

HI 587 / ANT 587: Cultural Resource Management

COURSE DETAILS

GENERAL INFORMATION

Professor: Dr. Alicia McGill; **Email:** aemcgill@ncsu.edu; **Office Phone:** 919-513-2212

Class Time and Location: Tuesday 3:00-4:15 pm F2F in Withers Hall 140;

AND Tuesdays 6:00-7:15 pm ONLINE through Zoom * The meeting link, ID, and password for our weekly meetings will be posted on Moodle. More details about Zoom are below in the “Electronic Course Components” section of the syllabus.

Class Number: HI - 7298 / ANT - 10283 (3 credit units)

OFFICE HOURS

When scheduling meetings, always try office hours before requesting other options.

Professor McGill’s Office Hours: Wednesdays 1:30-3:00 pm; Thursdays 11:30 am-1:00 pm

During these times I will be available for text conversations through Google Chat – just look me up through your NC State email with my NC State user name. If students would prefer a virtual face-to-face meeting during office hours, they can schedule a Zoom meeting. If you do not have availability during office hours contact me to schedule a meeting at another time.

Office Location: Withers 249 – I will often work off-campus during the semester. If you need to drop off something and/or have something signed, please contact me to make arrangements.

PREREQUISITES

Graduate standing or PBS status is required for this course.

COURSE OVERVIEW

This course provides a practical and theoretical overview of U.S. federal, state, and local laws, institutions, and practices related to the inventory, evaluation, protection, preservation, and overall management of cultural resources, with particular attention to historical buildings and sites. Drawing from interdisciplinary perspectives in fields such as historic preservation, anthropology, history, and museology, the lectures, activities, and assignments in this course will address a number of topics, including: the philosophical bases of Cultural Resource Management (CRM), professional responsibilities, Indigenous and other stakeholder interests in CRM, national regulations outside the U.S., and issues related to international heritage management. Students will also develop and practice skills important in CRM fields through tasks like researching NC cultural resources and exploring the National Register criteria.

We will begin by exploring approaches to the concept of CRM. We will engage in discussion about the term “cultural resources” and will learn about diverse forms of cultural resources. We will discuss some history of managing cultural resources in the U.S. and the development of cultural resource management laws and institutions. The rest of the course is organized around themes and concerns related to the implementation of heritage management and historic preservation laws and practices in the U.S. Students will also become familiar with

institutions and individuals involved in CRM in NC and be exposed to cultural resource management laws and practices of a country of their choice.

STUDENT LEARNING OUTCOMES – Through this course, students will:

- Understand the philosophies behind cultural resources management and will evaluate problems with narrow ideas of heritage management and preservation
- Understand professional responsibilities of cultural resource practitioners
- Develop knowledge of the goals, methods, infrastructure for, and applications of cultural resource management in the U.S.
- Understand the roles of the state and local government in cultural resource management
- Understand the cultural resource management roles of organizations in North Carolina and international organizations such as UNESCO
- Recognize broad stakeholder interests in and concerns about cultural resource management and identify and evaluate ways for addressing these

COURSE STRUCTURE

A central component of this course is dialogue. Thus, I expect students to actively engage and interact in class on a regular basis. In order to prepare for class discussions, you need to keep up with the readings and review class topics as listed on the syllabus. Discussion is integral to this class because:

- Many of the topics of this course are the center of debates and critique, and you should develop and articulate opinions about these
- Open-minded responses to epistemologies and ideas different from your own is an important skill for global citizens and will be important for many of you in your careers in history, public history, anthropology, and heritage studies
- Verbal articulation, communication, and dialogue is integral to graduate education, academia, and most professions
- Discussion makes class more interesting, exciting, and relevant to your own interests. I am not a big head who likes to hear myself talk.

ELECTRONIC COURSE COMPONENTS

Moodle: We will use Moodle extensively in this class. Materials posted on Moodle may include: readings, announcements, forum posts, class activities, and assignment descriptions. All assignments will be submitted on Moodle. When using Moodle, “students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.”¹ Moodle can be accessed through [Wolfware](https://wolfware.ncsu.edu) [URL: <https://wolfware.ncsu.edu>] Enter your login information and select the HI 594 001 course.

Zoom meetings: Our online class meetings will occur through Zoom. I set up a recurring Zoom meeting to take place on Tuesday evenings and provide a link for our meetings as well as the meeting ID and password on Moodle. A few minutes before it is time for class you should sign-on to Zoom. You will be able to access the meetings by clicking on the link provided on

¹ Materials in quotations in the syllabus are from various NC State policies, regulations, and offices.

