

## General Education Course Proposal

**Proposed Course:** Anth 145 Cultural Resources Management **Units** 3  
Prefix No. Title

**Department:** Anthropology **School:** Social Sciences

**GE Category (Indicate one category only):**

Foundation: A1\_\_\_; A2\_\_\_; A3\_\_\_; B4\_\_\_  
 Breadth: B1\_\_\_; B2\_\_\_; C1\_\_\_; C2\_\_\_; D\_\_\_; E\_\_\_  
 Integration: B\_\_\_; C\_\_\_; D ; International/Multicultural\_\_\_

**Existing Course** ; **Revised Course** \_\_\_; **New Course** \_\_\_

**Course Included in Current GE Program** \_\_\_

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

**Proposed catalog description:** Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

~~Prerequisite: permission of instructor.~~ In-depth overview of historic and prehistoric cultural resources, their significance, and their management in the U.S. Topics include the legal context for CRM, National Register programs, identifying and evaluating resources, assessing effects, prescribing treatment, traditional cultural properties, and careers in CRM. (Formerly **Enrollment limit per section:** 50 Anth 139T.)

**Expected number of sections per semester – Year 1** \_\_\_; **Year 3** \_\_\_

One section per biennium.

*biennial*

**Attachments:**

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

**Approval for Inclusion in General Education**

Rm. LaTourette 10-23-98  
 Department Chair Date

Elen Gueabian 11/23/98  
 School Dean Date

Brandt Kehoe 5/7/99  
 Associate Provost Date

BA Moran 11-23-98  
 School Curriculum Committee Date

Paul Annal 5/3/99  
 General Education Subcommittee Date

Forward Original and TWELVE copies to:  
 Associate Provost for Academic Affairs, M/S 54

## ATTACHMENT 2

### COMMON ELEMENTS

Anthropology 145  
Cultural Resources Management

The G.E. Course Proposal format calls for

a statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course.

The Department of Anthropology offers only one section of this course every 3-4 semesters. The course is always taught by the same professor. Accordingly, the common and specific elements in this case are the same.

Attachment 3 provides a detailed syllabus for the section of Anth. 145 to be taught in the Fall, 1998. This syllabus has been designed carefully not only to serve the needs of that offering but also to satisfy the requirements set forth above. Thus, Attachment 3 includes the information that otherwise would be presented separately in Attachment 2.

## ATTACHMENT 3

### SYLLABUS

#### ANTHROPOLOGY 145: CULTURAL RESOURCES MANAGEMENT

3 units; no prerequisite  
Schedule # 01820  
Fall, 1998

Tu 1810-2100  
Industrial Technology, 101

#### Description

In-depth overview of historic and prehistoric cultural resources, their significance, and their management in the U.S. Topics include the legal context for CRM, National Register programs, identifying and evaluating resources, assessing effects, prescribing treatment, traditional cultural properties, and careers in CRM. (Formerly Anth. 139T.) General Education: Integration, Area D.

#### Target Audience

Cultural resources are the material remains of historic or prehistoric human activities. They are tangible links to the past. This course is designed to benefit anyone interested in such resources and their treatment in America today. Anth. 145 will be of special value to archaeologists, architects, cultural geographers, environmental specialists, ethnographers, historians, historic preservationists, land-use planners, Native Americans, resource managers, and others who deal with cultural resources and entailed issues.

#### Instructor

Dr. Michael J. Moratto is nationally recognized for his contributions to CRM during the past 30 years. He has directed more than 300 projects, published extensively, and worked in academia, government, and the private sector.

Office: \_\_\_\_\_

Office Hours: After class or by appointment.

Phone: (209) 434-7238

Dept. Office: Peters Building, Rm. 389

Dept. Phone: 278-3002

#### Textbooks

Three textbooks are required. These are available at the Kennel Bookstore.

Dutschke, D., E. Ramsey, J. Lewis, N. Wey, I. Waugh, A. Yamato, R. Okamura, J. Pitti, A. Castaneda, and C. Cortes  
1988 Five Views: An Ethnic Sites Survey for California.  
State Office of Historic Preservation, Sacramento.

Moratto, M. J., with a contribution by T. F. King  
 1998 Legal Authorities. Integrated Cultural Resources Management Plan, Volume 3. Submitted to the U. S. Air Force. Tetra Tech, Inc., Santa Barbara.

Office of Historic Preservation

1997 Forging a Future with a Past: Comprehensive Statewide Historic Preservation Plan for California. State Office of Historic Preservation, Sacramento.

Specific reading assignments are summarized in this syllabus. In addition, supplemental readings will be suggested during class meetings.

### Fees

There are no special fees related to this course.

### Course Goals:

Students who successfully complete Anth. 145 should be able to:

- (1) recognize, identify, and describe common types of cultural resources;
- (2) define and distinguish among the fields of study comprising CRM, notably, prehistoric and historical archaeology, ethnography, public history, architectural history, historical architecture, and cultural resources interpretation;
- (3) explicate the history of CRM in the U.S. with particular reference to the convergence of historic-preservation themes and movements within the context of larger-scale sociocultural changes;
- (4) demonstrate a working knowledge of legal authorities governing cultural resources;
- (5) understand the roles of federal and state agencies with program responsibilities for managing cultural resources;
- (6) follow mandated procedures for identifying and evaluating cultural resources; assessing project effects/impacts; and prescribing treatment measures to comply with applicable law;
- (7) show awareness of the complex issues related to such Traditional Cultural Properties as sacred sites and items, objects of cultural patrimony, and traditional use areas;
- (8) appreciate the sensitivity and complexity of issues related to the treatment of human remains and associated objects in cross-cultural contexts;
- (9) comprehend some of the special problems posed by certain classes of historic properties, such as battlefields, Cold War-era properties, historic aircraft, and urban historic sites;
- (10) prepare technical and cost proposals to undertake basic CRM work;
- (11) understand the similarities and differences among CRM programs

- in academic, governmental, private non-profit, and for-profit sectors; and
- (12) employ specific knowledge of careers in CRM, including current trends, constraints, opportunities, and competitive skill sets.

