

PRR 895 *Coastal & Maritime Heritage & Management*

Vander Stoep
3 credit hours, Fall 2004
Community, Agriculture, Recreation & Resource Studies
Michigan State University

CLASS:	Meets Tuesday evenings, 6:00 - 9:00 p.m. in Natural Resources Bldg. 19 One or two weekend field trips (usually includes a Friday) required
PROFESSOR:	Dr. Gail A. Vander Stoep
OFFICE:	Natural Resources Bldg. 136 (via NR 131)
PHONE:	517-432-0266
MAILBOX:	Natural Resources Bldg. 151
E-MAIL:	VANDERS1@MSU.EDU
OFFICE HRS:	available most times during the day unless pre-scheduled with classes, meetings or conference travel; phone or email to confirm availability for an appointment, or sign up on weekly schedule on office door

INTRODUCTION

PRR 895 is a multi/interdisciplinary course targeted for graduate level students & professionals wanting to broaden their knowledge about coastal and maritime heritage and resources management. The course is based on the philosophy that maritime heritage and coastal resources management requires an interdisciplinary approach. Thus, the course covers a wide variety of topics related to maritime heritage management, including historical, technical, managerial, recreational, touristic and educational issues.

CONCEPTUAL FRAMEWORK

The course focuses on providing an overview of the variety of elements to be considered when managing coastal and maritime resources (both underwater, on water and land-based): natural and historical/cultural resources; pre-history and historical lifeways; current resource uses (commercial, recreational, tourism, and preservation); research and conservation; and education and outreach. The course encourages analysis, synthesis and planning involving these resources and use demands using policy, law, management issues and management strategies, all framed within a maritime heritage/cultural landscape perspective. (See course model diagrams.)

The course is structured using the "whole-part-whole" educational model. During the first class sessions of the fall semester, we will describe the course structure and content within international, national, and

regional contexts and within the maritime heritage/cultural landscape framework. Also introduced will be the backdrop of law, policy and strategic management/public involvement approaches. To present the milieu of content and issues, during two September/October weekends (to be discussed with class members) we will take “case study” field trips. Tentative regions include: 1) St. Joseph/Benton Harbor, and 2) the northwest Michigan region, to include Manistee and Sleeping Bear Dunes. We will look at the communities and maritime heritage landscapes in which multiple sectors operate (private, non-profit, and public). We'll visit a variety of natural, cultural and historic resources as well as introduce a variety of management challenges, issues and players. Hopefully (depending on the schedule), students will have the opportunity (as opposed to staying in a motel) of spending the night aboard *S.S. City of Milwaukee*, a historic car ferry eligible for the National Register. The rest of the semester is devoted to dissecting and studying the various elements illustrated by the case studies. Throughout the semester and via your independent project, we will tie together the various elements, looking at interrelationships and developing management strategies that incorporate concerns and issues from varied sources and sectors.

Those of you who are most interested in tourism development will consider maritime and coastal tourism development within the framework of community development, and with the ethic of minimizing impacts on the community's or region's natural, cultural and historic resources (sustainable development).

COURSE PURPOSE

The purpose of this course is to develop a conceptual framework and to provide research and technical skill orientation for students to manage coastal and maritime heritage resources in an integrated, interdisciplinary way that acknowledges multiple values, use demands and priorities.

COURSE OBJECTIVES

At the end of this course, you will:

1. be able to identify and discuss the importance of various natural, cultural and historical coastal and maritime resources for consideration in comprehensive coastal/maritime resource management;
2. be able to explain the importance of Great Lakes maritime resources within contexts of local communities, the state of Michigan, the Great Lakes Region, the nation, and the world;
3. be able to compare and contrast the similarities, differences and coordinated efforts between the U.S. and Canada (specifically Ontario) in managing Great Lakes maritime resources, and to compare Great Lakes resources/issues with those in your home country;
4. be able to explain the concept of a heritage landscape, then relate the various elements of concern to managers involved with the planning and management of such a landscape;
5. demonstrate your knowledge of and ability to find and use various resources (publications, libraries, institutes, professionals) and integrate information from some of those sources in your papers;

