

Cultural Resource Management



Menokin (or the Francis Lightfoot Lee House), 1796; Warsaw, Virginia.

HIST 600 | Fall 2024
Thursdays, 7:00–9:50PM
Chitwood Hall Seminar Room

Instructor: Dr. Michael Allen
Office: Chitwood 220
Office Hours: Tuesdays, 2:30–4:00PM & Fridays, 9:30–11:00AM
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INFORMATION

Description

This class explores the theory, law, and practice of cultural resource management (CRM). We will approach the field broadly and consider not only the management of historic and prehistoric archaeological sites, but also historic buildings, objects, collections, and heritage traditions. Throughout the course, we will examine controversial case studies and CRM challenges. We will consider ways for CRM to be more public facing, and how cultural resource managers can creatively collaborate with preservation specialists, interpreters, historians, and the public.

The goals of this class are for students to come away with an understanding of the federal and international laws and regulations that govern cultural resources, as well as the way these laws are implemented on the ground. I want students to see how the specialized field of CRM is connected to the more general practice of public history. I hope that students leave this course more educated about the often-imperfect way cultural resources are protected in this country and around the world, and confident that they can work cross disciplinary boundaries with others invested in CRM.

Learning Objectives

- Students will become familiar with national and international CRM law and policy.
- Students will critically evaluate CRM controversies, debates, and ethical dilemmas.
- Students will apply CRM research methodologies and develop technical writing skills.
- Students will understand and assess the connections between the field of CRM and other fields in Public History, including historic interpretation, museum studies, and heritage tourism.
- Students will develop research, writing, and communication skills.

Office Hours

I keep office hours to support you, so please make use of them. There are two days on which I hold hours, hopefully creating at least one slot that works for each student. I welcome an email or text to the cell number on the syllabus to verify that you are stopping by, in case other meetings or reasons for absence occur. I will try to let the class know if any plans lead to cancelled hours. I also am glad to schedule a meeting outside of the stated office hours.

Academic Policies

Please familiarize yourself with WVU's academic policies, including those pertaining to academic integrity and standards, inclusivity, COVID-19, class recording, and mental health, among others. You can find these statements here:

<https://tlcommons.wvu.edu/syllabus-policies-and-statements>

Course Delivery and Organization

This course is an in-person lecture and discussion-based seminar. Course material, including assignments, will be delivered via eCampus, organized by week. I may amend the syllabus as the semester progresses, but all major readings are included here.

Assignments and Evaluation

Attendance and Participation	10%
Reading Responses (5)	20%
Leading Class Discussion	10%
Case Study	20%
Short Assignments	10%
Final Project	30%

Attendance and Participation

Attendance is mandatory, but can be excused with instructor permission. Excuses will be made for health and mental health reasons as well as personal crises, and can be made for travel or activities related to other courses or university activities. Please confer with me as soon as possible about any requests for an excuse, and do so *before* the session you would need to miss. Unexcused absences will proportionally affect the “Attendance and Participation” portion of your course grade. Given the single weekly meeting time, the class cannot function without your arriving prepared and ready for discussion.

While the use of electronic devices is necessary to access eBooks and PDFs, as well as to enhance learning by looking up things to share with the class or looking up terms and phrases (or translating if English is not your first language), it can be distracting if activity is unrelated to learning. I reserve the right to request that you put electronic devices away if I feel that your use is problematic.

ASSIGNMENTS

Reading Responses

You are required to submit reading responses for 5 of the 8 required books for this class. These essays are meant to be critical reflections on the authors’ arguments, theoretical framing, and research methodologies. Include your assessment of the CRM issues raised in the readings. Responses should be 300-600 words long, typed in Times New Roman 12-point font and double-spaced. They are due the week the reading is assigned, at the beginning of class.

Leading Class Discussion

You are responsible for leading one class discussion, with assignments made in Week 1. When it is your turn, give a presentation (15 minutes) about the readings. Provide an overview of the author/s or editor/s, including their professional background and experience in CRM. If the author is an academic, include information on their research interests and on the critical reception of their work. You are encouraged to be creative, argumentative, satiric – just have a clear stake in your readings. In addition to this presentation, come prepared with at least three questions to facilitate class discussion. Important issues to consider include analytical and theoretical framing, argument and evidence, and ethical and practical concerns. Feel free to circulate discussion questions or other materials to the class before the presentation.

Case Study

You will write a short research paper and present on a controversial CRM case study. The paper should provide an overview of the issue, focusing specifically on the legal and policy issues the case study raises. Include your assessment of the implications of the case study for the broader field of CRM. The paper should be 3-4 pages long, typed in Times New Roman 12-point font, double-spaced. The presentation should be 10-15 minutes long, and should incorporate visual aids to help the class follow along.

Short Assignments

Throughout the semester, there will be short assignments on CRM concepts, laws, and terminology.