### Course Topics

Detailed information regarding topics is provided below (see Course Schedule). Listed here are the general topics to be covered, along with estimates of the time to be allocated to each.

- |  |               |
|--|---------------|
| (1) Introduction to cultural resources and CRM;<br>types of cultural resources:                  | 1 week ( 6%)  |
| (2) History of CRM in America; domains of CRM:   | 1 week ( 6%)  |
| (3) Federal policies, laws, and regulations:   | 2 weeks (12%) |
| (4) Federal agency programs; working with the<br>National Register of Historic Places:           | 1 week ( 6%)  |
| (5) State and local programs; CRM in California:   | 1 week ( 6%)  |
| (6) Who owns the past? Native peoples and cultural<br>resources:                                 | 1 week ( 6%)  |
| (7) CRM in practice; academia; the private sector:   | 2 weeks (12%) |
| (8) The process: inventory, evaluation, assessment<br>of effects, and prescription of treatment: | 2 weeks (12%) |
| (9) Historic-era properties; special problems:   | 1 week ( 6%)  |
| (10) CRM projects: funding sources; technical and<br>cost proposals; project management:         | 2 weeks (12%) |
| (11) Careers in CRM; trends and opportunities:   | 1 week ( 6%)  |
| (12) CRM in global perspective; status and trends:   | 1 week ( 6%)  |

### Course Requirements

Readings, Lectures, Discussions: Reading assignments are set forth in the Course Schedule (below). Students are responsible for material presented in readings, lectures, and class discussions. The topics covered in readings and lectures are complementary. Thus, students are expected to take good notes on both readings and lecture content, and to participate actively in classroom discussions.

Exams: Three exams worth 10 points each and a final exam worth 20 points will be given on the dates shown in the Course Schedule. The first exam will cover readings and lecture material for Weeks 1-4 (inclusive); the second will test for comprehension of material for Weeks 5-8; and the third will cover Weeks 9-12. The final exam will be comprehensive, dealing not only with material from Weeks 13-16 but also with subject matter covered earlier in the course. Information regarding the format of exams will be provided in class.

Class Exercises: Students will participate in four class exercises (case studies: problem solving in CRM), each approximately one hour in length, during the semester (see Course Schedule for dates). A written problem will be distributed in class one week before each exercise. Each student may earn up to five points per exercise, depending on the quality of his/her contribution. Further information will be provided in class.

Term Paper: A term paper, worth up to 20 points, is to be submitted on November 24th. The paper must deal with a CRM-related topic or issue selected by the student and approved in advance by the instructor. Papers also must reflect original library research and/or fieldwork by the student. Detailed instructions for the preparation of term papers will be provided and discussed on September 1st.

Make-up Exams and Late Work: Anyone who misses an exam for any reason must contact the instructor to schedule a make-up exam. Those who are unable to submit their term paper on the due date will be expected to complete the paper as soon as practicable. Late papers will be penalized 10 percent (2 points).

#### Performance Evaluation

Evaluation of student performance will be based on the following:	
(1) Three exams (@ 10 points):	30 points possible
(2) Final exam:	20
(3) Class exercises (four, @ 5 points):	20
(4) Term paper:	20
(5) Class participation:	<u>10</u>
	100 points possible

Course grades will reflect the position of the students' total scores on the following ranges:

A:	90-100 points
B:	80-89
C:	70-79
D:	60-69
F:	0-59

These and other grades will be assigned in full compliance with the University's academic regulations (see pp. 72-78 of the 1998-99 General Catalog). Students are expected to be familiar with these regulations. Please note that students taking this course on a CR/NC basis will receive a "NC" (No Credit) grade if their work is at the D or F level. Also, any student who leaves the course after the fourth week of instruction must apply for a W (withdrawal) grade; otherwise, the student may be assigned a U (Failure—Unauthorized Withdrawal) grade.