6. demonstrate your active search for news about current events and issues related to maritime heritage and resource management; and
7. be able to discuss (orally and through integrative writing) possible management/operational considerations, and identification of possible relationships between elements and issues presented during the course. (*EXAMPLE of a question to ask yourself regularly: If you were to make a specific decision about the best way to manage or approach one of the resources, what are the impacts on or implications for the other resources or their uses?*)

RESOURCE MATERIALS

Books (check out for the semester)

Ives, Edward. 1974. *The Tape-recorded Interview*. Knoxville, TN: University of Tennessee Press.

Fuller, Kent and Shear, Harvey. (Eds.) 1995. *The Great Lakes: An Environmental Atlas and Resource Book*. Toronto, ONT: Government of Canada and Chicago, IL: U.S. Environmental Protection Agency.

SBDNL. 2001. *Sleeping Bear Dunes National Lakeshore Draft Management Plan*. Empire, MI: SBDNL, National Park Service.

Writing Guidelines

Professional Presentations: Oral and Written., available on the Park, Recreation and Tourism Resources Department web site, under PRR 351 (<http://www.prr.msu.edu/PRR351/PRR351.htm>). Student papers should follow appropriate writing style guidelines. This “booklet” presents basic information and directs you to additional, more detailed sources (e.g., APA guidelines on the web at <http://www.apastyle.org>).

Handouts

Handouts, as distributed in class, which should be read PRIOR to the class for which they are assigned. Some of these are suggested and/or made available by course guest speakers.

PRTR Maritime Library

Multiple copies of reading materials (provided from various sources such as the National Park Service, National Trust for Historic Preservation, the MI Department of Natural Resources, Michigan Historical Center, and the American Folklife Center) will be available in NR 19 & 17A. Single copies of additional resources (from the United States and Canada) also are available. You may check them out as needed (these can be used as additional resources for incorporation into your integrative papers). Depending on the size of the class, we may have enough copies of several items for each student to minimize the need to share resources. (Also, instructor has a relatively extensive personal library of maritime resources, including videos, that may be of use to you. They are scattered across her office, room 19NR and home.)

Archives and Libraries

In addition to traditional library resources, you may want to consider using resources at the Michigan Historical Center's Library and Archives (downtown Lansing), the Michigan Maritime Museum (South Haven, MI), and the Historical Collections of the Great Lakes (Bowling Green State University, OH). The National Park Service has a small library of maritime resources, focused primarily on topics relevant to the Sleeping Bear Dunes area, collected in the Sleeping Bear Dunes Headquarters. While considerably farther

away, the Maritime Museum of Wisconsin (in Manitowoc) also houses a wealth of maritime resources, as does the regional office of the National Archives in the Chicago area.

The Center for Great Lakes Culture, a regional humanities center headquartered at MSU, also is available as a resource. A major component is the Center's web site, which is being built to serve as both an information resource and a clearinghouse for sharing regional information and connecting scholars and community members from varied fields. One of the "special interest" groups in the maritime group, which has had maritime-themed gathering and a regional conference (Cleveland, fall 2003). Resources and videotapes of presentations also are available.