Moodle or by opening the Zoom app or visiting NC State's Zoom page [URL: <https://ncsu.zoom.us/>] and entering in the meeting ID and password. Students will need to "register" to participate in the class meetings and you will need to sign-in as an authenticated NC State user (e.g. with your NC State account).

If you have not already done so, you will need to download the Zoom desktop client [URL: <https://zoom.us/support/download>] and, using the SSO (single sign-on option) enter "ncsu" as the company domain name. When doing this for the first time you will likely need to log into your NC State account with your NC State Unity ID and password. If you already have Zoom installed, be sure you are using the most updated version. To do this, open the Zoom client, click on the drop-down arrow next to your name and select "Check for Updates."

You will need to have a stable internet connection for class meetings so you may need to experiment with devices and locations for meetings. I do not recommend joining class meetings from public locations, such as coffee shops, as those connections tend to be slow and unreliable.

Zoom resources: If you are unfamiliar with Zoom, please watch this video about how to [Join a Meeting](#) (1 min, 9 sec) [URL: <https://youtu.be/hlkCmbvAHQQ>] and review this page about your [Attendee Controls](#) within a meeting [URL: <https://support.zoom.us/hc/en-us/articles/200941109-Attendee-controls-in-a-meeting>] before our first online class. I also recommend you visit the [Zoom Help Center](#) [URL: <https://support.zoom.us/hc/en-us>] which has many helpful resources including tutorial videos. And you can test your internet connection by [joining a test meeting](#) [URL: <https://zoom.us/test>].

Technical Assistance: If you have technical issues, contact NC State's LearnTech Help Desk at learntech@ncsu.edu, 919-513-7094, or [submit your questions using this form](#) [URL: <https://delta.ncsu.edu/learntech-request/>]. Or contact Zoom Support [URL: <https://support.zoom.us/hc/en-us/articles/201362003>] and use an option for Education plan subscribers.²

Class activities: On occasion we may do activities which require you to type information into a digital document or do web searches. A cell phone will not suffice for completing these activities so make sure you have access to some kind of computer during class meetings.

REQUIRED READINGS

All readings listed on a particular day should be done before our first class meeting that day. Readings other than those in the required books will be made available to students on the course Moodle site in a folder titled "Readings." There are three required books:

- Cultural Resource Laws and Practice 4th Edition, 2013, Author: Thomas F. King, Publisher: AltaMira Press -- Referred to as "King" in the syllabus. This will be accompanied by the chapter number and/or page numbers you are expected to read.
- Beyond Preservation: Using Public History to Revitalize Inner Cities, 2010, Author: Andrew Hurley, Publisher: Temple University Press
- Plundered Skulls and Stolen Spirits: Inside the Fight to Reclaim Native America's Culture, 2017, Author: Chip Colwell, Publisher: University of Chicago Press

² Some of the text in this section came from resources from NC State's Distance Education and Learning Technology Applications (DELTA).

EXPECTATIONS for the PROFESSOR and STUDENTS; F2F Meetings and NETIQUETTE

Professor Expectations: In addition to teaching class materials and engaging students, I am committed to the creation of a tolerant classroom and will treat students fairly and with respect. In addition to keeping up with readings, preparing lectures and activities, and grading, I want to be as accessible to my students as is appropriate. I can most easily be reached through email, my office phone, and Google Chat during my office hours. I will try to respond to students within 48 hours. On weekends it may take longer for a response. Please post general questions you think will be helpful to other students on the Moodle site.

Students: I expect students to treat each other, the professor, and any guests with respect during class and in virtual communications related to class. Additionally, I expect students to actively engage in class discussions and activities. Thus, you need to keep up with readings and review class topics before every class. I also expect students to frequently check announcements and email. Email; Moodle; the syllabus; and virtual chats, meetings, and classes are considered **official forms of communication** by the university.

General Rights and Responsibilities: As a member of the NC State University community, you have rights and responsibilities in regards to academic and personal conduct. All work in this course should be conducted in accordance with the North Carolina State University Code of Student Conduct. This Code exists to help facilitate a safe and engaging environment for education and professional development and to protect all members of the university community. I provide some information here, but more details on academic integrity, counseling, and more are provided at the end of the syllabus.