## Course Schedule

<u>Week</u>	<u>Dates</u>	<u>Activities</u>
1	08/25	<u>Lecture/discussion</u> : Orientation; scope and purpose of course; organization and approach; review of syllabus; work assignments. Introduction to culture, cultural resources, and CRM; types of cultural resources in North America.
2	09/01	<u>Lecture/discussion</u> : Origins of historic preservation and CRM in America. Domains and disciplines of CRM: the contributions of prehistoric and historical archaeology, ethnography, history, architectural history, historical architecture, historic preservation, and cultural interpretation. <u>Reading</u> : T.F. King, "Historical Background", pp. 2.1-2.17 in Moratto (1998). Also, visit the Library and become familiar with relevant journals; the instructor will provide a listing of key journals. <u>Assignment</u> : Written instructions for the term paper assignment will be handed out and discussed in class.
3	09/08	<u>Lecture/discussion</u> : The legal context for CRM: federal laws and regulations; the Antiquities Act; U.S. v Diaz; ARPA; law enforcement; Moss-Bennett; NEPA. Case studies: CRM in the changing legal and sociocultural environment. <u>Reading</u> : Moratto (1998), pp. 3.0-3.40, "Federal Environmental and Historic Preservation Law", to be read before the end of Week 4. <u>Assignment</u> : The first class exercise problem will be handed out, and the exercise format discussed.
4	09/15	<u>Lecture/discussion</u> : Federal laws and regulations (continued): the NHPA of 1966; federal agency responsibilities; the roles of SHPOs and the Advisory Council; 36 CFR 800; programmatic agreements; case studies. <u>Reading</u> : Finish Moratto (1998), Chapter 3 (supra). <u>Activity</u> : FIRST CLASS EXERCISE.
5	09/22	<u>Lecture/discussion</u> : Federal agency programs: NPS; National Register programs; archaeology and ethnography program; history program; HABS; HAER; Secretary of the Interior's standards; NR Bulletins. Other agency programs (USFS, BLM,

<u>Week</u>	<u>Dates</u>	<u>Activities</u>
		CoE, BuRec, BIA, FERC, F&WS, etc.). Integration of NEPA and NHPA compliance. <u>Reading:</u> Moratto (1998), pp. 5.1-5.27, "Technical Guidance," and Appendices G (Sec. 110 Guidelines), H (Secretary of the Interior's Standards), and E (National Register of Historic Places). <u>Activity:</u> FIRST EXAM.
6	09/29	<u>Lecture/discussion:</u> State and local programs. History of historic preservation and CRM in California. State laws, policies, and regulations. Roles of the State Historical Resources Commission, Office of Historic Preservation, and state agencies. Operation of the OHP "information centers." <u>The Statewide Historic Preservation Plan.</u> Local ordinances and programs. CRM success stories in CA. <u>Reading:</u> OHP (1997); Moratto (1998), pp. 4.1-4.12, "State Environmental and Historic Preservation Law."
7	10/06	<u>Lecture/discussion:</u> Who owns the past? CRM and ethnic, religious, and other interest groups. Traditional Cultural Properties. Laws and regulations: AIRFA, NAGPRA, 43 CFR 10, EO 13007, etc. Repatriation issues; roles and responsibilities of tribes, museums, and agencies; conflict and resolution. Case studies: G-O Road; Ventura; Puvungna; Stillwater; Kennewick. <u>Reading:</u> Dutschke et al. (1988); read Ch. 1: "American Indians in California" and any one of the remaining four chapters (i.e., select Black Americans, Chinese Americans, Japanese Americans, or Mexican Americans in California, and read about their cultural traditions and resources). Also, review Moratto (1998), Sections 3.4.4, 3.10, 3.13, 3.14, 4.5, 5.3, 5.9, 5.12, and 5.13. <u>Assignment:</u> The second class exercise problem will be distributed.
8	10/13	<u>Lecture/discussion:</u> CRM in academia. Contributions to theory and practice by selected universities in the U.S. Strengths and weaknesses in current programs; the NPS/SAA initiative to enhance education and training in CRM; what does a CRM professional need to know in the workplace? <u>Reading:</u> Review; prepare for second exam. <u>Activity:</u> SECOND CLASS EXERCISE.



<u>Week</u>	<u>Dates</u>	<u>Activities</u>
9	10/20	<p><u>Lecture/discussion:</u> The business of CRM; the history and current status of CRM in the private sector; market forces; types of firms; niches; what it takes to run a successful CRM business. Case studies.</p> <p><u>Reading:</u> Finish review of previous reading assignments in preparation for second exam; begin library research for term paper. Also, scan recent issues of <u>ACRA News</u> and the <u>Grapevine</u>.</p> <p><u>Activity:</u> SECOND EXAM.</p>
10	10/27	<p><u>Lecture/discussion:</u> Inventory and evaluation; defining the study area (APE or ADI); scoping; types of survey and documentation (for archaeological, ethnographic, architectural, historical, engineering, etc. resources); background research; field studies; evaluation procedures and criteria for different property types; the concept of significance; 36 CFR 60; the California Register of Historical Resources.</p> <p><u>Reading:</u> Review Moratto (1998), Sections 3.4.2, 4.1, 5.1, Appendix E, Appendix BB; visit the library and examine copies of the National Register of Historic Places, the inventory of California Historical Landmarks, and California Points of Historical Interest. Finally, continue library research for term paper.</p>
11	11/03	<p><u>Lecture/discussion:</u> Treatment of cultural resources; assessing potential direct and indirect impacts and effects; cumulative impacts/effects; adverse effects and "no adverse effects;" relationships between significance and effects; treatment options; prescribing treatment; historic properties treatment plans; how to reconcile conflicting views. Case studies.</p> <p><u>Reading:</u> Review OHP (1997); Moratto (1998), Sections 3.4, 4.1, 5.2-5.5, Appendix F (36 CFR 800), and Appendix BB (proposed amendments to the CEQA Guidelines); continue library research for term paper.</p> <p><u>Assignment:</u> The third class exercise problem will be distributed.</p>
12	11/10	<p><u>Lecture/discussion:</u> Historic-era properties: sites, buildings, and structures; special documentation and evaluation requirements; the NRHP, HABS, and HAER; introduction to architectural history and</p>