COURSE REQUIREMENTS

CLASS PARTICIPATION

- a. *Readings as assigned.* You are expected to have read the assigned readings (distributed handouts or other assigned readings) prior to class in which the topic is presented. You should be prepared to discuss and apply readings during class discussion with each of the speakers.
- b. *Active participation in classroom discussion based on the assigned readings, speakers' comments, your own experience, and questions prepared for discussion.* While class participants will be diverse and have varied backgrounds (academic and experiential), most students will have some level of personal experience and expertise in some of the topic areas covered during the course. Please share these experiences and knowledge with classmates. Additionally, you should come prepared each session with specific questions (derived from assigned or additional readings) related to the session's content. Questions should be more than simple fact-finding; quality questions (e.g., those which illustrate depth of thought, integration, synthesis) should be able to provoke discussion.
- c. *Contribution of current events.* You should be continuously on the lookout for articles or other news items (from written or electronic sources) related to maritime resources, research, and management. Please bring copies of print items (newspapers, journals/magazines, professional organization newsletters, etc.) or written summaries of electronic items (radio, television, video) that present current events and issues. (Printouts of internet items of current event nature may be contributed also.) Selected print materials will be posted on the MH&M bulletin board. Also be prepared to give a brief oral summary of the item during class. We will take a few minutes each session to share some of these items. NOTE: Be sure to provide complete source information for each item. (In addition, you will analyze and present one news item in depth: Assignment 2.)
- d. *Periodic mini-assignments.* Occasionally you will be presented with a mini-assignment, which will complement a specific content area. For example, for the folklore/folklife session, each student might be asked to find some piece of representative folklife (e.g., poem, song, folk tale, art which represents some element of maritime folklife from your home country or family) to share with the class; you should be able to describe a bit of the background, context and/or meaning of the piece.

FIELD TRIPS

Participation in Course Field Trips. Students are expected to participate in class field trips (southwest Michigan and Northwest Michigan). See **Assignment 4** for related project work. These assignments are to be done in small groups (no more than 3 people).

WRITTEN PAPERS

Assmt 1. *Weekly Class Preparation Papers:* For most weekly sessions, you will be given readings and/or video assignments to read/view prior to each class. To help you prepare for class speakers and/or discussion, you will prepare a short written paper to help you organize content and think about the content. This assignment also allows you to identify relevant examples from your home country.

Assmt 2. *News Article Analysis:* Each class participant will be responsible for sharing with the class one **current** news article (2004) dealing with issues related to maritime resources. The article should be substantive in length and content (more than the weekly “current events” and should include (explicitly or implicitly) implications for policy, law, and/or management of maritime resources. See Assignment description for details.

Assmt 3. *Public Meeting Report/Review (or partner interview):* For this assignment you have the option of attending and reporting on a coastal/maritime resource management issue public meeting OR conducting an interview with a stakeholder related to your individual project.

Assmt 5. *Individual Maritime Resources Management Case Project:* Based on the course model (which “clusters” specific topics into broad categories of elements that are important for consideration in managing maritime/coastal resources), you will research a maritime geographic region or resource *and* a specific use of the resource(s) -- of **your choosing** -- for which to develop a resource management plan. These will be written and presented orally to the class. See assignment for details.

All papers and projects must be professionally written and presented. (See guidelines in the *Professional Presentations* booklet.) The standards are quality, excellence and professionalism! Papers should be organized, clearly and logically presented, and comments should be well supported. Proofread for proper structure, grammar, spelling and punctuation. Use graphics to support any ideas or concepts that can be enhanced or clarified by their use – both in the paper and to support your oral presentation.

ATTACHED

For general information and help in writing papers with reference to the course model, see the attached:

- Diagram of course structure (showing both fall and spring semesters)
- Tentative course schedule (to be revised based on class size, interests *and* schedule availability of potential guest speakers)

MISCELLANEOUS INFORMATION

Protecting Yourself:

It is a good idea to keep a photocopy of all assignments you turn in -- just in case of loss or miscommunication. This helps protect you and your work. (Be sure to make back-up copies of your computer files in case a disk/hard drive/other memory medium crashes or becomes infected with a virus.) Also, keep a personal listing of all current event items that you submit. (Be sure your name is included on each item submitted.)

Field Trip Expenses:

You are responsible for any expenses incurred during class field trips (e.g., transportation, food, and lodging). Students may want to carpool and/or share motel rooms to keep costs down. You may also choose to camp rather than stay in a motel/hotel. We're exploring the option of staying aboard *S.S. City of Milwaukee* (as we've done in the past, but this fall's schedule may have event conflicts).

