

Research, Preservation, and Education: An Introduction to Various Heritage Centers, Organizations, and Projects

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ABSTRACT

This forum showcases the work of a variety of different heritage-based centers, organizations, and projects dedicated to research, education, and preservation of tangible and intangible forms of cultural heritage. The descriptions of these centers demonstrate the diversity of heritage work being done today. The centers and projects described in the forum vary in their contexts, missions, and outcomes. Highlighted in the forum are preservation organizations, university-based heritage centers, and a global collaborative cultural heritage project. Each organization in the forum provides information about their missions and goals, their approaches or methods to heritage work, and a brief description of some of their initiatives.

Résumé: Cette discussion est une présentation des travaux de plusieurs centres, organisations et projets différents tous fondés sur la défense du patrimoine et se consacrant à la recherche, l'éducation et la préservation des formes matérielles et immatérielles du patrimoine culturel. Les descriptions de ces centres illustrent la diversité des travaux mis en œuvre de nos jours sur le patrimoine. Les centres et projets présentés dans l'article varient par leurs contextes, missions et résultats. L'accent est mis sur les organisations de préservation, les centres de défense du patrimoine au sein des universités ainsi qu'un projet mondial et collaboratif de protection du patrimoine culturel. Chaque organisation mentionnée dans cette discussion apporte des informations sur ses missions et objectifs, ses approches ou méthodes quant aux travaux sur le patrimoine, ainsi qu'une brève description de certaines de ses initiatives.

Resumen: Este foro muestra el trabajo de una serie de diferentes centros, organizaciones y proyectos basados en el patrimonio dedicados a la

investigación, educación y preservación de formas tangibles e intangibles del patrimonio cultural. Las descripciones de estos centros demuestran la diversidad del trabajo sobre el patrimonio que se está haciendo en la actualidad. Los centros y proyectos descritos en el foro varían en sus contextos, misiones y resultados. Se destacan en el foro las organizaciones de preservación, los centros sobre el patrimonio con base en la universidad, y un proyecto de colaboración mundial sobre el patrimonio cultural. Cada organización en el foro proporciona información sobre sus misiones y objetivos, sus enfoques o métodos ante el trabajo sobre el patrimonio y una breve descripción de algunas de sus iniciativas.

KEY WORDS

Heritage centers, Preservation, University education, Heritage studies

Forum Introduction

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In an increasingly globalized world in which people, products, and concepts are crossing various boundaries (e.g. group, national, disciplinary), ideas and objects are appropriated, manipulated, and transformed in many ways. Such global movements and connections impact individuals, communities, and nation-states in positive and negative ways and influence ideas about heritage and academic research on heritage-based issues. Tangible and intangible forms of heritage are threatened by development, conflict and warfare, looting, increased tourism and access to various forms of heritage, invasive transnational corporations, and potentially homogenizing cultural forces. At the same time, there has been increasing interest in promoting heritage for nationalist, touristic, and educational purposes. This trend has been augmented by increased research on and control over intangible and tangible forms of heritage by local communities, Indigenous populations, and minority groups.

Research on and discussions about diverse concepts of heritage, the politics of identity, cultural preservation, responsible tourism, and cultural revitalization have become popular in academia, global media, and political initiatives around the world. These issues have surely influenced the development of research programs, organizations, and centers focused on heritage, sustainability, and cultural preservation and revitalization. A recent Invited Roundtable Session at the American Anthropological Association

(AAA) meeting in November 2010 (titled: “Saving the Lore” Version 2.0?: Sustainability, Heritage Studies, Cultural Preservation and Development) brought together scholars involved in heritage centers and heritage-based projects throughout the world. The AAA session was an opportunity to discuss some of the different meanings of “heritage” and the varied goals and agendas involved in heritage work. Participants in the session also addressed various approaches to and best practices for heritage-based work, as well as challenges and ethical issues faced in heritage studies. The fruitful and engaging conversations in the AAA session were part of the inspiration for this forum.

This forum demonstrates the diversity of heritage work being done today. The centers and projects described below vary in their contexts, missions, and outcomes. For this reason, I have divided them into three different foci: preservation organizations, university-based heritage centers, and a global collaborative cultural heritage project. Although many of the centers and projects in this forum have a commitment to heritage preservation, the first set of organizations described (the Global Heritage Fund, Sustainable Preservation Initiative, and the Archive of the Indigenous Languages of Latin America) are explicitly dedicated to preserving, maintaining, and promoting various tangible and intangible forms of cultural heritage including archaeological sites, cultural materials, and Indigenous languages. The second set of organizations (The Center for Heritage and Society, The Heritage Research and Resource Management Lab, The Center for Archaeology in the Public Interest, The Center for Heritage Resource Studies, and The International Centre for Cultural and Heritage Studies) are centers, organizations, and programs located in university contexts. These centers recognize the need for new kinds of training for students that will raise awareness about heritage issues and prepare them for work in a variety of contexts with diverse stakeholders. The university-based centers are dedicated to training undergraduate and graduate students in heritage studies, conducting research on various aspects of heritage, as well as engaging in heritage-based outreach and education within local and international communities. The last project highlighted in this forum is a collaborative cultural heritage project with a virtual “center” of resources related to cultural heritage.

Each organization in the forum has provided information about their missions and goals, their approaches or methods, and a brief description of some of their initiatives. Many of the organizations have volunteer, educational, research and/or grant opportunities for interested individuals. Websites and contact information for further information about each organization are provided.

Preservation Organizations

The Global Heritage Fund

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Established in 2001, the Global Heritage Fund (GHF) is dedicated to saving some of the most significant and endangered sites in developing countries in Asia, Africa, the Middle East, Central and South America (see Figures 1, 2). The locations that are nominated for consideration are often due to concern about their future, sometimes related to World Heritage listing, whether inscribed, tentatively listed or having potential.