<u>Week</u>	<u>Dates</u>	<u>Activities</u>
		<p>historical architecture; types of historic buildings and structures; lineal sites: trails, roads, aqueducts, etc.; the minimal age criterion; evaluation and treatment of historic ships, aircraft, and other special properties; case studies.</p> <p><u>Reading:</u> Dutschke et al. (1988); read the three chapters not previously read (cf. Reading note for Week 7). Also, read Moratto (1998), Sections 3.12 (Abandoned Shipwreck Act), 3.18 (Cold War-era Historic Properties), 5.11 (Underwater Archaeology), 5.15 (Military Historical Resources); continue library research for term paper.</p> <p><u>Activity:</u> THIRD CLASS EXERCISE.</p>
13	11/17	<p><u>Lecture/discussion:</u> Funding for historic preservation and CRM: the Historic Preservation Fund; tax law; community support; state and local appropriations; bond measures; OHP grants; trusts and conservancies; federal project budgets under PL 93-291; project funding under the CEQA; CA Heritage Fund.</p> <p><u>Reading:</u> OHP (1997), pp. 87-93; Moratto (1998), Secs. 3.9 (HADPA of 1974), 4.1 (CEQA).</p> <p><u>Activity:</u> THIRD EXAM.</p>
14	11/24	<p><u>Lecture/discussion:</u> Winning and managing CRM projects: marketing; evaluating RFPs/RFQs; bid/no-bid decisions; cost estimation; how to write winning proposals. Project organization, delegation and supervision; contract administration and technical oversight; cost controls; quality assurance; legal compliance; client relationships; delivering the goods.</p> <p><u>Reading:</u> As appropriate to complete the term paper.</p> <p><u>Activity:</u> TERM PAPERS DUE.</p>
	11/25-11/27	THANKSGIVING RECESS (campus closed).
15	12/01	<p><u>Lecture/discussion:</u> Careers in CRM: opportunities with the federal government, in state and local agencies, in the private sector, academia, museums, and other venues.</p> <p><u>Reading:</u> Several recent articles on careers in CRM will be assigned and distributed in class.</p> <p><u>Activity:</u> Roundtable discussion with contributions by those already involved in CRM. Also, the fourth class exercise problem will be distributed.</p>

<u>Week</u>	<u>Dates</u>	<u>Activities</u>
16	12/08	<p><u>Lecture/discussion</u>: Guest lecturer, Prof. Robert Elston, University of California, Davis; topic to be announced.</p> <p><u>Reading</u>: Review all assigned readings in preparation for the final exam.</p> <p><u>Activity</u>: FOURTH CLASS EXERCISE.</p>
	12/15	FINAL EXAM: 2000-2200 (per University <u>Schedule of Courses</u> , p. 41).

### General Information

General Education: Please note that (1) a student must complete the lower division course requirements before receiving upper division Integration course credit in that same area; and (2) no student may take more than two courses from a single department or program to satisfy the requirements of Area D.

Cheating and Plagiarism: University policies and regulations (see 1998-99 General Catalogue, pp. 481-484) define cheating as "the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit." Plagiarism "is a specific form of cheating that consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one's own work." Cheating, including plagiarism, will not be tolerated in this course. A student who cheats will be penalized with a failing grade on the assignment and/or the course. In addition, a Cheating/Plagiarism Report will be placed in the student's permanent academic record.

Meeting with the Instructor: Although he has no office on campus, the instructor will make every effort to meet with students upon request. He is available to confer with students after class or at other mutually convenient times. Students may contact the instructor by phone (434-7238; includes voice mail) or by leaving messages in his mail box in the Anthropology department's office, Peters 369.

TERM PAPER ASSIGNMENT

A term paper worth 20 percent of the course grade is due on November 24th. The topic, to be selected by the student in consultation with the instructor, must deal with a topic or issue in CRM and must reflect the integrative nature of this field. Thus a paper dealing only with a topic in one discipline (e.g., archaeology or history) would not be acceptable.

Papers are to be 4000–5000 words (approximately 12–15 pages) in length, typewritten or printed (laser or similar quality) in 12–point characters, double–spaced, on 8.5x11.0–inch white paper, with one–inch margins on all sides of the print block. Front matter (i.e., title page, table of contents, etc.) and References Cited are to be in addition to the 4000–5000 words of text. Papers are to be submitted unbound (without covers) but must be stapled—not paperclipped.

Papers must reflect the student's own library research and writing efforts. Papers written previously for other classes are not acceptable. Each paper must include the following sections, and each section must include a head and subheads, as appropriate:

Title Page (Title; student's name; course number and name; instructor's name; date of submission);

Table of Contents (First and second–order heads; pagination);

Introduction (Scope and purpose of paper; definition of the topic or issue to be examined; objectives; approach; essential background information; research context);

Body of Paper (Presentation of library research results; methods; findings; supporting data);

Interpretations (Summary of key points; discussion and/or conclusions; interpretive remarks);

References Cited (Listing of the sources actually cited in the text—not a bibliography of sources consulted).

It is expected that the papers will be substantive, concise, and organized as specified above. As well, they should reflect a good working knowledge of the subject matter and creativity in both concept and presentation. Evaluation of the papers will take into account responsiveness to the assignment, quality of library research, difficulty of the selected topic/issue, creativity, clarity of writing, and overall effectiveness of the paper in achieving its stated purpose. Non–responsive papers will be returned ungraded. Students will then have one week to remedy deficiencies and resubmit papers. Resubmitted papers will be treated as late and will be penalized 2.0 points (10 percent).

