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ANTY 602.01: Cultural Heritage Policy and Practice

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ANTHROPOLOGY 602

CULTURAL HERITAGE POLICY AND PRACTICE

Spring Semester, 2022, Wednesdays, 2:00-4:50, Social Science 252 (Anthropology seminar room)

Doug MacDonald, Professor, Anthropology

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Course Description

ANTY 602 explores critical issues in United States cultural heritage law and practice, emphasizing the regulatory basis for cultural resource management. The class is task and practice oriented, with the goal of preparing students for potential careers in American cultural resource management. The class does not address international cultural heritage issues. Students will learn how to interpret and apply the National Historic Preservation Act (NHPA), as well as a variety of other important American heritage laws, including ARPA, NEPA, NAGPRA, and the DOT Act (Section F). My goal is to prepare you to be professionals in the CRM world or, at the very least, give you experience in the process of CRM, whether you envision a career in CRM or not. ANTY 451 (Cultural Resource Management) or similar experience is a prerequisite.

Books

- 1) *Cultural Resource Laws and Practice* (CRLP), Third Edition, by Tom King (2008)
- 2) *Our Unprotected Heritage* (OUH) by Tom King (2009)
- 3) *Breaking Ground: the Unearthing of Tse-Whit-Zen* (BG), by Linda Mapes (2009); and
- 4) *Federal Historic Preservation Laws, 2018 Edition*, free download on Moodle

We will also read .pdf documents posted on Moodle, as well as websites when appropriate

Course Requirements

There are 500 total points available in the course, divided into three sections.

Section 1: Weeks 1-7—Review and Critique of Federal and State CRM Laws (150 points)

Weeks 1-2 will be a review/summary of the major laws to be covered in the course: NHPA, NEPA, NAGPRA, ARPA, and DOT Act. During **Week 3**, each student will read three PDFs on consultation and will engage in an open-ended discussion regarding how consultation works in the contexts of the various federal laws, using the PDFs on Moodle as a guide (25 points). **Week 4** will be a class discussion on Traditional Cultural Places (TCPs), in light of *National Register Bulletin 38* and Parker's *TCP Brief* (25 points). What are the key issues with working with TCPs? **Weeks 5-6** will involve Graduate Student presentations (50 points) of state and tribal laws, comparing their strengths to the five key Federal laws. How do the various states consider cultural resources during project planning? Students will give 20 minute presentations on their selected states (picked during week 1 or 2). A 1-page summary of the state/tribal laws is required (to distribute to classmates). **Week 7 (50 total points)** will involve a critical assessment of the major CRM laws, as laid out by Tom King in *Our Unprotected Heritage*. Students will come prepared to discuss King's book, in light of their own experiences in cultural heritage. A 2-page book report is due week 7 (25 points) and an additional 25 points for class discussion in Week 7.

Section 2: Weeks 8, 9, and 12—Case Studies and Role Playing (100 points)

During **Weeks 8, 9, and 12**, we will present cultural resource management case studies and do role-playing exercises. In **Week 8**, we will have a role playing exercise involving ARPA, led by me (25 points). In **Week 9**, the Tse-Whit-Zen project in the book *Breaking Ground* is our first case study. All students will prepare a 700-word statement about the book and we will have a long discussion of the project (50 points, including 25 points for your paper and 25 points for participation). **Week 12** will be a role playing exercise (led by me) involving the NHPA (25 points).

Weeks 10-11: Week 10 is spring break (no class). **Week 11** is the Society for American Archaeology conference (no class).

Section 3: Weeks 13-16—Student case study presentations and role play (200 points)

In **Weeks 13 through 16**, groups of students will present case studies to the class. The students will introduce the project and subsequently assign other students in the class to conduct a role-playing exercise about the project. How did the students work through the project compared to how it turned out in real-life? Each student group will prepare a ca. 10-page document (100 points) providing the details of the project as background for the other students in the role play exercise. Each student will also participate in the daily role play exercises provided by the other students; role-play participation accounts for an additional 100 points (25 points each week).