Final Project

For the final project, you will author a CRM planning report. The report will be divided into three sections (cultural context, inventory, and recommended actions) that are due at different times throughout the semester. Each section should be 2,000-2,500 words long, typed in Times New Roman, 12-point font and single-spaced.

Late Work/Extensions

Late work will be reduced by half a letter grade (5 percentage points) for each day that it is late. Extensions will be granted on a case by case basis, without judgment. I encourage you to reach out if you anticipate failing to make a deadline, as it is best for both of us to know that in advance (and for you to get an extension).

Grading Scale

A+ 98-100%	B 83-86%	C- 70-72%	F 59-0%
A 93-97%	B- 80-82%	D+ 67-69%	
A- 90-92%	C+ 77-79%	D 63-66%	
B+ 87-89%	C 73-76%	D- 60-62%	

READINGS

Articles and web resources will be posted on eCampus.

Required Texts

Chip Colwell, *Plundered Skulls and Stolen Spirits: Inside the Fight to Reclaim Native America's Culture* (Chicago: University of Chicago Press, 2017).

Valdimar Tr. Hafstein, *Making Intangible Heritage: El Condor Pasa and Other Stories from UNESCO* (Bloomington: Indiana University Press, 2018); eBook available via WVU Library.

Dan Hicks, *The Brutish Museums: The Benin Bronzes, Colonial Violence and Cultural Restitution* (London: Pluto Press, 2020); eBook available via WVU Library.

Thomas King, *Cultural Resource Management: A Collaborative Primer for Archaeologists* (New York/Oxford: Bergahn Books, 2020); eBook available via WVU Library.

Leigh J. Kuwanwisiwma, T. J. Ferguson, and Chip Colwell, eds., *Footprints of Hopi History: Hopihiniwtiput Kukveni'at* (Tuscon: University of Arizona Press, 2021); eBook available via WVU Library.

Lynn Meskell, *A Future in Ruins: UNESCO, World Heritage and the Dream of Peace* (Oxford: Oxford University Press, 2018); eBook available via WVU Library.

Natali Pearson, *Belitung: The Afterlives of a Shipwreck* (Honolulu: University of Hawai'i Press, 2022); eBook available via WVU Library.

Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995); eBook available via WVU Library.

Recommended Text

Thomas F. King, *Cultural Resource Laws and Practice*, 4th edition (Lanham: AltaMira Press, 2012).

COURSE SCHEDULE

Week 1 (August 22): Introduction – Historians and CRM

Suggested Reading:

Advisory Council on Historic Preservation (ACHP), "Proposed Program Comment on Accessible, Climate-Resilient, Connected Communities" (2024)

https://www.achp.gov/program_alternatives/program_comment/PCs_2024

ASSIGNMENT: Student Profile

Week 2 (August 29): Management of the Past, Production of the Past

Reading:

Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995)

Presenter: Haleigh Posey

Week 3 (September 5): The Professional Field

Readings:

Thomas King, *Cultural Resource Management: A Collaborative Primer for Archaeologists* (New York/Oxford: Bergahn Books, 2020)

David Lowenthal, "The Purpose of Heritage," *The Heritage Crusade and the Spoils of History* (Cambridge: Cambridge University Press, 1998).

Week 4 (September 12): The National Register of Historic Places

Guest: Claire Tryon, Planning and Education Coordinator, West Virginia State Historic Preservation Office

Readings:

National Park Service, *National Register Bulletin 15* (1998)

https://www.nps.gov/subjects/nationalregister/upload/NRB-15_web508.pdf

Thomas F. King, "Repeal the National Historic Preservation Act," *Bending the Future: 50 Ideas for the Next 50 Years of Historic Preservation in the United States* (Amherst: University of Massachusetts Press, 2016)

Andrew Hurley, "Making Preservation Work for Struggling Communities: A Plea to Loosen National Historic District Guidelines," *Bending the Future: 50 Ideas for the Next 50 Years of Historic Preservation in the United States* (Amherst: University of Massachusetts Press, 2016)

David Hamer, "History That Is and Is Not Represented," *History in Urban Places: The Historic Districts of the United States* (Columbus: Ohio State University Press, 1998)

Presenter: Bethany Winters

ASSIGNMENT: National Register of Historic Places Worksheet

Week 5 (September 19): National Register Continued/Historic Tax Credits

Guest: Sarah Marsom, founder of Dismantle Preservation and consultant

TBD

Week 6 (September 26): Compliance Policies and Procedures

Guest: Jesse Price, Trivers Architects

Readings:

National Historic Preservation Act (NHPA)

<https://www.achp.gov/sites/default/files/2018-06/nhpa.pdf>

National Environmental Policy Act (NEPA)

<https://www.govinfo.gov/content/pkg/COMPS-10352/pdf/COMPS-10352.pdf>

Skim Sample Section 106 Report

Skim Sample NEPA Report

Presenter: Kerri Caplinger

ASSIGNMENT: NEPA & NHPA Worksheets

Week 7 (October 3): Compliance in Practice

Readings:

Aleksandra Milošević, "Towards a Multidisciplinary Approach to Built Heritage Valuing," unpublished conference paper (2018).

