

GRADUATE HANDBOOK



Master of Arts in Cultural Resources Management



707/664-2312
Rohnert Park, California

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- Alexis Boutin – Anthropology (Ph.D. U of Pennsylvania 2008, Professor) Bioarchaeology, forensic anthropology, mortuary and gender archaeology, intersectional identity and personhood, interpretation and outreach, ancient Middle East and California
- Thomas G. Whitley – Anthropology (Ph.D. U of Pittsburgh 2000; Associate Professor; Director, Anthropological Studies Center) GIS, remote sensing and spatial analysis, 3D modeling and photogrammetry, environmental and human energetics modeling, contact and colonization, industrial archaeology; North America, Europe, Australia

CRM Affiliated Faculty:

- Steve Estes – History (Ph.D. U of North Carolina 2001; Professor) History of civil rights and labor movements, sports, military, race, gender, and sexuality, oral history; California and the American South
- Allison Ford – Sociology (Ph.D. U of Oregon 2020; Assistant Professor) Environmental sociology, intersectional feminist theory, race and culture, climate change and society, qualitative methods; United States
- Sharon Fuller – American Multicultural Studies & Geography, Environment, and Planning (Ph.D. UC Berkeley 2015) African diaspora, indigeneity, intersectional feminism, ecology, critical race pedagogy, Black geographies, environmental justice; United States
- Michelle Goman – Geography, Environment, and Planning (Ph.D. UC Berkeley 1996; Professor) Biogeography, paleoecology and paleoclimatology, geomorphology; Mesoamerica, United States
- 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
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- Karin Enstam Jaffe (Ph.D. UC Davis 2002; Professor) Biological anthropology, primatology, applied ethology, primate behavioral ecology, human evolutionary biology; Africa
- Richard J. Senghas (Ph.D. U of Rochester 1997; Professor) Linguistic anthropology, linguistics of signed and spoken languages, social anthropology, Deaf studies; Nicaragua, North America
- John D. Wingard – Anthropology (Ph.D. Pennsylvania State Univ. 1992; Professor) Ecological anthropology, resource management, heritage management, applied anthropology, ethnographic methods, archaeology, tourism, globalization; Mesoamerica, Oceania, North America

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CULTURAL RESOURCES MANAGEMENT GRADUATE STUDENT HANDBOOK

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INTRODUCTION

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

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

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

Anth 500: Proseminar (4 units)

Proseminar is designed to provide first-year graduate students with intensive training in writing and analytical skills. Each student develops a research project over the course of the semester, and the coursework culminates in a public session of oral presentations by the students, to which the university community is invited. Proseminar is a good opportunity to begin to focus on a research area for your MA thesis. It is also a chance to assess your strengths and weaknesses in the areas of

writing, analysis, problem formulation, library research, public speaking, etc. In essence, students should feel they have a clear grasp of what constitutes graduate level academic performance by the time they have completed this course. Students must enroll in this course during their first fall semester in the program.

History 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.

Anth 502: Archaeology: History and Theory (3 units)

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

Anth 503: Seminar: 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.

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.

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 internships are routinely available:

- ANTH 596 A – Internship in Site Survey and Recording**
- ANTH 596 B – Internship in CRM Project Management**
- ANTH 596 C – Internship in Information Management
- ANTH 597 – Internship in Collections Management

**may be offered as ANTH 590

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 agencies include the California Office of Historic Preservation, National Park Service, the Sonoma County Museum, and many others. Additional off-campus internships can be developed in consultation with a faculty advisor. Many of these off-campus internships have led directly to thesis projects and, eventually, employment. They also provide students with valuable professional contacts and networking opportunities. Internships are designed to provide students with real-world, hands-on experience relevant to their development of professional competence in CRM. It is generally recommended that students enroll for an on-campus internship early in their graduate course of study, in the first semester if possible, to help expose the student to the resources available in the program, particularly a familiarity with the ASC.

Supporting Courses (6 units minimum)

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

However, supporting courses should not be used to "shop around" in search of a research focus or thesis project. This tends to lead to greatly extended programs of coursework, and does not provide the student with an integrated, coherent program in the end. In addition, Financial Aid is usually cut off when students reach 45 units (50% above the required 30 units) so be strategic when selecting supporting courses.

So that students can make best use of their supporting coursework and internships, while also potentially satisfying criteria for future employment, they may choose a Program Emphasis. Students are not required to commit to one of these areas of expertise, nor might they be able to satisfy all suggested courses and internships based on irregularity of offerings. However, they can help to focus students' programs of study, and enhance the set of skills and competencies acquired as part of the MA degree. Program emphases are as follows: Archaeological and Museum Collections Research and Management, Archaeological Technologies and GIS, Bioarchaeology, California Archaeology, Community Outreach and Language Studies, Education and Curriculum Development, Environmental Policy, Planning and Management, Geoarchaeology, Heritage Studies and Public Interpretation, Plant and/or Animal Biology and Ecology.

