**Upper-division Writing Requirement Review Form (12/1/08)**

### I. General Education Review – Upper-division Writing Requirement

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<tr>
<th>Dept/Program</th>
<th>Anth</th>
<th>Course #</th>
<th>451</th>
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<tbody>
<tr>
<td>Course(s) Title</td>
<td>Cultural Resource Management</td>
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### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

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<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Douglas MacDonald</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td><a href="mailto:douglas.macdonald@mso.umt.edu">douglas.macdonald@mso.umt.edu</a></td>
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<tr>
<td>Program Chair</td>
<td>John Douglas</td>
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### III Overview of the Course Purpose/Description

ANTH 451 will provide students with a full understanding of the world of cultural resource management (CRM). Students will learn the pertinent laws, agencies, and procedures of CRM. What are cultural resources? What does it mean to manage them...why do we need to? In the end, students will have a strong understanding on what it takes to be a cultural resource manager and will have enough information to determine if this is a potential career option.

### IV Learning Outcomes: Explain how each of the following learning outcomes will be achieved.

**Student learning outcomes:**
- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
  (see [http://www.lib.umt.edu/informationliteracy/](http://www.lib.umt.edu/informationliteracy/))
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline

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The term paper will be the major avenue toward teaching students to conduct proper research methods. Students will use the theoretical perspectives from class (or another from outside class) to interpret a major archaeological issue or site. Students will have to conduct outside research from online databases and research materials at the library. This research will culminate in a major paper and class presentation (see paper assignment attached).

Students will learn an assortment of cultural resource laws which they will have to incorporate into their semester assignments, including their major paper and presentation, as well as in class exams and take home essays. The laws include the National Historic Preservation Act, the Department of Transportation Act, the National Environmental Policy Act, the Archaeological Resource Protection Act, among others. Students will engage in law interpretation to real-world case studies.

Students will be required to learn and understand the major laws of cultural resource management and use appropriate terms and jargon specific to the laws and the business of CRM. In class discussions, exams, papers and take home assignments will all require that students use appropriate CRM terms, essential in their future careers in CRM.

Students will prepare a major term paper and a take-home essay which will be submitted for review and revision after editing by Professor MacDonald.

Students will prepare a paper (125 points) and present it to class at the end of the semester. In their term paper, students will synthesize all data regarding cultural resource management for an assigned state into a 15-20 page paper/manual for how to conduct CRM in that state. Methods of citation and presentation are discussed more in the attached writing assignment (below).
Develop competence in information technology and digital literacy

In preparation of their term paper, students will have to conduct research using digital research databases; a library representative visits the course to review the available information from the library and online. Students also use blackboard and JSTOR to find articles and other research materials.

V. Writing Course Requirements Check list

<table>
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<th>Requirement</th>
<th>Answer</th>
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| Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance. | ☐ Yes ● No  
enrollment is not capped, but enrollments have kept steadily at approximately 20-25 students the past two years. However, if there are more than 25 students, a graduate student assistant will join the course to aid in class debates, etc.... |
| Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations? | ● Yes ☐ No |
| Are detailed requirements for all written assignments including criteria for evaluation in the course syllabus? If not how and when will students be informed of written assignments? | ☐ Yes ● No  
I provide a paper topic assignment sheet in week 3-4; see attached. |
| Briefly explain how students are provided with tools and strategies for effective writing and editing in the major. | I review the major research publications, books, and databases available. I also invite a library representative to our class (or students go to the library if the IT room is available) to teach effective research. The paper review process is the key means by which students learn how to write effective archaeology papers. They also read articles from major journals to see how effective research and writing culminates in publications regarding key theories. |
| Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability. | ● Yes ☐ No |
| Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations? | ● Yes ☐ No  
The syllabus and paper assignment (both attached) describe the need to use blackboard and JSTOR (and any other useful sources of information), while additional instruction is spelled-out during lecture the 1st few weeks of class |

VI. Writing Assignments: Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

Formal Graded Assignments

Students will take two in-class quizzes (25 points each), one in-class exam (midterm, 100 pts) and prepare a take-home essay (100 pts), and prepare a major paper (125 points) and an associated PowerPoint presentation. As such, 225 of the 400 course points are based on written assignments.
ANTHROPOLOGY 451
CULTURAL RESOURCE MANAGEMENT

University of Montana, Fall Semester, 2007
MWF 12:10-1:00, Liberal Arts 207
Doug MacDonald, Assistant Professor
Office: Social Science 216, 406-243-5814, douglas.macdonald@mso.umt.edu
Office hours: Monday thru Friday, 11-12

Course Description
ANTH 451 will provide students with a full understanding of the world of cultural resource management (CRM). Students will learn the pertinent laws, agencies, and procedures of CRM. What are cultural resources? What does it mean to manage them…why do we need to? Is it just archaeology? Students will gain real-world experience through occasional exercises, including issues regarding finding, conducting, and completing projects, among other things (such as how to find a job). Over the semester, we will also have occasional guest lectures from professionals working in Cultural Resource Management. In the end, students will have a strong understanding on what it takes to be a cultural resource manager and will have enough information to determine if this is a potential career option.