The Global Heritage Fund Approach

The GHF approach to archaeological conservation is termed “Preservation by Design.” Whereas the typical archaeological project often attempts to gain permission and secure the necessary financial support to undertake excavation, GHF deliberately emphasizes post-excavation archaeological conservation. From the start, GHF is concerned with building broad in-country community-based support for any project, and spurring the master planning needed to ensure long-term protection. Typically this is done by

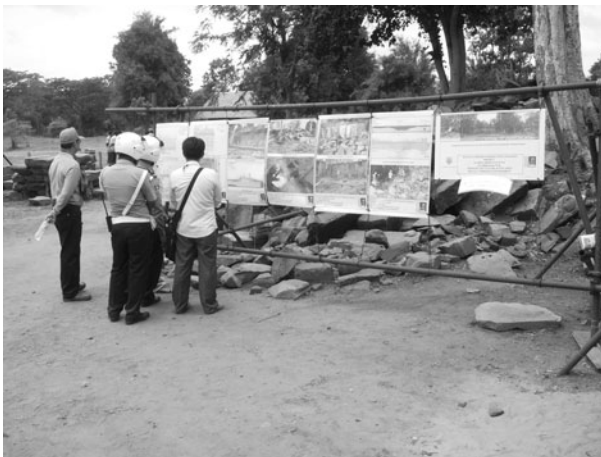


Figure 1. At Bantay Chhmar Temple in northern Cambodia the conservation processes are explained thoroughly in Khmer and English to local residents and security personnel. This is an important part of the Global Heritage Fund’s “Preservation by Design” approach



Figure 2. Conservation specialist John Hurd (center) reviews the drawings with the local Jindal Steel engineer T.S. Gowda (*left*) and the Kannada state archaeological team to determine the best manner in which to proceed with the embankment stabilization of Chandramauleswar Temple (*rear*), in India. Seeking in-country support from major donors is key to Global Heritage Fund success

arranging partnerships with other non-governmental organizations operating in the country. Unlike many non-profit heritage assistance organizations that chiefly depend on charitable giving from individuals, GHF also attempts to raise in-country corporate financial support.

The GHF project directors are generally engaged for a minimum of five years. All of these directors are chosen for their experience with the people and the institutions in the country in which they are working. Every effort is made to employ the best in-country expertise, although teams of specialists and consultants often provide additional training.

The initial project proposals are reviewed by a Senior Board of Advisors (SAB), which includes specialists in archaeology, anthropology, materials conservation, economics, historic preservation, planning, and tourism. These professionals and scholars evaluate the viability of the scheme, the level of community engagement, the proposed management structure, the budget and the time line to provide the project directors with the best possible advantage. The recommendation of the SAB is tendered to the Project Planning Committee of the Board for official review and then passed along to the Board of Trustees.

The review of on-going projects is also conducted by the Senior Board of Advisors, as mid-term evaluations are conducted that weigh the progress to date against the project goals taking into account the evitable unforeseen difficulties. These reviews are also passed along to the Project Planning Committee.

Global Heritage Fund Projects

Current projects include those at: Bantaey Chhmar, Cambodia; Ciudad Perdida, Colombia; Pingyao and Fujian Tulou, China; Mirador Basin, Guatemala; Hampi, India; Wat Phu, Laos; Chavin de Huantar, Peru; Cyrene, Libya; and Göbekli Tepe, Turkey.

GHF has launched an internet database and technology platform, the Global Heritage Network (GHN), which is designed to provide an early warning and threat monitoring system for other academics, professionals, political leaders and advocates advancing their work. Satellite image-based analyses and on-site conservation assessments are being conducted for approximately 600 significant sites that have been threatened or provide exemplary case studies of preservation. Built around Google Earth, GHN provides site documentation, mapping and multimedia in addition to an electronic library of site preservation-related documents and a social networking component which allows GHN members to contribute to site monitoring and to communicate with each other.

In cases where GHF is making a significant investment or a site is gravely threatened, fellowships are provided to advanced graduate students and young professionals to conduct onsite research and intervention in keeping with the “Preservation by Design” philosophy.

With offices in Palo Alto, California and London, the Global Heritage Fund is committed to working with academics, professionals, governments, corporations and local communities to achieve long-term site preservation and sustainability.

For more information:

Visit the GHF Website: <http://www.globalheritagefund.org/>

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Sustainable Preservation Initiative. Saving Sites by Transforming Lives

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The Sustainable Preservation Initiative (SPI) seeks to preserve the world's cultural heritage by providing sustainable economic opportunities to poor and under-developed communities where endangered archaeological sites are located. SPI believes the best way to preserve cultural heritage is to create or support locally-owned businesses whose success is tied to that preservation. SPI's grants provide a "two for the price of one" benefit: they create transformative economic opportunities for the local residents while saving archaeological sites for future generations to study and enjoy. SPI was incubated at and is strongly supported by the Archaeological Institute of America and the Cotsen Institute of Archaeology at UCLA.

"People can't eat their history", according to University of Pennsylvania archaeologist Larry Coben, SPI's Executive Director, "we need to provide an alternative to other potential economic uses of archaeological sites, such as looting, agriculture, grazing, residential and commercial uses. That enables us to help people better their lives and gives them a powerful economic incentive to preserve our shared heritage".

In March 2010, SPI announced its first grant award for artisanal and touristic development around the Moche cemetery site of San Jose de Moro, on the north coast of Peru ("Moro"). The proceeds will help create long-term business revenue and employment, as well as provide powerful economic incentives to ensure the preservation of this important site. The grant is the first given for the newly developed SPI paradigm of "Saving Sites by Transforming Lives". SPI also has projects in Jordan and Armenia, and expects to expand to other countries shortly.

How SPI's Model Stands Out

Existing preservation paradigms have proved inadequate and unsustainable, primarily due to the absence of an economic reason for local communities

to continue preserving sites after the departure of archaeologists and conservators. How can someone tell an underprivileged person not to economically exploit a site, even if that exploitation is destroying the site, without providing a viable economic opportunity that provides income to that person while simultaneously preserving cultural heritage? SPI's new paradigm seeks to solve this problem.

The explosion of extreme tourism and globalization create enormous potential for locally based tourism and artisan businesses. Even small local economic benefits can compete successfully with looting and destructive alternative uses of sites. In addition, the creation of local businesses with a vested interest in the preservation and maintenance of a site provides an ongoing and long-term source of incentives and funding for site preservation, as well as all of the benefits normally associated with economic development in poor communities.

SPI's goal is the creation of this new preservation paradigm. Working with community and governmental leaders, local business people, archaeologists and preservationists, SPI will develop plans for projects and businesses that will be locally owned and that maximize the spending of dollars in the communities surrounding the sites. SPI will provide micro-grants to existing or start up businesses such as tourism, guides, restaurants, hostels, transportation, artisans, site museums and other rapidly implementable projects.