If you want to extend a field trip into a personal working vacation (with family or friends), you may do so. However, the personal part of the trip should not interfere with the formal course experiences. Again, you are responsible for making your own arrangements.

Communication:

We are continually evaluating and revising this course, particularly within the context of the new "home" department and due to continually changing make-up of course students. Please provide feedback throughout the course so that we can improve it. Let us know how we can help make the experience more positive and meaningful to you. Before finalizing the schedule, we will get input from you about particular interests. If you know of additional resources or possible speakers for the future, please share them.

STUDENT EVALUATION

Class Participation:	15%
Participation in discussion, quality of questions and contributions	
Contribution of current events items for bulletin board	
Mini-assignments (in-class activities, folklife example from home country/area)	
Weekly Class Prep Assignments (Assmt. 1)	20%
News Article Review (Assmt. 2)	5%
Public Meeting Report/Review (or partner interview) (Assmt. 3)	5%
Field Trips (Assmt. 4) (attendance, participation, written summary, follow-up discussion based on)	20% total (10% each)
Final Integrative Paper applied to Individual Case Study (Assmt. 5)	35%
(written paper: content, writing quality, thoroughness; oral presentation; discussion participation)	

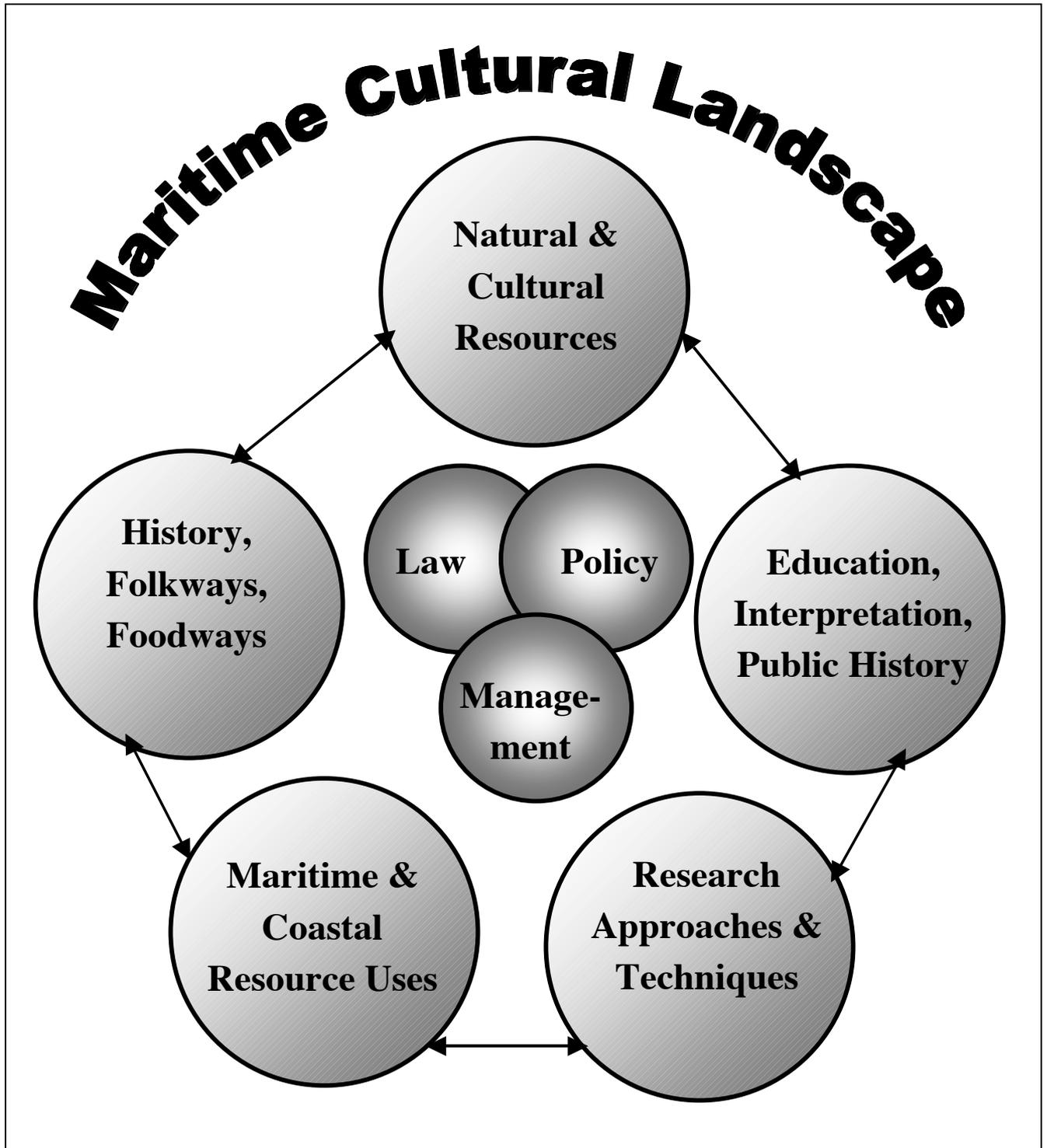
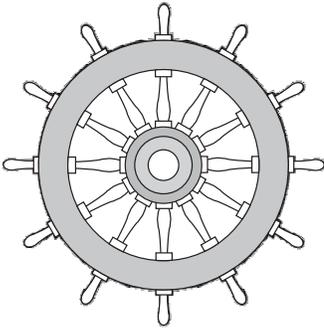


Figure 1: Maritime and Coastal Resources Management Conceptual Course Model



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NOTE: All classes meet on MSU Campus, Natural Resources Bldg., Room 19, unless printed in bold. Classes meet 6:00 - 9:00 p.m. on Tuesday evenings unless otherwise noted (field trips)

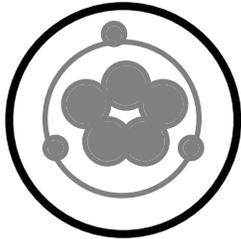
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Overview & Heritage Landscape Context

8/31

Course Overview; review of course; video;
 student introductions; resources;
 Foundational activities 1 & 2

Gail Vander Stoep



9/7

Course Context (national, international perspectives)
 Coastal terms and definitions (incl. management jurisdictions)
 Maritime Cultural/Heritage Landscape framework
 "Conceptual Model" foundations: slide show
 (Tourism w/in context of course)

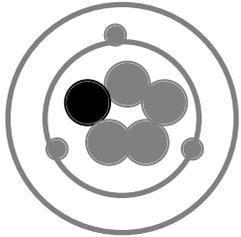
GVS continue course overview

Components: Resources

9/14

Natural Resources: Water/Limnology, Fisheries
 (GL Fisheries video), Soils/shore, extractive
 (coal, iron, copper, salt, etc.)

GVS



Cultural: archaeological, historic communities,
 lighthouses/LS & CG stations, shipwrecks, piers, etc.

