CULTURAL RESOURCE MANAGEMENT/PUBLIC ARCHAEOLGY
ANG 6197

Spring 2007
Mondays 9:30 to 12:20
SOC37

Dr. Tom Pluckhahn
SOC120 and 122
Office Hours: Mondays 1:00-2:30
or email for an appointment
Email: tpluckha@cas.usf.edu
Phone: 974-1523

DESCRIPTION

The term “public archaeology” means many things to many people, but fundamentally incorporates the public use of, and engagement with, archaeology. Present-day archaeologists answer to a much wider public than archaeologists of previous generations: from the general public, to descendant communities, to other archaeologists, to local, state, and federal agencies. This is particularly true of archaeologists employed outside of academia, but in a certain sense all archaeology today is public. Even if you end up in an academic position, you will need to be conversant with many of the topics we will cover in this class.

Specific topics that we will cover in this course include:
• The historic development of public archaeology
• Theory and philosophy as they apply to public archaeology
• International, federal, state, and local historic preservation legislation
• The National Register Process
• Reburial and Repatriation
• Conflicts and ethical issues inherent in public archaeology
• Working with diverse descendant (and other) groups
• Community Archaeology
• Applied Archaeology
• Public Education and Outreach
• Archaeology and Museums
• Archaeology and the Media
• Archaeology and politics

FORMAT

As a graduate seminar, this course depends entirely on your comprehension and discussion of readings. Although short lectures may be utilized to frame the discussion, this is not a lecture course. Instead, the burden is on you to carefully read the assigned materials and to reflect on, discuss, and comprehend their context and relevance in archaeology. Many of you have experience in some facet of public archaeology, and I encourage you to share these in class. I hope to learn is much from you as you do from me.
READINGS

We will read extensively from two texts. These will be good references to own and should be available at the university bookstore, as well as on-line:

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

King, Thomas F.

In addition to these texts we will read a number of articles and web sites as listed on the course schedule. Most of the articles will be posted on Blackboard, and others can accessed by following the links provided.

GRADING

Your grade will be comprised of Attendance/Class Participation, a series of Exercises, and a Project, as described below:

Attendance/Class Participation (15 class sessions x 10 points each = 150 points): As noted above, this class requires your participation. I will note attendance at every class session, and will also keep records about class participation. Points may be deducted for cell phone use and other behavior that distracts from the discussion.

In addition, for each class period you should submit one thoughtful discussion question regarding the readings for that session. For example, for the first week:

The readings for this week illustrate several very different paths by which archaeologists have come to appreciate the need for a more publicly-engaged archaeology. What are some of these paths? What does the variety of theoretical orientations among these practitioners mean for the notion of “public archaeology” as a cohesive sub-field or specialty in archaeology?

You are always welcome to submit more than one question. **Questions should be submitted to me via email no later than midnight the Sunday before class.**

Exercises (8 x 25 points each = 200 points): We will do a series of exercises to familiarize you with concepts and methods in public archaeology. Some of these will be done in class, while others will have a take-home component.
Project (250 points): You are required to complete a project related to public archaeology. The form of the project can vary depending on your interests. Possibilities include, but are by no means limited to the following:

- designing a web site for a site, a project, or a theme in public archaeology
- writing a grant proposal for a public-oriented field project
- writing a popular report of an excavation or project
- designing an archaeological museum display
- designing signage for a public site
- developing a curriculum for a classroom exercise
- writing a guide to a public site

Projects will be graded on originality, creativity, effort, and integration of the principles of public archaeology (as discussed in class and our readings). You are encouraged to do something related to your own research; however, the project needs to be something new (not recycled).

If you prefer to do a research paper, it must be an original analysis or critique on something related to public archaeology, not a simple literature review (e.g., not another paper on the Kennewick controversy).

Final Grade: Your final grade will be based on your percentage of the total 600 points. Final grades are assigned based on the following scale: A+ = 98-100%, A = 92-97, A- = 90-91%, B+ = 88-89%, B = 82-87%, B- = 80-81%, C+ = 78-79%, C = 72-77%, C- = 70-71%, D+ = 68-69, D = 62-67%, D- = 60-61%, F = <60%.

Academic Dishonesty

Penalties for academic dishonesty (including cheating and plagiarism) may include: assignment of an “F” or a numerical value of zero on the assignment, quiz, exam, etc.; assignment of an “F” or an “FF” grade (the latter indicating academic dishonesty) in the course; and/or suspension or expulsion from the University.