Written work should conform to the style of American Antiquity. References are to be cited in the text itself, not in footnotes. E.g.,

The Santa Ynez Mountains extend nearly 70 miles, from Point Arguello to Ojai (Norris and Webb 1990: 306).

In this example the fact is being attributed to a book written by two authors, Norris and Webb, in 1990. The page number is 306.

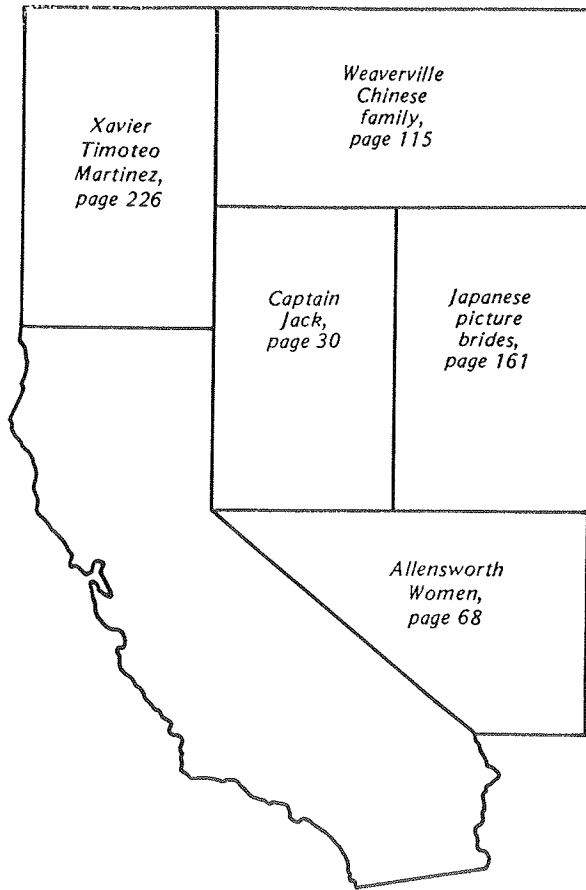
The References Cited section at the end of the paper should list all of the cited sources. These are to be presented in alphabetic order using the authors' last names, not the titles, to establish listing order. Each entry should include the author's (or authors') name(s), date of copyright, full and exact title, publisher, and city of publication. If the source is a magazine or journal article, provide also the volume, number (issue), and page numbers. Book titles and journal/magazine names are to be italicized or underlined. Examples follow.

BOOK:	Norris, R. M., and R. W. Webb 1990 <u>Geology of California</u> . John Wiley and Sons, Inc. New York.
ARTICLE:	Koltermann, C. E., and S. M. Gorelick 1992 Paleoclimatic Signature in Terrestrial Flood Deposits. <u>Science</u> 256: 1775-1782.  Smith, C., and D. Jones 1995 Linguistic Prehistory of the Sahara Desert. <u>Journal of Ancient Cultures</u> 15 (3): 21-55.
CHAPTER IN ED. BOOK	Powers, S. 1983 The Origin of the Mountains. IN <u>A Treasury of the Sierra Nevada</u> , edited by R. L. Reid, pp. 7- 9. Wilderness Press. Berkeley.

In the second example above, the article appears at pages 1775-1782 in Volume 256 of the journal, Science. In the third example, the article appears at pages 21-55 of Volume 15, Number 3 of the Journal...

Finally, it is expected that students will rely upon substantial, published sources. Personal communications with friends, comments made via the internet, unreliable tabloids, etc., are not acceptable. Books, journals, and newspapers and news magazines of high quality are acceptable sources of information for this assignment.

Please do not hesitate to consult with the instructor if further information is needed.



# FIVE VIEWS

**George Deukmejian**  
*Governor*

**Gordon Van Vleck**  
*Secretary for Resources*

**Henry R. Agonia**  
*Director, Dept. of Parks & Recreation*

**Kathryn Gualtieri**  
*State Historic Preservation Officer*



---

State of California – The Resources Agency  
DEPARTMENT OF PARKS AND RECREATION

---

Office of Historic Preservation P.O. Box 942896, Sacramento, CA 94296-0001

**Integrated Cultural Resources  
Management Plan for  
Vandenberg Air Force Base**

Michael J. Moratto, editor

**Volume 3  
Legal Authorities**

Michael J. Moratto  
with a contribution by  
Thomas F. King

Submitted To:

30 CES/CEVPC  
806 13th Street, Suite 116  
Vandenberg AFB, California 93437

Prepared For:

Tetra Tech, Inc.  
4213 State Street, Suite 100  
Santa Barbara, California 93110

Prepared By:

Applied EarthWorks, Inc.  
5090 N. Fruit Ave., Suite 101  
Fresno, California 93711

6 February 1998

# TABLE OF CONTENTS

---

	Page
<b>FOREWORD</b>	
<b>AMERICAN INDIANS IN CALIFORNIA .....</b>	<b>1</b>
• The Santa Barbara Indian Center	
• Dwight Dutschke	
<b>BLACK AMERICANS IN CALIFORNIA .....</b>	<b>57</b>
• Eleanor M. Ramsey	
• Janice S. Lewis	
<b>CHINESE AMERICANS IN CALIFORNIA .....</b>	<b>103</b>
• Nancy Wey	
<b>JAPANESE AMERICANS IN CALIFORNIA .....</b>	<b>159</b>
• Isami Arifuku Waugh	
• Alex Yamato	
• Raymond Y. Okamura	
<b>MEXICAN AMERICANS IN CALIFORNIA.....</b>	<b>205</b>
• Jose Pitti	
• Antonia Castaneda	
• Carlos Cortes	

