

Chapter 6: Cultural Heritage Management/M.A. in Anthropology

A. Program intent and overview

Cultural Heritage Studies is a two-year, Plan A (with thesis) or Plan B (no-thesis) master's program designed for students who wish to pursue a career in heritage management in non-academic settings. Our aim is to train students in anthropological perspectives on the issues of heritage management, broadly defining *heritage* as materials and practices remaining from the past, and the value placed on them in contemporary society. This perspective ranges from the abstract understanding of how heritage is construed, valued and used, to the more concrete methods for investigation, protection (especially in the legal framework), outreach and education in concert with stakeholder communities and the wider public. Although the majority of the course offerings and examples are drawn from North America, students may engage in more global or international heritage issues in their training.

1. Curriculum—

Plan A (with thesis)

- 30 credits total =
 - 14 credits in Anthropology
 - 6 credits in minor or related field
 - 10 credits thesis writing

Plan B (without thesis) *

- 30 credits total
 - 14 credits minimum in Anthropology
 - 6 credits in minor or related field
 - Plan B project portfolio (equal to 10 credits)

*Most CHM students have opted for the Plan B. As in other University of Minnesota Plan B Master's programs, students must take a minimum of 30 semester credits, complete at least one project, and take an oral examination at the end of the program. At least 14 of the 30 credits must be taken within the department and 6 in a minor or related field. The distribution of the remaining 10 credits is determined by students in consultation with their adviser, as part of a planned program based on the specific interests or needs of the student.

Students may instead choose to complete a Plan A master's with a written thesis, in consultation with advisors. The same division of 14 credits in Anthropology, 6 credits outside is required, but the remaining 10 credits must be thesis credits. A Plan A thesis may require additional time to complete, but the thesis may be used to qualify for RPA (Registry of Professional Archaeologists) status.

Although there is no fixed course structure at this time, it is strongly recommended that students address the following three broad categories of competency: 1) core concepts of heritage in anthropological and professional perspectives; 2) methodological approaches to heritage studies; and 3) a regional/cultural specialization. Coursework in these areas should then be reinforced by practical experience, by engaging in fieldwork, internship, or directed research. Ideally this practical experience would form the basis of the required project.

Suggested/potential courses for the above competencies include (but are not limited to):

2. Core courses:

Anth 8004: Foundations of Anthropological Archaeology- 3cr [anthropological approaches to the past]

Second core course to be determined by student's professional trajectory:

Anth 5448: Applied Heritage Management

OR MST 5011: Museum History and Philosophy

OR ARCH 5671: Historic Preservation

Methods courses:

Zooarchaeology Laboratory (Anth 5402)

Interpreting Ancient Bone (Anth 8244)

Analysis of Stone Tool Technology (Anth 5269)

Archaeological Ceramics (Anth 5444)

Human Skeletal Analysis (Anth 5405)

Environmental Archaeology (Anth 4069)

Archival Analysis for Anthropologists (Anth 4101/8xxx)

Museum Practices (MST 5012)

Public History (topics seminar in History)

Oral history (AFRO 5551 - Methods: Use of Oral Traditions as Resources for History)

American Indian Language Planning (AMIN 5141)

Principles of Geographic Information Science (Geog 5561)

Sedimentology and Stratigraphy (Geo 4602)

Geomorphology (Geo 4701)

Historic Building Conservation (Arch 5670)

Historic Preservation (Arch 5671)

Topics in Historic Preservation (Arch 5670; topics vary, e.g. World Heritage Conservation; Design Exhibition, Tourism and Management of Historic Sites)

Regional/cultural focus (approval of advisor):

Archaeology and Native Americans (Anth 5601)

Minnesota archaeology, archaeology and/or ethnography of Native North Americans (as offered in ANTH or AMIN)

World Heritage topics

African American studies (Colloquium: Before the Field: Internships, Community Service, and Study Abroad, Afro 4432; African History from the Perspective of the African Diaspora - AFRO 5103)

American Indian studies (AMIN 4501 - Law, Sovereignty, and Treaty Rights; AMIN 4511 - American Indian Political Economy; AMIN 4525 – Federal Indian Policy; AMIN 5890 - Problems in American Indian History)

Asian American Studies, Chicano Studies (topics courses)

Additional courses are available for other anthropology-related interests, such as ethnohistory, folklore studies, art history, social history, and linguistic anthropology. The nature of individual programs is limited only by imagination and available faculty/professional expertise.

Use of 4000-level courses—4000-level courses may be included on the degree program form if they are taught by members of the graduate faculty.

