Soc/A 293 West Virginia Cultural Resource Management / Historic Preservation
Spring 2006

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Prerequisite: An interest in and appreciation for history, archaeology, preservation and the associated legal, social and economic issues.

Required Text/Materials: *Preserving Our Mountaineer Heritage into the 21st Century: West Virginia Statewide Historic Preservation Plan*

West Virginia Historic Preservation Code and other primary CRM/Historic Preservation legislation (available for download from the Internet).

National Park Service, NPS- 28: CULTURAL RESOURCE MANAGEMENT GUIDELINE (*available for download from the Internet*).

West Virginia Division of Culture and History: The Mission Statement of the West Virginia Division of Culture and History, State Historic Preservation Office states the goal to *"encourage, inform, support, and participate in the efforts of the people of West Virginia to identify, recognize, preserve, and protect West Virginia's prehistoric and historic structures, objects and sites"*. It goes on to say, that these historical and cultural resources include: sites, buildings, structures, cemeteries, landscapes, and objects that serve as a record of past human activities. Some of West Virginia's most notable cultural resources include: prehistoric Indian villages; the site of John Brown's uprising; homes of West Virginia's early coal miners; historic sites and places such as Grave Creek Mound in Moundsville, West Virginia Independence Hall in Wheeling, Harpers Ferry, Rich Mountain Battlefield, and cultural resources on Blennerhassett Island. Lesser known, but just as noteworthy are the state's prehistoric and historic archaeological sites; frontier forts; historic cemeteries and prehistoric burial mounds; industrial resources including iron furnaces, factories, mills, and supporting structures; mining resources including coke ovens, portals, headhouses, fan houses, and tipples; railroad resources; farm houses and outbuildings; historic churches; schools; bridges, canals, locks, and dams; commercial structures; objects; and landscapes. The statement concludes by establishing that the worth of these resources goes beyond strictly historical value, and if managed appropriately and preserved these resources can help to stabilize neighborhoods, stimulate private investment, provide affordable housing, revitalize downtown activities, attract tourists, and enhance community pride. An understanding of the value of these cultural resources can provide residents of an area with a greater awareness of and involvement in the preservation of their cultural environment and a connection to their historical past.

Course Description: Cultural Resource Management can be defined as government-sponsored preservation and study of archaeological and historical resources. The 20th century witnessed the passage of major state and federal legislation directed toward promoting cultural resource preservation. The National Register of Historic Places, the nation's official list of cultural resources worthy of preservation was authorized under the National Historic Preservation Act of 1966 and is part of a national program to coordinate and support public and private efforts to identify, evaluate, & protect our historic and archaeological resources. As noted above, these resources are varied and include things such as archaeological sites, historical buildings, cultural landscapes, etc. Section 106 of the National Historic Preservation Act of 1966, requires US Federal Agencies to consider the effects of their undertakings on the cultural resources which might be impacted.

Cultural Resource Management / Historic Preservation *(A West Virginia Context),* will focus on current issues in historic preservation on both the state and national level. These issues include historic preservation, historic properties management plans, environmental impact studies, the legislative basis for CRM and the role of government and the private sector. Students will consider attitudes and relationships between participants including archaeologists, public groups & private individuals. Groupings can include Native Americans, African Americans, and looters (treasure hunters). The course will emphasize CRM within the context of the state of West Virginia. Students will be provided with an understanding of how cultural resources are being preserved and managed under current American laws and regulations with particular emphasis on historic properties & landscapes, such as a cemeteries, historic buildings and archaeological sites. Students will develop critical thinking skills as they learn to philosophically evaluate the need for the preservation of cultural resources, and the ability to evaluate and analyze American legislation supporting such work. In doing so, students will be challenged to reach their own conclusions/understandings concerning current cultural resource management issues.

Course Objectives:

1. Students will learn about the wealth and value of West Virginia's heritage, cultural resources, and the opportunities that historic preservation offers communities. Students will learn how to critically evaluate the need for cultural resource preservation within the framework of the current American culture & also discuss the potential benefits derived on a state level in West Virginia.

2. Students will be introduced to the issues threatening West Virginia's cultural resources such as: General neglect of historic properties across the state, due to poverty, decreasing and aging population, and depressed economy; Reclamation or demolition of historic mine properties; Damage brought about by active mining, logging, and quarrying; Urban and rural renewal and redevelopment projects; Uncontrolled archaeological excavation, demolition, vandalism, looting, and theft of historic sites and properties, coupled with unwillingness of law enforcement to get involved & attorneys to prosecute.

3. Students will gain an understanding of "The National Register of Historic Places, the nation's official list of cultural resources worthy of preservation. Authorized under the National Historic Preservation Act of 1966 it is part of a national program to coordinate and support public and private efforts to identify, evaluate, & protect our historic and archaeological resources.