This is what SPI is achieving in its first project in Peru, supporting artisanal and touristic development around the "Moro" site previously mentioned. The Moro development plan includes a crafts workshop, store and exhibition area. Tourists will be able to witness these and other artisans produce their wares as well as purchase the finished artisan products. The proceeds will help create long-term business revenue and employment, as well as provide powerful economic incentives to ensure the preservation of this important site.

Through this combination of local involvement, decision-making and ownership, sustainable economic benefits and value will be related to and conditioned upon continued site preservation. These businesses, such as the artisanal work at Moro, will also provide an ongoing revenue stream to meet preservation and other local needs. This paradigm provides a double benefit: every dollar spent on economic development and the improvement of local people's lives will also serve to preserve the world's cultural heritage.

Of course, mere successful implementation of a few projects will not stem the destruction of the world's global heritage. Therefore, it is essential to publicize, publish and educate with respect to SPI's successes and failures, as well as create a network of experts who can consult with archaeologists and local communities to assist them in the implementation of local economically sustainable projects. Many archaeologists desire strongly to assist their local communities in this way, but are not trained to do so. SPI

will be a resource for them to call upon to meet this goal and preserve their sites, in part by providing an online network of experts with whom archaeologists can consult.

Implementation of the SPI Model and Measuring Success

Sustainable Preservation Initiative's investment paradigm differs dramatically from most other organizations dealing with preservation. SPI places equal or greater focus on sustainable economic and social investment as opposed to a preservation-only focus. SPI will invest in and advise on locally owned and controlled businesses whose success is tied to the continued preservation and sustainable management of local archaeological sites. These businesses will all have an excellent chance of economic success, thereby creating a local constituent group whose economic interest is aligned with site preservation. SPI will favor investments that create or stimulate a cluster of businesses, increasing the multiplier effect of its dollars, the economic benefits to the community, and the attraction of additional investors.

All projects receiving funding from SPI must collect quantitative and qualitative data regarding both business and preservation results. Every SPI project must have discernible methods of evaluation in both of these areas. SPI will utilize this data both to measure the success of ongoing projects as well as to modify and improve its investment paradigm and criteria for future investments.

For more information:

Visit the SPI Website: <http://www.sustainablepreservation.org/>

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The Archive of the Indigenous Languages of Latin America

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The Archive of the Indigenous Languages of Latin America (AILLA) was founded at the University of Texas at Austin in 2001 with funding from NEH and NSF (AILLA was launched as a pilot project with a seed grant from the College of Liberal Arts at the University of Texas at Austin. It is

now chiefly supported by the College of Liberal Arts and the University Libraries, with crucial additional support from the National Endowment of the Humanities. We are grateful to all these institutions for financial as well as moral and technical support over the years). The director of the archive is Joel Sherzer, Emeritus Professor of Anthropology with co-directors Anthony C. Woodbury, Professor of Linguistics, and Mark McFarland, Director of the Digital Library Services Division (DLS) of the University Libraries. The archive is managed by Heidi Johnson, PhD. Linguistics.

AILLA is a wholly digital repository. The collection consists entirely of multimedia files preserved on servers managed by the DLS. Multiple copies of the entire collection are preserved in multiple locations. AILLA thus has no lobby or other physical presentation space. Its collections are accessible only through its website at <http://www.ailla.utexas.org>. The site has parallel interfaces in English and Spanish. Visitors are free to browse the catalogs and read the general information pages without registering with the archive. However, if they wish to access any file whatsoever, they must register, creating a user account. This process is free, but it requires them to agree to our *Conditions for the Use of Archived Resources*, which include, among other things, a prohibition against commercial use and an expectation of respect for the cultures and peoples whose works are represented in the archive. Once users have agreed to these terms, they are able to access any media file that has been archived at the public access level. Other levels are available to allow creators and depositors of archived materials to control access by means such as passwords and time limits.

AILLA's primary mission is the preservation of irreplaceable linguistic and cultural resources in and about the indigenous languages of Latin America, most of which are endangered. Most archived resources are deposited by linguists and anthropologists for whom audio and video recordings are a central part of their research methodology. Many indigenous groups, such as the Maya linguistic research organization Oxlajuuj Keej Maya' Ajtz'iib', have also archived the results of their investigations with AILLA. The majority of the materials in the collection are audio recordings originally created on media ranging from open-reel tapes to digital recorders. Analog materials are digitized in AILLA's lab. These recordings consist of discourse in a wide range of genres, including conversations, many types of narratives, songs, political oratory, traditional myths, curing ceremonies, and so on. Video recordings may be any of those or wholly ethnographic. Many recordings are accompanied by transcriptions and translations in media ranging from handwritten notebooks to time-aligned xml files. Other textual resources include dictionaries, grammars, ethnographic sketches, fieldnotes, articles, handouts and PowerPoint presentations. The collection also contains many hundreds of photographs. If it can be digitized and it is relevant to the indigenous languages and cultures of Latin America, it is fully acceptable for AILLA.

AILLA's secondary mission is to make these valuable and useful resources maximally accessible via the Internet while protecting personally, culturally and politically sensitive materials from inappropriate uses and supporting the intellectual property rights of the creators. The system of access levels allows creators and depositors finely-grained control over their materials, allowing them to specify different levels for each file in their collections, if that is desired. For example, recordings might be public while transcriptions are restricted; or vice versa. Names of speakers can be restricted (made Anonymous). The system is quite complex and a full description is beyond the scope of this introduction. Sensitive materials are protected; however, the archive's directors, manager and depositors believe strongly that accessibility is equally important. Historically, very little of the fruit of linguistic and anthropological research has been genuinely available to the indigenous communities in which the research was done; AILLA aims to rectify that imbalance. Restrictions tend to keep speakers out, while researchers can generally gain access to archival materials through the academic network. Resources that are publically accessible (pace the registration process) can be heard and read by all speakers, even those living outside their native communities, without being obliged to work through a broker in the form of a visiting researcher. Our policy is that if a resource can be made public, it should be made public; but if it is sensitive, it should be protected. Our goal is to ensure that the unique and wonderful resources preserved at AILLA can be used to maintain, revitalize and enrich the communities from which they arise.

AILLA was intended from the outset to function as a partner with its depositors, providing them with a means of both preserving and sharing, under appropriate terms, the fruits of their work with the indigenous peoples of Latin America. The archive accepts any legitimate resources that can be housed in a digital format. Questions are welcome and should be directed to ailla@ailla.utexas.org.

For more information:

Visit the AILLA Website: <http://www.ailla.utexas.org/site/welcome.html>

University-Based Heritage Centers and Programs

The Center for Heritage and Society, University of Massachusetts Amherst

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In the United States, the study of the past has been largely the domain of the historiographical fields of archaeology and history, and the application of

these fields is found in historic preservation and cultural resource management. While these fields and applications will always be important to any consideration of the past, there is a critical need for research in the burgeoning and transdisciplinary field of “Heritage Studies,” or what Chilton and Mason (2010) call the “Social Science of the Past.” The Center for Heritage and Society was created to address this need from within an academic institution.

The UMass Amherst Center for Heritage and Society (CHS) is a multidisciplinary initiative to craft new approaches to heritage conservation and communication around the world. CHS offers research opportunities for scholars working in heritage related fields such as archaeology, history, environmental science, landscape architecture and regional planning, European studies, Native American Indian Studies, Afro-American Studies, Classics, legal studies, and public policy. Additionally, the Center provides undergraduate and graduate students with training and experience in heritage planning and management.

The Center for Heritage and Society (CHS, www.umass.edu/chs) was established in 2009 in the College of Social and Behavioral Sciences at the University of Massachusetts Amherst. CHS is directed by Elizabeth Chilton, Professor and Chair of the Department of Anthropology. Neil Silberman, former Director of the Ename Center for Public Archaeology and Heritage Presentation in Belgium, is a Lecturer in the Department of Anthropology, and serves as the Coordinator of Projects and Program Initiatives for the Center. The Steering Committee for CHS includes faculty from across campus in diverse disciplinary and curricular settings: anthropology, archaeology, economics, history, landscape architecture, regional planning, public health, public policy, Afro-American Studies, Judaic and Near Eastern Studies, and Native American Indian Studies. Several Masters and Doctoral students are also part of the staff of the Center: Heidi Bauer-Clapp (Conference Coordinator for 2011), Grace Cleary (Research and Website Assistant) and Angela Labrador (IT Administrator, Conference Program Designer, Editorial Assistant, and Research Assistant).

Goals and Projects of the Center for Heritage and Society

Research. The main goal of the Center is to support and foster synergies among faculty and doctoral students whose research focuses on the intersection of heritage and society. The Center is involved in formulating and implementing innovative community-based heritage projects; engaging the public in heritage as a source of both identity and economic development; and providing opportunities for practical field work experience and academic research by both graduate students and undergraduates. By bringing together scholars from both on and off campus and from diverse fields, our aim is to make critical contributions to a critical understanding of the role of the past in contemporary society.

Some of the very specific contributions to research that have come out of the Center thus far include: (1) hosting an international workshop in *Heritage in Conflict and Consensus*, which was co-sponsored by the Institute for Advanced Theology (Bard College) and the Penn Cultural Heritage Center. Select papers from this workshop were published in UNESCO's *Museum International* (see Chilton and Silberman 2010); (2) organizing a large international conference, *Why Does the Past Matter? Changing Visions, Media, and Rationales in the 21st Century* (whydoesthepastmatter.org), and (3) hosting the international peer-reviewed journal, *Heritage & Society* (formerly *Heritage Management*, Left Coast Press, Inc.), edited by Chilton and Silberman (<http://scholarworks.umass.edu/hs/>). We also have a number of heritage projects in the funding and planning stages within the Commonwealth of Massachusetts and abroad.

Teaching and Training. We are currently building on and highlighting existing strengths on the UMass Amherst campus in archaeology, cultural resource management, heritage landscapes, public history, public policy, and area studies. We are developing new undergraduate and graduate courses and seminars on public communication, community heritage planning, heritage education, management, and international heritage policy. We are working with the CHS Steering Committee to explore opportunities for new undergraduate and graduate certificate and degree programs at UMass, but there are already a number of degree and certificate options available at the graduate level at UMass: cultural resource management within anthropology, graduate certificate in public history, graduate certificate in Native American Indian Studies, heritage landscapes within Landscape Architecture and Regional Planning, etc.). Through applied heritage projects our goal is to provide opportunities for funding for students while on campus and to help position them for a wide variety of careers in heritage, both in the U.S. and abroad.

Aside from the on-campus certificate and degree programs, we have also developed an online program in *International Heritage Studies* in partnership with the Division of Continuing and Professional Education (umassu-learn.net). The International Heritage Studies Program provides skill building and career enhancement training for professionals engaged in heritage administration in a wide variety of public and private settings, including CRM firms, NGOs, heritage-related non-profits, historical commissions, museums, town and city governments, museums, state historic preservation offices, and relevant federal agencies. Taught by an international faculty of highly experienced heritage scholars and professionals, the program offers training in community-based heritage planning and in the implementation of relevant UNESCO procedures and operational guidelines for World Heritage and Intangible Heritage. Some of the courses in this program are

developed in partnership with the International Coalition of Sites of Conscience and the International Council on Museums and Sites (ICOMOS). This is the only program in the United States that focuses exclusively on policy, public interpretation, and community-engagement in public heritage.

Outreach. Engagement with local communities of the Commonwealth and with colleagues in international universities and organizations is a major priority of the Center. A movement away from the top-down, heritage expert model is an important priority of CHS. Thus, engagement with communities of stakeholders is important in terms of epistemology and methodology in our approach to building a social science of the past. Our commitment to engaged scholarship, applied community heritage projects, and transdisciplinary training and teaching for a wide range of heritage professionals are all examples of the Center's commitment to outreach as one of its fundamental goals.

For more information:

Visit the CHS Website: <http://www.umass.edu/chs/>

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Heritage Research and Resource Management Lab, University of South Florida Department of Anthropology

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The University of South Florida (USF) Department of Anthropology Heritage Research and Resource Management Lab was launched in August 2006 under the direction of Dr. Antoinette Jackson. The stated mission of the Heritage Research Lab is, *to develop applied research projects in collaboration with communities and civic organizations interested in preserving and promoting heritage as a key cultural resource for education and empowerment of all community residents and visitors.*

USF Heritage Research Lab Approach

Student participation is an essential strength of the lab. Since its inception the USF Heritage Lab has provided faculty mentorship, research training, and applied anthropology experience for students at the graduate and undergraduate levels. Participants receive hands-on training and experience in solving real world challenges in the areas of heritage research, preservation, and management. They work with community partners to develop creative solutions to identified problems. This includes addressing issues in heritage tourism as articulated by civic associations and community based heritage preservation organizations and participating in public heritage initiatives at local and national levels as delineated by federal and state historic preservation agencies. For example, students have collaborated with USF faculty and community representatives to catalogue, collect, and inventory artifacts; survey and map historic cemeteries; produce websites, develop educational curriculum; research community history and collect archival data; conduct oral history and ethnographic interviews; and host public forums to present research findings.

USF Heritage Research Lab Projects

Who decides if, when, or how to construct, interpret, and share the history and heritage of a community for public consumption (see Jackson 2009;

Shackel 2002; Trouillot 1995)? Numerous projects are in progress across the US and represent the range of ways in which the USF Heritage Research Lab works with and within communities to mediate these tensions. These include: the Sulphur Springs Heritage Project and Bealsville Community Heritage Project in Florida; the Nicodemus National Historic Site Project in Kansas; and the Jimmy Carter National Historic Site Project in Georgia.

The goal of the Sulphur Springs Heritage Project, a qualitative research study which is currently being conducted through the USF Heritage Research Lab in partnership with the Sulphur Springs Museum Advisory Board, is to document, analyze, and preserve the rich and diverse heritage of this once thriving community (Jackson 2009 and 2010). Specifically, the project is chartered with bringing a new awareness to young people, long time residents, former residents, temporary residents, and newcomers about the Sulphur Springs community and its impact on the growth and development of Tampa. It is anticipated that the project can serve as a model for other communities interested in engaging in similar efforts (i.e., the Bealsville Heritage project). A major aim of the project from an applied perspective is to fill in gaps in the public record—creating a comprehensive ethnographic and ethnohistorical profile of the community which can be used for creating tourist brochures, museum and heritage center exhibits, and multi-media materials for educational purposes. Project plans include: a) conducting key consultant interviews with Sulphur Springs and Spring Hill community informants; b) collecting, updating, and organizing archival materials; and c) maintaining an ongoing presence in the community including participating in church activities, youth programs, museum advisory board meetings, neighborhood association meetings and other civic events and Chamber of Commerce activities. Interviews are being audio and sometimes videotaped. Separate efforts are also underway to have the collected interview data transcribed and posted on the USF library website. Additionally, students have created a logo design, website, oral history database, and produced videos and podcast profiles documenting the history and heritage of the Sulphur Springs community in direct response to project goals identified by the Sulphur Springs Museum and Heritage Center.

In the summer of 2010 the USF Heritage Research Lab in collaboration with the National Park Service, developed a Heritage Research Experience for Undergraduates (REU) program with an emphasis on conducting research focused on the Nicodemus National Historic Site (NICO) and the Jimmy Carter National Historic Site (JICA). The Nicodemus project includes providing professional ethnography and qualitative research expertise to the Nicodemus National Historic Site in support of the park's efforts to document and record oral history and

traditions of the Nicodemus, Kansas community. The Jimmy Carter National Historic Site (JICA) project includes producing an ethnohistorical profile of the community of Archery, which was the location of the Boyhood Farm of President Jimmy Carter.

Ways to Get Involved

Graduate students interested in internship opportunities with the Heritage Research Lab in support of grant opportunities at National Heritage Sites and projects in local communities in the Tampa Bay area should contact Dr. Jackson.

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The Center for Archaeology in the Public Interest

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The Center for Archaeology in the Public Interest (C.A.P.I.) is a heritage research center organized by faculty and graduate students at Indiana University, Bloomington (IUB). C.A.P.I. was founded in 1992 at Indiana University-Purdue University Indianapolis (IUPUI) to act as a central repository of information and a research base for professional archaeologists interested in topics such as archaeological ethics, public outreach, the impact of archaeology on local communities, and the interaction between archaeologists and the public. From 1993 to 1996, the Center published the *Public Archaeology Review* (PAR). Edited by Dr. April Sievert, PAR was among the first published forums for the discussion of public archaeology issues. Today, C.A.P.I. members promote archaeology (broadly defined) that focuses on the modern contexts of archaeological resources and the professional practice of archaeology by pursuing three foci: Research, Training for graduate students, and Educational outreach. Initiatives of the Center are guided by a series of principles, goals, and objectives and partially implemented through a unique Ph.D. track at IUB.

C.A.P.I. Principles

- Promote awareness within the discipline of archaeology, as well as in the international anthropological community, of the impacts of archaeological projects on people and cultures in the United States and other nations.
- Encourage archaeologists to discuss and debate ethical standards of behavior with each other, in classrooms, and in public dialogue. Also, to encourage archaeologists to declare their intentions in research, and to respect the intentions of other archaeologists and local communities.
- Emphasize participation and collaboration of diverse local and Indigenous populations in the practice of archaeology, discussions of heritage, and the sustainable use of cultural resources.
- Implement, stimulate and record research on topics related to the Center's goals, including archaeological ethics and research that actively involves the interests of local populations.

C.A.P.I. Goals and Objectives

- (1) **Research:** on archaeological projects around the world to gather information on their impact on the material and cultural well-being of living people. This includes both comparative studies of published examples, and ethnographic studies of selected cases through site visits and interviews.
- (2) **Outreach and Education:** within the discipline to promote social context assessments as necessary and ethical parts of all archaeological projects. Through publications, organizing symposia and conferences, and communication with professional organizations and funding agencies, the Center will encourage research and debate about the social obligations of archaeologists toward the communities within which they work.
- (3) **Outreach and Education:** for the public, to promote positive public awareness of public archaeology and local heritage. This includes outreach to community organizations, such as museums and schools, to individuals, and to government administrative officials involved in the excavation permit and regulation process.
- (4) **Demonstration Projects:** archaeology and community development projects, such as Dr. K. Anne Pyburn's field projects in Belize, as both experiments in methods for social involvement, and projects for training students and publicizing the goals of the Center.
- (5) **Documentation:** to act as an information center and clearing house, in which all available literature on the topic of social context archaeology is gathered, synthesized and distributed.

