

VALUES-BASED HERITAGE APPROACHES *for* SUSTAINABLE DEVELOPMENT



September 29 - October 10, 2014

A Problem-based Workshop

for applied research in heritage-related professions



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Workshop Description



What relevance does cultural heritage have for the rapidly changing world of the 21st century?

What contribution can archaeology and public history make to the growing, interdisciplinary fields of sustainable development and sustainable tourism? What new career opportunities in civil society and the private sector are available to graduating archaeologists, historians, cultural geographers, and anthropologists?

This two-week workshop and mentorship will provide graduate students and advanced undergraduates with essential skills to deepen the community engagement component of their current research and increase its applicability for professional work in regional planning, sustainable development projects, tourism initiatives, as well as cultural heritage management for museums and government agencies.

The class will work together on a practical research problem that is commonly found in the field: how to present to visitors

places of local significance in a way that expresses the values and perspectives of the local community. Taking the UNICAMP campus as the workshop's case study, the participating students will learn how to identify and assess the core values, memories, and significance that students, faculty, and administrators ascribe to particular places on campus. The students will then learn how to interpret and communicate this collected information in the form of a proposed campus tour for visitors to UNICAMP that will offer a positive, insider's view of the campus and its community.

Through lectures and the campus tour project, this workshop will introduce the students to values-based approaches to living heritage, which is a newly developed methodology for integrating local cultural values in tourism initiatives, local and regional development, as well as and conservation programs. The workshop will be of benefit to advanced students in archaeology, anthropology, public history, cultural geography, and environmental sustainability studies interested in expanding their skills for a greater range of career opportunities in the fields mentioned above.

Learning Objectives & Goals



Case Study Goals

1. Collect and document oral histories and campus community perspectives on what makes the UNICAMP experience unique.
2. Identify places of special significance and meaning to the members of the UNICAMP community.
3. Formulate the contents of a campus tour to inform visitors of places of significance in the university's ongoing history.

Learning Objectives

After participating in this workshop, students will:

1. Understand the rationale for values-based approaches to cultural heritage
2. Be familiar with the methodology of values-based heritage approaches
3. Be aware of research and career opportunities for applying values-based heritage approaches

Advanced students participating in the post-workshop mentorship component will:

1. Assess the applicability of specific qualitative research techniques for eliciting and analyzing communities' cultural values in their selected field site.
2. Formulate a values-based heritage component for their dissertation, thesis, or field project.

Workshop Structure

This two week workshop combines a series of classroom sessions with a collaborative field work project in values-based heritage. The classroom component includes lectures, discussions, and problem-based exercises that will contribute to the campus tour case study. Students will be guided through several field work activities, which will take place on campus.

Students are expected to read the required readings that are listed on each day. Optional readings have been suggested for students who may want to explore a topic further or see further examples.

Daily Schedule

Day 1. Monday, 29 September

9:00–10:00 Introduction: Role of Cultural Heritage in Sustainable Development (*lecture*)

The concept of sustainability has traditionally rested on three pillars: economic, environmental, and social. Recently a fourth pillar has been added: culture. What are the potential linkages and trade-offs between the culture pillar and the three other pillars of sustainability? What role does cultural heritage specifically play in each of the four pillars of sustainability?

10:00–12:00 Introductory Field Exercise (*on campus fieldwork*)

15:00–18:00 Follow-up Workshop (*classroom exercise*)

Required Readings

- ★ Boccardi, Giovanni, and Cecile Duvelle. 2013. “Introducing Cultural Heritage into the Sustainable Development Agenda”. UNESCO. Pp. 1–5.

Day 2. Tuesday, 30 September

9:00–10:30 From Expert Opinions to Local Heritage Values (*lecture*)

The heritage profession has been undergoing a paradigm shift: from approaching heritage significance and authenticity as inherent, objective qualities verified by experts—to acknowledging the social construction of heritage and its markers of authenticity as expressions of a multiplicity of values including both experts and members of the local community. What precipitated this shift? What are the main critiques of both “expert” and “values-based” paradigms?

10:30–12:00 Authorized Heritage Discourse (*classroom exercise*)

15:00–16:30 “Community” as Research Subject and Research Partner (*lecture*)

In recent years, “community” has become a catch-all term with many meanings and political contexts. It is essential for practitioners of a values-based heritage approach to understand the types of groups and internal dynamics that they are likely to encounter in utilizing this approach. How are communities imagined? How are they socially constituted? What is the relationship between personal identity and community membership? How should researchers approach the concept of “community”?

16:30–18:00 Who is Missing? (*classroom exercise*)

Required Readings

- ★ Smith, Laurajane. 2006. *Uses of Heritage*. London; New York: Routledge. Pp. 29–42.
- ★ De la Torre, Marta. 2013. “Values and Heritage Conservation.” *Heritage & Society* 6 (2): 155–66.
- ★ Creed, Gerald W. 2006. “Reconsidering Community.” In *The Seductions of Community*. School of American Research Press, Santa Fe. Pp. 1–20.

Optional Readings

- Stephenson, Janet. 2008. “The Cultural Values Model: An Integrated Approach to Values in Landscapes.” *Landscape and Urban Planning* 84: 127–39.
- Stamou, Anastasia G., and Stephanos Paraskevopoulos 2006. Representing Protected Areas: A Critical Discourse Analysis of Tourism Destination Building in a Greek Travel Magazine. *International Journal of Tourism Research* 8(6): 431–449.
- Crooke, Elizabeth. 2010. “The Politics of Community Heritage: Motivations, Authority and Control.” *International Journal of Heritage Studies* 16 (1-2): 16–29.
- Hart, Siobhan M. 2011. “Heritage, Neighborhoods and Cosmopolitan Sensibilities: Poly-communal Archaeology in Deerfield, Massachusetts.” *Present Pasts* 3:26–34.

Day 3. Wednesday, 1 October

9:00–10:00 Values-Based Qualitative Research Design (lecture)

When designing a values-based heritage component to a dissertation, thesis, or field project, several important decisions must be made. How should a researcher select participants for cultural values elicitation? What elicitation techniques should be used? How can the researcher ensure that his or her sampled data will be a valid representation of values widely held throughout the community?

10:00–11:00 Introduction to Photovoice (demonstration)

Active engagement of community members in the elicitation process through a participatory method such as Photovoice allow community members to become co-researchers rather than research subjects. The Photovoice method will be presented as an innovative model of participatory research.

11:00–12:00 Photovoice Prompt Development (classroom exercise)

12:00–16:00 extended lunch break to take photos on campus—students will require a digital camera or smartphone with built-in camera

16:00–18:00 Taking Fieldnotes & Conducting Focus Groups (demonstration)

Required Readings

- ★ Low, Setha M. 2002. “Anthropological-Ethnographic Methods for the Assessment of Cultural Values in Heritage Conservation” in *Assessing the Values of Cultural Heritage*. Getty Conservation Institute. Pp. 31-49.
- ★ Tracy, Sarah J. 2012. “Chapter 11: Qualitative Quality.” In *Qualitative Research Methods*. Vol. 1. John Wiley & Sons. Pp. 227-250.
- ★ Tracy, Sarah J. 2012. “PAR” in *Qualitative Research Methods*. Vol. 1. John Wiley & Sons. Pp. 56-58.
- ★ Gubrium, Aline and Kirsta Harper. 2013. “Chapter 4: Photovoice” in *Participatory Visual and Digital Methodologies*. Pp. 1-16.

Optional Readings

- Beebe, James. “Rapid Assessment Process.” 2004. In *Encyclopedia of Social Measurements*. Pp. 1-7.
- Nemani, Sipiriano. 2012. *Pacific Intangible Cultural Heritage Mapping Toolkit*. Suva: Secretariat of the Pacific Community. Pp. 1-40.
- Gubrium, Aline and Kirsta Harper. 2013. “Chapter 6: Digital Storytelling.” *Participatory Visual and Digital Methodologies*. Pp. 1-20.