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

Anth 595: Thesis Prospectus (1)

This one unit special studies course prepares the student to write a thesis by developing the research design and outline of the thesis itself, attached to a calendar or timeline of expected completion. This intensive tutorial is normally taken with the faculty member who will serve as thesis committee chair. Students may enroll when they have advanced to Classified status and are completing required

coursework. Successful completion permits filing of the GSO1 (“Advancement to Candidacy”) form with the Graduate Studies office. See “The MA. Thesis” chapter for more information.

Anth 599A/B: Thesis (4 total)

Once the student has completed the thesis prospectus unit and advanced to candidacy, the student 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.

PROGRAM STRUCTURE AND LEARNING OUTCOMES

Program Learning Outcomes

The CRM Program sets the following learning outcomes 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.

Program Structure and Benchmarks

The CRM Program is structured as a cohort program. Students enter as a cohort of (typically) 5 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. Sample program plans based on even- or odd-year admission are provided below. Actual time to completion is usually five to eight semesters, with thesis research and writing proving the most variable.

	Even-year admission	Odd-year admission
First Fall Semester	Anth 500 Hist 472 Internship	Anth 500 Hist 472 Internship
First Spring Semester	Supporting courses Internship	Anth 502 Supporting courses Internship
	<i>Student evaluation by Graduate Committee faculty at end of first year. Status shifts from conditionally classified to classified graduate standing.</i>	
Second Fall Semester	Anth 503 Supporting courses	Anth 592 Supporting courses
Second Spring Semester	Anth 502 Anth 595 (Thesis Prospectus) <i>Completion and filing of GS01 to advance to candidacy.</i>	Supporting courses Anth 595 (Thesis Prospectus) <i>Completion and filing of GS01 to advance to candidacy.</i>
Third Fall Semester	Anth 592 Anth 599A	Anth 503 Anth 599A
Third Spring Semester	Anth 599B <i>Defense and filing of thesis; graduation.</i>	Anth 599B <i>Defense and filing of thesis; graduation.</i>

Scheduling Required Courses

To complete the required coursework in the recommended four to five semesters, it is important to keep track of when individual courses are offered. **Anth 500** and **History 472** are offered every fall semester. **Anth 502** is offered in the Spring semester of even-numbered years (e.g., Spring 2022, 2024). **Anth 592** is offered in the Fall semester of even-numbered years (e.g., Fall 2022, 2024). **Anth 503** is offered in the Fall semester of odd-numbered years (e.g., Fall 2021, 2023). On-campus internships are available every semester. Off-campus internships may be available on a more limited basis and need to be scheduled in advance in consultation with a faculty advisor.

First Year Evaluation

Students are admitted to the CRM program with Conditionally Classified graduate status. They must fulfill certain requirements before being fully accepted into the program and able to enroll in Thesis Prospectus units. These requirements include successful completion of Anth 500, maintenance of a minimum 3.6 GPA, and timely resolution of any Incomplete grades.

At the completion of the first and second semesters of coursework, and in conjunction with advising for their upcoming third semester, each student will be evaluated by the Graduate Committee in terms of their program performance to date, and their potential for completing the program in a timely fashion. This evaluation is not intended to be punitive or exclusionary; rather it reflects a genuine concern on the part of the CRM faculty that students be given an honest assessment of how they are faring in the program **before** they have invested the considerable time, effort and personal expense it takes to complete this program in its current form. Any areas that need additional effort can be identified at this time, and steps taken to make sure the student can address these needs before completion of their coursework. 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. If the requirements described above have been met, the student will be advanced from Conditionally Classified to Classified graduate status at the end of the first year.

Timeline for Completion of Program

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

Students who require additional time to complete the thesis *beyond* Anth 599A/B may enroll in Anth 578 ("Project Continuation") units, which is usually done via the School of Extended Education. However, SSU requires that all students who advance to candidacy for the Master's degree complete and file their thesis within four semesters of first enrolling in ANTH 599A thesis units. Therefore, you may only

enroll in Anth 578 for two consecutive semesters before needing to petition the Graduate Coordinator for an extension; these may only be granted on a case-by-case basis and due to extenuating circumstances. Students who take longer than four semesters to complete the thesis may be required to re-enroll in thesis units.

THE M.A. THESIS: WHAT YOUR MOTHER NEVER TOLD YOU

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

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

What is an M.A. thesis?