Archaeology and Social Context PhD Track

C.A.P.I. is associated with the unique "Archaeology and Social Context" PhD track in the Anthropology Department at IUB. The "Archaeology and Social Context" track was launched in 1998 under the supervision of Drs. K Anne Pyburn, Richard Wilk and K.D. Vitelli. This unique track combines the subfields of socio-cultural anthropology and archaeology to train students to address the complex questions emerging in debates over archaeological resources among contemporary peoples. Numerous faculty members in the IUB Anthropology Department participate in the "Archaeology and Social Context Track." Additionally, graduate students in the track have access to a variety of other resources at IUB, including the Mathers Museum of World Cultures, the Glenn A. Black Laboratory of Archaeology, and the American Indian Studies Research Institute. Faculty

members associated with the track have a wide variety of area and topical interests, but each is drawn to learning about and discussing various relevant contexts of the past. Additionally, these faculty have a strong commitment to educating graduate and undergraduate students in social context issues and offer engaging classes related to archaeological ethics, community-based research, the protection and preservation of cultural heritage, Cultural Resource Management, and popular representations of archaeology and cultural heritage.

Students entering in the “Archaeology and Social Context” track choose inside majors in either socio-cultural anthropology or archaeology, with the other subfield constituting their inside minor. Course requirements are structured to provide students with a general background in both socio-cultural anthropology and archaeology, including theoretical issues and methods. Students are encouraged to develop individualized interest areas that may include topics such as cultural property, public archaeology, education, heritage management, archaeo-tourism, and archaeological ethics. Graduate students in this track pursue dissertation research related to C.A.P.I.’s principles and objectives.

C.A.P.I. Projects

C.A.P.I. members are involved in a variety of research and educational initiatives that are designed to meet the objectives of the Center. For example, students and faculty associated with the “Archaeology and Social Context” PhD track were involved as participants and organizers of the Society for American Archaeology Ethics Bowl from 2004-2010. Three former and current IUB students (Chip Colwell-Chanthaphonh, Julie Hollowell, and Dru McGill) recently co-authored the book *Ethics in Action: Case Studies in Archaeological Dilemmas* (SAA Press 2008), based on their experiences in the SAA Ethics Bowl. Additionally, C.A.P.I. members have organized and implemented numerous archaeology education outreach events, including: visiting Montessori school classrooms to teach about human prehistory and evolution, creating archaeology-stations for a Brownie Math and Science Day, visits to local science fairs at elementary schools, constructing exhibits and posters about archaeology for Indiana Archaeology Month, and designing experimental archaeology activities for children and adults visiting archaeological sites. Graduate students associated with C.A.P.I. are pursuing dissertation research in places such as Belize, Indiana, New Mexico, Mexico, and Kyrgyzstan. Faculty members at IUB offer several field-based learning opportunities in Belize, Montana and Wyoming (U.S.) and Indiana (U.S.) that support the missions of C.A.P.I. by acting as demonstration projects for training students and publicizing the goals of the Center.

For more information:

Visit the C.A.P.I. website (<http://www.indiana.edu/~capi/>) and the IUB Anthropology Department website (<http://www.indiana.edu/~anthro/index.shtml>).

The Center for Heritage Resource Studies, Department of Anthropology, University of Maryland

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Mission and Philosophy

Founded in December 2000, the Center for Heritage Resource Studies (CHRS) in the Department of Anthropology at the University of Maryland, College Park was formed to bring scholars and practitioners together to support a comprehensive approach to the study of heritage. The Center's mission is to provide leadership in recognizing that the sustainability of our cultural and environmental resources is dependent upon understanding the ways in which heritage is defined, expressed, and used to further economic development and political activity. It is critical that research and educational efforts be formulated in a way that can be readily applied by those who are responsible for the management of our historic, cultural, and environmental resources. The activities of the Center contribute to an increased awareness of the need for responsible heritage development.

The Center consists of a core of four faculty members as well as affiliates who represent the diversity of approaches to heritage. They come from a wide range of disciplines, including archaeology, community development, cultural anthropology, environmental sciences, historic preservation, and others. Our goal is to make an impact in both scholarship and living communities.

Some Center for Heritage Resource Studies Projects

Many Center projects combine aspects of research, education, and outreach, creating rich and extensive opportunities for the study and application of managing heritage resources. Education initiatives help train both today's professionals and the next generation in the challenges of making heritage resources accessible, sustainable, and meaningful. Students can become part of research projects that draw on diverse fields of study such as cultural anthropology, environmental studies, historic preservation,

resource management, community development and archaeology. The Center reaches out to communities through advising and participating in heritage initiatives and other public fora. Following is a summary of a few projects associated with the CHRS.

African Immigration, Heritage and Identity Study

Janet Chernela leads a team of graduate student researchers performing participatory ethnographic research on notions of heritage and identity among recent African immigrants to the United States. By involving local youth in participant-observation and ethnographic interview, Chernela is bridging cultural gaps between African immigrant and African-American generations as well as those between the African community and the Prince George's County community at large.

Prince George's County Heritage

The Center has formed partnerships with several civic organizations in the communities that surround the campus in Prince George's County. These include the Anacostia Trails Heritage Area and the Lakeland Community Heritage Project. Graduate students have undertaken historic preservation and ethnographic projects centered on the anthropological notion of heritage, and the Center continues to develop proposals to fund a large interpretive project in the area.

Archaeology in Annapolis

Since 1980, the Archaeology in Annapolis project directed by Mark Leone has been concerned with promoting better understandings of the historic city of Annapolis' diverse past through the interpretation of material culture. The project uses archaeology, critical theory and public outreach to engage tourists and Annapolis residents alike in alternative understandings of this nationally significant heritage site.

Bladensburg Heritage Project

Bladensburg, located several miles south of the university campus, is striving for revitalization. The town played a major role in the War of 1812. In partnership with the Maryland State Highways Association Michael Roller conducted several community outreach programs where residents discussed their ideas and perceptions of their local heritage. The subsequent archaeology project had a blog where archaeologists and community members commented on the findings and perceptions of heritage in the community.

Heritage, Tourism and Environment on Maryland's Eastern Shore

Center faculty members Michael Paolisso and Erve Chambers are engaged in long-term studies of the cultural and environmental heritage of communities on Maryland's Eastern Shore. Paolisso's work helps to facilitate collaboration with University of Maryland and other scientists working to preserve declining Chesapeake crab and oyster fisheries. Chambers's work examines the notion of authenticity as it relates to cultural heritage tourism in Eastern Shore communities.

Immigrant Heritage Museum

Center affiliate Judith Freidenberg is developing a community-based museum on immigrant life-histories in Prince George's County, Maryland. The museum is rooted in principles of civic engagement and social justice, and serves as a center for education about the experiences of the region's immigrants, and will serve the dual purpose of community resource and heritage tourism destination.