- 3. Language requirement**—The cultural heritage studies master’s program does not have a blanket language requirement. Instead, it expects students in the program to acquire the competencies necessary for particular principal investigator positions – which in some cases might include proficiency in a language. Your language requirement, if any, is determined by your adviser and approved by the director of graduate studies.
- 4. Registration requirements**—Master’s degree students are required by the Graduate School to complete at least 60 percent of the coursework for their official degree program as registered University of Minnesota Graduate School students. Transfer coursework may make up the remaining 40 percent (maximum) of the degree coursework. **Master’s level students must maintain active status in the Graduate School every semester** (see Registration Requirements under Registration on the Graduate School web site).
- 5. Transfer credits**—Students who have earned graduate credit at other universities may apply some of those credits toward their degree program at the University of Minnesota. The University of Minnesota has detailed criteria for the *transfer of credits* for the Master’s degree. See the *Graduate School Catalog* for details. In general, however, official transcripts of the graded work must be submitted, the coursework must be at the graduate level, the course taught by faculty authorized to teach graduate level courses, and the graduate credit earned after you received your undergraduate degree. At the MA level, the transfer of up to 40 percent of the degree program coursework is allowed under specific conditions laid out in the Graduate School Catalog.
- 6. Independent reading/study courses.** In some cases, a student’s particular professional training includes competencies that are not adequately addressed in regular course

offerings. In these cases, students may engage in independent reading/study courses with an appropriate faculty member. Students are encouraged, however, to engage in regular coursework as much as possible. Talk to your adviser about these options.

7. **Incomplete coursework.** You are expected to complete all courses during the semester they are taken. If an Incomplete is received, you are expected to remove it within one semester after taking the course. The failure to remove Incomplete coursework will be included in the annual review of your progress in your degree program. Failure to remove an Incomplete within the designated time is unacceptable in terms of expected progress in the program.
8. **The temporary adviser**—You will be assigned a temporary first-year adviser who will serve as your mentor until you choose a regular adviser, which you must do no later than the end of your second semester in the program. Your temporary adviser will help you plan your first-year schedule of courses.
9. **Funding**—Since cultural heritage studies is a program for professionals or aspiring professionals, students in the program often find work or have work in a cultural heritage situation, such as a CRM firm or in a museum. For this reason, graduate students in the program have a lower priority for departmental funding than do students in the PhD programs. However, they are encouraged to apply to other sources of funding.

B. The first year of graduate study

1. What happens in the first year?

The main goal of the first year of graduate study in the program is to complete the work required for at least half the competency areas in your program. To help you fulfill this goal, you are assigned a temporary adviser when you enter the program. It is expected that in most cases competencies will be attained through a combination of in-class instruction, individualized directed reading or research instruction, and through work-related or intern experience. It should be stressed that the goal of the program is competency in a variety of designated skills and knowledge (as demonstrated in the second-year oral examination), not the completion of 30 credits of graduate study.

2. Coursework

Since you must take a minimum of 30 credits within the program, you should plan on taking at least 15 credits during your first year of graduate studies. At a minimum this would be 6 credits each semester and 3 credits in the summer. It is recommended that you try to complete more credits than the minimum, in order to prevent having to take too many in your last semester when you will also take the oral exam. A “course,” which can be any combination of in-class or directed reading or research instruction, is generally 3 credits. As in the other graduate

programs in the department, it is important to talk through your objectives with your adviser so that you can plan a well-thought-out graduate program before you take your first course. At least the first year of your program should be worked out in consultation with and with the approval of your temporary adviser.

Required course(s) – Your adviser will require you to take particular courses appropriate for your programmatic focus; be aware that they may not be offered in your first semester or first year. For example, for students with the goal of working in Cultural Resource Management archaeology, the required course would be “Applied Heritage Management,” which is taught every spring. For those aiming for museum work, the required course would be “Museum History and Philosophy,” usually offered in the fall. Anth 8004, required of all students, is offered every other year in the fall. If such a course is offered during your first year in the program, take it. Any course designated as required for your program will be offered at a minimum once every four semesters.

Other courses – Other courses, such as those listed above, should be chosen to increase your understanding of the suggested competencies your adviser has developed for your specific degree program. If you are not already working in a professional position, you might consider taking a semester-long or summer internship with an appropriate institution or business. You should work the details of your graduate degree program (see below) out in consultation with and approval of your adviser.

3. Selecting an adviser and the other members of your examining committee

By the end of your first year in the program, you should select a three-member examining committee, one of whom will serve as your regular adviser. The general practice is to select your adviser first and then in consultation with and the approval of your adviser select the other members of your examining committee. Two of the members of your committee must have graduate standing in the Department of Anthropology and the third graduate standing in another program at the University. A professional outside the University system can serve on the advisory committee with the approval of the Graduate School.

Changes in the examining committee – Substitutions on the examining committee may be necessitated by such circumstances as a faculty member’s temporary absence on leave from the University. Your adviser or the director of graduate studies must request the Graduate School’s approval of such substitutions well in advance of the examination. Substitutions for an oral examination that are necessitated by emergency situations must also be approved in advance. In such cases, the adviser should consult with the Graduate School staff by telephone before the start of the examination.