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

To create a thesis, a student must:

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

What is a Thesis Prospectus?

An M.A. thesis is a major piece of research. Before beginning, it is essential for the student to map out the project. This exercise, which is accomplished through writing a Thesis Prospectus, helps students formulate their ideas, define their approach, and determine if there are sufficient data available for the study. The thesis Chair determines the structure and content of the Prospectus itself. Sample prospectuses may be obtained from the Graduate Coordinator or the student's potential thesis Chair. A student enrolls for a 1 unit Special Studies course (Anthropology 595) with their Committee Chair, who works with them to construct the Prospectus. The Thesis Prospectus is a mandatory prerequisite for filing the GSO1 Advancement to Candidacy form and enrolling in Thesis units (Anth 599A/B). Once the Prospectus is accepted by the Chair, they will convene a meeting between the student and all thesis committee members to make plans for a successful research process.

How long should the thesis be? How long will it take to finish? Successful theses have ranged from less than 100 to several hundred pages. Although quality, not quantity, is the key, a thesis that is less than 20,000 words, or about 75 pages of double-spaced text (not including front matter, references cited, and appendices), is unlikely to be accepted. Read successful CRM theses to help understand what is expected of you.

In the final analysis, a successful thesis is one that satisfies the Committee. For this reason it is essential that students be aware of their Committee's expectations.

According to University regulations, the thesis must be finished within four semesters of enrolling in the first set of thesis units (ANTH 599A). The actual completion period varies widely depending on a student's time commitment, ability, and the scale of the project, as well as on the Committee.

How do I choose a thesis topic?

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

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

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

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

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

When you have an idea of the direction of your thesis research, consult with the Graduate Coordinator or another faculty member regarding choice of a Committee Chair. It is important to choose a Chair who knows your area of study and with whom

you feel comfortable working. Although most professors consider that serving on thesis committees is part of their job, no instructor is obligated to serve merely because they have been asked. Don't feel slighted by a refusal; simply thank the person and ask for a referral. A professor may decline to serve for any number of reasons: they may feel unqualified to serve, be serving on several committees already, or simply be too busy with their other duties.

What do the various Committee members actually do?

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

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

What are the student's responsibilities?

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

How is the Thesis reviewed by my Committee?

When the thesis data are collected and the student is ready to begin writing, it is a good idea to construct a realistic schedule that lays out approximate dates on which specific chapters and the entire first draft of the thesis will be completed. At the same time, the student should consult with each member of the Committee to arrange how each would like to review the product. It is common for a Committee Chair to require *at least* three reviews: The first is a chapter-by-chapter review; here the Chair examines each chapter individually for internal sense. The second review is of a completed draft thesis that

incorporates comments from the previous review; this gives the Chair the opportunity to see the entire work as a unit, to see how it hangs together. A third review may require only a final check to make sure that the comments on the second draft have been addressed.

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

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

On that happy day when the signed thesis is accepted by Graduate Studies' Thesis Review Office, the student should not forget to send each Committee member a PDF of the finalized version as a gesture of thanks for their efforts. It is also customary to thank all Committee members in the Acknowledgements section of the thesis.

What about the Thesis Defense?

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

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

It is Department practice to schedule 60 minutes for each Thesis Defense. The first and last 10 minutes are spent setting up and taking down technical equipment. The middle 20-30 minutes are allotted for the student to present 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. Defense is the time for the student to present the results of their efforts; most find the experience stimulating and enjoyable.

Program Benchmarks for Thesis Review and Defense

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

File Master's Degree Graduation Application with the Office of the Registrar

- Deadline: February 1 for Spring graduation, September 15 for Fall graduation

Submit completed first draft of thesis to your Committee Chair. This draft should contain all chapters, have a finalized title, and be formatted per Graduate Studies Office instructions.

Also, email Graduate Coordinator your thesis title, as well as Committee members' names and contact information so that Thesis Defense can be scheduled.

- Deadline: Second Friday in September (Fall graduation planned) or February (Spring graduation planned)
- Chair will return draft with comments to student by first Monday in October (Fall) or March (Spring)

Submit revised second draft of thesis to all Committee members.

- Deadline: Third Friday in October (Fall) or March (Spring)

Thesis Defenses are held at least two weeks before the Graduate Studies office's deadline for thesis submission

- In Fall, usually the week before Thanksgiving break in November
- In Spring, usually the third week of April

File final draft of thesis and GSO2 ("Completion of Requirements") form, with all required signatures, with Graduate Studies office.

- Deadline: First Friday in January for Fall graduation or third Friday in May for Spring graduation

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 the Cultural Resources Management program. 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 financial support and physical resources to our graduate students. 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 Adrian Praetzellis 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 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. These 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.

