
This introductory course is designed to prepare students for a career in cultural resource management in federal and state agencies as well as the private sector. Most professional anthropologists, especially archaeologists, working today are employed in the field of cultural resources management (CRM). Anthropologists and Historians working in CRM conduct historical research, archaeological surveys, testing, excavations, and analysis of archaeological and historic sites. Additionally they work with modern communities and the relationships that those communities and groups have with their cultural and natural environments. CRM practitioners also focus on the preservation, management, and interpretation of these cultural resources for the education and enrichment of the public.

Instructor: Tom Flanigan
Office: Graduate student office next to classroom
Office Phone: (801) 999-2162
Cell Phone (801) 597-7303- please text if necessary
Email: Canvas through Course Page
Office hours: 1-2pm on Thursdays, and by appointment.

Required Texts (other readings may be assigned and uploaded to CANVAS).

Hardesty D.L., and B.J. Little

Neumann, T.W., and R.M. Sanford

Requirements & Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Vitae Assignment</td>
<td>20</td>
<td>92-100% =A</td>
</tr>
<tr>
<td>Federal and Pvt. Job search</td>
<td>20</td>
<td>90-91% =A-</td>
</tr>
<tr>
<td>Midterm exam #1</td>
<td>100</td>
<td>88-89% =B+</td>
</tr>
<tr>
<td>Midterm exam #2</td>
<td>100</td>
<td>82-87% =B</td>
</tr>
<tr>
<td>Historic Building Form Project</td>
<td>50</td>
<td>80-81% =B-</td>
</tr>
<tr>
<td>Interpretation Training Due</td>
<td>50</td>
<td>78-79% =C+</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td>72-77% =C</td>
</tr>
<tr>
<td>Classroom participation/attendance</td>
<td>80</td>
<td>70-71% =C-</td>
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<tr>
<td>Quizes</td>
<td>50</td>
<td>60-69% =D</td>
</tr>
<tr>
<td>Graduate Student Project (ANTH 6345)</td>
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<tr>
<td>Total:</td>
<td></td>
<td>ANTH 4345= 570 points/ ANTH 6345= 670 points</td>
</tr>
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Class Schedule: Readings indicated in the syllabus are to be read prior to that class.


Reading:
Neuman, T. and R. Sanford

King, T., and P. Hickman

Burillo, R.


Reading:
Gifford-Gonzalez, D.
2017 “Graduate CRM Internships: Necessary Experience and Regional Complexities”, in The SAA Archaeological Record Vol.17(2) pp.17-22 -Uploaded to Canvas.

Yu, P. et al.

Neusius, S.
Week 3 (Jan. 25th): **Part I - CRM Laws and Regulations:** Discussion of CRM legislation, Executive Orders, and regulations. **Part II - Preparing the Project Background.** Pre-field research, formulating expectations and appropriate research designs. Class I, II, and III cultural resource inventories.

**Reading:**

King, T., and P. Hickman  

Neuman, T. and R. Sanford  

Chapter 4 (pp. 95-118): “Preparing the Project Background”, in *Practicing Archaeology: An Introduction to Cultural Resources Management Archaeology (Second Edition).* Alta Mira Press, New York.

Week 4 (Feb 1st): **Fieldwork (Part 1).** Turn in CV and Job Packet. What information is gathered in the field? Utah State Site Form.

**Reading:**

Neuman, T. and R. Sanford  

Hardesty D.L., and B.J. Little  
2009 Chapter 1 and 2 (pp. 3-68) “[Introduction] and [Determining National Register Eligibility]” in *Assessing Site Significance* Second Edition. Alta Mira Press, New York.

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**Reading:**
Hardesty D.L., and B.J. Little

Rood, R. and K. Kintz
2016 “Perspectives from the Intermountain West and the Great Basin”, in *The National Preservation Act: Past, Present, and Future*, edited by Kimball M. Banks and Ann M. Scott, pp. 198-212. @ 2016 Taylor & Francis. All rights reserved.

Yoder, D.
2014 “Interpreting the 50 Year Rule”, in *Advances in Archaeological Practice* 2(4), pp. 324–337

Week 6 (Feb 15th): **Midterm #1 First Half of Class- Bring Blue Book.** Then Movie- “Who Owns The Past”.