An additional **50 points** is available for student attendance and overall class participation during the entire semester.

Total class points: 500; standard grading based on percentage of 500 (see grading chart and deadlines on page 3).

ANTY 602 SPRING 2022

WEEKLY SYLLABUS

Week 1: January 19

Topic: Class Overview, Cultural Resource Definitions & the major CRM laws (MacDonald guided lecture & discussion):

Readings: review *CRLP*; download and read federal laws book posted on moodle

Week 2: January 26

Topic: CRM laws (MacDonald guided lecture & discussion):

Readings: review *CRLP*; also download and read laws book posted on moodle

Week 3: February 2

Topic: Consultation in CRM. This is a free-flowing discussion on the role of consultation for each of the five major federal laws (NHPA, NEPA, DOT Act, ARPA, and NAGPRA) (25 pts). moodle readings.

Week 4: February 9

Topic: Traditional Cultural Places (TCPs) Discussion (25 points); Read *NRB 38* and Parker's *TCP Brief* on Moodle
Student discussion on TCPs and how to manage them from CRM and human perspectives. (25 points) moodle readings.

Week 5: February 16

Topic: State and Tribal CRM presentations (50 points); 700-word summary of state/tribal law/regulations.

Student Presentations: Regional States and Tribes (to be picked by students)

Check out: http://www.nathpo.org/State_Laws/State_Laws_Map.htm . Review article on state laws posted on Moodle.

Week 6: February 23

Finish State and Tribal CRM presentations

Week 7: March 2

Topic: Discussion of *Our Unprotected Heritage*; Assignment: 700 word book report due (50 points)

Week 8: March 9

Topic: ARPA case study and role play (25 points). Complete moodle readings.

Week 9: March 16

Readings: 1) *Breaking Ground* book; 2) DOT Act Section 4F posted on moodle

Assignment: 700-word summary and critical analysis of the Tse-Whit-Zen case (25 points) (25 additional pts for discussion)

Topic: Tse-Whit-Zen Case Study

Week 10: March 23 (spring break)

NO CLASS

Week 11: March 30 (no class; prof out)

NO CLASS (Professor at SAA meeting)

Week 12: April 6

Topic: NHPA case study and role play, led by me (25 points)

Week 13-16: April 13, April 20, April 27 and May 4 (200 points)

Topic: student case studies and role playing (100 points for 10 page case study materials; 100 additional points (25 pts each week) for role playing participation and performance

STUDENT CASE STUDY MATERIALS (10 pages of documentation and project description) WILL BE DUE TO ALL OTHER STUDENTS VIA MOODLE ON THE WEEKEND PRIOR TO THE DATE OF STUDENT CASE STUDY (Student groups and dates of presentation to be determined)

SUMMARY OF ANTY 602 2022 ASSIGNMENTS & DUE DATES

POINTS	Week/Date	ASSIGNMENT
0	WK 1-2	Review <i>CRLP</i> and Federal Laws
25	WK 3: Feb. 2	<i>Consultation and Cultural Heritage</i> discussion
25	WK 4: Feb. 9	Discussion of <i>TCPs</i>
50	WK 5-6: Feb. 16, 23	Presentations/700-word summaries of State/Tribal Laws
50	WK 7: March 2	700-word book analysis on <i>Our Unprotected Heritage</i>
25	WK 8: March 9	ARPA case study and role play
50	WK 9: Mar. 16	700-word book analysis on <i>Breaking Ground</i>
0	WK 10-11: 23, 30	NO CLASS
25	WK 12: April 6	NHPA case study and role play
200	WK 13-16: Apr.13-May 4	Student group case studies (100) and role play (100)
50	<u>Overall attendance and participation</u>	
500	total points (standard grading as a percent of total; e.g., 460/500 is 88.9%, B+)	