Day 4. Thursday, 2 October

9:00-12:00 Photovoice Focus Groups (*field work*)

15:00-18:00 Photovoice Data Analysis (*demonstration & classroom exercise*)

Once the cultural values data have been gathered, a systematic process of analysis must be undertaken to identify and verify patterns and findings. Participants will learn about analytic approaches such as coding, domain analysis, and text and visual analysis to derive significant themes, keywords, and values from the primary data.

Required Readings

- ★ Tracy, Sarah J. 2012. “Chapter 9: Data Analysis Basics.” In *Qualitative Research Methods*. Vol. 1. John Wiley & Sons. Pp. 183-202.

Day 5. Friday, 3 October

9:00-12:00 Interview Methods (*lecture & demonstrations*)

The use and case studies of semi-structured interviews, oral histories, and focus groups for cultural values elicitation will be presented and discussed. Particular focus will be placed on interview planning and preparation as well as interview methods that allow the researcher to

elicit the subjects' implicit and often unconscious world views, biases, values, and attitudes in their own words.

15:00–18:00 Interview Preparation (*classroom exercise*)

Required Readings

- ★ Tracy, Sarah J. 2012. "Chapter 7: Interview Planning and Design." In *Qualitative Research Methods*. Vol. 1. John Wiley & Sons. Pp. 130–156.

Optional Readings

- Tracy, Sarah J. 2012. "Chapter 8: Interview Practice." In *Qualitative Research Methods*. Vol. 1. John Wiley & Sons. Pp. 157–182.
- Labrador, Angela M. 2011. "Farming Williamsburg: A Collaborative Oral History Project of Williamsburg's Agrarian Past." Poster on public display, Williamsburg, MA, USA.

Day 6. Monday, October 6

9:00–12:00 Oral History Interviews (*field work*)

15:00–18:00 Interview Data Analysis (*classroom exercise*)

Day 7. Tuesday, October 7

9:00–10:30 Observational Methods (*lecture & demonstration*)

Students will be introduced to a range of specific observational methods for documenting cultural values as expressed through every day routines and activities. Methods will include participant observation and behavioral mapping. Guidelines for selecting when, where, who, and what to observe and best practices for recording and organizing fieldnotes will also be discussed.

10:30–12:00 Behavioral Mapping Preparation (*classroom exercise*)

15:00–18:00 Behavioral Mapping (*field work*)

Required Readings

- ★ Tracy, Sarah J. 2012. "Chapter 6: Field Roles, Fieldnotes, and Field Focus." In *Qualitative Research Methods*. Vol. 1. John Wiley & Sons. Pp. 105–129.

Day 8. Wednesday, October 8

9:00–12:00 Observational Data Analysis (*classroom exercise*)

15:00–16:00 Identifying Heritage Elements and Practices that Embody Shared Values (*lecture*)

After significant values are identified, they should be correlated with various heritage manifestations, with special attention to the positive and negative attitudes to each manifestation. This process of correlation can reveal the surprising complexity and range of ascribed values to heritage and can identify important manifestations that are not included in the “official” registers of heritage types.

16:00–18:00 Heritage Element Analysis (*classroom exercise*)

Required Readings

- ★ Swensen, Grete, Gro B. Jerpåsen, Oddrun Sæter, and Mari Sundli Tveit. 2013. “Capturing the Intangible and Tangible Aspects of Heritage: Personal versus Official Perspectives in Cultural Heritage Management.” *Landscape Research*. 38(2): 203–221.

Day 9. Thursday, October 9

9:00–12:00 Data Analysis (*classroom exercise*)

15:00–18:00 Complete Data Analysis & Preliminary Interpretations (*classroom exercise*)

Day 10. Friday, October 9

9:00–12:00 From Findings to Actionable Recommendations (*lecture & discussion*)

The linkage of community-based values with heritage manifestations as the result of a research project, dissertation, or field project can help foster a wider public awareness of the socio-economic implications of their shared heritage resources and existing heritage policies. Participants in the workshop will learn how to verify and refine their recommendations for public interpretive frameworks and medium- and long range community heritage planning and development from their research.