4. Students will read selections from major 20th century American state and federal regulations and the West Virginia Historic Preservation Code, designed to promote cultural resource preservation. Then they will learn how to analyze and evaluate these laws and regulations first for the period of time in which they were written and then within the context of current American society.

5. Students will learn how to evaluate the significance of cultural resources, both historical and archaeological. They will gain an understanding of the Section 106 Review and Compliance.

6. Students will appraise the nature, strengths, and weaknesses of U.S. and West Virginia cultural resource management statutes at the federal, state, and local levels; among Native American tribes; and on private lands.

7. Students will also discuss the West Virginia Division of Culture and History view that increased educational awareness is essential and that currently there is an inadequate educational base in the area of CRM/HP to inform young people regarding their nation and state's heritage. The view is further espoused by the fact that many public officials are uninformed about resource value and the benefits of historic preservation to their communities and the need to incorporate historic preservation into economic development efforts. They go further in citing a lack of in-state university programs in historic preservation as a contributor to these issues

8. Additional emphasis will given to the study of the development of American architectural styles, so that students can recognize historic houses and place them in a wider context. Students will complete site inventory forms for both a structural and an archaeological site, again using analytical, critical thinking, and evaluative skills learned during previous classes.

Teaching Methodology: The class will consist of lecture, class discussion, text reading assignments and newspaper article assignments on preservation topics & video presentations. Internet use will compliment many sessions, and students will be required to use Website resources. Lectures will overlap and build upon readings. A Cemetery Interpretation Research project will count as 1/4 of the class grade. **Note-taking** is REQUIRED

Method of Evaluation: Three quarters of the class grade will be derived from three (3) multiple choice exams (including the final), and a project. Each test and the project will be equal in value (25%). The test grading scale will be 91-100%=A, 81-90%=B, 71-80%=C, 61-70%=D,0-60%=F. Tests will have 100 points. Examinations will include information from class lectures, text readings / assignments, and audio-visual materials. **IMPORTANT: Students are required to supply the appropriate Scantron Form #882-ES (100-question form) for each examination. These forms can be purchased at the WVU Bookstore. Anyone reporting to class (for an examination) without an appropriate Scantron form will receive an automatic F, NO EXCEPTIONS. Buy your Scantrons early, do not wait until the last minute. Procrastination in not acquiring the appropriate Scantron Forms prior to test dates does not warrant a make-up exam.** *Make-up Exam Policy* - If **FOR ANY REASON** you miss a exam, you will be **required to take the essay make-up (no exceptions)**. Failure to take a make-up will result in a grade of zero. ONLY ONE MAKE-UP IS PERMITTED. THE FINAL EXAM MAY NOT BE MISSED. All make-up exams are scheduled according to the Soc/A Make-up exam schedule. If you must miss an examination you should notify me IN ADVANCE to schedule the make-up. Failure to do so WILL RESULT in a refusal to give a make-up. **NOTE:** Make-up examination grades cannot exceed the average of your other exams.

***Extra Credit*:** Optional Extra Credit is available to students who have completed assignments. If you find that you are dissatisfied with your grade you may opt to improve it by doing extra credit work. Extra Credit work will consist of formal written reporting on anthropological/CRM articles posted on the website *http://www.tamu.edu/anthropology/news*, or any other anthropological reading. Each report, if adequately prepared, will be worth 4 points, which will be added to a student's total points. A maximum of 5 reports may be presented by each student to be credited to the total. Students must indicate their intention of presenting a report to the instructor so the presentation may be scheduled, at the instructor's discretion, during one of the remaining class periods. **Extra credit may not be substituted for required exams and will not raise a grade from failing to passing. If you have not completed the course requirements, extra credit will not be awarded.** If you have any questions regarding extra credit, please do not hesitate to talk to the instructor.

Class Projects: Students will also be asked to complete a Historic Cemetery Interpretation Project. The project will count as a 4th examination grade. This project will expose students to a cultural landscape by exposing them to a cemetery and focusing on the cemetery as a *library of anthropological information including political, social, economic & geographic document. As a historical resource a cemetery can be approached initially as if it were an archaeological site. In addition to genealogical information, an examination of grave markers and landscape of a cemetery can provide important information regarding religious, economic, technological, & biological questions about a past society. It also reveals attitudes toward death, social customs, prevailing architectural & decorative tastes, the work of stone carvers, settlement patterns, occupations, fraternal membership, military service, & even epidemics & life expectancies. Styles of headstones, the symbolic motifs & inscriptions offer glimpses into the development of religious beliefs, ethnic traditions, class values.*

Student Information: Students with disabilities that require accommodations to participate in this class should advise the instructor, and make appropriate arrangements with Disability Services at 293-6700. West Virginia University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin.