

Western Michigan University Department of History

HIST 6250, Topics in Cultural Resource Management

3 Graduate hours
W 4:00-6:30 pm
Prof. David Benac
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Spring 2016
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Office Hours: TR 12:00-2:00 and W 2:00-4:00. I strive to be available during my regularly scheduled office hours, but I encourage you to make an appointment if possible to prevent any unforeseen complications. If you have any questions about the class or need assistance please do not hesitate to ask.

Course Description: Intensive study and application of the theory and method of cultural resources management.

Learning Outcomes: The purpose of this class is to provide students with experience analyzing and managing cultural resources.

Required texts:

Dianne Barthel-Bouchier, *Cultural Heritage and the Challenge of Sustainability* (2012)
Steven Hoelscher, *Heritage on Stage: The Invention of Ethnic Place in America's Little Switzerland* (1998)
Thomas King, *Our Unprotected Heritage: Whitewashing the Destruction of Our Cultural and Natural Environment* (2009)
Robert Lee and Donald Field, *Communities and Forests: Where People Meet the Land* (2005)
Bode Morin, *The Legacy of American Copper Smelting: Industrial Heritage versus Environmental Policy* (2013)

Assignments/Course structure/Grades:

All submitted work must conform to the *Chicago Manual of Style*, and be of professional quality. I highly encourage adherence to Strunk and White, *The Elements of Style*. All work must be formatted in Microsoft Word and submitted digitally via elearning in the appropriate dropbox and the assigned shared folder.

Prospectus: The prospectus will include 1) a discussion of the subject and scope of the project, 2) a prospective thesis, 3) an annotated bibliography, and 4) a timeline. The discussion and scope section and the presentation of the thesis should comprise 400 words. The bibliography will include no less than 5 primary and 5 secondary sources. The timeline must be complete and realistic.

First Draft: This is not a final draft, but it must be free of grammatical and typographical errors. This paper must contain 1) an outline for the final draft, 2)

250 words on the history of the resource in question, 3) 250 words on its significance as a cultural resource, 4) 250 words on extant threats, and 5) a refinement of the annotated bibliography including the addition of 2 sources in each category.

Final paper: The culmination of this course is the production of a cultural resources threat assessment and mitigation plan. You will identify a threatened cultural resource and develop a practical mitigation plan. Each report will include a thorough investigation of the attributes, history, and cultural significance of the resource in question. You will identify and examine a real threat that poses the potential to fundamentally eliminate, minimize, or alter the cultural significance of the resource. The potential effects of this threat should comprise an important, but brief, section of your report. Do not engage in futurism or fortunetelling. You will conclude with concrete plans for practical mitigation measures that have the potential to address the threat. Base your discussion of the potential effects of the threat and your mitigation plans on real-world examples from parallel cases. (7,000 words not counting notes or bibliography)

Participation: Participation is a substantial portion of this seminar. Participation is based on submission of peer reviews, thorough preparation, and active engagement with classmates in relevant professional/academic discussion. Attendance is mandatory. Peer reviews will constructively assess classmates' work and will be submitted to the author of the reviewed piece and to the instructor. Length requirements will be discussed in class.

Grading:

Prospectus	25%
First draft	20%
Final paper	30%
Participation	25%

1/13

Introduction

What are cultural resources?

What is cultural resources management?

Culture, heritage, memory, myth, and history

1/20

Hoelscher, *Heritage on Stage*

1/27

King, *Our Unprotected Heritage*

2/3

Lee and Field, *Communities and Forests*

2/10

Morin, *The Legacy of American Copper Smelting*

2/17

Barthel-Bouchier, *Cultural Heritage and the Challenge of Sustainability*

2/24

No Class

3/2

Class meets (discuss prospectus)

Prospectus due 2/26

3/9

Spring Break

3/16

No Class (NCPH)

3/23

Class meets (Share drafts)

Drafts due 3/18

3/30

No Class (ASEH)

4/6

No Class

4/13

Class Meets (Presentation of final reports)

Reports due 4/8

4/20

Class Meets (Presentation of final reports)

Reports due 4/15

Grade Scale:

Grade	Honor points	Numerical Value/Significance
A	4.0	90% outstanding, exceptional, extraordinary
BA	3.5	85%
B	3.0	80% very good, high pass
CB	2.5	75%
C	2.0	70% satisfactory, acceptable, adequate

DC	1.5	65%
D	1.0	60% poor
E	0.0	59% failing
X	0.0	failure (unofficial withdrawal)
W		official withdrawal
I		incomplete
CR		credit
NC		no credit
AU		audit (noncredit enrollment)

