

Contact Information

Instructor: Michele Fahley

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Students who do not wish to share their personal email address must use the Inbox tool for all course assignments and questions.

Description

This course explores the topic of tribal cultural resource protection and management with emphasis on the challenges faced by tribal peoples from the lands now known as California. Indigenous people in the United States have been struggling to protect resources and places with tribal cultural value from exploitation and destruction since the launch of western expansion into this continent. The course examines the significance, importance, and protection of tangible cultural resources, including sacred places. It will explore the resources in connection with indigenous life ways and identity as well as from the perspective of other interested and invested parties, including western perspectives on resource treatment and management. The course will include a survey of the archaeological, political and legal institutions and systems that address and influence tribal cultural resources. It will explore the practical and academic methods available to protect and manage the resources with an emphasis on understanding culturally appropriate methods of treatment.

Objectives

- To learn the significance, importance and protection of tangible and intangible tribal cultural resources, including sacred places.
- Explore the perspective of other interested and invested parties, including western perspectives on resource treatment and management.
- Advocate to non-tribal entities concerning the meaning, purpose, reasons, and available mechanisms for the preservation of tribal resources.

Outcomes

By the end of the course, successful learners will be able to:

- Communicate tribal cultural resources management principles to assist their tribal communities with their cultural resources protection goals.
- Advocate to non-tribal entities concerning the meaning, purpose, reasons, and available mechanisms for the preservation of tribal resources.

- Engage competently in further specific legal, environmental, and resources management courses and educational opportunities on cultural resources management.

Materials

A textbook is not required for this course. Materials will be posted in the Module section for each week.

Deliverables

Weekly participation; Weekly module assignments; mid-term paper; and final exam.

Short Writing Assignment: Personal Introduction Statement

Each student will submit a short written personal statement. This statement should include information on your background, interests, and why you are interested in taking this course. The purpose of this assignment is to tell your story. This can include the story of your family and/or work/research/interest in tribal communities; and, anything else you think is relevant to describing who you are.

Weekly Writing Assignments

Each week, students will complete a short writing assignment that consists of five (5) short answer questions, which will be based on the reading assignments from the current week.

Readings: Course Readings

Course readings and assignments will be available via the class website on the first day of the "course week" at 8:00 AM for the designated module. You are responsible for downloading and reading all articles and materials and completing the assignments by the date listed. If there is a hardship accessing the readings, let the instructors know right away. It is your responsibility to be prepared for and compete each module.

Assignments: Module Assignments

Generally assignments will be available via the class website on the first day of the "course week" at 8:00 AM for the designated module. Generally assignments will be due by midnight the last day of the "course week." Due dates and point values will be clearly included in each assignment.

For the Q/A the students will be presented with questions for which they will provide answers. The answers should be based on the class readings and discussions, instructor lectures/presentations and student knowledge. Due dates are included in the weekly course modules.

Reflection Papers shall be approximately 1-2 pages in length and should intelligently and perceptively comment on the readings for the week (not just a summary report). These papers may address weekly reading assignments or focus on one reading in particular. Due dates are included in the weekly course modules.

There will be a mid-way meeting in May at UCLA. Date will be announced by end of Week 1.

Presentation: Final Presentation

The goal of the Final Presentation is to provide students an opportunity to develop team building, public speaking, and critical reading and analysis skills. Students will choose a topic related to cultural resource protection from a list provided in Week 3. The topics included in the list will relate to material studied in the course. You will apply principals learned in this course to analyze the particular topic, assess an issue, and/or present possible solutions and strategies to cultural resource management problems.

The Final Presentation will be submitted as a short video by each student. Additional information on requirements for the Final Presentation will be distributed in Week 3. Grades will be determined on how well each student prepares and presents their points. Students will receive a copy of the grading criteria in advance to fully understand the standards applied to the Final Presentation.

✓ Evaluation

Grading:

Participation: 20%

Personal Introduction Statement: 20%

Weekly Module Assignments: 30%

Final Presentation: 30%

Students must participate in on-line chats or other organized discussions, complete module assignments, provide one oral presentation and one written paper. Assignments ideally will be uploaded through UCLA Extension's Canvas, but in the event of a technology failure may be emailed to the instructor, but it is the student's responsibility to ensure that the instructor receives all materials by the due date. Late assignments will receive a partial grade deduction every 24 hours. See the breakdown by type of assignment below for further details.

