

**San José State University  
Anthropology Department  
ANTH 296, Heritage Management, Section 1, Spring 2009**

**Instructor:** Dr. Marco Meniketti  
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**Office Hours:** Tuesdays 1:00pm-3:00pm, Thursdays 1:00pm-4:00pm  
**Class Days/Time:** Thursdays 6:00pm-8:45pm  
**Classroom:** WSQ 04

**Course Goals and Student Learning Objectives**

There are several goals for this course. The first is to introduce you through discussion, participation and practice to the current field of heritage management: the legislation that underwrites its practice in the U.S., the articulation of federal, state, tribal and local governmental activities, the evolving philosophies of heritage preservationists operating in the public interest, parallels on the international scene, as well as the impacts and foibles of heritage tourism as an economic engine. We will discuss current ethical issues and conflicts as well as the practical aspects of managing heritage resources: public involvement, collecting and looting, site protection, conflicts about interpretation and representation, stakeholder interest.

Another goal is to take you from the role of spectator to participant in the profession of heritage management and to develop awareness of archaeology as applied anthropology. The process involves actually doing the things that heritage managers do, such as drafting legislation, preparing research proposals and budgets, publishing original writing in journals, creating policy, reaching our many "publics": in other words, being heritage managers. Here are some specifics:

*Proposal writing:* Because most heritage research projects in the US are funded through grants, you must learn about proposal writing and money: how to obtain it and how to spend it. You will study how projects go from the proposal-writing stage through research to public interpretation and dissemination, and you will gain practical experience for your thesis development as you put together a complete research proposal emulating this process. You will submit your proposal for peer review in class.

*Writing for publication:* You will prepare a number of reviews of current/new literature with the goal of honing your writing to publishable standards.

*Advocacy & Education:* Most successful preservation efforts begin at the very local level. To understand this important local context, we will practice an advocacy role as citizen-experts by getting to know several community heritage preservation organizations.

**REQUIREMENTS:** (1) You will each serve as a moderator and discussion leader during at least one class session and possibly more. Everyone must come to all meetings prepared to discuss the assigned materials. The moderator is not responsible for presenting novel materials but is expected to spark discussion by posing questions to the group for consideration. To do this you must keep a response journal as you read. Each week, the moderator will compose a list of discussion questions in collaboration with me, and distribute the questions to fellow students.

(2) You will each take several opportunities to act as designated literary critic. This is your opportunity to criticize or praise pieces of work pertaining to the discipline(s) of archaeology, historic preservation, and heritage management. You must prepare each written review for early circulation to the group outlining your points of view. We will prepare book reviews at publishable standards.

A bibliography for ideas of titles to critique will be provided. NOT ALL of these titles are available at SJSU so plan accordingly. As you write your review, assume that you are writing for publication. The review trade is a writing genre that you can learn and at the same time sharpen your critical thinking skills.

(3) Contribute fully to any class projects/work, such as collective work on local preservation ordinances and/or public presentations that we set up for the semester. More on this as we proceed.

(4) Under consultation with me prepare a written proposal for a heritage management research project complete with statement of goals and/or research problem, rationale for the proposed work, background research synopsis, budget, time line, and personnel, suggested funding sources, and a presentation of your proposal to the group at the close of the term. Assume that you will approach a funding directorate, or worse, your graduate committee, with this proposal. Please see me individually early in the semester to get this project moving.

(5) Optional Adopt a heritage management organization or event as your focus of an ethnographic investigation during the semester. This involves outreach and participation in the activities of a community organization that is concerned with heritage issues. The idea is for you to become familiar with the ways in which such organizations operate (or fail to operate).

## **Required Texts/Readings**

### **Textbook**

There are 5 required texts. In addition I will make available other materials for you to read and discuss. These will be made available by accessible pdf format on my Faculty Web Page.

Download copies of "CRM: the Journal of Heritage Stewardship" and other journals for use in class when asked. Some will come from JSTOR, others from the NPS website, etc. Each of you will be expected to obtain a permanent subscription (its free) from the NPS.

Alanen, Arnold R. and R.Z Melnick, eds. 2000. Preserving Cultural Landscapes in America. Johns Hopkins University Press.

Jameson, John ed. 1997 Presenting Archaeology to the Public. Altamira Press.

King, Thomas F. 2004 Cultural Resource Laws and Practice: An Introductory Guide. Altamira Press.

Leask, A and A Fyall. 2006. Managing World Heritage Sites. Butterworth-Heinemann.

Shackel, Paul and Erve J. Chambers, eds. 2004. Places in Mind: Public Archaeology as Applied Anthropology. Routledge, 2004.

TOPICS AND READING SCHEDULE (all readings should be completed in advance of class)

## **Classroom Protocol**

Policies:

Students will be held to the highest standards of academic integrity and intellectual ethics. The chief product in the social sciences is new knowledge and original thinking. Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated and will be dealt with in accordance with university Academic Integrity Policy.

Assignments will not be accepted by email or after the last scheduled class.

Students may not leave the room during an examination. This will be a signal to the instructor that the student has completed the exam and it will be collected without further opportunity to continue.

Participation is a vital element in a social science environment and attendance is foundational to academic success. Students are expected to attend class. Although no formal role will be taken, informal attendance records will be monitored.

As a courtesy and in respect for fellow students and the instructor please turn off your cell phones.

Discussions of controversial topics can become emotional. Such discussion demands respect and intellectual honesty toward and between fellow students, instructor, and from instructor toward students.

Clear criteria for grading will be provided for each assignment format. Feedback to students will be immediate and as detailed as manageable.

A missed exam or scheduled seminar may be made-up only if a student provides appropriate documentation for legitimate excuse from scheduled exam dates (funeral, medical emergency, family crisis). *Make-up exams will be by scheduled appointment at the convenience of the instructor. Absolutely no makes-up exams for reasons not governed by*

*university policy. If a student has multiple exams scheduled for the same day consideration will only be given if sufficient advance notice has been given. Late research papers will be deducted 25pts/week. Late assignments will be reduced by 10%. Quizzes may not be made-up.*

The instructor will make every reasonable effort to provide timely and constructive feedback to students concerning performance throughout the semester, especially on written work. The instructor reserves the right to adjust the syllabus, or course content as deemed necessary to facilitate the highest achievement and performance of the class, or to explore timely topics.

To receive a grade for this course you must complete and submit at least half of the assignments and take the final exam.

Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to make appointments. Students who hand in research draft papers for pre-assessment will have the opportunity to make revisions and improvements before final grading.

There will be no extra credit assignments for this course. There is already plenty to do.

### **Dropping and Adding**

The university has specific procedures for dropping a class. **It is the student's responsibility to make sure classes are dropped. You are able to do this through My SJSU. Navigate to "Self Service>Student center>Drop a class"**  
**Check the schedule and be sure to drop prior to submitting fees to ensue your registration fees are properly assessed.**

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, they are not required to do so. For students who wish to drop a course **it is the student's responsibility to make sure classes are dropped. For more information about "add" and "drop" deadlines go to:**  
**<http://info.sjsu.edu?web-dbgen/narr/soc-fall/rec-2.html>**

### **Assignments and Grading Policy**

Students should anticipate and schedule minimally 5 hours of each week for work outside class. Assignments and various announcements will be available for download from My Faculty Webpage. [http://www.sjsu.edu/faculty\\_and\\_staff/faculty\\_detail.jsp?id=1576](http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=1576)

You can also get there by using the Quick Links box on the SJSU Home Page. All assignments must be submitted to receive a grade.

Grades will be based on score percentages. 94-100% 4.0; 88-93% 3.5; 82-87% 3.0; 76-81% 2.5; 70-75% 2.0; 64-69% 1.5; 57-63% 1.0; <56% 0.0

Below are basic guidelines for grading. Additional criteria may apply depending on assignments.

To earn an A: All assignments must be completed, on time, and demonstrate mastery of conceptual as well as critical content. Assignments will exhibit thoughtful and critical analysis, effort at conceptual synthesis, and originality. Papers will be carefully proofed for grammatical and typographical errors and exhibit exemplary writing appropriate to the discipline. Seminar responsibilities achieved. Assignments must be of consistently high quality in terms of content and execution. Examinations will score in the range of 90% and above. Final project complete, original, or innovative.

To earn a B: All assignments must be completed, on time, and demonstrate general comprehension of conceptual as well as critical content. Assignments will exhibit thoughtful analysis and effort should be made at conceptual synthesis. Seminar responsibilities achieved. Papers will be carefully proofed for grammatical and typographical errors and exhibit very few writing problems. Assignments must be of good quality in terms of content and conform to standards appropriate to the discipline. Exams may score in the 80% and above range. Final project completed and original or innovative.

To earn a C: At least 80% of assignments must be completed, on time, and demonstrate general understanding of critical content. Knowledge of basic conceptual material should be demonstrated. Seminar responsibilities achieved. Assignments will exhibit thoughtful effort with few errors in content. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards incorrect. Exams may score in the 75% and above range. Final project completed at average level of competence.

To earn a D: Failure to turn in assignments in a timely manner or to complete more than 70% of assignments. Only basic knowledge of conceptual material demonstrated. Critical analysis not exhibited, suggesting minimal effort by student.. Assignments lack careful or thoughtful effort and several errors in content. Failure to achieve seminar responsibilities or barely acceptable effort. Minimal engagement in class projects. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards ignored. Exams may score below 75% range. Absenteeism evident. Final project completed.

To earn an F: Failure to turn in assignments in a timely manner or to complete and submit more than 50% of assignments. Basic knowledge of conceptual material and critical analysis not demonstrated. No evidence of general skills or course content provided. Assignments will exhibit a lack of careful or thoughtful effort and errors will be evident in content. Papers will likely contain grammatical and typographical errors along with general writing problems, especially in word usage. Citation standards incorrect. Exams may score below the 60% range. Final project possibly incomplete or late.

Grade I: Special circumstances. Failure to complete and submit better than 50% of assignments. Attendance below acceptable levels. Or, failure to take the final exam. To make up this grade will require an additional project at instructor's discretion.

## **University Policies**

### **Academic integrity**

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests or quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin a university's reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Judicial affairs for disciplinary action which could result in suspension or expulsion from San Jose State University.

### **Cheating**

At SJSU, cheating is an act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole from another's test or other evaluation instrument; Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; Submitting work simultaneously presented in two courses unless this has been approved by the course instructor or by departmental policy; Altering or interfering with grading or grading instructions; Sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

### **Plagiarism**

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own. In written works this may include the over use of quoted materials to build a paper that is otherwise lacking in original content.

## **STUDENTS WITH DISABILITIES**

Any student with a condition or situation that requires special accommodations must make arrangements through the Disability Resource center. This includes learning and physical disabilities that prevent you from fulfilling course requirements under expected conditions. If you feel you have a disability, you must go to the DRC and follow their guidelines in order to receive assistance. I will work with the DRC to assist you based on their recommendations. I am not authorized to make assessments of personal situations regarding disabilities, and request that you prepare well in advance for any special needs you may have, particularly for taking exams. You can find more information on SJSU's policy and the programs available as well as your rights at: <http://www.drc.sjsu.edu/>

## ANTH 296 / Heritage Management, Spring 2009, Course Schedule

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
Week 1	1/22	Introduction/Issues. We will begin with scheduling and paperwork. Writing assignment #1 will be discussed and we will do some basic organizational decision-making for the semester.  Reading assignment for week 1 & 2: An issue from volume 3 or 4 of <i>CRM: The Journal of Heritage Stewardship</i> .
Week 2	1/29	Readings: King. Discussion of resources law and the development of Historic Preservation. Laws governing historic preservation. <u>Writing assignment #1</u> to be submitted. Get the issues you need online at: <a href="http://crmjournal.cr.nps.gov/Journal_Index.cfm">http://crmjournal.cr.nps.gov/Journal_Index.cfm</a> . Use the 'archive' menu to access earlier issues.
Week 3	2/5	Developing a proposal. Locating granting agencies, setting agendas, identifying sources, and preparing realistic budgets.
Week 4	2/12	Readings: Alanen and Melnick. Arguments for and against preservation. <u>Writing assignment #2</u> to be discussed and submitted. Identify a local preservation group for “adoption.”
Week 5	2/19	Historic landscapes: their regional and local impact. HABS/BAER
Week 6	2/26	The preservation industry. Local heritage groups. Tourism. Continued proposal development and critique. Developing a bibliography.
Week 7	3/5	Readings: Shackel and Chambers. Advocating for the historically underrepresented. <u>Writing assignment #3</u> to be discussed and submitted.
Week 8	3/12	Common goals/mixed agendas. Working with community groups, Part I. Involving communities early in the processes. (Possible conference conflict)
Week 9	3/19	Common goals/mixed agendas. Working with community groups. Part II. <u>Writing assignment #4</u> to be discussed and submitted.
Week 10	3/23	***** <b>Spring Break</b> *****
Week 11	4/2	Readings: Jameson. Conflicts of interest.NAGPRA, CRM, and the real work

Week	Date	Topics, Readings, Assignments, Deadlines
Week 12	4/9	Readings: Leask and Fyall. UNESCO, World heritage sites and international issues. <u>Writing assignment #5</u> to be discussed and submitted.
Week 13	4/16	Local and regional outreach. Schools, museums, communities.
Week 14	4/23	Heritage stewardship. Articles from Common Ground and Heritage Stewardship
Week 15	4/30	No class (SWAA conference )
Week 16	5/7	<u>Presentations of proposals</u> . Critique.
Week 17	5/14	<u>No class per university policy</u>
Final Exam	5/21	