---



TABLE OF CONTENTS

1.0 INTRODUCTION, BY MICHAEL J. MORATTO . . . . . 1-1

2.0 HISTORICAL BACKGROUND, BY THOMAS F. KING . . . . . 2-1

2.1 INTRODUCTION: WHAT IS CULTURAL RESOURCES MANAGEMENT? . . . . . 2-1

2.2 THE BEGINNINGS OF CRM IN THE UNITED STATES . . . . . 2-2

2.3 THE TURN OF THE CENTURY . . . . . 2-4

2.3.1 Before the Depression: A Summary . . . . . 2-4

2.3.2 The Depression . . . . . 2-5

2.3.3 World War II and Thereafter . . . . . 2-6

2.3.4 The Great Society . . . . . 2-7

2.3.5 Into the 1970s . . . . . 2-8

2.3.6 The 1980s . . . . . 2-13

2.3.7 The 1990s . . . . . 2-14

2.3.8 The Next Few Years . . . . . 2-17

3.0 FEDERAL ENVIRONMENTAL AND HISTORIC-PRESERVATION LAW, BY MICHAEL J. MORATTO . . . . . 3-1

3.1 AN ACT FOR THE PRESERVATION OF AMERICAN ANTIQUITIES (1906) [PL 59-209; 34 STAT. 225; 16 USC 431-433] . . . . . 3-1

3.1.1 The Antiquities Act . . . . . 3-1

3.1.2 Uniform Rules and Regulations . . . . . 3-2

3.1.3 The Antiquities Act on Trial: The United States v Ben Diaz . . . . . 3-2

3.1.4 The Antiquities Act Today . . . . . 3-3

3.2 THE HISTORIC SITES ACT (1935) [PL 74-292; 49 STAT. 666; 16 USC 461-467] . . . . . 3-3

3.3 THE RESERVOIR SALVAGE ACT (1960) [PL 86-523; 74 STAT. 220; 16 USC 469-469c] . . . . . 3-4

3.4 THE NATIONAL HISTORIC PRESERVATION ACT (1966) [PL 89-665; 80 STAT. 915; 16 USC 470 ET SEQ., AS AMENDED BY PL 91-243, PL 93-54, PL 94-422, PL 94-458, PL 96-199, PL 96-244, PL 96-515, PL 98-483, PL 99-514, PL 100-127, AND PL 102-575] . . . . . 3-5

3.4.1 National Historic Preservation Act . . . . . 3-5

3.4.2 National Register of Historic Places . . . . . 3-6

3.4.3 State Historic Preservation Officers . . . . . 3-7

3.4.4 Roles of Indian Tribes . . . . . 3-8

3.4.5 Section 106 of the NHPA . . . . . 3-9

3.4.6 Section 110 of the NHPA . . . . . 3-11

3.4.7 Advisory Council on Historic Preservation . . . . . 3-12

3.4.8 The Secretary of the Interior's Standards and Guidelines . . . . . 3-13

3.4.9 1992 Amendments of the NHPA . . . . . 3-13

3.4.10 Case law related to the NHPA . . . . . 3-15

3.5 THE FEDERAL AID HIGHWAY ACT (1966) [PL 89-574; 80 STAT. 766; 23 USC 101-138], AND THE AMENDED DEPARTMENT OF TRANSPORTATION ACT (1987) [PL 100-17; 49 USC 303] . . . . . 3-16

3.6 THE NATIONAL ENVIRONMENTAL POLICY ACT (1969) [PL 91-190; 83 STAT. 852; 42 USC 4321-4347] . . . . . 3-17

3.7 EXECUTIVE ORDER 11593, "PROTECTION AND ENHANCEMENT OF THE CULTURAL ENVIRONMENT" (1971) [3 CFR 154; 16 USC 470] . . . . . 3-17

3.8 AN ACT TO FACILITATE THE PRESERVATION OF HISTORIC MONUMENTS (1972) [PL 92-362; 86 STAT. 503; 40 USC 484] . . . . . 3-18

3.9 THE HISTORICAL AND ARCHAEOLOGICAL DATA PRESERVATION ACT (1974) [PL 93-291; 88 STAT. 174; 16 USC 469-469c] . . . . . 3-18

3.10 THE AMERICAN INDIAN RELIGIOUS FREEDOM ACT (1978) [PL 95-341; 92 STAT. 469; 42 USC 1996] . . . . . 3-20

3.11 THE ARCHAEOLOGICAL RESOURCES PROTECTION ACT (1979) [PL 96-95; 93 STAT. 72; 16 USC 470AA-470MM] . . . . . 3-20

3.11.1 The Legislation . . . . . 3-20

3.11.2 ARPA Uniform Regulations . . . . . 3-23

3.11.3 ARPA Supplemental Regulations . . . . . 3-24

3.11.4 Curation of Federally Owned and Administered Archaeological Collections (1990) [36 CFR 79] . . . . . 3-24

3.11.5 ARPA Enforcement and ARPA Case Law . . . . . 3-25

3.12 THE ABANDONED SHIPWRECK ACT (1987) [PL 100-298; \_\_ STAT. \_\_; 43 USC 2101-2106] . . . . . 3-26

3.13 THE NATIVE AMERICAN GRAVES PROTECTION AND REPATRIATION ACT (1990) [PL 101-601; 104 STAT. 3050; 25 USC 3001-3003] . . . . . 3-28