Grading Criteria:

Students must participate in on-line chats or other organized discussions, complete module assignments, provide one oral presentation and one written paper. Assignments shall be submitted via Canvas. It is the student's responsibility to ensure that the instructor receives all materials when due.

If a student seeks an extension without penalty on an assignment deadline, they must contact the instructor to ask permission beforehand with a compelling and unavoidable reason. If a student submits partially completed assignments they will be graded "as-is" with appropriate points deducted for the portion of the assignment not done.

If a student misses the due date for an assignment, it may still be submitted, but 25% of the total points will be deducted every 24 hours the student is late submitting it. For example, for an assignment worth 25 points, 6.25 points will be deducted for each day it is late. This means if a student submits an assignment 4 days after its due date, the student will receive no credit (no points).

Criteria

Personal Introduction Statement (150 points total)

Each student will submit a short written personal statement. This statement should include information on your background, interests, and why you are interested in taking this course. The purpose of this assignment is to tell your story. This can include the story of your family and/or work/research/interest in tribal communities; and, anything else you think is relevant to describing who you are. **Word Count Requirement: Minimum word count for the post (excluding the two responses) is 800 words.**

Weekly Written Assignments (75 points each x 6 weeks = 450 points total)

Each week, students will complete a short writing assignment that consists of five (5) short answer questions, which will be based on the reading assignments from the current week. You will be graded based on the thoroughness of your response and understanding of the subject matter. Writing assignments should

be submitted in a Word document (or other approved document) with 12-point font, double-spaced, 1" margins, uploaded appropriately via Canvas, and must include the following information (header) on the first page:

Name of Student

Date Submitted

X. 490.05 Tribal Cultural Resource Protection in California

Module # and Name of Assignment

When naming your assignment files, include your first initial and last name as well as the module number and/or assignment number.

Word Count Requirement: Minimum word count for each Weekly Written Assignment is 800 words.

Final Presentation (300 points total)

The goal of the Final Presentation is to provide students an opportunity to develop team building, public speaking, and critical reading and analysis skills. Participation in the Final Presentation is mandatory. A copy of the scoring rubric will be provided to students in advance.

Additional details for the Final Presentation will be provided in Week 3.

A total of 900 points are available for the course.

Breakdown

A total of 900 points are available for the course. Final grades will be determined using the following scale:

A+: 900-870

A: 860-840

A-: 830-800

B+: 790-770

B: 760-740

B-: 730-700

C+: 690-670

C: 660-640

C-: 630-600

F = below 600

Pass/Fail: A "Pass" grade is defined as a grade of C or better.

Grading Issues

Any grading problems or inconsistencies should be addressed within 1 week of receiving the graded assignment. After 1 week, the grade for any individual assignment will not be addressed and the grade will be considered permanent.

Course Policies

Expectations

Students are expected to make a serious effort to complete all course work to the best of their abilities. All work is to be completed in standard English. In all instances of work evaluation, spelling, syntax, punctuation, organization and presentation are considered to be an integral part of a student's performance, along with substantive content. Illegible and/or otherwise messy work (whether handwritten or printed) will be returned to you without a grade.

Students are expected to be familiar with, and adhere to, University policies on Academic Dishonesty and Student Conduct. It is expected that all work turned in for a grade will be your own, original work prepared specifically for this course. Two or more students may not submit what is judged to be substantially the same work without prior, written instructor consent. You may not submit the same academic work to this court and any other for credit without consultation and the instructor's written consent.

Plagiarism of any form will not be tolerated in this course. You are expected to follow the format of the American Anthropologist or American Antiquity for citing/referencing all words, phrases, ideas, etc. that are not clearly your own original analysis/synthesis. You are expected to take responsibility for knowing acceptable forms of referencing, citation and credit. Students failing to comply with these standards may receive a grade of "Fail" on the assignment and/or in the course, at my discretion. Acts of academic dishonesty might also be reported to the appropriate department chair, Dean, and/or Vice President.

Use of Class Materials:

You are not permitted to audio-, video-, or digitally record, copy, or broadcast class lectures, discussions, or other materials in any format. The unauthorized recording, dissemination, or publication of academic presentations or any other materials associated with this class (including, but not limited to, handwritten notes, exams and slides) for a commercial purpose is a violation of the Student Code of Conduct. You may not post and/or access unauthorized notes or other course materials from class lectures to any website, profit or non-profit. If you participate in any of these activities, the instructor will file a complaint with the Dean of Students.