4. Identifying your program specialization and competencies

The focus of your program and at least some understanding of the competencies integral to that focus should be identified before the start of fall semester. In consultation with your (temporary) adviser, the rest of your specialization track should be identified as soon as possible during your first semester in the program, for they are the focus of your coursework. Competencies are generally identified in consultation with professionals in your intended area of expertise.

5. *Preparing for your final oral examination*

The final oral examination is organized around a set of questions, relating to the competencies you and your advisor have identified as necessary for your particular training in an aspect of cultural heritage professional work, or the written thesis if the Plan A option is chosen. You should begin identifying these questions in collaboration with your adviser during your first year in the program. Your adviser and other members of your examining committee will propose other questions. All questions should be identified no later than your third semester in the program. Your adviser is responsible for deciding upon and collating the questions you will be tested on in the exam.

6. *Identifying your Plan B project/Plan A thesis*

A project is normally the result of one of your “courses” and is intended to be flexible in concept. Since the program focus is the attainment of competencies, the project should directly involve one or more of your designated competencies. Examples are a paper that reviews state preservation legislation, a study of material culture or architectural distributions in a particular region, an overview of programs established in consultation with a particular descendent community, or a small-scale site report. An effective way to plan the project is through an internship or practicum undertaken during the summer between your first and second years. This experience would provide you with the resources, materials, or cases you may then use as the basis for a written assessment or study, completed in the fall. To this end you should begin consulting with your advisor in your first semester on how to plan out the project. The oral examination cannot be scheduled until the project is either submitted to the advisory committee or scheduled for completion by the end of the semester.

If the student wishes to pursue a Plan A thesis, the project may develop in the same fashion, but the ultimate format of the written work will be much more structured. Thesis-writers should determine a project prospectus with their advisors by the second semester, so that the summer may be used for research.

7. *The first-year review*

The potential for continued graduate work of all first-year graduate students is evaluated near the end of spring semester by the faculty as a whole. A distinction is made between the first-

year review and the annual review, which is a review of every graduate student past the first year of their degree program.

Documents needed—In the first half of spring semester, the graduate committee will collect the following materials for each first-year student:

- e) Grades for each course taken while an anthropology graduate student at the University of Minnesota.
- f) An “Instructor’s Student Evaluation form,” which is completed by the instructors of all beginning graduate students in anthropology courses at the 4000-level and above.
- g) A letter from your (temporary) adviser that summarizes your progress and plans.

Evaluation—The above materials are reviewed by the graduate committee, which prepares a recommendation to the full faculty for action. The documents and the graduate committee’s recommendations, along with any other pertinent information, are reviewed by the full faculty. The result of this review is reported to you in a letter from the director of graduate studies shortly after the review by the full faculty.

Normally, one of three decisions is reached:

- 1) Satisfaction with progress, with approval for continuation in the program.
- 2) Some weaknesses noted, but with approval for continuation in the program.
- 3) Significant weaknesses, continuation in the program not approved.

The word “weakness” refers to any shortcoming (such as reading or writing ability) that will hinder your progress in your degree program. In cases where the faculty has noted some weaknesses (2 above), you will be informed of what these are and what action is required to build competence in the area(s) of weakness. Students who fall into the (3) category are dismissed from the graduate program in cultural heritage studies at the University of Minnesota.

8. *Making summer research/study plans*

If you do not already have a cultural heritage studies-related job, you should strongly consider finding a summer job in your area of interest; if paid jobs are not available, consider taking a “field” internship over the summer. Discuss the possibilities with your temporary adviser early enough in the year so that fellowships, grants, work positions, and other possibilities can be applied for. As in other businesses, it is important to have experience when applying for a position.

C. The second year of graduate study

The main goals of the second year of graduate study in the program are to (1) complete the designated coursework or practical work in your competencies in your program, (2) satisfy the remainder of your 30 credit program requirement, (3) complete your project, (4) file your degree program form, and (5) pass your oral examination.

1. Coursework

All course work on your degree program should be completed by the end of your second year in the program. This means that by the end of your second year, you should have taken at least 14 credits in anthropology, 6 in a minor or related field, and 10 other course or thesis credits, including any required courses.

2. Filing your degree program form

Graduate students in the cultural heritage studies master's program are expected to have an official degree program on file at the Graduate School by the end of their third semester in their program. The degree program form is available from the Graduate School, 316 Johnston Hall or online at www.grad.umn.edu/forms. You list all coursework, completed and proposed, that will be offered in fulfillment of degree requirements, including transfer work. If a foreign language is required for the degree, it also is specified on the degree program form. The members of your final examining committee are appointed by the dean of the Graduate School on recommendation of the faculty in the department at the time your official degree program is approved. A degree program approved by the Graduate School must be on file before examination or graduation forms can be released to you.

