

Cultural Resource Management



Oak Mound located in Clarksburg, West Virginia.

HIST 600 | Fall 2025
Mondays, 7:00–9:50PM
Brooks Hall 302

Instructor: Dr. Michael Allen
Office: Chitwood 220
Office Hours: Mondays & Wednesdays 10:00AM – 12:00PM & by appointment
Email: michael.allen@mail.wvu.edu

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. I also understand that the regular hours may not work for students, and am available to schedule an appointment on campus or virtually. While my hours end two hours before class, I can schedule a meeting right before our meeting time.

Academic Policies

Please familiarize yourself with WVU's academic policies, including those pertaining to academic integrity and standards, inclusivity and equity, 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	15%
Reading Responses (5)	20%
Class Discussion Leads	20%
Case Study Paper	20%
Final Project	25%

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 a 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 co-leading two class discussions paired with another student (a different one each time), with assignments made in week 1. Each pair of discussants should select a key theme or themes that occur in the reading list for the week, and provide some analysis of how those themes come across and why they matter to this course. There should be questions for the full seminar to answer, which can be placed throughout the discussion (highly encouraged) or at the end. Slides and visuals are strongly encouraged to help underscore points. External subjects can be brought into the discussion – if we are discussing stolen artifacts, for instance, you can pull in any examples not named in our readings. The goal of these discussion leads is to encourage open discussion and avoid any one person lecturing at length. They can be creative in format and tone. The instructor will provide feedback after your first pass.

Case Study Essay

You will write a short essay 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 4-5 pages long, typed in 12-point font, double-spaced. The presentation should be 5 minutes long, and should incorporate visual aids to help the class follow along. *A more detailed description of this assignment will be distributed in week 3.*

Final Project

For the final project, you will author a CRM planning report based on examples that we will discuss (Section 106, National Register of Historic Places, Historic Property Inventory Forms, National Environmental Protection Act and others). These projects must be connected to a real site which can be local, regional or national (but must be a site that you can access). *The parameters of the final project will be explained in a worksheet distributed in week 5.*

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.

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 25): Introduction – Historians and CRM

Reading:

Constance Holden, "Contract Archeology: New Source of Support Brings New Problems," *Science*, New Series, 196.4294 (Jun. 3, 1977).

Mary Praetzellis and Adrian Praetzellis, "Cultural Resource Management Archaeology and Heritage Values," *Historical Archaeology* 45.11 (2011).

Jeremy C. Wells and Priya Chaya, "A Guide to Becoming an Historic Preservation Professional: The Work You Can Do, What Employers Want, and Educational Considerations," National Trust for Historic Preservation (2019).

[https://cdn.savingplaces.org/2023/07/17/10/07/25/936/Wells -
A Guide to Becoming an Historic Preservation Professional r1 .pdf](https://cdn.savingplaces.org/2023/07/17/10/07/25/936/Wells_-_A_Guide_to_Becoming_an_Historic_Preservation_Professional_r1_.pdf)

ASSIGNMENT: Student Profile

Week 2 (September 1): NO MEETING, LABOR DAY

Week 3 (September 8): 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)

Week 4 (September 15): The Professional Field

Guest: Elizabeth Blasius, Principal, Preservation Futures

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 5 (September 22): The National Register of Historic Places

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).

Skim Sample National Register of Historic Places nominations.

Week 6 (September 29): Compliance Policies and Procedures/Historic Tax Credits

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

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.

Skim Sample Federal Historic Tax Credit application.

Week 7 (October 6): CRM and Society

Readings:

Laurajane Smith, "Heritage as a Cultural Process," *The Uses of Heritage* (London: Routledge, 2006).

Veysal Apaydin, "Heritage, Memory and Social Justice: Reclaiming Space and Identity," *Critical Perspectives on Cultural Memory and Heritage* (London: UCL Press, 2020).

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

Week 8 (October 13): NO CLASS MEETING, Instructor Away.

Also: Indigenous People's Day; consider attending the Peace Tree Ceremony and Lecture.

Week 9 (October 20): Case Study Presentations

Student Presentations

Case Study Essay Due

Week 10 (October 27): 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: Design Books, 2023).

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

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

Week 11 (November 3): Traditional Cultural Properties

Readings:

Leigh J. Kuwanwisiwma, T. J. Ferguson, and Chip Colwell, eds., *Footprints of Hopi History: Hopihiniwtiput Kukveni'at* (Tuscon: University of Arizona Press, 2021) – selected chapters

Joseph Whitson, "The President Stole Your Land," *Outdoor Recreation, Indigenous Activism, and the Battle over Public Lands* (Minneapolis: University of Minnesota Press, 2025).

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.govinfo.gov/content/pkg/USCODE-2010-title42/html/USCODE-2010-title42-chap21-subchapl-sec1996.htm>

Week 12 (November 10): Looting and Repatriation/Rematriation

Guest: Bonnie Brown, Coordinator, Native American Studies Program, WVU

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).

Week 13 (November 17): Colonization and Repatriation

Guest: Olivia Jones, Lead Curator at the Grave Creek Mound Archaeological Complex and Lecturer in Anthropology, WVU

Reading:

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

Week 14 (November 24): NO CLASS MEETING, Fall Recess

Week 15 (December 1): World Heritage

Guest: Sean Lawrence, Assistant Professor of History, WVU

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>

Week 16 (December 8): 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 17 (December 15): Conclusions

Final Project Presentations

Final Projects Due