COVID-19 Community Standards: We are all responsible for protecting ourselves and our community. Please see the [community standards](https://www.ncsu.edu/coronavirus/community-standards/) [URL: <https://www.ncsu.edu/coronavirus/community-standards/>] and Rule 04.21.01 regarding Personal Safety Requirements Related to COVID-19 [RUL 04.21.01 – Personal Safety Requirements Related to COVID-19 – Policies, Regulations & Rules](https://policies.ncsu.edu/rule/rul-04-21-01/) [URL: <https://policies.ncsu.edu/rule/rul-04-21-01/>]

F2F Meetings: We will be meeting once a week in-person on Tuesday afternoons. I chose a teaching option with some in-person meetings for Spring 2021 in order to foster community among graduate students and provide students with increased access to me as a university instructor, scholar, and mentor. Additionally, meeting F2F will assist with our final project. In-person classes are different and awkward in our COVID-19 world. I will do everything in my power to maintain a safe and comfortable learning environment. On our first day of class we will discuss some “ground rules” and strategies for in-person class meetings and we will frequently revisit our comfort level with in-person meetings.

During class meetings, we will maintain physical distance and will be wearing face coverings and open the windows if possible. As you are likely aware, NC State students, employees and visitors are required to wear face coverings on campus whenever they are interacting with or in close proximity to others. The face covering is an addition to, and not a substitution for, physical separation, hand hygiene and staying home when sick. For more information about [face coverings](https://docs.google.com/document/d/1vKikPCJGEBXpFfAnQGfjeDxgKTFJfV6Eo7fOtdohlr8/e dit?usp=sharing) [URL: <https://docs.google.com/document/d/1vKikPCJGEBXpFfAnQGfjeDxgKTFJfV6Eo7fOtdohlr8/e dit?usp=sharing>]

Netiquette: As a hybrid class with weekly virtual class meetings, it is important to consider some details about class engagement and environment that we may not have to consider

in face-to-face classes. We will discuss specifics about how students should engage in class and ask questions as well as the use of the video and audio components of their computers for class meetings but I address some things here. Be aware that our class meetings may be recorded and your names are displayed in the group chat panel. For any of our regular class meetings as well as meetings you have in groups and/or with the professor, consider the following: be mindful of your surroundings – make sure there is no inappropriate or distracting imagery, content, or noise in your background, participate in our class meetings in a space with limited distractions and no other people in background if possible, dress in clothing you would wear to a face-to-face class, consider the content you have open on your computer as students will occasionally share their screens in groups, with the professor, and/or with the class. Only use your computer and/or cell phone for class-related activities during class meetings.

Disorderly Conduct, including disruptive class behavior, the use of electronic devices during class other than for class activities, and “Computer and Network Abuse” such as disrespectful or disruptive uses of NC State IT resources (e.g. harassment, disrespectful online posts or emails or ones that interfere with others’ work) are all forms of **Non-Academic Misconduct**, and a violation of the Code of Student Conduct.

LATE AND INCOMPLETE WORK POLICY

I understand emergencies happen and extenuating circumstances can on occasion affect students’ abilities to submit work on time. I also recognize that in the current global health climate there is increased uncertainty for many people. I will accept late assignments under special circumstances, but students should inform me about their situation as soon as possible. Late assignments may be penalized but keep in mind - it is better to get some credit than a 0 for an assignment.

Incomplete grades for the semester will only be given to students in exceptional cases. I will determine this after consultation with the student. An Incomplete Grade is only appropriate when a student has been regularly attending class and completing work and the student’s academic record in the course is such that the successful completion of particular assignments missed as a result of their situation would enable the student to pass the course. For information about the designation of an incomplete grade visit the [Grades and Grade Point Average and incomplete grades](https://policies.ncsu.edu/regulation/reg-02-50-03) [URL: <https://policies.ncsu.edu/regulation/reg-02-50-03>].

GENERAL ATTENDANCE POLICY and COVID-19

Success in this course depends on attendance, so students are limited to two allowable unexcused absences from F2F and/or virtual class meetings. Students who have more than two unexcused absences may lose up to five points from their final grade per absence. It is not possible to make up in-class participation. For general information about attendance, see NC State’s [University Attendance Regulations](http://policies.ncsu.edu/regulation/reg-02-20-03) [URL: <http://policies.ncsu.edu/regulation/reg-02-20-03>].

If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will not be penalized regarding attendance or class participation. However, you will be expected to develop a plan to keep up with your coursework and class requirements during any such absences. COVID 19-related absences will be considered excused; documentation need only involve communication with me.

