ARCH 559 CULTURAL RESOURCE MANAGEMENT
Units: 3
Term—Day—Time: TBD
Location: TBD

Instructor: Mary Ringhoff
Contact Info: ringhoff@usc.edu. I will respond to emails within 24 hours Monday-Friday.

Course Description
This course provides an introduction to the field of cultural resource management (focusing on archaeological resources) as it is practiced in the U.S., presenting fundamentals of archaeological theory, methods, legal frameworks, and research goals for non-specialists in the field. It focuses on contextualizing archaeology's crucial role within the larger discipline of heritage conservation. Mastering the basic concepts of archaeological theory and practice will help architectural historians, architects, landscape architects, and planners become better stewards of our collective cultural heritage.

We will meet weekly for lecture, discussion of assigned reading, and local field trips. Field trips may be attended remotely or in-person (where/when allowed by county health orders, and in accordance with the comfort level of individual students).

Learning Objectives
• Become familiar with the general history and current practice of archaeology in the U.S.
• Become conversant in modern archaeological language, with particular emphasis on the language of cultural resource management (CRM) practice in the context of compliance work.
• Understand National Register Criterion D and the role of research designs in preservation planning.
• Master basic archaeological observation skills, including identification of prehistoric and historic artifacts and features, and gain the ability to recognize archaeological sites in the field.
• Learn fundamental archaeological documentation techniques and standards.

Recommended Preparation:
This course builds on basic knowledge of heritage conservation, including historical significance criteria, physical integrity, historic context statements, and other concepts. It is recommended that any students who haven’t taken ARCH 549, Fundamentals of Heritage Conservation, consult the instructor for a brief reading list to provide this baseline information.
Required Reading

As of spring 2021, all except King 2020 are available as e-books through USC Libraries – King 2020 is available through online sellers in Kindle or print versions. Other selections, book chapters, and articles will be provided on Blackboard.


Additional Readings (Blackboard)


COURSE REQUIREMENTS

Reading
Required reading assignments are listed in the lecture schedule below. Each reading assignment should be completed before the lecture under which it is listed.

Assignments and Grading
15%  Student Topic Overview: a 10-minute presentation on an archaeological project, applied theoretical concept, or material analysis, based on an article in a peer-reviewed academic journal.
15%  Reading Responses
25%  Field Trip/Documentation Project
15%  Presentation: a 10-minute presentation on your paper topic.
20%  Final Paper
10%  Class Participation

Attendance
Medical or family emergencies and religious holidays are the only acceptable excuses for acceptance of late assignments and the granting of incomplete grades. More than two unexcused absences will result in a failing grade for the class. Please use my cell number in case of emergency.

Extra Credit
If desired, extra credit may be earned by attending one or more of the following events (or a similar event approved by instructor) and writing a 1-page summary of what you saw there.

- Pacific Coast Archaeological Society
  o Monthly public lectures in Irvine—see www.pcas.org/meetings.html
- California Rock Art Foundation
  o Various field trips and events—see www.carockart.org
- UCLA Cotsen Institute of Archaeology
  o Occasional lectures—see http://ioa.ucla.edu/events/upcoming
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity/Reading</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Jan. 18</td>
<td>NO CLASS – MLK DAY</td>
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<td><strong>Week 2</strong>&lt;br&gt;Jan. 25</td>
<td>Introduction</td>
<td>King 2005:11-62</td>
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<td><strong>Week 3</strong>&lt;br&gt;Feb. 1</td>
<td>History of Archaeology&lt;br&gt;King 2005:97-122</td>
<td>Reading Response</td>
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<td><strong>Week 5</strong>&lt;br&gt;Feb. 15</td>
<td>NO CLASS – PRESIDENTS’ DAY</td>
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<td><strong>Week 6</strong>&lt;br&gt;Feb. 22</td>
<td>North American Prehistory Part 2&lt;br&gt;Pimu Catalina Island Project</td>
<td>Mapping Indigenous LA&lt;br&gt;Martinez and Teeter 2015</td>
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<td><strong>Week 9</strong>&lt;br&gt;Mar. 15</td>
<td>Tribal Perspectives on CRM&lt;br&gt;Guest speaker: Paul Macarro (Pechanga)&lt;br&gt;Rudy Ortega (Fernandeno Tataviam)&lt;br&gt;Tongva tribal rep (TBD)&lt;br&gt;Fatehi 2017</td>
<td>Student topic overview 4</td>
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<td>Week</td>
<td>Topics/Daily Activities</td>
<td>Readings and Homework</td>
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<td>12</td>
<td>Archaeological Methods III: Historic Artifact Identification and Analysis</td>
<td>Site specific readings</td>
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<tr>
<td>15</td>
<td>Class Presentations</td>
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<tr>
<td>FINAL</td>
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Statement on Academic Conduct and Support Systems

Academic Conduct:
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Support Systems:
Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu