

VALUES-BASED HERITAGE APPROACHES *for* SUSTAINABLE DEVELOPMENT



September 29 - October 10, 2014

A Problem-based Workshop

for applied research in heritage-related professions



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 aimed to 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 worked 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 learned how to identify and assess the core values, memories, and significance that students, faculty, and staff ascribe to particular places on campus. The students then learned how to interpret and communicate this collected information in the form of a proposed campus tour for visitors to UNICAMP that offers a positive, insider's view of the campus and its community.

Combining lectures and the campus tour project, the workshop introduced 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 conservation programs. The workshop participants included advanced students and post-docs in archaeology, anthropology, tourism, and environmental studies interested in expanding their skills for a greater range of career opportunities in heritage-related fields.

Learning Objectives & Goals



Student Priscila Kamilynn

Learning Objectives

Workshop participants:

1. Learned the rationale for values-based approaches to cultural heritage, the historical context for its development, and its theoretical underpinnings.
2. Were introduced to the methodology of values-based heritage approaches and gained hands-on experience in designing, implementing and analyzing four specific data collection techniques.
3. Learned of career opportunities for applying values-based heritage approaches, especially in the context of sustainable development, and the pressing research problems of the field.

Case Study Goals

1. Students elicited and documented the range of cultural values that campus community members have regarding the UNICAMP campus and experience using four specific data collection techniques.
2. Students identified places of special significance to the members of the UNICAMP community.
3. Students formulated the contents of a campus tour to communicate to first-time UNICAMP visitors places of significance and cultural values.

Workshop Structure

The two week workshop combined a series of classroom sessions with a collaborative field work project in values-based heritage. The classroom component included lectures, discussions, and problem-based exercises that contributed to the campus tour case study. Students were guided through several field work activities, which took place on campus.

Daily Activities

Day 1. Monday, 29 September

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. This lecture presented a brief history of how international development has evolved to include culture, and how the field of cultural heritage has evolved to participate in socio-economic development. Students were introduced to values-based approaches to cultural heritage as a way to approach the profession's current challenge of successfully integrating cultural heritage protection into sustainable development initiatives.

Grand Tour Field Exercise (*on campus fieldwork*)

Students were divided into small groups and assigned one of three roles: tour guide, first-time campus visitor, or researcher. Tour guides were asked to choose 2 places on campus to share with their visitor: a place of personal significance and a place that all visitors should learn about. Visitors were tasked with asking their tour guide questions. Researchers were asked to observe the tour and take notes.

Grand Tour Analysis (*classroom exercise*)

Students worked in small groups to analyze their tour by completing a worksheet, which helped students to organize their notes by identifying the full range of activities, attributes, memories, expectations, and communities that their tour guide discussed. The entire class then worked together to develop a master list of “codes” or themes. Each tour location was identified on a collaborative Google Map of UNICAMP.



PhD Candidate, Rubia Gaissler, presents a place on her tour

Day 2. Tuesday, 30 September

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. This lecture presented the historical context of this paradigm shift, focusing on how the cultural heritage profession has approached cultural values throughout history. The concept of authenticity was discussed in the context of Laurajane Smith's critique of the expert-driven hegemony, the “Authorized Heritage Discourse.”

Identifying the Authorized Heritage Discourse (*classroom exercise*)

Students viewed videos of three different heritage tours and discussed the cultural values communicated in each and the ways in which authenticity was represented.

“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. This lecture presented a brief etymology of the “community” concept within the heritage field, current theoretical critiques, and different ways in which communities have been involved in heritage research.



Community Values Exercise *(classroom exercise)*

Students were asked to choose a heritage site of personal significance to them and to write a brief reflection on why. Students then worked in small groups to complete a statement of significance on the heritage site, following the official values recognized by a nation (Canada in this exercise). Students were then asked to share their personal statements of significance to assess the difference in the range of values included in each.

Day 3. Wednesday, 1 October

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. This lecture introduced students to the distinguishing characteristics of qualitative research, outlined the process of participatory action research in particular, and presented the core ethical principles of human subjects research.

Introduction to Photovoice *(demonstration)*

Active engagement of community members in the elicitation process through a participatory method such as Photovoice allows community members to become co-researchers rather than research subjects. The Photovoice method and a case study of its application were presented as elements in an innovative model of participatory research.

Photovoice Prompt Development *(classroom exercise)*

The class was divided into two research teams. Each research team developed three Photovoice prompts to elicit images and prompt discussion related to the class’s case study of the campus tour.

Team 1’s Prompts	Team 2’s Prompts
Vivendo e aprendendo (Living and learning)	Algo imprescindível aos alunos (Something students can’t live without)
Um estranho no ninho (A cuckoo in the nest)	Isso poderia ser em qualquer lugar (This could be anywhere)
Lar doce lar (Home sweet home)	Tem um Segredo Aqui (There is a secret here)

Photovoice Photography

Students exchanged prompts and spent the rest of the day taking digital photographs on campus in response to their assigned prompts. (The students on Team 2 were assigned Team 1’s prompts and vice versa.)

Day 4. Thursday, 2 October

Conducting Focus Groups *(demonstration)*

Students were introduced to the usage of focus groups in qualitative research and presented with best practices for designing and facilitating focus groups for values-based heritage research.

Photovoice Focus Groups *(field work)*

Each research team conducted a one-hour focus group, using six photographs as discussion prompts. (The students on Team 2 were the participants in Team 1's focus group and vice versa.)



Photovoice Data Analysis *(demonstration & classroom exercise)*

Students were guided through a process of analyzing their photographic and focus group data using a series of worksheets and exercises. The class collaboratively linked their identified “codes” or themes in the master code list. Photographs were tagged by location and added to the UNICAMP Google Map. Finally, students organized all of the photos into possible exhibit groupings.

Above: Photovoice focus group
Below: Organizing photos for exhibit



Day 5. Friday, 3 October

Interview Methods *(lecture & demonstrations)*

The use and case studies of semi-structured interviews, oral histories, and focus groups for cultural values elicitation were presented and discussed. Particular focus was placed on designing interviews to elicit the interviewee's implicit and often unconscious world views, biases, values, and attitudes in their own words. Several sample interviews were presented and critiqued.

Oral History Interview Preparation *(classroom exercise)*

Student teams were guided through the preparation of an informed consent form and an interview guide, including the articulation of six interview questions that would elicit pertinent data for the case study.

Day 6. Monday, October 6

Oral History Interviews *(field work)*

Student teams conducting oral history interviews with members of different campus communities.

Interview Data Analysis *(classroom exercise)*

Student teams were guided through an analysis of their interview notes (and recordings when available) to identify key concepts, values, and themes. The class then worked together to annotate the master code list and add new codes. Specific campus locations discussed in the oral histories were tagged on the Google Map of UNICAMP.

Day 7. Tuesday, October 7

Observational Methods (*lecture & demonstration*)

Students were introduced to a range of specific observational methods for documenting cultural values as expressed through every day routines and activities, including participant observation, behavioral mapping, movement mapping, population counting, and human traces mapping.

Behavioral Mapping Preparation (*classroom exercise*)

Students worked with a partner and were guided as they completed a worksheet that specified their specific observational data elicitation approach. Each student team chose a location and specific observational method to apply to the class case study and instructors guided each team in how best to record their data.

Behavioral Mapping (*field work*)

Students conducted their observational research for three hours in the afternoon at their specified site on campus.



Two students conducted a movement mapping analysis at the Casa do Lago

Day 8. Wednesday, October 8

Observational Data Analysis (*classroom exercise*)

Each student prepared a written “field note,” reflecting on their observational field work, listing pertinent themes, and identifying patterns. These field notes were then used to annotate and add to the master code list. Locations at which observational data were recorded were tagged and added to the Google Map.

The Interpretative Step: Creating a Heritage Imaginary (*lecture*)

After significant values are identified, they should be correlated with various heritage manifestations and interpreted for specific audiences. This lecture presented students with five typical and traditional modes of heritage presentation in contrast to a values-based approach to heritage interpretation, which focuses on co-creation of meaning.