Other Course Policies

Course notes and recordings are not permitted for sale without the express written consent of the instructor.

Students with disabilities should consult with me privately as soon as possible (the first week of classes). If accommodations are needed, a letter from the Office of Academic Support and Accommodations for Students with Disabilities (SVC1133) will be required. Please inform me if there is a need for an alternate format for documents or a note-taker.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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| 1/8    | • Introduction to the Course  
• The Development of Public Archaeology                                  | • Neumann and Sanford, Chapter 1  
• Jameson 2004  
• Wauchope 1966  
• Davis 1972  
• McGimsey 1972, pp. 3-19  
• Potter 1994, Chapters 1-3  
• Smith 2004, Chapter 2  
• look over the NPS “Public Archaeology in the United States: A Timeline”  
[http://www.cr.nps.gov/archeology/timeline/Timeline.htm](http://www.cr.nps.gov/archeology/timeline/Timeline.htm) |
| 1/15   | MLK HOLIDAY                                                            |                                                                                                                                          |
| 1/22   | • Federal Laws and Regulations  
• Exercise 1: Federal Compliance Jeopardy (in class exercise)                  | • Neumann and Sanford, Chapter 2  
• all of King 1998  
• McManamon 2006  
• Look at NPS “Archaeology Laws: A Guide for Professionals” (especially: Antiquities Act, NHPA, AHPA, ARPA, and ASA)  
• Look at the website for the ACHP (especially: About ACHP, National Historic Preservation Program, Working With Section 106)  
[www.achp.gov](http://www.achp.gov) |
| 1/29   | • Federal Laws and Regulations: NAGPRA and other Considerations  
• Exercise 2: NAGPRA negotiation (in class exercise)                              | • Smith and Burke 2003  
• Look at the National NAGPRA website (especially: Laws and Regulations, Frequently Asked Questions, Review Committee)  
[www.cr.nps.gov/nagpra](http://www.cr.nps.gov/nagpra)  
• See also NPS “Archaeology Laws: A Guide for Professionals” (NAGPRA)  
• If not familiar with Kennewick case (or even if you are), you may want to check out:  
| 2/5    | • The National Register of Historic Places  
• UNESCO World Heritage  
• Exercise 6: Using the National Register Information System (due this class)  
• Traditional Cultural Properties                                             | • King 2003: Chapters 1-2, 6-9, 11-12  
• Omland 2006  
• Magness-Gardiner 2004  
• Kersel 2004  
• Look at the NPS Bulletin Guidelines for Documenting and Evaluating Traditional Cultural Properties  
• Look at the NPS “National Register of Historic Places” (especially About the Register, Listing a Property, Results of Listing)  
[http://www.cr.nps.gov/nr/index.htm](http://www.cr.nps.gov/nr/index.htm)  
• Look at the NPS “National Register Information System”  
[http://www.cr.nps.gov/NR/research/nris.htm](http://www.cr.nps.gov/NR/research/nris.htm)  
• Look at the UNESCO World Heritage Site (especially: The List, About World Heritage)  
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<th>Date</th>
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<tr>
<td>2/12</td>
<td>• State and Local Laws, Regulations and Standards</td>
<td>• Look at Florida Historical Resources Act (F.S.267)</td>
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<td>• Project Topics Due</td>
<td>• Look at “Offenses Concerning Dead Bodies and Graves” (Introduction, Laws (especially Sections 872.02 and 872.05), Law Enforcement, Site File, State Archaeologist, Resources, NAGPRA)  <a href="http://www.flheritage.com/archaeology/cemeteries/index.cfm">http://www.flheritage.com/archaeology/cemeteries/index.cfm</a></td>
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<td>• Look at Chapter 1 of <em>Apoxsee: The Sarasota Comprehensive Plan</em>  <a href="http://apoxsee.co.sarasota.fl.us/chap1/default.asp">http://apoxsee.co.sarasota.fl.us/chap1/default.asp</a></td>
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<td>• Look at the web site of the Florida Master Site File (Guidelines for Users, Guide to the Archaeological Site Form, The Archaeological Site Form)  <a href="http://www.flheritage.com/preservation/sitefile/">http://www.flheritage.com/preservation/sitefile/</a></td>
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<td>2/19</td>
<td>• Doing CRM, Part 1: Survey</td>
<td>• Neumann and Sanford, Chapters 3-5</td>
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<td>• Evaluation of Significance</td>
<td>• Hardin 2002</td>
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<td>• Exercise 4: Responding to an RFQ for a survey (in class and take home)</td>
<td>• Hoffman 2002</td>
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<td>• Austin 2002</td>
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<td>• Look at the Florida DHR Cultural Resources Management Standards &amp; Operational Manual (see especially Module 3 sections concerning Phase I Cultural Resource Assessment Surveys, Evaluating Significance)  <a href="http://www.flheritage.com/preservation/compliance/manual/">http://www.flheritage.com/preservation/compliance/manual/</a></td>