Irish Diaspora Heritage Archaeology

Center affiliate and Anthropology faculty member Stephen Brighton is conducting archaeological research in Ireland and the U.S. to identify and interpret the materialization of heritage during stressful economic and social periods in Irish and Irish-American history. Working in Texas, Maryland he is illuminating the conditions of everyday life during such times of stress.

Hampden Community Archaeology Project

Since 2004, the Hampden Community Archaeology Project, led by David Gadsby and Robert Chidester conducted heritage consultation, historical research, and archaeological excavation with members of the Hampden community. Hampden is a working-class neighborhood in central Baltimore. The project is designed to foster civic engagement and to introduce area youth to the process of archaeological excavation through an annual field school.

Mount Clare Collection Assessment and Re-Housing

The Center, in collaboration with the Carroll Park Foundation, performed an assessment of the archaeological collections recovered during four decades of archaeological research on Mount Clare, the 18th century property

of Charles Carroll, Barrister. The assessment of the collection was performed by Teresa Moyer with students from the Baltimore Talent Development High School.

National Park Service Training: Archaeological Interpretation

As part of its partnership with the National Park Service, former Center assistant directors Donald Jones and Lena Mortensen developed a four-part online training course in the Effective Interpretation of Archaeological Resources, designed to help archaeologists understand the skills of the interpreter and to provide professional interpreters with sufficient archaeological background to effectively interpret sites to park visitors.

National Park Service and NPS Capital Region

Since its inception in 2002, the Center has maintained a strong and ongoing partnership with the National Park Service. The Center has completed an administrative history of Harper's Ferry National Historic Park (Teresa Moyer and Paul Shackel), recently published by Altamira Press, as well as an administrative history of the Thomas Stone House National Historic Site (Teresa Moyer). Students are now involved in cataloging the objects that are left daily at the Vietnam Veterans Memorial.

New Philadelphia NSF-REU, Public Engagement, and Land Preservation

Paul Shackel, as part of a multi-institution partnership and with funding from the National Science Foundation studied the town of New Philadelphia, established in the 1830s by "Free Frank" McWorter. It is the first known town established and platted by an African-American. The town site has since been listed on the National Register of Historic Places and it is also a National Historic Landmark. The project has undertaken a number of public outreach efforts, including consultation with members of the McWorter family and other local and descendant community members.

Washington, D.C. Heritage

Donald Jones led efforts to interpret the archaeological heritage of Washington, D.C. through the development of a paper/online walking tour of the City's archaeological sites. He also collaborated with the Washington, D.C. historical society on the development of exhibits for the D.C. History museum.

For more information:

Visit the CHRS Website: <http://www.heritage.umd.edu/>

Or contact: Paul Shackel, pshackel@umd.edu

The International Centre for Cultural and Heritage Studies, Newcastle University, UK

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The International Centre for Cultural and Heritage Studies (ICCHS), part of the School of Arts and Cultures at Newcastle University, was created in 2000 building on the success of the Master of Arts in Museum Studies that was first taught in Newcastle in 1993 in the Department of Archaeology. Newcastle is part of the elite Russell Group of 20 of the leading UK research institutions; all teaching at Newcastle is research-informed and delivered in degree programmes relevant to the world of work and research. Just under 20% of our c.20,000 students are from overseas, from more than 100 countries, providing Newcastle with a diverse, cosmopolitan student body who work and live in a city that is regularly voted as the best in the UK for student life.

The Centre has eight core academic staff as well as a number of associate research and teaching staff. Most staff have extensive experience of working outside academia in the heritage sector and thus bring an all important understanding of the real practicalities of work to the academic programmes. Staff work with a wide range of international, national, and regional partners including the World Archaeological Congress, UNESCO, ICCROM, ICOM, ICTOP, The Chinese Academy of Social Sciences, English Heritage, The National Trust, and a wide range of regional museums and other cultural organisations.

The Centre Aims To:

- produce, stimulate and supervise cutting edge research (applied and pure) relating to the history, philosophy and practices operating in the cultural and heritage sector;
- provide postgraduate vocational training for those who wish to work in the cultural and heritage sector, including museums, galleries, the historic and natural environment and the conservation and interpretation of intangible heritage; and
- provide expertise for consultancy and professional advice in the cultural and heritage sector.

Our staff research issues on an international, national, and regional level. Current research includes projects on a wide range of diverse topics including: the protection of cultural property in the event of armed conflict; sustainable heritage management (with partners in China, Kenya, and Guyana); the relationship between cultures, peoples, and places across Europe; heritage interpretation and management in China; 'Art on Tyneside': Redeveloping a Permanent Display about Art, Place and Identity at the Laing Art Gallery, Newcastle; The Digital Heritage Research Training Initiative; and Contemporary Visual Art and Identity Construction – Wellbeing amongst Older People.

Graduate Education and Student Research

The Centre normally hosts around 80 students every year doing one of five, 12 month, Masters programmes (Museum Studies; Heritage Management; Heritage Education & Interpretation; Art Museum & Gallery Studies; and Art Museum & Gallery Education). Usually about 40% of our students are from outside the UK providing a rich and stimulating cohort who learn enormous amounts from each other as well as from staff. Our core staff are supported annually by over 100 colleagues from across the sector who contribute specialised learning sessions for the students relating to their professional role. In this way students not only learn of the theory relating to working in the sector but hear at first hand the real issues confronting colleagues working in jobs our students aspire to do. All of our programmes have a major vocational component that provides students with the necessary knowledge and expertise to work across the heritage sector on graduation. Taught together in the first Semester the programmes provide students with an holistic view of the sector, focusing on everything from ancient sites, through medieval castles and historic museum collections, to contemporary art galleries. After this introduction, students focus on their chosen specialism and are therefore equipped for work both within defined areas (e.g. heritage management or museum curatorship) and between different kinds of organisations.

One aspect of all programmes is an eight week work-based placement/internship in a host organisation of relevance to the degree programme. Over the last few years students have worked in 35 countries giving them a fantastic opportunity to gain a diverse range of work experience that provides them with real insight into the sector internationally. Some 85% of our graduates work in the sector including directors, curators, managers, education officers, and interpreters.

In addition to the M Level programmes we have some 20 or more research students, at any one time, of whom normally half are from outside the UK, investigating issues relating to the heritage sector. Recent and current PhD topics include: The Development of sustainable heritage tourism in Malaysia; Community participation in heritage management in Jordan; Educational use of archaeological museums in Jordan; The Management of Castles in Poland; Management of large scale archaeological sites in Anatolia, Turkey; Colonialism and the development of the English provincial museum, 1823-1914; Key factors influencing new museum building projects in the UK and Germany; Childhood material culture and museum representations; and Museum displays in Taiwan.