Week 7 (Feb 22nd): **Field Trip** to Utah State Historic Preservation Office and State Archives. Meet at 2:30pm at the Rio Grande Building- 300 South Rio Grande Street. Park in lot on north side of Building. **Discuss Historic Building Project.**

**Reading:** TBD


**Reading:**
Hardesty D.L., and B.J. Little


Orser, C.
Week 9 (March 8th): **Prehistoric Sites.** Site descriptions, artifact descriptions, appropriate terminology, problems with ad hoc site function assessments. Artifact Illustration. Mapping, GPS, and GIS. Lecture and group exercise.

**Reading:**
Grayson, D.


**Project: Online Interpretation Training: Certificate due on April 19th.**

**Reading:**
Jameson, J.

Zimmerman, L.
2003 “Recognizing our Audiences”, in *Presenting the Past* (pp. 7-14). Alta Mira Press.

Week 11 (March 22nd): **Spring Break**

Week 12 (March 29th): **Midterm #2, then Film: Part 3&4 “African Burial Ground”**.

**Reading:**
Frohne, A.

Mack, M.

Mack, M. and M. Blakey
ANTH 4345 and ANTH 6345. Thursdays 2-5pm, Stewart BLDG. Room 208

Transcending Boundaries, Transforming the Discipline: African Diaspora Archaeologies in the New Millennium (2004), pp. 10-17

Week 13 (April 5th): Historic Site Form Due. Data Recovery Projects. International CRM. Film “Alexandria: Cleopatra’s Lost City”.

Reading:
Neuman, T. and R. Sanford
2010 Chapter 6 (6.1-6.2.3/ 6.3-6.5): “Phase II Process: Testing and Evaluation”

Week 14 (April 12th): Community values, traditional cultural properties (TCP), Native American Sacred Sites and Native American consultation, managing anthropogenic landscapes, assessing potential effect related to wildfire and prescribed burns. Film: Bears Ears.

Reading:
Butler
2006 “Historicizing Indigenous Knowledge”, in Traditional Ecological Knowledge and Natural Resource Management, University of Nebraska Press. -Uploaded to Canvas.

King, T.

Menzies and Butler
2006 “Understanding Ecological Knowledge”, in Traditional Ecological Knowledge and Natural Resource Management, University of Nebraska Press. -Uploaded to Canvas.

Snyder, G. (Optional)
1990 Chapter 2 (pp. 27-51) The Place, The Region, and the Commons. in The Practice of the Wild. Counterpoint, Berkeley. -Uploaded to Canvas.
Week 15 (April 19th): Turn in *Interpretation Training* certificate. Where do we go from here? The future of CRM. Review for Final Exam/ Take home Final Exam. Graduate Student Presentation - Bears Ears Discussion. Turn in Final Exam by 5:00pm on April 26th.

**Reading:**

Lipe, W.

McManamon, F. P.

Schlanger, S., et al.

(Left blank for formatting)
ANTH 4345 and ANTH 6345. Thursdays 2-5pm, Stewart BLDG. Room 208

Department and University Policies

ADA Statement: The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Wellness Statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness (www.wellness.utah.edu; 801-581-7776).

Student Code: (Policy 6-400) All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (regulations.utah.edu/academics/6-400.php). Students have specific rights in the classroom as detailed in S. II of the Code. The Code also specifies standards of behavior (S. III) and academic conduct (S. V). ""Students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating" (S. VB). According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee.

Incomplete Policy: An "I" will only be given for work not completed because of circumstances beyond the student’s control, providing the student is passing the course and needs to complete 20% or less of the work. Valid reasons for an "I" grade include: (a) An illness (documented by a medical statement) that precludes the ability of the student to perform; (b) an accident or situation that prevents the student from physically being present (documentation may be required); (c) Extreme emotional or other mental circumstances that are severe enough to interfere with a student's normal academic performance. If you do receive an "I", do not register for the course again. You must complete the required work in the time agreed by you and the instructor. If the work is not completed within one year, the grade will change to an "E". Faculty will not accept additional work to change the grade after that one-year period. If a student has a problem with the course, please deal with it immediately. It is the student's responsibility to contact instructors and submit necessary forms.

Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.