15:00–18:00 Values-based Heritage Research Trends & Applications (*lecture & discussion*)

The paradigm shift from the dominance of expert authority to the incorporation of community values in cultural heritage has opened up new research directions as well as career opportunities. How are professional responsibilities changing in order to accommodate the complexity of living heritage and working landscapes? What new expertise will be needed? What contributions can values-based heritage make to regional planning, social development projects, consensus building, and economic development initiatives?

Required Readings

- ★ O’Neil, Maureen. 2005. “What Determines the Influence That Research Has on Policy-Making?” *Journal of International Development*, 17 (6): 761–64.
- ★ Taylor, Matthew. 2005. “Bridging Research and Policy: A UK Perspective.” *Journal of International Development*, 17 (6): 747–50.
- ★ Araoz, Gustavo. 2013. “Conservation Philosophy and Its Development: Changing Understandings of Authenticity and Significance.” *Heritage & Society* 6 (2): 144–54.

Optional Readings

- Lamarca, Ferdinand J. 1999. “Macao’s Cultural Significance and Vision: Are They, or Can They Be, Compatible?” In *Proceedings of the Conservation of Urban Heritage: Macao Vision International Conference*. Pp. 71–84.
- Tuxill, Jacqueline, Nora J. Mitchell, Philip B. Huffman, Daniel Laven, and Suzanne Copping, and Gayle Gifford. 2005. *Reflecting on the Past, Looking to the Future: A Technical Assistance Report to the John H. Chafee Blackstone River Valley National Heritage Corridor Commission*. Conservation Study Institute.
- Adkins, Genevieve, and Nigel Mills. 2011. *Hadrian’s Wall Interpretation Framework: Overview and Summary: Frontiers of the Roman Empire World Heritage Site*. Hexham: Hadrian’s Wall Heritage.
- Silvers, Dana Mitroff, Molly Wilson, and Maryanna Rogers. 2013. “Design Thinking for Visitor Engagement—Tackling One Museum’s Big Challenge through Human-Centered Design”. *Museums and the Web*.
- Failte Ireland. 2007. *Cultural Tourism: Making It Work for You*.
- Swedish National Heritage Board. 2006. *Towards Future Heritage Management: The Swedish National Heritage Board’s Environmental Scanning Report*. Stockholm: National Heritage Board.
- Laws, Sophie, Caroline Harper, and Rachel Marcus. 2003. “Chapter 2: How is Research Used in Development Work?” *Research for Development a Practical Guide*. London; Thousand Oaks, Calif.

Workshop Instructors



Neil Silberman is a historian and heritage interpretation specialist. He has published widely on archaeology and heritage for the general public and has developed interpretation plans for museums and heritage sites in Europe, China, and the Middle East. As an author, he has published extensively on the interface of history, heritage, and contemporary society.

From 2000–2007 he served as the director of the Ename Center for Public Archaeology and Heritage Presentation in Belgium and from 2008–2012 he taught at the University of Massachusetts Amherst, USA.

He was editor-in-chief of the 3-volume Oxford Companion to Archaeology (2013) and presently serves as president of the ICOMOS Committee on Heritage Interpretation and Presentation.



Dr. Angela Labrador is an anthropologist who specializes in the community ethics of cultural heritage protection and natural resource conservation. Approaching cultural heritage and its safeguarding as an ethical system enacted by a multitude of stakeholders, she utilizes the methodology of anthropology and information technology to elicit, analyze, and communicate participants' cultural values and map them to their attendant ethical practices. She has applied these methods to the Northeast US and the Bahamas, particularly in agrarian and post-agrarian communities.

She has taught cultural property courses at the University of Massachusetts Amherst, USA.

She is currently the Reviews Editor for the journal *Heritage & Society*.