ANG 6184: Advances in Archaeological Practice
Department of Anthropology
College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	Brigitte Kovacevich, Ph.D.	Term:	Spring 2020
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Phone:	407-823-6554	Class Meeting Hours:	3:00-5:50 PM
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COURSE DESCRIPTION
Cultural resource management is an interdisciplinary and professional discipline whose practitioners utilize a combination of historical, architectural, and archaeological investigations in compliance with federal, state and local regulations requiring the identification, preservation, and/or mitigation of cultural resources. Cultural resource management specialists, and particularly, archaeologists working within this field, emerge at the front lines of negotiation between the past and the present as the U.S. government and its many communities must carefully balance a concern for the preservation of cultural resources alongside the growing need for construction, maintenance, and development projects.

This course will specifically focus on topics concerning cultural resource management as a professional field within anthropology, and specifically, anthropological archaeology. It has been estimated that over half of the archaeologists working in the U.S. work within cultural resource management and that over 90% of archaeological investigations conducted in the U.S. are cultural resource management projects (Thomas and Kelly

2007). The course introduces students to the history and evolution of cultural resource management and legislation relating to archaeological resources in the U.S. from the early 20th century onwards, discusses methods of identifying and evaluating archaeological sites within a cultural resource management framework, provides guidance on basic skills of project planning, management, and client communications, and explores a wide variety of topical issues and case studies concerning the status of cultural resource management as a professional field wrestling with many of the cultural, social, and economic challenges of the 21st century.

Course Objectives:

Through active course attendance, in-class group exercises, individual and group research, and regularly scheduled examinations covering course readings and lecture material, students enrolled in this course will become proficient in knowing the history of cultural resource legislation in the United States as well as will become familiar with methodology and case studies concerning cultural resource management as practiced in the United States today. The course additionally seeks to provide students with a solid grounding in understanding the staged process of cultural resource management from the identification through to the evaluation of archaeological resources as well as the business and ethical aspects of cultural resource management in the challenged economy of the early 21st century.

Course Goals:

By the end of our course of study, students will:

1. Attain a detailed knowledge of the goals, methods, and applications of cultural resource management with a particular focus on archaeological projects and case study sites in the United States;

2. Be able to discuss cultural resource legislation - how it emerged in the early 20th century United States, how later legislation was refined in scope and terminology, and the strengths and weaknesses of specific legislative acts;

3. Critically evaluate and respond to real and simulated cultural resource management situations in areas relating to ethics, scope, business practice, methodology and public involvement;

4. Understand the fundamentals of cultural resource management as a business, and have the ability to prepare components of a cultural resource management project proposal and final report.

Course Credits

3.0

Course Catalog Description

Topics concerning cultural resource management as a professional field within anthropology, and specifically, anthropological archaeology

Course Prerequisites

Admission to the PhD in Integrative Anthropological Sciences or MA in Anthropology programs or CI.

Required Texts and Materials

King, Thomas F.
2008 *Cultural Resource Laws and Practice, Third Edition*. Blue Ridge Summit, Pennsylvania: Altamira Press.

Neumann, Thomas W. and Robert M. Sanford.
2010 *Cultural Resources Archaeology: An Introduction*. 2nd Edition. Blue Ridge Summit, Pennsylvania: Altamira Press.

Additional Readings. Additional readings are required throughout the course and are available on the home page and as links in the syllabus of Webcourses for download.

Course Requirements

Attendance:
Attendance (5%) and participation (10%) are required, (see below for more on attendance policy). As part of class attendance, an *Academic Activity Quiz* is required. Your attendance on the first day of class will count as this activity. If you are absent on the first day please contact the instructor. For participation this will be counted on the days that you are asked to bring materials and discuss them and will generally be graded as 0-no participation, 1-partial participation, 2-full participation.

Short Essay Assignments:
These assignments are both summarized in the course schedule and are designed to help you apply the concepts you have learned in class as well as present some of your opinions on cultural resource management as practiced today in written form.

Article summaries:
There are 3 days during the semester that I ask you to find an article and present it to the class. On these days you will post your article and provide and outline of that article that I will print out for everyone and will also be posted in webcourses for everyone to read.

Presentation:

You will present the results of your final project to the class on the last scheduled course meeting. The presentation should be about 10-15 minutes and a grading rubric will be provided.

Research Paper:
You are required to write a short research paper (approximately 10-15 double spaced pages in length) on any topic concerning cultural resource management – the paper will be due **April 27th at 11:59 P**M (20 % of grade). I will discuss this assignment in class, and a research paper assignment sheet will be posted on webcourses which will specifically outline what is expected. On **March 3rd** you will submit the topic of your paper along with the annotated citations of 3 major sources (journal or book sources) you will be using. On **March 24th** you will submit and outline, and on **April 22nd** you will submit a draft. These are required components and make up 10% of your grade. Please choose a topic broad enough that there will be enough literature for you to use, but narrow enough that your discussion can be contained within the 10-page paper length! I will provide more information on this assignment within the first few weeks of the course (bibliographic citation format, possible topics). This paper will count as your final exam for the course.

Basis for Final Grade

Assessment	Percent of Final Grade
Class Attendance	5%
Graded Assignment # 1	10%
Research Paper Topic/Outline/Draft	10%
Graded Assignment # 2	10%
Presentation	20%
Research Paper	20%
Article Presentation (3)	15%
Participation	10%
	100%

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-

Grading Scale (%)	
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

Grade Dissemination

Graded tests in this course will be graded and commented on in webcourses, you will be notified when grading is finished. Graded written assignments will be marked up and available in Webcourses for viewing. You can access your scores for any assignment at any time using the gradebook function in Webcourses. Please note that scores returned mid-semester are unofficial grades. Please remember that final Grades are FINAL! Do not come to me to ask for a change of grade after the semester is over unless you think an error has been made.

Course Policies: Grades

Late Work Policy: There are no make-ups for exams, or writing assignments. Writing assignments turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for each following day.

Course Policies: Technology and Media

Email: Please email me with any questions, brigitte.kovacevich@ucf.edu. I will usually respond promptly, but please be aware that it may be up to 48 hours until you get a response, especially if it is a weekend and I am out of town or at a conference. My hours are generally from about 8 AM to 9 PM, please note, I will never be checking in the middle of the night!

Webcourses: All course materials are available on Webcoures on the home page, syllabus, additional readings, handouts, power points. Please check your frequency of notifications so that you will be sure to receive messages about the course in a timely manner.

Laptop Usage: Laptops or tablets are allowed for taking notes, and we also will often be looking up case studies and statutes during class, so a laptop, pad, or smart phone would be useful.

Course Policies: Student Expectations

Disability Access: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Academic Conduct Policy: Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity
<http://academicintegrity.org>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices"
<http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty, Plagiarism, or Cheating: Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so

seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

University Writing Center: The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

COURSE SCHEDULE (subject to change)

WEEK 1 (January 7): INTRODUCTION TO THE COURSE

TOPIC A. Course Syllabus, Course Goals and Expectations, Class Introductions,

TOPIC B. What are Cultural Resources – and Why do They Need to be Managed?

HOME ASSIGNMENTS:
1. Catch up reading: Neumann and Sanford 2010, Chapter 1
2. Go to the National Park Service Archaeology Program website http://www.nps.gov/archeology/TOOLS/LAWS/AntAct.htm and download (and/or print out) the statute text files on the Antiquities Act, National Historic Preservation Act, Archeological and Historic Preservation Act, and Archaeological Resources Protection Act. Click on to the Act files on the right of the first screen you encounter on the website, then scroll down to the sources section to find the statute texts. Each of you

will choose an act to present and be the "expert" on for the next class, bring the files with you in print or on a device.

WEEK 2 (January 14): CULTURAL RESOURCE LAWS, RULES AND REGULATIONS I

TOPIC A . A Short History of Cultural Resource Management in the United States: Why, Who, When

TOPIC B. Rules and Regulations I: Antiquities Act (1906), Historic Sites Act (1935), National Historic Preservation Act (1966), Archaeological and Historic Preservation Act (1974).

TOPIC C. Artifact analysis and data curation in CRM vs. Academia-Who owns the past?

READINGS:
Neumann and Sanford 2010, Chapters 2, 3
King 2008, Chapters 1, 3 maybe chap4 and 3 next time?

HOME ASSIGNMENT: Go to the National Park Service Archaeology Program website http://www.nps.gov/archeology/TOOLS/LAWS/AntAct.htm and download the statute text files on the Archaeological Resources Protection Act, Abandoned Shipwreck Act, Native American Graves Protection and Repatriation Act, and 36 CFR 79. Click on to the Act files on the right of the first screen you encounter on the website, then scroll down to the sources section to find the statute texts. Each of you will choose an act to present and be the "expert" on for the next class, bring the files with you in print or on a device.

GUEST SPEAKER: Jeffery Ferguson, University of Missouri Research Reactor Center

WEEK 3 (January 21): CULTURAL RESOURCE LAWS, RULES AND REGULATIONS II AND NATIONAL REGISTER OF HISTORIC PLACES

TOPIC A: Rules and Regulations II: Archaeological Resources Protection Act (1979), Abandoned Shipwreck Act (1987), Native American Graves Protection and Repatriation Act (1990), and 36 CFR 79 (1990).

TOPIC B: National Register of Historic Places: A Guide for Archaeologists

READINGS:

Sprinkle, John H.
2014 *Crafting Preservation Criteria: The National Register of Historic Places and American Historic Preservation*. Routledge, London
CHAPTER 2 An Orderly, Balanced and Comprehensive Panorama
CHAPTER 5 A More Difficult Problem

CHAPTER 8 Le Tout Ensemble

King, Thomas F.
1998 Cultural Resource Laws and Practice: An Introductory Guide. Altamira Press, Walnut Creek, California.

CHAPTER 3 Historic Properties as Cultural Resources: The National Register of Historic Places

Hardesty, Donald L. and Barbara J. Little
2009 *Assessing Site Significance: A Guide for Archaeologists and Historians*. Second Edition. Altimira Press, New York.
CHAPTER 2 Determining National Register Eligibility
CHAPTER 3 Scientific and Scholarly Significance

King, Thomas F.
2016 Cultural Resources in Environmental Impact Assessment. *Environmental Practice* 18(3):2-5

King, Thomas F.
2006 How Micronesia Changed the U.S. Historic Preservation Program and the Importance of Keeping it from Changing Back. *Micronesian Journal of the Humanities and Social Scienes,* 5(1/2):505-516.

READINGS:
Neumann and Sanford 2010, Chapter 2
King 2008, Chapters 4, 6

HOME ASSIGNMENT (GRADED SHORT ASSIGNMENT #1): 1. Go to the website of your home town (or choose a different city if you prefer—US or international!) and check if they have a statement on the preservation of cultural resources – it may be listed within instructions for building and new developments, on a special page for historic properties, or not listed at all. Discuss your results of this search in a paragraph and then tackle the following question: Are cultural resources in your township threatened by development or other activities? Which cultural resources are threatened, and what would you do if you were elected to protect them? Please write no more than 4 double-spaced pages. You will present these results in the next class **SUBMIT THIS ASSIGNMENT VIA WEBCOURSES (January 27).**

<u>WEEK 4 (January 28): DOING ARCHAEOLOGICAL CRM (PROPOSALS AND CONTRACTS, CONSULTATION)</u>

READINGS:

Neumann, Thomas W., Robert M. Sanford
2010 Practicing Archaeology : An Introduction to Cultural Resources Archaeology. Altimira Press, New York

CHAPTER 3 Proposals and Contracts
CHAPTER 4 Preparing the Project Background
CHAPTER 5 The Phase I Process: Identification of Possible Historic Properties

Perry, Richard and M. Jay Stotman
2012 Scoping Archaeological Projects in Relation to Specific Regulations. In *Archaeology in Society: Its Relevance in the Modern World*, edited by Marcy Rockman and Joe Flatman, pp. 111-122. Springer, New York.

Nissley, Claudia and Thomas F. King
2014 Consultation and Cultural Heritage: Let Us Reason Together. Altimira Press, New York.

CHAPTER 2 What is Consultation and What is it For?
CHAPTER 3 Seeking
CHAPTER 4 Discussing
CHAPTER 5 Considering
CHAPTER 6 Seeking Agreement
CHAPTER 7 Reasoning Together – or Not

GUEST SPEAKER: Amanda Groff, University of Central Florida

HOME ASSIGNMENT: Find a CRM report, critique it according to instructions for report preparation chapter 9 of Neumann and Sanford. Is anything missing? What is boiler plate? What are the findings and recommendations? What would you do differently or in addition?

WEEK 5 (February 4): DOING ARCHAEOLOGICAL CRM (MITIGATION, CURATION AND REVIEW)

READINGS:

Neumann, Thomas W., and Robert M. Sanford
2001 Practicing Archaeology: A Training Manual for Cultural Resources Archaeology. Altamira Press, Walnut Creek, California.