Heritage Interpretation Analysis (*classroom exercise*)

Students were taught a three-step process of approaching heritage presentation texts. Students first critiqued a series of still images of enduring heritage archetypes and then discussed four videos of campus tours of the University of Vermont.

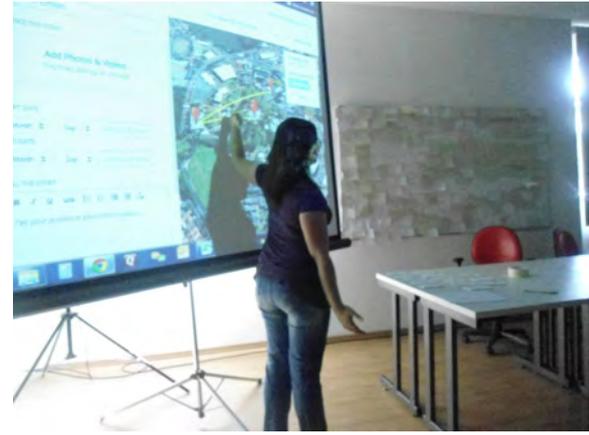
Day 9. Thursday, October 9

UNICAMP Values Data Analysis (*classroom exercise*)

Students completed the identification of cultural values and places of significance on the UNICAMP campus. Using the VRERI video, “Get to Know UNICAMP,” students analyzed their master code list to identify “official” and “unofficial” values, concepts, and themes.

Preliminary Tour Development *(classroom exercise)*

Students were guided through the process of developing an interpretive story around clusters of related values, practices and memories at locations that embodied or represented such values. The stories and tour locations were routed together in an online tour for first time visitors using Google Tour Builder.



Student Marina Fontolan presenting her tour stop. In the background can be seen the final codes from the master list of recorded cultural values.