COVID-19 and NC STATE RESOURCES

- Please take care of yourself and follow recommendations and steps from the [Centers for Disease Control and Prevention](https://www.cdc.gov/coronavirus/2019-nCoV/index.html) (CDC)
[URL: <https://www.cdc.gov/coronavirus/2019-nCoV/index.html>] and [NC State COVID-19 Personal Precautions site](https://www.ncsu.edu/coronavirus/personal-precautions/)
[URL: <https://www.ncsu.edu/coronavirus/personal-precautions/>]
- If you think you have been in contact with someone with COVID-19 and/or become sick, please contact your healthcare provider as soon as possible
- Please follow the [NC State Community Standards for COVID-19](https://www.ncsu.edu/coronavirus/community-standards/)
[URL: <https://www.ncsu.edu/coronavirus/community-standards/>]
- Please [self-report](https://www.ncsu.edu/coronavirus/what-you-can-do/self-report/) through the NC State system
[URL: <https://www.ncsu.edu/coronavirus/what-you-can-do/self-report/>]
- For more [NC State COVID-19 information and resources](https://www.ncsu.edu/coronavirus/) see
[URL: <https://www.ncsu.edu/coronavirus/>]
- I recognize that the situation with COVID-19 can be extreme and unpredictable and people may be incapacitated for long periods of time. If you become ill, please update me and your academic advisor about your situation as soon as you can. Or have a friend, family member, or NC State representation update me about your situation.
- I will work with students on a case-by-case basis with regards to the details of completing work for HI 587 / ANT 587 if a student becomes sick and/or is affected significantly by COVID-19.

GRADES and ASSIGNMENTS

GRADE BREAKDOWN:

10 Points – Class Participation

15 Points – Attend a Historic Preservation/Cultural Resources Public Meeting and Online Post

25 Points – International Cultural Resource Management Information Sheet

50 Points – Northeast Community Project: Three check-in assignments (5 points each), plus a co-authored final report (35 points)

For a total of 100 Points

GRADING SCALE:

97-100=A+; 93-96=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; <80=F

ASSIGNMENTS

Class Participation – 10 Points

Class Participation: Because discussion and class engagement are such integral components of this course, you will be evaluated on your participation in class. Participation will be evaluated on the insightfulness of your comments in class, ability to make connections across class topics and readings, and dialogue with classmates. Here are some guidelines for class engagement: 10-9 points will be given to students who actively participate in **all** discussions and activities in class by trying to answer questions from the professor, other students, or guests; posing questions about class materials and to guests; offering innovative and creative ideas; and sensitively critiquing and challenging ideas presented in class materials, by the professor, or by other students or guests. 8-7 points will be given to students who actively participate in **less than**

all discussions and activities in the ways described above. 6 points or fewer will be given to students who do not say much in class or when they do talk, their comments are not original, do not demonstrate knowledge of the readings or are disrespectful or reactionary. Contact me during the semester with any questions about your class participation grade.

Attend a Historic Preservation/Cultural Resources Public Meeting and Online Posting – 15 Points, Attend meeting and complete post by March 28

A lot of cultural resource management and historic preservation happens on the state and local level. Many state and local historic preservation meetings are public and some allow for public input and community engagement. These meetings can reveal a lot about CRM processes, programs, regulations, state and city government, and cultural heritage politics. To familiarize yourself with CRM issues and practices in North Carolina, you must attend a public CRM/historic preservation meeting. Most of these occur regularly (e.g. the second Tuesday of each month) and are currently taking place virtually due to COVID-19. Types of meetings you can attend include those for the Raleigh Historic Development Commission, NC National Register Advisory Committee, Raleigh Historic Resources and Museums Advisory Board, a non-profit preservation or community heritage organization (e.g. Friends of Oberlin Village), Raleigh Greenways Advisory Board, the Dorothea Dix Park Conservancy, Wake Forest Historic Preservation Commission, Wake Forest Northeast Community Preservation Plan, or similar organizations in another city or town. Information for these meetings should be relatively accessible online. Please let me know if you are planning to attend a meeting for an organization that I did not list or if you are having trouble finding information about public meetings.

In addition to attending the meeting, you must post on Moodle about it. Your post should be a few paragraphs long – you should summarize the meeting and include commentary from you, questions or things that were unclear, and discussion about connections to class content and readings. You must attend the meeting and complete your online post by March 28.

International Cultural Resource Management Information Sheet – 25 Points, Due March 19

For this assignment students will research the cultural resource management regulations and practices of another country and write an information sheet about the country. The information sheet will include a brief discussion of major cultural resource laws, regulations, institutions, and programs in the country with information about how cultural resources are defined and the ways they are protected and promoted. You will also include a brief history of cultural resources management in your country and discuss whether the country is a signatory to UNESCO heritage conventions. Your information sheet should also include a couple examples of special considerations related to cultural resource management in the country you chose: e.g. different forms of heritage management, contested forms of heritage in the country, stakeholders such as Indigenous populations and ethnic minorities with cultural resources concerns.

There will be an assignment description on Moodle with more details about the assignment. You will share your research during class on March 16 and should be prepared to make comparisons with the U.S. CRM system. The information sheet is due on March 19.