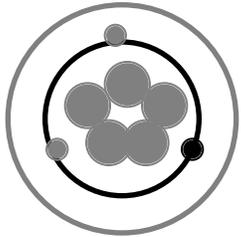
Hawk Tolson

Framework Elements

9/21

Strategic Planning & Management

GVS



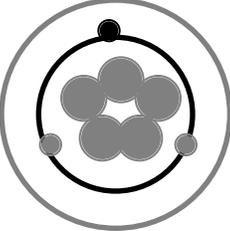
Due: Major Project – idea paragraphs

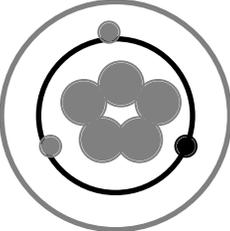
9/28

Community Power
 Legislative Process
 Public Input/Involvement

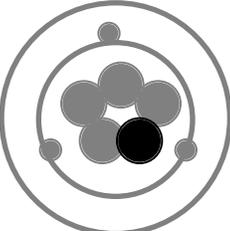
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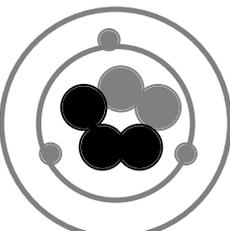
Framework Elements (cont.)

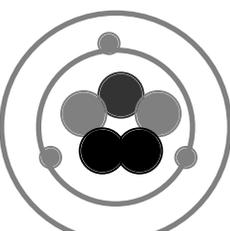
10/5	Legal Foundations: Statutory Law vs. Case Law	GVS
	Legislation affecting archaeology, preservation, Native Peoples, abandoned shipwrecks, etc. Admiralty law, riparian law	Bill Lovis, Anthropology

10/12	Structures for management of maritime resources; preserves, sanctuaries, parks, MPAs, world parks, biosphere reserves, etc. Examples	GVS
		

Components: Maritime Resource Uses

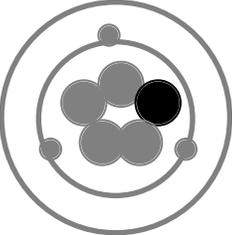
10/19	<i>Recreational & Commercial Uses</i> Boating (motorized, non-motorized) Fishing (commercial, sport, tribal) Diving (sport)	GVS
	<i>Due: Major Project – Section 1 draft</i>	

10/26	<i>Industrial</i> Mining (copper, salt, iron) Shipping	Peter Kakela, RD
	Folk traditions/People's Lives Labor stories/experiences	LuAnne Kozma, MSU Museum John Beck, Labor & Indus. Relat.

11/2	Student presentations of folk traditions	
	Maritime Resources and Tourism: general tourism patterns, economic impacts; Heritage Tourism Water recreation & tourism	GVS

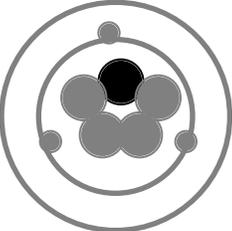
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Components: Research and Conservation

11/9 	<p>Scientific Diving & Underwater Archaeology Artifact Conservation, Historic Preservation Oral History Historical Research Survey Research (water quality, fisheries, coastal processes, etc.)</p>	GVS
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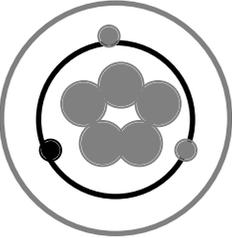
11/16	Day Off: work on your independent project	
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Components: Education and Outreach

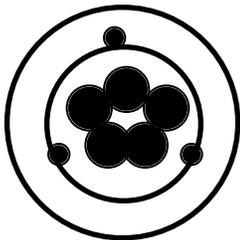
11/23 	<p>Education and Outreach: focus on environmental and heritage education; specific program examples in Michigan and Great Lakes region Museums and Their Role in Public History (introduce idea of ind. studies, special seminar Sp 05)</p>	GVS
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Putting It All Together--Course Model

Resources & Their Protection, Issues, Integrated Management

11/30 	<p><i>State Agencies & their "take" on current issues:</i> Underwater cultural resources, role of state archaeologist (state archaeologist) Water resources & permitting (DEQ) Historic preservation (SHPO)</p>	<p>John Halsey, State Archaeologist Tom Graf, DEQ (permits) Bill Anderson, Dir, History, Arts, Libraries (HAL)</p>
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12/7 & exam 12/14	Student presentations of independent projects	
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FIELD TRIPS: Maritime Cultural/Heritage Landscape & Putting It All Together (in process of scheduling)