CHAPTER 6 The Phase II Process: Testing and Evaluation
CHAPTER 7 The Phase III Process: Mitigation through Data Recovery
CHAPTER 8 Laboratory Structure, Processing, Analysis
CHAPTER 9 Report Preparation and Production

Limp, Fredrick W.
2005 Curation of Data. In Handbook of Archaeological Methods, edited by Herbert D. G. Maschner and Christopher Chippindale. AltaMira Press, Lanham, MD.

Love, Michael
2005 Funding Archaeological Research. In Handbook of Archaeological Methods, edited by Herbert D. G. Maschner and Christopher Chippindale. AltaMira Press, Lanham, MD.

Kersel, Morag M.
2015 Storage Wars: Solving the Archaeological Curation Crisis? *Journal of Eastern Mediterranean Archaeology and Heritage Studie*s, 3(1):42-54.

Bawaya, Michael
2007 Curation in Crisis. *Science* 317 (5841);1025-1026

GUEST SPEAKER: Ed Gonzalez-Tennant, University of Central Florida

HOME ASSIGNMENT: Link to the websites of Florida State Historic Preservation Office http://dos.myflorida.com/historical/and the Florida Trust for Historic Preservation http://www.floridatrust.org/what-we-do/advocacy Compare the information and guidelines concerning archaeological resources on each of these websites – print out some of the pertinent information and bring to class.
Which group more actively promotes the importance of archaeological resources?

WEEK 6 (February 11): CRM IN FLORIDA

TOPIC A. SHPOs and Regulations in Florida – A Ground View

TOPIC B. Selected Case Studies from Florida

READINGS: TBA

GUEST SPEAKER: Kevin Gidusko, Paleowest

HOME ASSIGNMENT: Modify your CV into a resume and create a cover letter (as per instructions in White 2013) in response to a CRM job that you find posted online. Bring these (printed out) to class next time and we will workshop them together.

WEEK 7 (February 18): GETTING A JOB IN CRM

TOPIC A. Finding jobs

TOPIC B. Resume and Cover Letter Prep

READINGS:

White, William. 2013. *Resume-Writing for Archaeologists*. Succinct Research; First Edition edition

Other readings TBA

HOME ASSIGNMENT: 1. Go to the National Park Service Archaeology Program website http://www.nps.gov/archeology/TOOLS/LAWS/AntAct.htm and download or print out the statute text file on the Native American Graves Protection and Repatriation Act. BRING THESE MATERIALS WITH YOU TO OUR NEXT CLASS. 2. Compile a list of federally-recognized and non-federally recognized indigenous peoples for the state you will be assigned. Find the websites for 2-3 of these indigenous groups – and take notes on whether the websites present opinions on cultural resources/sacred sites/artifacts. BRING THESE MATERIALS WITH YOU TO NEXT CLASS (February 25).

WEEK 8 (February 25): NATIVE AMERICAN GRAVES PROTECTION AND REPATRIATION ACT

TOPIC A. NAGPRA – History and Evolution

TOPIC B. Sacred Sites, Tribal Historic Preservation Offices, Collaborative Archaeology

READINGS:
King 2008: 261, 270; 397-404. Read the NAGPRA statute text again

READINGS ON WEBCOURSES:
King, Thomas F. 2003: *Places That Count: Traditional Cultural Properties in Cultural Resource Management*, Chapters 6 and 7. Walnut Creek, CA, AltaMira Press.

Ferguson, T.J., Joe Watkins, and Gordon L. Pullar. 1997: Native Americans and Archaeologists: Commentary and Personal Perspectives. In *Native Americans and Archaeologists: Stepping Stones to Common Ground*, pp. 237-252. Walnut Creek, CA, AltaMira Press,

Watkins, Joe. 2003: Ethics and American Indians. In *Ethical Issues in Archaeology*, edited by Larry J. Zimmerman, Karen D. Vitelli, Julie Hollowell-Zimmer, pp. 129-141. Walnut Creek, CA, AltaMira Press.

Begay, Richard M. 1997: The Role of Archaeology on Indian Lands: The Navajo Nation. In *Native Americans and Archaeologists: Stepping Stones to Common Ground*, pp. 161-166. Walnut Creek, CA, AltaMira Press.

Grumet, Robert S. and David S. Brose. 2000: The Earliest Americans, *Common Ground* 2000 (Spring/Summer): 15-19.

HOME ASSIGNMENT: Look up cases of collections management, especially related to CRM, but can be US or international. What are some of the challenges? Successes? Problems? Present one case study to the class on March 3.

GUEST SPEAKER: T.J. Ferguson, University of Arizona

WEEK 9 (March 3): COLLECTIONS MANAGEMENT; PROTECTING/CONSERVING ARCHAEOLOGICAL SITES AND PUBLIC OUTREACH

TOPIC A. What is Archaeological Conservation and Collections Management?

