berkeley (<http://diversity.berkeley.edu/community-support-spaces-and-resources/services-and-safe-spaces-students>) or those offered by the Berkeley Office for the Prevention of Harassment and Discrimination (<https://ophd.berkeley.edu/>)

Academic Integrity

(<http://teaching.berkeley.edu/statements-course-policies#academic>)

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all of your assignments you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. If you are not clear about the expectations for completing an assignment or taking a test or

examination, be sure to seek clarification from your instructor beforehand. Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it.

Cheating: Anyone caught cheating on a quiz or exam will receive a failing grade and will also be reported to the University Office of Student Conduct. Except for the final project in this class, please do your own work on writing assignments, quizzes, and exams in order to guarantee that you are not suspected of cheating. Make sure the documents you upload to bCourses were created by you on your own computer at an IP address associated with you.

Plagiarism/Self-plagiarism: You must be original in composing the writing assignments in this class. To copy text or ideas from another source (including your own previously, or concurrently, submitted course work) without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism, self-plagiarism, and how to avoid it, see, for example: <http://www.lib.berkeley.edu/instruct/guides/citations.html#Plagiarism> Here's what I have to do if you're caught plagiarizing <http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html>

Turnitin: UC Berkeley's honor code states "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." As a tool to promote academic integrity in this course, written work submitted via bCourses may be checked for originality using Turnitin. Turnitin compares student work to a database of

books, journal articles, websites, and other student papers. This creates an opportunity for students to improve their academic writing skills, by ensuring that other sources have been properly cited and attributed. For more information about Turnitin at UC Berkeley, visit: <http://ets.berkeley.edu/academic-integrity>

Letters of Accommodation: I am dedicated to making this course available and passible to any student, regardless of disability. If you need accommodation to help with any of my assignments, please request a Letter of Accommodation from the university (<http://dsp.berkeley.edu/students/returning-students/letters-accomodation>).

Accommodation of Religious Creed: I respect all religious beliefs. If any of my assignments conflict with a religious event, please tell me in advance so we can make arrangements (<http://sa.berkeley.edu/uga/religion>).

Scheduling Conflicts: Life happens. I know. If you have a conflict with any of the assignments in class, please notify me BEFORE you need to miss class or an assignment. We can work something out.

Technology Disclaimer: This is not an online class but you will not be able to easily access course materials without: internet access (WiFi, Ethernet, 4G service) and a computer (PC or Mac), a tablet (Microsoft Surface, iPad, Samsung Galaxy Tab), and/or a smartphone (iPhone, Galaxy, whatever else there is in the world). If you've already got this stuff, you're golden. Please talk to me ASAP if you don't already have access to one of these devices and internet/4G reception.

Likewise, this course heavily uses its bCourses site. There, you will find your readings, submit your written assignments, access quizzes, and collaborate with classmates on your group project. I will do my best to make sure the website is working, but please tell me if anything

on the website does not work. Also, glitches with the website are not excuses for you to not complete course assignments. Back up any problems with an email with your assignment attached. I will help walk you through any problems but you still need to do the work.

The Department of Anthropology at the University of California, Berkeley

The anthropology department at Berkeley is [one of the top three anthropology programs in the world](#). Your school is at the cutting edge when it comes to archaeology, sociocultural anthropology, and biological anthropology. See what's going on in anthro: <http://anthropology.berkeley.edu/news>.