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<td>• Look at Florida's Historic Contexts  <a href="http://www.flheritage.com/facts/reports/contexts/">http://www.flheritage.com/facts/reports/contexts/</a></td>
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<td>• Look at one of a selection of survey reports (to be provided, or find one on your own)</td>
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<td>2/26</td>
<td>• Doing CRM, Part 2: Testing and Excavation</td>
<td>• Neumann and Sanford, Chapters 6 and 7</td>
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<td>• Exercise 5: Preparing an MOA or Mitigation Plan (in class and take home)</td>
<td>• Look at the Florida DHR Cultural Resources Management Standards &amp; Operational Manual (see especially Module 3 sections concerning Phase II Archaeological Test Excavations; Adverse Impact Mitigation, Phase III Excavations; Effects Determinations and Case Reports; Preparing Agreement Documents)  <a href="http://www.flheritage.com/preservation/compliance/manual/">http://www.flheritage.com/preservation/compliance/manual/</a></td>
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<td>• Look at one of a selection of excavation reports (to be provided, or find one on your own)</td>
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<td>3/5</td>
<td>• Laboratory Analysis and Curation</td>
<td>• Neumann and Sanford, Chapters 8 and 9</td>
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<td></td>
<td>• Report Preparation and Review</td>
<td>• Childs 1995</td>
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<td>• Trimble and Marino 2003</td>
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<td>• Look at the NPS “Managing Archaeological Collections” (especially Introduction to Curation, Relevant Laws (particularly 36CFR79), Curation Prior to the Field, Curation in the Field and Lab, Repositories, Collection Management) <a href="http://www.cr.nps.gov/archeology/collections/index.htm">http://www.cr.nps.gov/archeology/collections/index.htm</a></td>
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<td>• Look at SHA “Standards and Guidelines for the Curation of Archaeological Collections”  <a href="http://www.sha.org/publications/curation.htm">http://www.sha.org/publications/curation.htm</a></td>
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<td>3/12 SB</td>
<td>SPRING BREAK</td>
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| 3/19  | Ethical Considerations in American Archaeology  
|       | Working with Descendant Communities  
|       | Working with Collectors  
|       | Exercise 7: Ethics Bowl (in class) | • Look at the World Archaeological Congress Codes of Ethics: http://www.worldarchaeologicalcongress.org/site/about_ethi.php  
|       |                               | • Look at the SAA Ethical Principles http://www.saa.org/aboutSAA/committees/ethics/principles.html  
|       |                               | • Look at the RPA Code of Conduct and Standards of Research Performance http://www.rpanet.org/  
|       |                               | • Look at the ACRA Code of Professional Standards www.acra-crm.org/Ethics.html  
|       |                               | • Look at the Florida Anthropological Society Statement of Ethical Responsibilities http://www.fasweb.org/docs/FAS_Ethics.pdf  
|       |                               | • Green et al. 2003  
|       |                               | • Groarke and Warrick 2006  
|       |                               | • Hollowell 2006  
|       |                               | • Lynott 2003  
|       |                               | • Bergman and Doershuk 2003  
|       |                               | • Altschul and Willems 2006  
|       |                               | • Zimmerman 2005  
|       |                               | • Logan 1998  
|       |                               | • White and Williams 1994  
|       |                               | • Singleton 1997  
|       |                               | • LaRoche and Blakely 1997  
|       |                               | • McDavid 1997  
|       |                               | • Nicholas 2005  
|       |                               | • Pyburn 2003  
| 3/26  | “Community Archaeology”  
|       | Applied Archaeology           | • Arden 2002  
|       |                               | • Marshall 2002  
|       |                               | • Moser et al. 2002  
|       |                               | • Crosby 2002  
|       |                               | • Greer 2002  
|       |                               | • Saunders 2002  
|       |                               | • Crossland 2002  
|       |                               | • Kendall 2005  
|       |                               | • LeClair 2005  
| 4/2   | Presenting Archaeology to the Public: On-site | • Copeland 2004  
|       |                               | • Potter 1997  
|       |                               | • Potter and Chabot 1997  
|       |                               | • Davis 1997  
|       |                               | • Baugh and Wall 1997  
|       |                               | • Heath 1997  
|       |                               | • Bograd and Singleton 1997  
|       |                               | • Davis 1990  
|       |                               | • Potter 1994, Chapters 9-12  
|       |                               | • Kwas 2000  