Betsy Bradley, "We All Need to Talk About Archaeology," unpublished conference paper (2018).

Michael Allen, "Cochran Gardens Apartments," unpublished dissertation excerpt (2024).

Week 8 (October 10): Cultural Landscapes

Readings:

National Park Service, *Preservation Brief 36: Protecting Cultural Landscapes: Planning, Treatment and Management of Historic Landscapes* (1994)

<https://www.nps.gov/orgs/1739/upload/preservation-brief-36-cultural-landscapes.pdf>

United Nations Educational, Scientific and Cultural Organization (UNESCO), *New Life for Historic Cities: The Historic Urban Landscape Approach Explained* (2013)

<https://whc.unesco.org/en/activities/727/>

Catherine M. Howett, "Integrity as a Value in Cultural Landscape Preservation," *Historic Preservation Theory: An Anthology: Readings from the 18th to the 21st Century* (Sharon, Conn.: Design Books, 2023)

Australia ICOMOS, *The Burra Charter* (1979).

<http://australia.icomos.org/publications/charters/>

Presenter: Jillian Kendall

ASSIGNMENT: Cultural Landscape Worksheet

Week 9 (October 17): Traditional Cultural Properties

Readings:

Leigh J. Kuwanwisiwma, T. J. Ferguson, and Chip Colwell, eds., *Footprints of Hopi History:*

Hopihiniwtiput Kukveni'at (Tucson: University of Arizona Press, 2021) – selected chapters

National Park Service, National Register Bulletin 38: Guidelines for Evaluating and Documenting Traditional Cultural Properties (1992)

<https://www.nps.gov/subjects/nationalregister/upload/NRB38-Compleweb.pdf>

American Indian Religious Freedom Act (AIRFA)

<https://www.congress.gov/103/bills/hr4230/BILLS-103hr4230enr.pdf>

Presenter: Julia Seddon

ASSIGNMENT: AIRFA Worksheet

DUE: Case Study Project

Week 10 (October 24): No Class, Instructor Travel

Week 11 (October 31): Looting and Repatriation/Rematriation

Readings:

Chip Colwell, *Plundered Skulls and Stolen Spirits: Inside the Fight to Reclaim Native America's Culture* (Chicago: University of Chicago Press, 2017).

Native American Graves Protection and Repatriation Act (NAGPRA)

<https://www.nps.gov/subjects/nagpra/the-law.htm>

Antiquities Act (1906)

<https://govtrackus.s3.amazonaws.com/legislink/pdf/stat/34/STATUTE-34-Pg225.pdf>

Archaeological Resources Protection Act (1979, 1988)

<https://www.govinfo.gov/content/pkg/USCODE-2013-title16/html/USCODE-2013-title16-chap1B.htm>

Jennifer Goddard, "Anticipated Impact of the 2009 Four Corners Raid and Arrests," *Crime, Law and Social Change* 56.2 (2011).

Presenter: Ashley Sellars

ASSIGNMENT: Antiquities Act, ARPA and NAGRPA Worksheets

Week 12 (November 7): Colonization and Repatriation

Reading:

Dan Hicks, *The Brutish Museums: The Benin Bronzes, Colonial Violence and Cultural Restitution* (London: Pluto Press, 2020); eBook available via WVU Library.

Presenter: Hannah Ford

ASSIGNMENT: Return or Reciprocate? Worksheet

Week 13 (November 14): World Heritage

Reading:

Lynn Meskell, *A Future in Ruins: UNESCO, World Heritage and the Dream of Peace* (Oxford: Oxford University Press, 2018)

US UNESCO World Heritage Sites

<https://whc.unesco.org/en/statesparties/us>

ASSIGNMENT: World Heritage Worksheet

Week 14 (November 21): Intangible Heritage

Readings:

Valdimar Tr. Hafstein, *Making Intangible Heritage: El Condor Pasa and Other Stories from UNESCO* (Bloomington: Indiana University Press, 2018)

UNESCO Intangible Cultural Heritage Lists

<https://ich.unesco.org/en/lists>

Week 15 (November 28): No Class, Fall Recess

Week 16 (December 5): Maritime Heritage

Reading:

Natali Pearson, *Belitung: The Afterlives of a Shipwreck* (Honolulu: University of Hawai'i Press, 2022)

Final Presentations

Week 17 (December 12): No Class, Instructor Away

Week 18 (December 16): Final Work Due, No Class Meeting

DUE: Final Project