3.13.1 The Legislation . . . . . 3-28

3.13.2 NAGPRA Regulations . . . . . 3-32

3.14 EXECUTIVE ORDER 13007, "INDIAN SACRED SITES" (1996) [61 FR 26771] . . . . . 3-33

3.15 PROCESSING OF DEPARTMENT OF THE ARMY PERMITS: PROCEDURES FOR THE PROTECTION OF HISTORIC PROPERTIES; FINAL RULE (1990) [33 CFR 325] . . . . . 3-34

3.16 ARCHAEOLOGICAL AND HISTORIC RESOURCES MANAGEMENT (1984) [DODD 4710.1] . . . . . 3-34

3.17 ENVIRONMENTAL CONSERVATION PROGRAM (1996) [DODI 4715.3] . . . . . 3-35

3.18 INTERIM GUIDANCE FOR TREATMENT OF COLD WAR HISTORIC PROPERTIES FOR U.S. AIR FORCE INSTALLATIONS (1993) . . . . . 3-37

3.19 CULTURAL RESOURCES MANAGEMENT (1994) [AFI 32-7065] . . . . . 3-38

3.20 SUMMARY . . . . . 3-39

4.0 STATE ENVIRONMENTAL AND HISTORIC PRESERVATION LAW, BY MICHAEL J. MORATTO . . . . . 4-1

4.1 CALIFORNIA ENVIRONMENTAL QUALITY ACT (1970) [PRC 21000 ET SEQ.] . . . . . 4-2

4.1.1 Statutes and Guidelines . . . . . 4-2

4.1.2	Proposed Revision of the Guidelines	4-3
4.2	CALIFORNIA REGISTER OF HISTORICAL RESOURCES [PRC 21084.1]	4-4
4.3	STATE HISTORICAL RESOURCES COMMISSION [PRC 5020.1-5020.4]	4-5
4.4	STATE HISTORIC PRESERVATION OFFICER [PRC 5020.6]	4-6
4.5	NATIVE AMERICAN HERITAGE COMMISSION [PRC 5097.91-5097.97]	4-7
4.6	NATIVE AMERICAN ARTIFACTS OR HUMAN REMAINS TAKEN FROM A GRAVE OR CAIRN [PRC 5097.99]	4-8
4.7	HUMAN REMAINS [H&SC 7050.5 ET SEQ.]	4-8
4.8	OBJECTS OF ARCHAEOLOGICAL OR HISTORICAL INTEREST, CAVES, AND THEFT OF ARTICLES FROM DEAD BODIES [PC 622.5, 623, 642]	4-9
4.9	SUMMARY	4-11
5.0	TECHNICAL GUIDANCE, BY MICHAEL J. MORATTO	5-1
5.1	WORKING WITH THE NATIONAL REGISTER OF HISTORIC PLACES	5-1
5.1.1	Evaluating NRHP Eligibility	5-1
5.1.2	Evaluating and Documenting Specific Types of Historic Properties	5-3
5.2	RELATING TO THE SHPO IN COMPLIANCE WITH THE NHPA	5-5
5.2.1	Statutes	5-5
5.2.2	Regulations	5-5
5.2.3	Other Guidance	5-5
5.3	RELATING TO INDIAN TRIBES IN COMPLIANCE WITH THE NHPA	5-6
5.3.1	Statutes	5-6
5.3.2	Regulations	5-6
5.3.3	Other Guidance	5-6
5.4	COMPLIANCE WITH SECTION 106 OF THE NHPA	5-7
5.4.1	Statute	5-7
5.4.2	Regulations	5-7
5.4.3	Other Guidance	5-7
5.5	MEETING NHPA SECTION 110 RESPONSIBILITIES	5-8
5.5.1	Statute	5-8
5.5.2	Other Guidance	5-8
5.6	PREPARING AND NEGOTIATING AGREEMENT DOCUMENTS	5-8
5.6.1	Statutes	5-8
5.6.2	Regulations	5-8
5.6.3	Other Guidance	5-8
5.7	TECHNICAL AND PROFESSIONAL PERFORMANCE STANDARDS	5-9
5.7.1	Statute	5-9
5.7.2	Regulations	5-9
5.7.3	Other Guidance	5-9
5.8	COMPLIANCE WITH THE NEPA	5-9
5.8.1	Statute	5-9
5.8.2	Regulations	5-9
5.8.3	Other Guidance	5-10