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<th>Date</th>
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<tr>
<td>4/9</td>
<td>• Presenting Archaeology to the Public: Museums and Classrooms</td>
<td>• Merriman 2004</td>
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<td>• Exercise 8: Museum Critique (due this class)</td>
<td>• Iseminger 1997</td>
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<td>• Johnson 2000</td>
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<td>• Chiarulli et al, 2000</td>
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<td>• Lea 2000</td>
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<td>• Stone 1994</td>
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<td>• Thomas 2002</td>
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<td>• see the SAA Archaeology for the Public (Resources for Educators)</td>
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<tr>
<td>4/16</td>
<td>• Presenting Archaeology to the Public: The Media and Public Officials</td>
<td>• Fagan and Rose 2003</td>
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<td>• Exercise 7: Simulated Media Interview (in class)</td>
<td>• see the SAA Archaeology for the Public (Outreach to the Media, Outreach to Officials)</td>
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<tr>
<td>4/23</td>
<td>• Presenting Archaeology to the Public: Print, Video, and Web</td>
<td>• see the SAA Archaeology for the Public (Outreach to the Public)</td>
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<td>• Exercise 8: Critique of Web Site, Popular Report, or Video (due this class)</td>
<td><a href="http://www.saa.org/public/forArchaeologists/forArchaeologists.html">http://www.saa.org/public/forArchaeologists/forArchaeologists.html</a></td>
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<td>• see “Creating Effective Poster Presentation” by Hess, et al.</td>
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<td><a href="http://www.ncsu.edu/project/posters/NewSite/index.html">http://www.ncsu.edu/project/posters/NewSite/index.html</a></td>
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<td>• McDavid 2004</td>
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<td>• Young 2002</td>
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<td>• Allen 2002</td>
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<td>• Childs 2002</td>
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<td>• Van Dyke 2003</td>
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<td>4/30</td>
<td>Presentations</td>
<td>Projects Due</td>
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Allen, Mitch

Altschul, Jeffrey H., and Willem J.H. Willems

Ardren, Traci

Austin, Robert J.

Baughner, Sherene, and Diana Dizerega Wall

Bergman, Christopher A., and John F. Doershuk

Bograd, Mark D., and Theresa A. Singleton

Chiarulli, Beverly A., Ellen Dailey Bedell, and Ceil Leeper Sturdevant

Childs, S. Terry


Copeland, Tim

Crosby, Andrew

Crossland, Zoë

Davis, Hester A.


Davis, Karen Lee

Derry, Linda

Fagan, Brian, and Mark Rose

Green, Lesley Ford, David R. Green, and Eduardo Góes Neves

Greer, Shelley, Rodney Harrison, and Susan McIntyre

Groarke, Leo, and Gary Warrick

Hardin, Kenneth W.

Heath, Margaret A.

Hoffman, Kathleen S.

Hollowell, Julie

Iseminger, William R.

Jameson, John H., Jr.

Johnson, Emily J.

Kendall, Ann

Kwas, Mary L.

Kersel, Morag

LaRoche, Cheryl J., and Michael L. Blakey

Lea, Joanne
LeClair, Jean

Logan, G.C.

Lynott, Mark

McDavid, Carol


McGimsey, Charles R., III

McManamon, Francis P.

Magness-Gardiner, Bonnie,

Marshall, Yvonne

Merriman, Nick

Moser, Stephanie, Darren Glazier, James E. Phillips, Lamya Nasser el Nemr, Mohamed Saleh Mousa, Rascha Nasr Aiegh, Susan Richardson, Andrew Conner, and Michael Seymour

Nicholas, George P.

Omland, Atle

Potter, Parker B., Jr.


Potter, Parker B., Jr., and Nacy Jo Chabot

Pyburn, K. Anne