Class and Examination Attendance, Conduct:

Students are expected to complete all modules. Students are expected to treat each other and instructors with respect. You are encouraged to ask questions and participate in classroom discussions. You are free to disagree with instructors and with each other so long as a respectful feeling is maintained. Habitual overtly hostile, rude, and disrespectful behavior will not be tolerated.

Late and/or Missed Assignments, Incompleteness, Etc.:

STUDENTS SHOULD MAKE EVERY EFFORT POSSIBLE TO NOTIFY INSTRUCTORS BEFOREHAND OF AN ABSENCE AND/OR MISSED ASSIGNMENT. YOUR CREDIBILITY WILL BE SERIOUSLY COMPROMISED IF YOU WAIT MORE THAN 24 HOURS TO NOTIFY THE INSTRUCTORS OF A NON-LIFE THREATENING ILLNESS OR PERSONAL INCIDENT.

Late assignments will be accepted without penalty only with instructor consent AND if you present a valid excuse (see below). Otherwise, late assignments will be penalized for each day they are late, and specific assignments may have time limits as to how late they will be accepted (if at all).

Incompletes will be issued only if you present verifiable evidence of a serious medical or personal emergency with occurs immediately before the final examination period. Incompletes will be granted only to students who are receiving passing (C- or better) grades at the time of the emergency. Illnesses which occur early in the semester, insufficient study-time, and work-related problems are likely insufficient rationale for receiving an incomplete.

Valid Excuses: waivers for participation in class discussions, extensions for late/missed assignments, and requests for withdrawals or incompletes require a written, verifiable excuse from a physician, police officer, judge, coach, or other appropriate, responsible party. Acceptance of these excuses is at instructor discretion.

In general, there will be no make-up assignments and/or extra credit assignments in this course.

If at any time during the semester there is something in your life which is affecting your work and/or attendance, please feel free to speak with the instructors through email or phone.

Course Format: Online

This course is designed to be completed entirely online. All course activities and assignments will be managed through Canvas - you will use your unique username and password to log into the course, interact with your instructor and fellow students, and submit any required assignments.

Since attendance is asynchronous (not in real time), you may log in at any time of the date. However, you are expected to participate in the virtual classroom on a weekly basis and complete all readings, discussion requirements, and assignments/exams as required (See **Course Policies** for some more information).

Please keep a copy of all assignments and work submitted. Print the syllabus for your reference. It is your responsibility to be aware of all assignments, due dates, and guidelines.

Note the following points about online courses at UCLA Extension:

- Students must have basic computer skills, including the use of word processing software, email, and the ability to use internet browsers such as Firefox, Safari, or Chrome.
- Students should familiarize themselves with Canvas and are responsible for meeting the minimum technical requirements for using Canvas.
 - For more information about the Canvas learning management system, please visit: <http://student.uclaextension.edu/our-platform/overview/> (<http://student.uclaextension.edu/our-platform/overview/>)
 - For information about the technical requirements for web-enhanced courses, please visit <http://student.uclaextension.edu/> (<http://student.uclaextension.edu/>)
- Course materials will become available two days before the beginning date of the course.
- Students must follow all posted deadlines and must complete all work in Canvas by the end of the course. Students receiving an "Incomplete" may not complete course work within Canvas and must work individually with their instructor to satisfy completion requirements.

Planning Your Study Time

To plan your study time, it is estimated that you will spend 3 hours per week "in class" with the instructor and approximately 7 additional hours per week outside the class studying for exams, reading, and completing assignments. Depending on the extent of your academic preparation and recent college-level coursework in this topic area, the amount of study time needed may vary considerably.

Institutional Policies

Student Conduct

Students are subject to disciplinary action for several types of misconduct or attempted misconduct, including but not limited to dishonesty, such as cheating, multiple submission, plagiarism, or knowingly furnishing false information to the University; or theft or misuse of the intellectual property of others or violation of others' copyrights. Students are encouraged to familiarize themselves with policy provisions which proscribe these and other forms of misconduct at: <https://www.uclaextension.edu/pages/str/studentConduct.jsp> (<https://www.uclaextension.edu/pages/str/studentConduct.jsp>)