Course Requirements
Students will take two quizzes (25 points each, one a take home essay), one in-class exam (midterm) (100 points), and prepare an essay (100 pts) and a major paper (125 points) and a PowerPoint presentation. Students can use 1 page of notes during in-class exam and quizzes. Attendance (taken randomly over the semester) and occasional class exercises are worth 25 points. There are, thus, 400 total points available in the class, with grading based on a standard percentage of 100 (e.g., 360 points is 90% and is an A-). Details regarding the major paper will be provided a few weeks into the semester.

Required Books (for sale at bookstore)
1) Cultural Resource Laws and Practice (CRLP) by T.F. King
2) Federal Planning and Historic Places: The Section 106 Process (FPHP) by T. F. King
3) Doing Archaeology (DA), by T.F. King

Week 1: August 27-August 31
Topics: Introduction to Cultural Resource Management
Readings: 1) Chapter 1, CRLP; 2) Chapter 1, FPHP; 3) Chapters 1-2, DA

Week 2: September 5-7
Topics: A History of American CRM
Readings: 1) Chapter 2, CRLP; 2) Chapter 2, FPHP

Week 3: September 10-14
Topics: The Players, The Laws
Readings: 1) Chapter 3, CRLP; 1) Chapter 3, FPHP; 3) Chapter 3, DA
Week 4: September 17-21  QUIZ 1 WILL BE FRIDAY, SEPTEMBER 21
Topics: The Players and the Laws (continued)
Readings:  1) Chapter 4, DA

Week 5: September 24-28:
Topics: The NHPA: An Introduction to Section 106/110 and 36CFR800
Readings:  1) Chapter 5, CRLP; Chapter 4, FPHP

Week 6: October 1-5
Topics: Section 106: Identifying Resources
Readings:  1) Chapter 5, FPHP

Week 7: October 8-12
Topics: Section 106: Identification/Evaluation (National Register Criteria)
Readings:  1) Chapter 6, FPHP

Week 8: October 15-19
Topics: Adverse Effects and Mitigation (Agreements)
Readings:  1) Chapters 7-9, 13, and 14, FPHP

Week 9: October 22-26—MIDTERM EXAM IS FRIDAY, OCTOBER 26
Topics: Evaluating Section 106; Other Federal Regulations
Readings:  1) Chapter 11, FPHP; 2) Chapters 6-7, CRLP

Week 10: October 29-November 2
Topics: Other State/Agency Regulations
Readings:  1) Chapter 6, CRLP

Week 11: November 5-9—QUIZ 2 IS FRIDAY, NOVEMBER 9
Topics: NEPA and 4F
Readings:  1) Chapter 4, CRLP; 2) Chapter 10, FPHP

Week 12: November 14-16
Topics: Working in CRM
Readings:  1) Chapters 5-6, DA

Week 13: November 19-21
Topics: Working in CRM (continued)
Readings:  1) Chapter 7, DA
Draft of paper is due Nov. 20

Week 14: November 26-30
Topics: The Business of CRM—Being Successful
Readings:  1) Chapter 8, DA

Week 15: December 3-7—
Topics: Review for Final (finish business of CRM)
FINAL PAPERS ARE DUE Dec. 7

Essays are due next Friday, Dec. 14
ANTHROPOLOGY 451 TERM PAPER ASSIGNMENT

TOPIC: Create a manual for conducting cultural resource management in your state

Draft Paper is Due: November 20 (Tuesday before Thanksgiving)
Final Paper is Due: Friday, Dec. 7

The titles of all of your papers will be some variation of the following:

CULTURAL RESOURCES IN THE STATE OF XYZ: A STUDY OF THE LAWS, PARTICIPANTS, AND PROBLEMS

(Words in bold should be considered suggested Section Headings for your papers)

1. You’ve all selected a state from the hat. For now, that is the topic of your paper. If you don’t like your state or are close to a federal agency or tribe (or whatever), you can talk to me about choosing one of those as the topic for your paper. Provide a manual for conducting cultural resource management in your state. The manual will be read by future CRM participants, so it must be clear and to the point (but professional).

2. Provide a brief abstract (1-2 paragraphs) and a longer introduction/overview to start.

3. What laws (federal and state) are the impetus for CRM in your state? What resources must be recorded as cultural resources in your state? Are there specific definitions for those resources? Are there forms to fill out for those resources when they are identified? What qualities of those various resources make them eligible for listing on the National Register of Historic Places?

4. What organizations (e.g., SHPO) exercise CRM authority in your state? Who is the State Historic Preservation Officer? Who (within the SHPO office) oversees and conducts review and compliance of CRM projects in your state? Does the SHPO have CRM regulations? If so, cite them and briefly review their main points (do not use this paper to describe survey methods, etc.…).

5. When CRM reports are ready to submit, to whom are they submitted at the SHPO office? How long might such a report review take? Is there any way to expedite review? What else does the SHPO do in addition to review and compliance for CRM projects?

6. What other organizations (e.g., tribes/professional organizations) participate in CRM in your state? Do you need to submit CRM reports to them as well?