Northeast Community Project – 50 Points (Three check-in assignments at 5 points each, plus a co-authored final report worth 35 points)

Introduction: For the final assignment students will work as consultants on a project for the Historic Preservation Program (<https://www.wakeforestnc.gov/planning/historic->

[preservation](#)) for the Town of Wake Forest (the client). In groups students will research specific cultural resources in the Northeast Community, the people who lived there, and local history and produce a detailed report of their findings. The research will involve census and deed research, potentially the collection of individual and public memories, and more. The reports will discuss the specific history of the properties students research in addition to Northeast Community, Wake Forest, and contextual history, and cultural heritage. The information gathered by the consultants will contribute to ongoing research and projects in Wake Forest including a GIS-based Story Map about the Northeast Community. The Story Map acts as a virtual historic district that tells the story of the community and will be preserved as an archive in perpetuity.

Background: The Northeast Community formerly known as the “East End” is a historically African American neighborhood in Wake Forest, Wake County, NC. Originally, the land in this community largely belonged to Professor William Gaston Simmons, a professor at Wake Forest College. After the close of the Civil War he rented a lot of property to newly freed African Americans and eventually he and later his widow sold most of the property to African Americans. The property surrounds the Town Cemetery which was established in 1832. Generations of families have lived on these properties since the Civil War and the history is centered on the significant lives and families who have lived and worked here. Schools and churches have long been central cultural, political, and social institutions in the Northeast Community are an important part of community history.

Project Benefits: The Northeast Community Project will enhance student skills in archival research and increase student knowledge about the North Carolina history and historic preservation concerns. The final reports will contribute valuable information about local history, cultural heritage, Black history, and the built environment in North Carolina. The reports will be an important resource for the Wake Forest Historic Preservation Program for understanding local history, assessing the significance of specific properties and property types in the town, and identifying needs for future studies. The reports may be utilized in mitigation considerations when development projects may lead to unavoidable adverse effects and the destruction of parts of the built environment. This project is also a great way to reinforce mutually beneficial partnerships between Wake Forest and NC State and for students to connect with heritage professionals and stakeholders throughout the Piedmont.

Details: By February 2 you will receive an extensive assignment description about this project and will be provided background resources. Additionally, Michelle Michael, Senior Planner for Historic Preservation in Wake Forest, and our primary contact for the project will meet with our class on February 23 to provide an introduction to the project and Northeast Community and provide some methodological guidance. There are three check-in assignments for this project throughout the semester and each individual student will complete these. Each group will turn in a draft of the final report to Dr. McGill and Michelle Michael and a final report that incorporates feedback on the draft. Groups will present the results of their research in a virtual, public presentation to Michelle Michael and other interested stakeholders. The check-in assignments and reports will be detailed in the assignment description.

Due Dates: Check-in #1: February 23, Check-in #2: March 8, Check-in #3: April 12, Presentation: May 6, Draft of Final Report: April 23, Final Report: May 10.

COURSE SCHEDULE

On the following pages are details about class meetings, topics to be discussed, required readings and assignments. Note that the course schedule is subject to change but not without prior notice.

Table 1: Course Schedule with Themes, Readings, and Work Due

GUIDING THEMES	READINGS, WORK DUE, and things to PREPARE for class
Tuesday, January 19	
<ul style="list-style-type: none"> -- Introduction to course and people -- Introduction to final project -- What are cultural resources? What is cultural resource management? 	<ul style="list-style-type: none"> ▪ Not required, but a useful resource for the class: Federal Historic Preservation Laws -- The Official Compilation of U.S. Cultural Heritage Statutes (on Moodle)
Tuesday, January 26	
<ul style="list-style-type: none"> -- Cultural resources and forms of cultural resource management continued -- Perspectives about preservation and stewardship -- Historic preservation and communities 	<ul style="list-style-type: none"> ▪ King Chapter 1 ▪ McManamon and Hatton “Cultural Resource Management in Modern Society” ▪ Mayes “Preservation Law and Public Policy” ▪ Gillette and Hurley “Vision, Voice, and the Community Landscape: The Missouri Place Stories Pilot Project” ▪ Hollowell and McGill “Archaeological Stewardship”
Tuesday, February 2	
<ul style="list-style-type: none"> -- The National Historic Preservation Act (NHPA) -- National players and practices in historic preservation in the U.S. -- The National Register process -- State Historic Preservation Offices (SHPOs) 	<ul style="list-style-type: none"> ▪ Acts: National Historic Preservation Act (1966) ▪ Fowler in Stipe “The Federal Preservation Program” (only pp. 35-67) ▪ King Chapter 3 ▪ Little and Hardesty “Determining National Register Eligibility” * FYI: February 2: From the Margins to the Mainstream Series Forum: “Fugitive Archaeologies, Marooned Archaeologies” [URL: https://www.sapiens.org/archaeology/black-and-indigenous-futures-in-archaeology/]
Tuesday, February 9 – NO CLASS, NC State Wellness Day	
FYI: February 11, 10:00am: NC National Register Advisory Committee Meeting	
Tuesday, February 16	
<ul style="list-style-type: none"> -- The NHPA Continued -- More about SHPOs -- The Section 106 process in detail -- The National Environmental Policy Act (NEPA) 	<ul style="list-style-type: none"> ▪ Acts: National Environmental Policy Act (1969); Review NHPA ▪ ACHP “36 CFR Part 800” ▪ King Chapters 2 and 4 ▪ For more information visit the Advisory Council on Historic Preservation Section 106 Resources [URL: https://www.achp.gov/protecting-historic-properties]
Tuesday, February 23	
<ul style="list-style-type: none"> -- Visit to Wake Forest 2:00-4:00 pm -- “Kick-off” for Northeast Community Project including project introduction and methods with Michelle Michael, Senior Preservation Planner for the Town of Wake Forest; Walking tour 	<ul style="list-style-type: none"> ▪ Northeast Community Project assignment description ▪ At least two final reports from the 2020 CRM class Northeast Community Project ▪ A few resources in the project background research Google folder * Check-in Assignment #1 for Northeast Community Project due February 22