Rubric and guidelines for effective essay writing:

1. **Development of an argument or interpretation.** Good history does not merely tell what happened. *It interprets events of the past.* Given the nature of your assignments, writing interpretive essays will not be difficult. But be sure you convey clearly the argument or interpretation you wish to make. Do this by developing a descriptive title, *a clear thesis statement* in an opening paragraph, and a conclusion. (25%)
2. **Substantiation of your argument with historical data.** While interpretation is the ultimate goal, every interpretation of a historical subject is meaningful only if it rests on *concrete evidence*. In writing history it is important to demonstrate your evidence, not only to support your argument, but also because the details of human activities give history its interest and bring readers into the historical situation. Merely restating the conclusions of historians is not a good way to substantiate your argument. Using the data you find in their work is what is important. It is essential to *identify the sources of your information*. (25%)
3. **Utilizing historical perspective.** History is characterized by a concerned with *change over time*. Historians deal with all facets of human experience including economics, culture, religion, politics, and social customs, but they always focus on how the issues they are investigating are shaped by the particular *historical context*. Historians always avoid judging historical situations by standards belonging to a different era from the one they are investigating. (25%)
4. **Clear communication.** Use a precise, grammatical, well-organized writing style. Write your paper before the deadline so that you can complete *multiple revisions*. Make sure your paper is readable and communicates *exactly what you intend*. (25%)

The following links will be useful to you as you identify your topics and throughout the process of creating your reports.

Examples:

<http://www.preservationnation.org/information-center/saving-a-place/public-lands/resources/NTHP-BLM-Report.pdf>

<http://www.preservationnation.org/information-center/saving-a-place/public-lands/resources/NTHP-Forest-Service-Report-2008-web.pdf>

Ideas:

<http://sanctuaries.noaa.gov/protect/ppw/>

<http://www.fs.fed.us/rmrs-beta/science-spotlights/assessing-wildfire-risk-communities-and-natural-and-cultural-resources>

<http://www.firststewards.org/cultural-resource-damage-assessments-panel.html>

<http://www.georgewright.org/252caffrey.pdf>

<http://www.cakex.org/case-studies/reservoir-water-level-change-impacts-cultural-resources-amistad-national-recreation>

<http://www.yuroktribe.org/government/councilsupport/documents/CulturalResourceProtectionOrd.pdf>

Resources:

http://www.dot.state.fl.us/emo/pubs/cultmgmt/Handbook_11-04.pdf

https://www.illinois.gov/iema/Mitigation/Documents/Plan_FEMA_HTG6.pdf

Academic Ethics and Integrity: You are responsible for making yourself aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. (The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at

<http://catalog.wmich.edu/content.php?catoid=22&navoid=882> and the Graduate Catalog at <http://catalog.wmich.edu/content.php?catoid=23&navoid=938>.) If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Non---Discrimination Policy: Western Michigan University prohibits discrimination or harassment which violates the law, or which constitutes

inappropriate or unprofessional limitation of employment, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status.

WMU Human Rights Statement: It is a fundamental policy of Western Michigan University not to discriminate on the basis of sex, sexual orientation, color, race, age, religion, national origin, height, weight, marital status, or handicap in its educational programs, admissions, employment, promotions, salaries and social activities. Through its example and teaching, Western strives to foster in its students, faculty, and staff respect for basic human rights. In its external relationships, the University is supportive of those activities that seek constructive change in the development of human rights in this country and abroad.

Specific Needs: Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and/or Disability Services for Students, (269) 387---2116, at the beginning of the semester. Disability information provided to the instructor will remain confidential. DSS recommends that students with disabilities bring their accommodation letters to the instructor during office hours or by special appointment. During the appointment, the particulars of arrangements for accommodations can be discussed and agreed upon in private.

Classroom Decorum & Etiquette: Every member of this learning community has the right to freely express his/her opinion as long as this is done in such a way as to not impede the rights of other members of the learning community. Along this line, it is expected that all participants in this class will treat all others with respect and dignity. Behavior that is disrespectful, intimidating, threatening, or disruptive of the learning environment will not be tolerated. If any participant in the class has a concern regarding another participant's behavior he/she is encouraged to speak with the instructor.

WMU E-Mail Account is the Official Channel of Communication: Students are expected to use their WMU e---mail accounts regularly, as this is the official channel of communication between the University and student. Students receive notifications of class cancellations, campus emergencies and closures, and other important information through this channel. Problems sending or receiving e---mail through the WMU address may be addressed at the Help Desk (387---HELP), online at <http://www.wmich.edu/oit/helpdesk/>, or in person at the front desk in any on---campus computer lab.