Services for Students with Disabilities

In accordance with the Americans with Disabilities Act of 1990, UCLA Extension provides appropriate accommodations and support services to qualified applicants and students with disabilities. These include, but are not limited to, auxiliary aids/services such as sign language interpreters, assistive listening devices for hearing-impaired individuals, extended time for and proctoring of exams, and registration assistance. Accommodations and types of support services vary and are specifically designed to meet the disability-related needs of each student based on current, verifiable medical documentation. Arrangements for auxiliary aids/services are available only through UCLA Extension's Service for Students with Disabilities Office at (310) 825-7851 or by email at access@uclaextension.edu (<mailto:access@uclaextension.edu>). For complete information see: <https://www.uclaextension.edu/pages/str/studentswithDisabilities.jsp> (<https://www.uclaextension.edu/pages/str/studentswithDisabilities.jsp>)

Incompletes

Your instructor may post the interim grade *Incomplete/I* if at the end of the class your overall work is of passing quality but a portion could not be submitted for understandable reasons (e.g. illness). It is your responsibility to petition your instructor for permission to submit work late and to provide an explanation, and it is his or her sole decision whether to accept the explanation. If permitted, the *Incomplete/I* grade will be posted and a time frame defined for you to submit the missing work, ranging from one to twelve weeks. *Incomplete/I* grades that remain unchanged after twelve weeks will lapse to *F*, *NP* or *U*. Receiving an *I* grade entitles you to submit only the missing work your instructor has agreed to accept late, and does not allow other work to be retaken or oblige UCLA Extension to provide continuing access to course materials via Canvas. The *Incomplete/I* grade is not an option for courses that do not bear credit, such as 700, 800, or 900-level courses. For complete information, see: <https://www.uclaextension.edu/pages/str/grading.jsp> (<https://www.uclaextension.edu/pages/str/grading.jsp>)

All Grades are Final

No change of grade may be made by anyone other than the instructor, and then, only to correct clerical errors. No term grade except Incomplete may be revised by re-examination. The correction of a clerical error may be authorized only by the instructor of record communicating directly with personnel of Student and Alumni Services.

Sexual Harassment

The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates our policy.

All Extension students and instructors who believe they have been sexually harassed are encouraged to contact the Department of Student and Alumni Services for complaint resolution: UCLA Extension, Suite 113, 10995 Le Conte Ave., Westwood; Voice/TTY: (310) 825-7031. View the University's full Policy on Sexual Harassment and Sexual Violence at <http://policy.ucop.edu/doc/4000385/SHSV> (<http://policy.ucop.edu/doc/4000385/SHSV>).

☰ Additional Items

About Your Online Course Materials

Please note the following about online course components at UCLA Extension:

- Students must have basic computer skills, including the use of word processing software, email, and the ability to use internet browsers, such as Safari, Firefox, or Chrome.
- Students are responsible for meeting the technical requirements of Canvas and familiarizing themselves with the Canvas Learning Management System.
 - What are the basic computer specifications for Canvas?
<https://guides.instructure.com/m/4214/l/82542-what-are-the-basic-computer-specifications-for-canvas>
 (https://guides.instructure.com/m/4214/l/82542-what-are-the-basic-computer-specifications-for-canvas)
 - Which browsers does Canvas support? <https://guides.instructure.com/m/67952/l/720329-which-browsers-does-canvas-support>
 (https://guides.instructure.com/m/67952/l/720329-which-browsers-does-canvas-support)
- Students are responsible for keeping a copy of all assignments and work submitted, and to be aware of all assignments, due dates, and course guidelines.
- Students are encouraged to keep and/or download a local copy of their assignment files, as **access to the online environment of a specific course is limited to 30 days after the final course date**, as listed in the course catalog.

If you need assistance downloading student materials from your course, please contact Canvas Support or the UCLA Extension Learning Support Team.

UCLA Extension Learning Support

Email: support@unexonline.zendesk.com (mailto:support@unexonline.zendesk.com)

Phone: Toll-free at (866) 269-7289 (US only) or (310) 206-4563.

Monday - Friday, 7am to 6pm (Pacific Time).

Website: <http://support.uclaextension.edu> (http://support.uclaextension.edu/)

The UCLA Extension learning support team assists both students and instructors with Canvas-related technical support, as well as general administrative questions.

For additional support on using Canvas or addressing a technical issue:

Click on the "Help" button on the lower left corner of the screen from within the Canvas system, where you can chat live with a technical support agent or submit a ticket for assistance.

Campus Safety Escorts

For students taking classes held on the UCLA campus and in and around Westwood Village, the UCLA Police Department provides a free walking escort service every day of the year from dusk until 1 a.m. Community Service Officers (CSOs) are available to walk students, faculty, staff members and visitors to and from anywhere on campus, in Westwood Village, and in the village apartments. CSOs are uniformed students who have received special training and are employed by the UCLA Police Department. To obtain an escort, please call (310) 794-9255 and allow 15 to 20 minutes for your escort to arrive. For complete information, see:

<https://www.ucpd.ucla.edu/services/community-service-officers-csos/evening-escorts>

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Schedule

This schedule is subject to change.

Instructors will give students reasonable notice.

When	Topic	Notes
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When	Topic	Notes
Module 1 04/25/18- 05/01/18	Personal Introduction and Cultural Resource Perceptions	<ul style="list-style-type: none"> • Personal Introduction Statement: Each student will submit a short written personal statement. This statement should include information on your background, interests, and why you are interested in taking this course. The purpose of this assignment is to tell your story. This can include the story of your family and/or work/research/interest in tribal communities; and, anything else you think is relevant to describing who you are. Word Count Requirement: Minimum word count for the post (excluding the two responses) is 800 words. • Due: Personal Introduction Statement
Module 2 05/02/18- 05/08/18	Cultural Resource Protection, Legal Framework	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Develop a basic understanding of the definition of a cultural site and the limitations of that definition (the difference between a site and a landscape). • Understand how tribal cultural resources are generally classified in a legal context. • Identify the major laws (statutes, acts, etc.) that address cultural resource protection. • Form a working awareness of what it means for information to be "culturally sensitive" and why that is critical to management strategies. <p><u>Read:</u> A Guidance Document for Characterizing Tribal Cultural Landscapes (2015).</p> <p>Due: Module 2 assignment.</p>
Module 3 05/09/18- 05/15/18	Diverse Perspectives on Land and Sacred Places	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Identify the challenges of defining the "sacred" and develop an idea of what might define "sacred." • Cite examples of instances where tribes faced destruction of a "sacred site" and the strategies those tribes used to fight back. • List the challenges to sacred sites protection - inadequate protections, establishment clause of the Constitution, perceptions that conflicting uses are valid, prejudice against tribal people, etc. • Define "mitigation" and why it is both a helpful strategy and a limiting one for sacred site protection. <p><u>Readings:</u></p> <ul style="list-style-type: none"> • FILM SCREENING: <i>In the Light of Reverence: Protecting America's Sacred Land</i>. Sacred Land File Project.* • McDonald, Amber L. (2004) "Secularizing the Sacrosanct: Defining "Sacred" for Native American Sacred Sites Protection Legislation," <i>Hofstra Law Review</i>: Vol. 33: Iss. 2, Article 9. <p>* It is suggested that students take notes while viewing the film.</p> <p>Due: Module 3 assignment.</p>

When	Topic	Notes
Module 4 05/16/18- 05/22/18	History of Tribes in California and the Continuing Aftershock	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Introduce a brief history of California Indians and State history. • Understand the practice and policy as related to tribes. • Introduction to continuing cultural trauma. <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Martinez, Desiree and Wendy Teeter (2009), "Native American Perspectives of California Archaeology." In <i>Archaeology in American Encyclopedia</i>. Ed. Frank McManamon. Vol. 4. Greenwood Publishing Group, pp. 26-30. • California Research Bureau (CRB), Early California Laws and Policies Related to California President Pro Tempore (1998-2004), pp. 1-14. https://www.library.ca.gov/crb/02/14/02-014.pdf (https://www.library.ca.gov/crb/02/14/02-014.pdf) • Listen to Power Point presentation, the Special Case of Californian Indians. • Duran, Eduardo (2006), "Healing the Soul Wound." Chapter 1, pp. 13-26. <p>Due: Module 4 assignment.</p>
Module 5 05/23/18- 05/29/18	Cultural Resources Management (CRM): A Profession Created to Meet Regulatory Requirements	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Develop a basic understanding of what is Cultural Resource Management • Introduction to Cultural Resource Management terms and systems. • Introduce the relationship of tribes and archaeology. and CRM terms and systems. <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Stapp, Darby C. & Michael S. Burney, <i>Chapter 1 Defining Tribal Cultural Resource Management</i> in TRIBAL CULTURAL RESOURCE MANAGEMENT: THE FULL CIRCLE OF STEWARDSHIP, Alta Mira Press, 2002, pp. 4-10. • Watkins, Joe, "<i>Chapter Three: Laws Protecting American Indian Cultural Resources</i>," in INDIGENOUS ARCHAEOLOGY: AMERICAN INDIAN VALUES AND SCIENTIFIC PRACTICE, Alta Mira Press, 2000, pp. 37-49. • Listen to Power Point presentation, Archaeology and CRM. <p>Reference Materials:</p> <ul style="list-style-type: none"> • American Cultural Resources Association, <i>ACRA Code of Ethics and Frequently Used CRM Acronyms</i>. <p>Due: Module 5 assignment.</p>