Tuesday, March 2

-- The role of the state in cultural resource management
-- What does the NC Historic Preservation Office (HPO) do?
-- NC cultural resources regulations
-- Challenges and concerns in NC CRM

- **Acts:** NC Archives and History Act (1973)
- Lyon and Brooks in Stipe “The States”
- Explore the resources/links on the NC SHPO Website
[URL: <https://www.ncdcr.gov/about/history/division-historical-resources/nc-state-historic-preservation-office>]
- Explore the resources/links on NC Office of State Archaeology Website
[URL: <https://archaeology.ncdcr.gov/>]
- * **Prepare questions for NC CRM practitioners**
- * **FYI: March 3: From the Margins to the Mainstream Series Forum: “Climate Change and Landscape”**

Tuesday, March 9

-- Northeast Community Project: Community resources
-- Introduction to issues related to international cultural resource management: the role of UNESCO, World Heritage Convention, the antiquities market and cultural property regulations, CRM outside the U.S.

- **International laws and conventions:** UNESCO Convention on Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property; UNESCO World Heritage Convention; UNESCO Intangible Cultural Heritage Convention
- Kersel “Transcending Borders: Objects on the Move”
- Askew “The Magic List of Global Status”
- Higuera “Cultural Heritage Management in Peru”
- * **Check-in Assignment #2 for Northeast Community Project due March 8**

Tuesday, March 16

-- Northeast Community Project: Student resources
-- Short presentations - International CRM Information Sheets

- By this date everyone should have read all of the final reports from the 2020 CRM class’ Northeast Community Project
- * **International Cultural Resource Management Information Sheet Due March 19**

Tuesday, March 23

-- Local level historic preservation Part I: local government cultural resource management – historical commissions, city planning, historic districts, urban development, community engagement

- Tyler “Historic Districts and Ordinances”
- North Carolina Enabling Legislation for the Creation of Historic Preservation Commissions by Counties and Municipalities: [URL: <https://www.ncdcr.gov/about/history/division-historical-resources/state-historic-preservation-office/local-historic-10>]
- Explore NC HPO resources for/links about Local Historic Preservation Commissions & Certified Local Governments: [URL: <https://www.ncdcr.gov/about/history/division-historical-resources/nc-state-historic-preservation-office/local-historic>]
- Explore resources about the Raleigh Historic Development Commission: <https://rhdc.org/> OR about historic preservation in Wake Forest: <https://www.wakeforestnc.gov/planning/historic-preservation> and <https://www.wakeforestnc.gov/advisory-boards/historic-preservation-commission>]

Very helpful additional resource:

- A Legal Primer for NC Historic Preservation Commissions

Tuesday, March 30	
-- Historic preservation and urban development, economic revitalization, gentrification, race and class, community engagement, public archaeology	▪ Andrew Hurley <u>Beyond Preservation: Using Public History to Revitalize Inner Cities</u>
APRIL 6 – NO CLASS: Work on Northeast Community Project * Check-in Assignment #3 for Northeast Community Project due April 12 FYI: April 7: From the Margins to the Mainstream Series Forum “Black and Indigenous Futurities”	
Tuesday, April 13	
-- Local level historic preservation Part II: non-profit preservation organizations, urban development, adaptive reuse, community engagement -- Cultural, social, political, and economic issues related to the Northeast Community Project and preservation	▪ Cofresi and Radtke in Stipe “Local Government Programs” ▪ More readings to be announced
Tuesday, April 20	
-- The Native American Graves Protection and Repatriation Act (NAGPRA) and related programming	▪ Acts: Native American Graves Protection and Repatriation Act ▪ Chip Colwell, <u>Plundered Skulls and Stolen Spirits: Inside the Fight to Reclaim Native America's Culture</u> ▪ For more information about NAGPRA visit the resources/links on the NPS NAGPRA Website and the National NAGPRA YouTube Channel [URL: http://www.nps.gov/nagpra/] URL: www.youtube.com/user/NationalNAGPRA]
Tuesday, April 27	
-- Diversity issues in CRM, past and present -- Diverse group involvement in and perspectives about cultural resource management: preservation, consultation, collaboration, advocacy, education...	▪ Lee in Stipe “The Social and Ethnic Dimensions of Historic Preservation” ▪ Nicholas “Seeking the End of Indigenous Archaeology” ▪ Kaufman “Historic Places and the Diversity Deficit” * Northeast Community Project Draft of Final Report due to Dr. McGill and Michelle Michael: April 23
Final Exam Period: Northeast Community Project work and presentations, No class May 4	
Virtual presentations of Northeast Community Project results: May 6, 3:30-6:00 pm	
Final Reports for Northeast Community Project due to Dr. McGill and Michelle Michael: May 10	

ACADEMIC INTEGRITY and CAMPUS RESOURCES

ACADEMIC INTEGRITY

All work in this course should be conducted in accordance with the North Carolina State University Code of Student Conduct. This Code exists to help facilitate a safe and engaging environment for education and professional development and to protect all members of the university community.

Some forms of **Academic Misconduct** are discussed here to provide examples of violations of the Code of Student Conduct but this discussion is not meant to be exhaustive.

Academic Misconduct includes (but is not limited to) personally cheating, conducting plagiarism, destroying or removing academic materials, working with another individual on an assignment or test when not part of the assignment, violating course rules and/or aiding and abetting individual(s) in any form of misconduct. “Cheating is the giving, taking, or presenting of information or material by a student that unethically or fraudulently aids oneself or another person on any work which is to be considered in the determination of a grade or the completion of academic requirements or the enhancement of that student’s record or academic career.” “Plagiarism is the use or close imitation of the language and thoughts of another and the representation of the other’s work as their own. The act of submitting work for evaluation or to meet a requirement is regarded as assurance that the work is the result of the student’s own thought and study, produced without assistance, and stated in that student’s own words, except as quotation marks, references, or footnotes acknowledge the use of other sources. Any ideas or materials taken from another source for either written or oral use must be fully and correctly acknowledged.” Plagiarism includes (but is not limited to) the offering of someone else’s work (words, ideas, research findings, theories, ideas, images) (including a classmate’s or the instructor’s) as your own and/or using someone else’s work without proper citation. This includes using material (even a few sentences) from books, articles, web pages, handouts from class, and class Powerpoints without citation.

Procedures: If you are suspected of any form of **academic misconduct** I will request a meeting with you and you will be informed of the situation and given opportunity to respond. Depending on the situation, the incident may be reported to the Head of the Department of History or higher authorities. Further disciplinary action will be determined depending on the situation and the regulations and procedures of the NC State Office of Student Conduct. Confirmed incidents of academic misconduct always result in a student being placed on academic integrity probation for the remainder of his or her career at NC State and incidents may result in a reduction in grade or a zero on an assignment or exam, a failing course grade, the creation of a disciplinary file, a hearing, suspension, or expulsion. For information about the procedures at NC State for addressing a situation of misconduct please consult the [Student Discipline Procedures](#) [URL: <http://policies.ncsu.edu/regulation/reg-11-35-02>].

If you have questions or concerns about your rights and responsibilities or different forms of misconduct, please contact the Office of Student Conduct, Phone: 919-515-2963 and consult the [Code of Student Conduct](#) [URL: <http://policies.ncsu.edu/policy/pol-11-35-01>].

STATEMENT FOR STUDENTS WITH DISABILITIES AND SPECIAL NEEDS

University Disability Resources: If you think or know you have a learning difficulty that might require special accommodation for this class there are many services on campus that can help. It is up to you to take the initiative to access these resources, but I can point you in the right direction. Reasonable accommodations will be made for students with verifiable

disabilities. In order to take advantage of available accommodations, students must register with Disability Resource Office (DRO), Phone: 919-515-7653, Email: disability@ncsu.edu.