5.9	ENSURING PROTECTION OF NATIVE AMERICAN RELIGIOUS FREEDOM . . . . .	5-10
5.9.1	Statutes . . . . .	5-10
5.9.2	Regulations . . . . .	5-10
5.9.3	Executive Order . . . . .	5-10
5.9.4	Other Guidance . . . . .	5-10
5.10	ARCHAEOLOGICAL RESOURCES PROTECTION . . . . .	5-11
5.10.1	Site Protection and Law Enforcement . . . . .	5-11
5.10.2	Curation of Archaeological Collections . . . . .	5-13
5.10.3	Confidentiality and Restriction of Information Regarding Cultural Resources . . . . .	5-14
5.11	MANAGING SUBMERGED CULTURAL RESOURCES: UNDERWATER ARCHAEOLOGY . . . . .	5-14
5.11.1	Statutes . . . . .	5-14
5.11.2	Regulations . . . . .	5-15
5.11.3	Other Guidance . . . . .	5-15
5.12	NATIVE AMERICAN GRAVES PROTECTION AND REPATRIATION . . . . .	5-16
5.12.1	Statutes . . . . .	5-16
5.12.2	Regulations . . . . .	5-16
5.12.3	Other Guidance . . . . .	5-16
5.13	NATIVE AMERICAN SACRED SITES . . . . .	5-17
5.13.1	Statutes . . . . .	5-17
5.13.2	Executive Order . . . . .	5-17
5.13.3	Regulations . . . . .	5-17
5.13.4	Other Guidance . . . . .	5-18
5.14	CULTURAL RESOURCES MANAGEMENT PLANNING . . . . .	5-18
5.14.1	Statutes . . . . .	5-18
5.14.2	Regulations . . . . .	5-19
5.14.3	Other Guidance . . . . .	5-19
5.15	TREATMENT OF MILITARY HISTORICAL RESOURCES . . . . .	5-20
5.15.1	Statutes . . . . .	5-20
5.15.2	Regulations . . . . .	5-20
5.15.3	Other Guidance . . . . .	5-21
5.16	RESPONDING TO THE CEQA . . . . .	5-23
5.16.1	Statute . . . . .	5-23
5.16.2	Regulation . . . . .	5-23
5.16.3	Other Guidance . . . . .	5-23
5.17	PARTICIPATING IN CALIFORNIA HISTORIC PRESERVATION PROGRAMS AND PROCESSES . . . . .	5-24
5.17.1	Statutes . . . . .	5-24
5.17.2	Executive Order . . . . .	5-24
5.17.3	Regulations . . . . .	5-24
5.17.4	Other Guidance . . . . .	5-24
5.18	PROTECTION OF PALEONTOLOGICAL LOCALITIES AND SPECIMENS . . . . .	5-26
5.18.1	Statutes . . . . .	5-26
5.18.2	Regulations . . . . .	5-26

5.18.3 Other Guidance . . . . . 5-27

6.0 REFERENCES CITED . . . . . 6-1

7.0 GLOSSARY OF ABBREVIATIONS AND ACRONYMS . . . . . 7-1

APPENDICES

A An Act for the Preservation of American Antiquities (1906) and Uniform Rules and Regulations Prescribed by the Secretaries of the Interior, Agriculture, and War to Carry Out the Provisions of the "Act for the Preservation of American Antiquities" (1907)

B An Act to Provide for the Preservation of Historic American Sites, Buildings, Objects, and Antiquities of National Significance . . . (1935)

C The Reservoir Salvage Act (1960)

D The National Historic Preservation Act (1966), as amended

E The National Register of Historic Places [36 CFR 60] (1985)

F Protection of Historic Properties: Regulations of the Advisory Council on Historic Preservation Governing the Section 106 Review Process [36 CFR 800] (1986)

G The Section 110 Guidelines: Annotated Guidelines for Federal Agency Responsibilities Under Section 110 of the National Historic Preservation Act [53 FR 4727-4746] (1989)

H Archaeology and Historic Preservation; Secretary of the Interior's Standards and Guidelines (1983) and Revised Secretary of the Interior's Professional Qualification Standards (1994)

I The Federal Aid Highway Act (1966), and Section 303 of the Amended Department of Transportation Act (1987)

J The National Environmental Policy Act (1969)

K Executive Order No. 11593, "Protection and Enhancement of the Cultural Environment" (1971)

L An Act to Facilitate the Preservation of Historic Monuments . . . (1972)

M The Historical and Archaeological Data Preservation Act (1974)

N The American Indian Religious Freedom Act (1978)

- O The Archaeological Resources Protection Act (1979) and Uniform Regulations for the Protection of Archaeological Resources (1984) and Archaeological Resources Protection Act; Supplemental Regulations (1987)
- P Curation of Federally-Owned and Administered Archaeological Collections; Final Rule [36 CFR 79] (1990)
- Q Abandoned Shipwreck Act (1987) and Abandoned Shipwreck Act; Final Guidelines; Notice (1990)
- R The Native American Graves Protection and Repatriation Act (1990)
- S Native American Graves Protection and Repatriation Act Regulations; Final Rule (1995) and Native American Graves Protection and Repatriation Act; Interim Rule (1997)
- T Executive Order No. 13007, "Indian Sacred Sites" (1996)  
Department of Defense Instruction No. 4715.3, "Environmental Conservation Program" (1996)
- U Processing of Department of the Army Permits: Procedures for the Protection of Historic Properties; Final Rule [33 CFR 325] (1990)
- V Archaeological and Historic Resources Management [Department of Defense Directive 4710.1] (1984)
- W Environmental Conservation Program [Department of Defense Instruction 4715.3] (1996)
- X Interim Guidance for Treatment of Cold War Historic Properties for U.S. Air Force Installations (1993)
- Y Cultural Resources Management [Air Force Instruction 32-7065] (1994)
- Z Summary of Federal Authorities Related to Cultural Resources Management
- AA CEQA: California Environmental Quality Act Statutes and Guidelines, Appendix K: Archaeological Impacts
- BB Proposed Section 15064.5, "Determining the Significance of Impacts on Historical and Unique Archaeological Resources," of the CEQA: California Environmental Quality Act, Statutes and Guidelines (1997)