TOPIC B. What Can CRM Do with An Excavated Site – Preserve It? Exhibit It? Show It? Case Studies from Florida, New York, and Alaska ….

READINGS ON WEBCOURSES:

Bohnert, Allen. 1999: A Workshop: Integrating Field Archeology, Conservation, and Culturally Appropriate Treatments. *CRM* Volume 22, No. 7, pp. 47-49.

Burke, Martin. 1999: Contracting for Object Conservation Treatment. *CRM* Volume 22, No. 7, pp. 30-31.

Bustard, Wendy. 2000: Archeological Curation in the 21st Century: Or, Making Sure the Roof Doesn't Blow Off. *CRM* Volume 23, No. 5, pp. 10-15.

Thompson, Raymond H. 2000: The Crisis in Archeological Collections Management. *CRM* Volume 23. No. 5, pp. 4-6.

GUEST SPEAKER: Zack Gilmore, Rollins College

HOME ASSIGNMENT: *From the UNESCO web site:* According to the World Heritage Convention, "cultural heritage" is a monument, group of buildings or site of historical, aesthetic, archaeological, scientific, ethnological or anthropological value. "Natural heritage" designates outstanding physical, biological, and geological features; habitats of threatened plants or animal species and areas of value on scientific or aesthetic grounds or from the point of view of conservation. UNESCO's World Heritage mission is to:
a) encourage countries to sign the Convention and ensure the protection of their own natural and cultural heritage;
b) encourage States Parties to the Convention to nominate sites within their national territory for inclusion on the World Heritage List

You will each be assigned a topic/website from the list below to present in class:

WEB:
UNESCO on "Defining Our Heritage":
http://whc.unesco.org/nwhc/pages/doc/dc_f1.htm

UNESCO World Heritage List:
http://fp.thesalmons.org/lynn/world.heritage.html

Heritage At Risk (H@R!) and also click on the 2000, 2001, and 2002 reports:
http://www.international.icomos.org/risk/index.html

chronological development of cultural policy (conventions) in 20th century: see "Getty Conservation Cultural Heritage Policy Documents":
http://www.getty.edu/conservation/resources/charters.html

about ICOMOS:
http://www.icomos.org/ICOMOS_Main_Page.html

Convention Concerning the Protection of the World Cultural and Natural Heritage (this is the World Heritage Convention):
http://whc.unesco.org/world_he.htm#debut
http://whc.unesco.org/archive/out/howtext.htm

details about the World Heritage Convention such as States Parties-Ratification Status; Members of the World Heritage Committee; Members of the Bureau; Operational Guidelines:
http://whc.unesco.org/toc/toc_index.htm

"The World Heritage Convention, twenty years later":
http://whc.unesco.org/8pubs.htm#debut [on this page look down and click on English]
or go directly to: http://whc.unesco.org/books/pressouyre93.pdf

UNESCO Universal Declaration on Cultural Diversity:
http://www.unesco.org/culture/pluralism/diversity/html_eng/decl_en.shtml

World Monuments Fund:
http://wmf.org

recommended on WEB:
World Heritage and the Relationship between the Global and the Local:
http://folk.uio.no/atleom/master/contents.htm

WAC 4 (1999) symposium on World Heritage Convention:

http://www.wac.uct.ac.za/wac4/symposia/abstracts/s001.pdf
Cultural landscapes as part of the World Heritage
Convention: http://www.iucn.org/bookstore/bulletin/2001/wc2english/content/page17connecting.pdf

WEEK 10-SPRING BREAK

WEEK 11 (March 17): HERITAGE LAWS: INTERNATIONAL AND THE CONCEPT OF *WORLD* HERITAGE

TOPIC A. World Heritage Laws

TOPIC B. Case Studies in International Heritage Management

"World archaeology - the world's cultural heritage" by Joachim Herrmann in *Archaeological Heritage Management in the Modern World* , edited by H. F. Cleere, pp. 30-37. (Unwin Hyman, 1989)

"The World Heritage Convention in the Third World" by Henry Cleere in *Cultural Resource Management in Contemporary Society: Perspectives on Managing and Presenting the Past*, edited by Francis P. Mcmanamon and Alf Hatton (Routledge, 2000)

"The ICOMOS International Committee on Archaeological Heritage Management (ICAHM)" by Margareta Biornstad in *Archaeological Heritage Management in the Modern World* , edited by H. F. Cleere, pp. 70-75. (Unwin Hyman, 1989)