When	Topic	Notes
Module 6 05/30/18- 06/05/18	Theory, Value, Limitations, and Ethics of CRM	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Develop an understanding of the contrasting views in Cultural Resource Management. • Introduction to ethnography and language. • Develop an understanding of traditional indigenous knowledge versus western science and knowledge. <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Klasky, Philip (2009) The Salt Song Trail Map: the sacred landscape of the Nuwuvi people. The Storyscape Project of The Cultural Conservancy. http://www.nativeland.org/download/SaltSongMapFullArticle.pdf (http://www.nativeland.org/download/SaltSongMapFullArticle.pdf) • Glassow, Michael (1985), The Significance of Small Sites to California Archaeology, Journal of California and Great Basin Anthropology Indigenous Archaeology, https://escholarship.org/uc/item/6wz4d9gh. • Key points in readings provided by instructors to assist you in the readings. <p>Due: Module 6 Assignment</p>
Module 7 06/06/18- 06/12/18	Focused Look at CA Environmental and Planning Laws that Address Tribal Cultural Resources	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Introduction to how Cultural Resources are defined and addressed within the California Environmental Quality Act (CEQA) and the National Historic Preservation Act (NHPA). <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Listen to Power Point presentation on State environmental law (CEQA) and Historical Resources in the NHPA. • King, Thomas (2003), Places that Count, Chapter One Getting Started with TCPs, pp. 1-19. • Carpenter, Kristen (2002-2003), In the Absence of Title: Responding to Federal Ownership in Sacred Sites Cases, 37 New Eng. L. Rev. 619. <p><u>Reference:</u></p> <ul style="list-style-type: none"> • Advisory Council on Historic Preservation National Historic Preservation Flow Chart & Reference Materials: http://www.achp.gov/regsflow.html (http://www.achp.gov/regsflow.html) <p>Due: Module 7 assignment.</p>

When	Topic	Notes
Module 8 06/13/18- 06/19/18	Practical Case Studies	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Identify through specific project examples of how present-day legal systems address cultural resources. Interpretation and mitigation discussion. • Develop an understanding of good government consultation with tribes. <p><u>Readings:</u></p> <ul style="list-style-type: none"> • King, Thomas (2003), Places that Count, Chapter Eleven Consultation, pp. 233-254 • Archaeological or Cultural Resources Report for a specific project/case. • Pertinent sections of an environmental document for a specific project/case. • UN Declaration of the Rights of Indigenous People (UNDRIP) <p>Due: Module 8 assignment.</p>
Module 9 06/20/18- 06/26/18	Practical Caretaking of Resources	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • <i>Identify the players in stewardship efforts.</i> • <i>Explore examples of methods and approaches to taking care of cultural resources.</i> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Stapp, Darby C. & Michael S. Burney, Chapter 8 Cultural Landscapes and the Challenge of Protection in TRIBAL CULTURAL RESOURCE MANAGEMENT: THE FULL CIRCLE OF STEWARDSHIP, Alta Mira Press, 2002, pp. 152—165. • FILM SCREENING: Homeland: Four Portraits of Native Action, Bullfrog Films. <p>Due: Module 9 assignment.</p>
Final Presentation 06/27/18- 07/03/18	Final Presentation	<p>The goal of the Final Presentation is to provide students an opportunity to develop team building, public speaking, and critical reading and analysis skills. Students will choose a topic related to cultural resource protection from a list provided in Week 3. The topics included in the list will relate to material studied in the course. You will apply principals learned in this course to analyze the particular topic, assess an issue, and/or present possible solutions and strategies to cultural resource management problems.</p> <p>Additional information on requirements for the Final Presentation will be distributed in Week 3.</p> <p>Final Presentation (see beginning of syllabus for details) - Deadline to be provided in Week 3.</p>