General information about the DRO can be found on the [DRO Website](https://dro.dasa.ncsu.edu/) [URL: <https://dro.dasa.ncsu.edu/>]. [Details about registering with the DRO](https://dro.dasa.ncsu.edu/enrolled-students/) can be accessed on their site [URL: <https://dro.dasa.ncsu.edu/enrolled-students/>]. For more information on NC State's policy on working with students with disabilities, please visit the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](https://policies.ncsu.edu/regulation/reg-02-20-01/) [URL: <https://policies.ncsu.edu/regulation/reg-02-20-01/>]. The Director of the DRO is Mark Newmiller (Email: manewmil@ncsu.edu, Phone: 919-513-3768).

Other Concerns: If you think that you have a learning difference or anything else that puts you at a disadvantage in this class and you would like to discuss this situation please contact me as soon as possible. I recognize that students have different learning abilities and styles and I want all of my students to have an equal opportunity of succeeding.

NC STATE POLICIES, REGULATIONS, AND RULES

“Students are responsible for reviewing the NC State University PRR’s which pertains to their course rights and responsibilities.” This includes the [Equal Opportunity and Non-Discrimination Policy Statement](https://policies.ncsu.edu/policy/pol-04-25-05/) [URL: <https://policies.ncsu.edu/policy/pol-04-25-05/>] and information about [Equity at NC State](https://oied.ncsu.edu/divweb/policies/) [URL: <https://oied.ncsu.edu/divweb/policies/>], the [Code of Student Conduct](https://policies.ncsu.edu/policy/pol-11-35-01/) [URL: <https://policies.ncsu.edu/policy/pol-11-35-01/>].

EQUITY AND DIVERSITY

NC State has resources related to diversity, equity, and engagement. Visit the [Office for Institutional Equity and Diversity](https://oied.ncsu.edu/divweb/#) [URL: <https://oied.ncsu.edu/divweb/#>] for information about additional policies, training and education, engagement, campus community centers, and more.

COUNSELING CENTER

Studies have shown that students facing difficult situations are more likely to graduate and succeed in college when they take advantage of counseling services. During your time at NC State, if you find that life stressors are interfering with your academic or personal success, please consider contacting the Counseling Center - Phone: 919-515-2423, visiting the [Counseling Center Website](https://counseling.dasa.ncsu.edu/) [URL: <https://counseling.dasa.ncsu.edu/>] and consulting information about the [Counseling Center’s current services and resources about COVID-19](https://counseling.dasa.ncsu.edu/coronavirus/) [URL: <https://counseling.dasa.ncsu.edu/coronavirus/>] The Counseling Center offers support and resources for a range of needs and concerns related to: college transition, test anxiety, couples counseling, COVID-19, family challenges, relationship stress, meditation, harassment and abuse, addictive behaviors, career concerns, psychiatric services, sex and sexuality, time management, study skills, services for veterans, financial concerns, healthy living, suicide, and more.

SUPPORTING STUDENTS IN DISTRESS

As members of the NC State Wolfpack community, we share a responsibility to express concern for one another and ensure that campus and virtual learning spaces remain safe environments for learning. Occasionally, you may come across a classmate whose personal behavior worries you. I encourage you to report concerning behavior to [NC State Share a Concern Website](https://cm.maxient.com/reportingform.php?NCStateUniv&layout_id=2) [URL: https://cm.maxient.com/reportingform.php?NCStateUniv&layout_id=2] and to notify me if you feel comfortable doing so. You can report anonymously, but it is preferred that you share your contact information so someone can follow-up with you personally

and provide the most appropriate help for the student of concern. More resources about helping fellow students can be found at the [NC State Cares Website](https://ncstatecares.dasa.ncsu.edu/) [URL: <https://ncstatecares.dasa.ncsu.edu/>].

STUDENT OMBUDS

The Student Ombuds is a confidential resource (to the extent allowable by law), that provides a sounding board to discuss concerns related to your university experience - be they academic, personal or interpersonal, if it is important to you, it is an issue you can discuss with the Ombuds. The Student Ombuds provides information, discusses university policies and procedures, and helps students navigate their time at NC State. You can learn more about Student Ombuds Services and schedule an appointment by visiting the [Student Ombuds Services website](https://ombuds.dasa.ncsu.edu/) [URL: <https://ombuds.dasa.ncsu.edu/>].

CONCERNS about FOOD and HOUSING INSECURITY

If you are facing food, housing, and/or other financial challenges that are affecting your livelihood and university experience please come talk to me if you are comfortable doing so. Alternatively or additionally, you can learn more about basic needs resources available on campus by visiting the [Pack Essentials program Website](https://dasa.ncsu.edu/pack-essentials/) [URL: <https://dasa.ncsu.edu/pack-essentials/>].