7. What agencies conduct CRM in the state? Do they do their own archaeology or do they hire consultants? What are some of the consulting companies that conduct CRM in the state? What industries fund major CRM projects in the state?

8. Does your state have professional organizations for archaeologists? Is there a code of ethics? What about other organizations (national) that might have a CRM code of ethics? Why might a code of ethics be important?

9. Describe a few example cultural resource management projects in your state. These may be available from various internet web sites for federal agencies, shpo, thpo, or even consultants.

10. What are some of the problems with CRM in the state? Are the existing laws (federal, state, and local) sufficient? How do they compare to the federal NHPA Section 106 law (weaker or stronger…how?). Are cultural resources being lost in the state? How and Why? How could the laws be changed/improved to enhance preservation?

11. As a summary, what is the future of CRM in your state? Are you optimistic about the role of CRM or are their wholesale changes required to make it work better? Can you suggest any ways to improve the process?
**Format:** All papers should be between 15-20 pages long and should be typewritten, double-spaced. Use one-inch margins all around. Handwritten material will not be accepted. A title page should be included showing the title of the paper, centered toward the top. Your name and contact information should be included on the title page, toward the bottom. The title page is not numbered (nor should it be included in the page count). Number each page after that (starting with 1) and put your last name on the lower right corner of each page, with the page number adjacent (e.g., MacDonald, Page 1). The "Abstract" should stand alone on Page 1, with the "Introduction" starting at the top of Page 2, with the remainder of the paper following more-or-less as outlined by the bold section headings defined above.

Please follow *American Antiquity* style, as described in their online editorial policy manual:


**THESE PAPERS WILL BE THE BASIS FOR YOUR POWERPOINT PRESENTATIONS (25 ADDITIONAL POINTS) TO BE DELIVERED AT THE END OF THE SEMESTER. EACH PRESENTATION WILL BE AT LEAST 10-SLIDES LONG AND WILL DELIVERED TO ME ON A CD (OR CONVERTED TO PDF AND EMAILED). YOU WILL USE DATA FROM YOUR PAPER IN A SHORT DISCUSSION DURING THE FINAL WEEK OF CLASS. YOU WILL NOT PRESENT YOUR ENTIRE POWERPOINT PRESENTATION TO CLASS.**

**Grading guidelines for term papers**

**A (90-100 points)**
The paper is exceptionally well-written, clear in purpose, thorough, and free of errors in style and grammar. The abstract, introduction, and summary/conclusion sections are clear and concise. The body is well-organized and contains effective figures, tables, transitions, quotations, and descriptions. All cited references are in the bibliography. The paper will be extremely useful for anyone conducting CRM in your state.

**B (80-89 points)**
The paper is well-written, but may contain minor errors in style and grammar. The abstract, introduction, and summary/conclusion sections are solid and summarizes the body. Most of the information is presented clearly and according to proper writing style. All cited references are in the bibliography. The paper will be useful for anyone conducting CRM in your state.

**C (70-79 points)**
The paper is poorly written and shows a lack of organization. It may have a rambling, vague abstract, introduction, and conclusion and a poorly constructed, awkward body. There may be an excess of style and grammar errors, as well as cited references that are not in the bibliography (or little to no bibliography at all). The paper will be marginally useful for anyone conducting CRM in your state.

**D (60-69 points)**
The paper shows very little organization or purpose. It contains many of the necessary facts, but they are so ineffectively presented that a major re-writing effort is needed to make the copy cohesive and meaningful. There are too many style and grammar errors. The cited references are commonly not in the bibliography, or there are few cited references, or there is no bibliography. The paper will not be useful at all and it may lead people astray in terms of how to conduct CRM in the state.

**F (less than 60 points)**
The paper is libelous, plagiarized, incomplete, confusing, or has factual errors. Style and grammar errors are found throughout. No References are cited and no bibliography is provided. Correct writing is either missing or lost completely. The paper would clearly not be useful and would lead people astray. The paper would provide a good model for how not to conduct CRM in the state.

**Items for consideration in grading:**
1. Do the abstract and introduction tell me what the paper is about? Is it interesting?
2. Is the subject well-covered, multisourced, balanced, objective? Are all of the questions answered?
3. Are the references cited informative and of high quality (included in the bibliography)? Are interviews cited?
4. Are all of the laws covered? Are all of the players included?
5. Does the critique accurately characterize CRM in your state?
6. Does the paper follow *American Antiquity* style?
7. Are spellings and facts correct?
8. Is the writing grammatically correct? Punctuation? Word use?
9. Is the paper written like a professional contribution (precise nouns, strong verbs, active voice, correct tense, short sentences and graphs, etc.)?
10. Does the paper's conclusion achieve finality? Does it provide good suggestions on the future of CRM?
11. Does the paper use the following: good transitions, pacing, good description, creativity, strong organization, flow?

For writing help, refer to: [http://www.umt.edu/writingcenter/handoutsandlinks.htm](http://www.umt.edu/writingcenter/handoutsandlinks.htm)

Also, be sure to use the Mansfield Library's many online resources to help you find reference materials.