Once approved, the degree program must be fulfilled in every detail to meet graduation requirements. Program changes should be requested by completing a Graduate School petition form, which is available at 316 Johnston Hall or online at www.grad.umn.edu/forms.

3. Completing your project

For a cultural heritage studies Plan B master's degree, you must demonstrate familiarity with the tools of research or scholarship in your area of study, the ability to work independently, and the ability to present the results of your investigation effectively, by completing one project. The project is often the result of work carried out in a course (e.g., a paper) and polished during a one-credit directed research course. It can also be work-related, as long as the project is designed and carried out under the supervision of your adviser or another faculty member.

The Plan B project(s) should involve a combined total of approximately 120 hours (the equivalent of three full-time weeks) of work. With the approval of your adviser, you have considerable flexibility in defining the nature of your Plan B project.

The Plan A thesis work will be more variable depending upon the project. Consult with your advisor on the appropriate timetable, but if you wish to complete the program in 2 years we recommend that all research/data collection be completed by the end of the third semester, leaving the fourth for writing, revising, and your defense.

4. *The oral examination*

The Graduate School requires a final examination for Plan B candidates. In the cultural heritage studies program, the final examination is a one-and-one-half hour oral exam in which you are questioned on the range of your competencies by your examining committee. Normally, one hour of the session is devoted to active dialogue between you and your committee, and 30 minutes to deliberations among committee members.

Work closely with your adviser and the faculty member in charge of the cultural heritage studies program in preparing for your oral examination. By the time you take the examination, you should clearly understand what you will be tested on and what the standards of evaluation will be. This dialogue should begin during your first year in the program.

The final oral is a closed examination, attended by only you and your examining committee. All committee members must be present at the oral examination; the absence of any member results in an invalid examination. The examination is coordinated by the chair of the examining committee, which is usually your adviser. The results of the examination are reported on a form that you must obtain from the Graduate School, 316 Johnston Hall, or by requesting a graduation packet online at www.grad.umn.edu/forms before the examination is held. This form will be released only if you have a degree program form approved by the Graduate School and have maintained active status. A majority vote of the committee, all members present and voting, is required to pass the examination. If you fail the examination, you may be terminated from the graduate program or may be allowed, on unanimous recommendation of the examining committee, to retake the examination no later than the following semester, provided the reexamination is conducted by the original examining committee.

For Plan A thesis:

- a. Your thesis is read by all members of your examining committee

- b. Your examining committee is generally the same as your advisory committee, and consists of at least three members: two representatives from the department and one from your minor or related field (all committee members must be members of the graduate faculty).

- c. You may change the members of your examining committee, though any change must be approved by your adviser and the director of graduate studies (either one of whom can request the change by notifying the Graduate School).

d. You must give your examining committee at least two weeks to read the thesis before the date of your defense

e. The entire examining committee must agree that the thesis is ready for defense before the Thesis Reviewers Report form is signed. The thesis reviewers report form, which is part of the graduation packet, may be requested online at www.grad.umn.edu/forms. When the signed form is returned to the Graduate School, 316 Johnston Hall, you will be provided with the final examination report form.

f. The Graduate School will give a Thesis Reviewers Report form to you only if you have an approved and filed degree program, and have maintained active graduate student status.

5. The annual review

Since students in the cultural heritage studies program should be completing their degree in the spring semester of their second year, the review will normally just note that they will complete their program by the end of spring semester. Should there be a delay, the student will be notified of what they have yet to accomplish and that they have one remaining year in which to complete their program.

D. Progress in the program

Students in the cultural heritage studies program are expected to complete their program within two to three years. Enrollment beyond three years requires permission of the adviser and the director of graduate studies.

E. Summary timeline of student progress in the cultural heritage studies master's program

First Year Students (see Section B)

1. Meet with your temporary adviser and fill out a Preliminary Plan of Study form (B2)
2. Take any required course(s) if offered (B2)
3. Maintain active status as a graduate student (A)
4. Select an adviser and the other members of your examining committee (B3)
5. Identify your projected competencies (B4)
6. Begin identifying questions for your oral exam ((B5)
7. Identify a Plan B project or Plan A thesis(B6)

8. Submit all requested information for the first-year review (B7)
9. If appropriate, make summer “field” plans (B8)

Second Year Students (see Section C)

1. Finish all coursework on your degree program form (C1)
2. Take any remaining required courses if not offered your first year (B2)
3. File your degree program form (C2)
4. Complete your project or thesis(C3)
5. Take your oral exam (C4)
6. Maintain active status as a graduate student (A)
7. If necessary, submit all required information for the annual review (C5)