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 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.

CRM PROGRAM CHECKLIST

Student Name _____

REQUIRED COURSES

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

SUPPORTING COURSES (6 UNITS)

<u>Department</u>	<u>Course No and Title</u>	<u>Units</u>
_____	_____	_____
_____	_____	_____

Total units required for the program: 30

Program Basics for CRM Graduate Students

See also [Graduate Studies Planning Checklist](#) and [Graduate Studies Degree Completion Checklist](#)

What	Where	When
Obtain info on the program	From SSU Catalog and CRM Program website.	Prior to application.
Learn admission requirements	From SSU Catalog, Cal State Apply, and CRM Program website.	Prior to application.
Apply to university and graduate program	Through Cal State Apply. Requirements exist for both University and Program.	By January 15 of year in which enrollment is planned.
Notification of acceptance	1) From Admission and Records. 2) Department will send email.	1) Spring. 2) Department will notify applicants in February.
Obtain graduate advisor	Cohort advising scheduled during the week prior to registration for the following semester. Email Grad Coordinator for initial advising.	At the beginning of your program.
Change in Graduate Status	CRM Grad Committee will review first year students' work for advancement to Classified status.	After posting of Spring semester grades at end of first year.
Develop Program of Study	In consultation with Committee Chair or Graduate Coordinator.	Review options and progress during each Cohort Advising session, each semester.
Write Thesis Prospectus (ANTH 595 (1 unit))	Supervised by Committee Chair.	During third or fourth semester.
Confirm Thesis Committee	Faculty must commit to supervision and support of thesis project.	Prior to filing GSO1 Advancement to Candidacy Form.
File Advancement to Candidacy (GSO1) Form	Form available on " Forms and Deadlines " page of the Grad Studies website. Fill out in consultation with Committee Chair. Requires	Must be filed before you can register for first set thesis units (Anth 599A).

	signatures from Thesis Committee members and Grad Coordinator.	
Continuous semester by semester enrollment policy	Graduate students must maintain continuous enrollment in the program until graduation. If the thesis has not been filed by the time you have completed Anth 599A/B, you must enroll in Anth 578 (“Project Continuation”) units.	Graduate students can ONLY enroll in Anth 578 AFTER they have completed all required coursework for their program (i.e., both Anth 599A and 599B).
Grace period	You will retain Continuing Student Status for one semester after completing ANTH 599B and may use this “grace period” to complete your culminating experience and graduate in that semester. If you do not graduate, you will have to enroll in ANTH 578.	After completing ANTH 599B
Leave of Absence (one or two semesters)	Fill out a Leave of Absence form with the Registrar’s Office.	Graduate students may take a one- or two-semester leave of absence during their course of study without affecting their standing in the university. Students who allow their enrollment to lapse for two semesters without taking a leave of absence will be considered to have withdrawn from the University and their degree program. Should such students decide to return, they will be required to apply for readmission.
Complete Thesis	Under supervision of your thesis Committee Chair. Use SSU Thesis Guidelines to produce final draft of thesis.	You have 4 semesters to complete a thesis once you enroll in ANTH 599A.

	See " Thesis Review " on Grad Studies website.	You have 7 years (14 semesters) to complete the entire graduate program.
Revalidation of courses after 7 yr limitation exceeded.	Consult Grad Coordinator and develop study plan and validation review with faculty with expertise in courses being revalidated. No more than 10 units can be revalidated in the CRM program. Validation Form can be obtained from Grad Studies Office.	At least one semester prior to filing for graduation.
Schedule Defense of Thesis.	Scheduled by Grad Coordinator and open to the University.	Defense is required prior to submitting thesis to the Grad Studies Office for review. Committee Chair signs thesis and GSO2 "Completion of Requirements" Form.
Apply to Graduate	File Master's Degree Graduation Application with Registrar's Office.	September for December, February for May graduation. See " Forms and Deadlines " page of the Grad Studies website.
Submit Thesis approved by Thesis Committee for review of format and content.	File with Grad Studies Office. See " Thesis Review " on their website.	First week in January for Fall; third week in May for May graduation. Deadlines for submission of thesis appear on " Forms and Deadlines " page of the Grad Studies website.
File Completion of Requirement (GSO2) Form	Form available on " Forms and Deadlines " page of the Grad Studies website. Fill out in consultation with Committee Chair and Grad Coordinator, and obtain their signatures. Email to Grad Studies Office.	First week in January for Fall; third week in May for May graduation. Deadlines for submission of forms appear on " Forms and Deadlines " page of the Grad Studies website.
Thesis Review	Done by Grad Studies Office.	See " Thesis Review " on Grad Studies website