"Public Archaeology Forum - Hester A Davis - ICOMOS Adopts Archaeology Heritage Charter: Text and Commentary. by Ricardo J. Elia" *Journal of Field Archaeology* 20: 97-104 (1993)

"UNESCO votes new Intangible Cultural Heritage Convention" by Richard Kurin, in *Anthropology News*, December 2003, pages 21-22

GUEST SPEAKER: Scott Branting, University of Central Florida

HOME ASSIGNMENT: Find one example of international CRM to present to the class on March 24th

WEEK 12 (March 24): INTERNATIONAL CRM CASE STUDIES

TOPIC A. International Archaeology and Cultural Resource Management

TOPIC B. Case Studies in International CRM

READINGS ON WEBCOURSES:

Hamlin, Ann. Archaeological Heritage Management in Northern Ireland: Challenges and Solutions. In *Cultural Resource Management in Contemporary Society*, pp. 66-75. London: Routledge.

Silverman, Helaine. Cultural Resource Management and Cultural Heritage in Peru. *CRM* Volume 3(2): 57-72

Whitelaw, Gavin. 2005: Plastic Value: Archaeological Significance in South Africa, *In Heritage of Value, Archaeology of Renown: Managing Archaeological Assessment and Significance*. Gainesville, FL: University Press of Florida, pp 137-156.

WEEK 13 (March 31): THE BUSINESS OF CRM

TOPIC A. How does business management apply to CRM? What business skills are needed?

TOPIC B. How to manage a small project.

READINGS ON WEBCOURSES:

TBA

GUEST SPEAKER: Pete Sinelli, University of Central Florida

HOME ASSIGNMENT: Find one example of Government/Military CRM project and present it to Class April 7.

WEEK 14 (April 7): PRIVATE AND GOVERNMENT CRM ARCHAEOLOGY, AND THE MILITARY

TOPIC A. Working in Government/Military CRM

TOPIC B. Case Studies in Government/Military CRM

Altschul, Jeffrey H. and Thomas C. Patterson
2010 Trends in Employment and Training in American Archaeology. In *Voices in American Archaeology*, edited by Ashmore, Wendy, Dorothy Lipert and Barbara Mills, pp. 291-316. SAA Press, Washington D.C.

Metcalf, Michael D. and Jim Moses

2012 Building an Archaeological Business. In *Archaeology in Society: Its Relevance in the Modern World*, edited by Marcy Rockman and Joe Flatman, pp. 87-96. Springer, New York.

Altschul, Jeffry
The Effect of the Global Recession on Cultural Resources Management in the United States. In Archaeology and the Global Economic Crisis: Multiple Impacts, Possible Solutions, edited by Nathian Schlanger and Kenneth Aitchison
pp. 103-106. Culture Lab Editions, Tervuren Belgium (on-line access: http://www.landward.eu/2010_25Archaeology-and-the-crisis.pdf)

Nash, Stephen E and Nancy O'Malley
2012 The Changing Mission of Museums. In *Archaeology in Society: Its Relevance in the Modern World*, edited by Marcy Rockman and Joe Flatman, pp. 97-110. Springer, New York.

Rush, Laurie
2012 Working with the Military to Protect Archaeological Sites and Other Forms of Cultural Property. *World Archaeology* 44(3):359-377.

GUEST SPEAKER: Zac Nelson, Bureau of Land Management

HOME ASSIGNMENT: Work on presentations and papers

WEEK 15 (April 14): PULLING IT ALL TOGETHER: WHERE FROM HERE FOR CULTURAL RESOURCE MANAGEMENT?

TOPIC A. Where from Here?

TOPIC B. Student Presentations

READINGS:
King 2008, Chapter 8

READINGS ON WEBCOURSES:
Hardesty, Donald L. and Barbara J. Little. 2000: *Assessing Archaeological Significance: A Guide for Archaeologists and Historians*, Chapter 8. Lanham, MD: AltaMira Press.

Patterson, Thomas C. 1999: The Political Economy of Archaeology in the United States. *Annual Review of Anthropology* 28: 155-174.

Jameson, John H. Public Interpretation, Education, and Outreach The Growing Predominance in American Archaeology. In *Cultural Resource Management in Contemporary Society*, pp. 288-289. London: Routledge.

FINAL PAPER DUE: Monday, April 27th @ 11:59PM in Webcourses (Considered as your final exam)