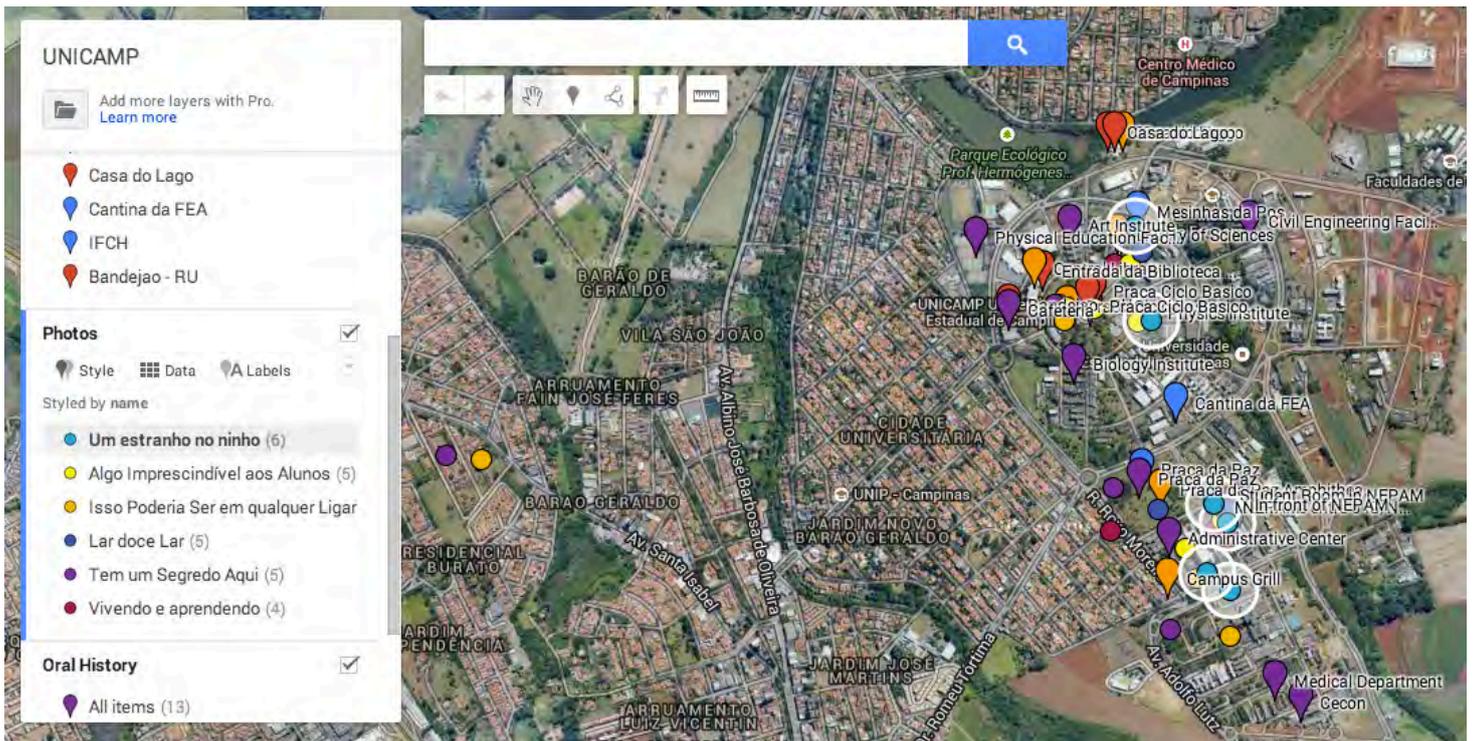
Day 10. Friday, October 10

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. This lecture presented how to take one's research findings and develop results that can be applied outside the academy. Students learned how to reach relevant decision-makers, how to speak their language, and how to navigate the political landscape of heritage development in the 21st century.

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. This lecture presented five major research challenges facing the rising generation of heritage professionals around the world and six fields of heritage-related sustainable development where projects are most needed.



Google Map of UNICAMP used for geo-referenced data management.

Case Study Results

A Community View of UNICAMP



- ★ 7 observational field projects at 6 different locations at campus

Students worked together to identify, analyze, and translate a coding dictionary of:

- ★ 51 practices
- ★ 57 values
- ★ 45 memories
- ★ 29 expectations
- ★ 20 communities

The tour can be viewed online at: <http://bit.ly/ZqRwFJ>

The workshop participants collaborated to produce an online tour for first-time visitors to UNICAMP, which features 11 campus locations with accompanying text, that communicates core cultural values of the campus, its many communities, and its heritage.

The tour contents were informed by two weeks of fieldwork designed, completed, and analyzed by the workshop participants. Fieldwork included:

- ★ 5 “grand tour” interviews of 10 locations
- ★ a Photovoice project which resulted in 30 photographs and 120 minutes of focus groups
- ★ oral history interviews that recorded memories of more than 13 locations on campus



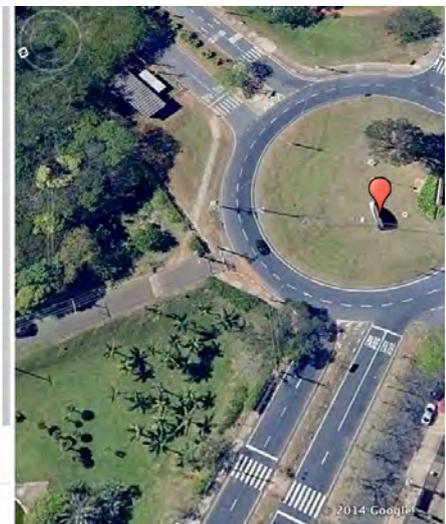
UNICAMP entrance sign

Gui says...I come to UNICAMP every day riding a bus, and every day I go pass the sign when I enter the campus. More than once, when I was seeing the sign, I found myself thinking about the privilege of entering the campus as a student of how special and important it was. This may sound a little selfish, but don't worry, I came around. During the 2014 strike, on just another routine day, I went past the sign and I saw it painted with the words, "For a more democratic UNICAMP". After that, my whole thinking changed. I realized how exclusive this university can be and it made me think of our admissions exam. It showed me that the only paradise is in heaven - and heaven is above UNICAMP. Right now, the sign is clean of paint. It

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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*.

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