Staff Consultancy Work and Research

Staff carry out consultancy and provide professional advice for a number of clients recently including the National Museums of Kenya (as part of a major EU funded team); the Queen Rania Centre for Tourism at the Hashemite University in Jordan; the Hungarian State Heritage Service; English Heritage, Tyne and Wear Archives and Museums; and Northumberland County Council.

Staff publish the results of their research and other work in a wide variety of outlets including monographs, peer reviewed journals and specialised reports for clients. The Centre also publishes, with Boydell & Brewer, the *Heritage Matters* series of monographs and edited volumes which includes: *The Destruction of Cultural Heritage in Iraq*; *Metal Detecting and Archaeology*; and *Cultural Heritage, Ethics, and the Military*. Titles in press and preparation include *Pinning Down The Past: Archaeology, Heritage and Education Today*; *Beyond the Convention: safeguarding intangible cultural heritage*; and *Contested Pasts, Contested Presents: Heritage, Ideology, Identity in Central and Eastern Europe*.

For more information:

Visit the ICCHS Website: <http://www.ncl.ac.uk/sacs/icchs/>

Or send an email to icchs@ncl.ac.uk or direct to Peter Stone at p.g.stone@ncl.ac.uk

A Collaborative Cultural Heritage Project

Intellectual Property Issues in Cultural Heritage

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Intellectual Property Issues in Cultural Heritage (IPinCH) is a seven-year project that brings together anthropologists, archaeologists, lawyers, ethicists, heritage and museum specialists, and community partners from eight countries to explore intellectual property (IP)-related issues that are emerging within the realm of cultural heritage and their implications for theory, policy, and practice. Funded by Canada's Social Science and Humanities Research Council (SSHRC), the project is based at Simon Fraser University with George Nicholas as Project Director.

Collectively, we are interested not only in understanding how concepts of intellectual property as defined within western law (typically in terms of copyright, trademark, patents, trade secrets) apply to cultural knowledge and other aspects of heritage, but also in the emergence of a wide range of approaches to the protection and transmission of cultural knowledge. Over the course of the project, we hope to document and analyze the diversity of principles, perspectives, and responses that arise from IP issues related to cultural heritage and, from this, to compile examples of good practice. Some of the topics that IPinCH co-investigators and collaborators are investigating involve the commodification and circulation of cultural images and designs, protocols for ethical heritage research, access to museum records and other archives, cultural tourism issues, changing legal interpretations of cultural rights, and international heritage protection efforts, to name only a few. One particular area of concern for community partners and academic researchers alike are heritage-related IP issues in the context of research relationships. After all, anthropology, archaeology, and museums have been founded on the premise of access to and interpretation of cultural knowledge. We believe that a deeper understanding of what is at stake leads to research relationships that are more equitable, responsible, and accountable.

IPinCH Approach and Research

Methodologically, the IPinCH project ascribes to a critical theory approach, which seeks to foster positive change in the lives of participants (which include researchers) and alters course as the research process proceeds, based on feedback and critical reflection. IPinCH was designed with three interrelated and complementary components: (a) funding for community-based research initiatives; (b) the development of an online Knowledge-Base; and c) the convening of multidisciplinary working groups to foster discussion, collaborative publication, and dissemination of project findings.

To date, IPinCH has funded 11 community-based research initiatives (based in Canada, the US, Kyrgyzstan, Rekohu [New Zealand's Chatham Islands], and Australia), with three more under development (in Japan, South Africa, and the US). Community partners are co-developers of these

initiatives—from the creation of research questions and research designs to conducting the research, designing practical outputs, and reviewing reports before they can be released—with IPinCH researchers acting primarily as facilitators, reporters, and links to broader project objectives. This ground-up approach prioritizes community needs, while at the same time fostering relationships that address at least some of the long-standing issues surrounding academic research relating to mistrust, unequal power, and loss of control over the process and products of research.

These studies address questions such as: “How do we establish protocols for outsiders who work with culturally sensitive sites or information?” “What guidelines should apply to knowledge produced from analyzing ancestral remains?” “How can we best collect and pass on knowledge about our land and lifeways for use in guiding future development policies and decisions?” “What might cultural tourism based on our own heritage values look like?” “How do we protect, care for, and manage the sacred knowledge embodied in ancestral sites while also sharing their lessons in culturally appropriate ways with the public?” “What steps can we take to control the commodification of expressions of our cultural heritage?” “How do we assure the protection and inclusion of our own cultural principles and ways of knowing in government consultations affecting our heritage?”

Some of the biggest challenges these projects have faced involve the time and energy required to work with multiple institutions—often transnationally—to get funds flowing and ethics reviews approved. We have found that university financial officers and IRBs need and want to be educated about community-based research, an animal unlike anything they have dealt with before.

IPinCH has also been able to fund topical research at varying levels of support. One such study conducted by Michael Asch (U. Victoria) will identify intellectual property issues in the historic records of treaty negotiations in Ontario and the Northwest Territories.

IPinCH Digital Resources

The KnowledgeBase is becoming a repository for scholarly and popular articles, case studies from around the globe, research protocols, and legislation on topics related to IP issues and cultural heritage, as well as an archive for research data, reports, literature reviews, and other resources generated throughout the IPinCH project.

Ideally, the empirical data from these rich studies combined with information and resources in the KnowledgeBase will ground theoretical discussions among IPinCH working groups during the second half of the project. Several working groups have already convened workshops or seminars and

others will meet for the first time in October 2011 at SFU, concurrent with a conference highlighting the community-based studies and a midterm review by our funder (SSHRC) to evaluate how we are measuring up to our original objectives.

Other IPinCH Initiatives

Close to one-quarter of the IPinCH budget supports students through research assistantships, fellowships, and travel funds. In the past three years over 32 students have received funding from the project as research assistants, working with the KnowledgeBase or one of the working groups. IPinCH also awards two fellowships annually at the PhD or Master's level. Our two current Graduate Fellows are Solen Roth (UBC), who is writing up her dissertation on the Northwest Coast giftware market, and Michael Klassen (SFU), who is working with communities on heritage issues in British Columbia and Alberta.

Over the past three years IPinCH members and associates have organized and participated in numerous exciting conferences and symposia, presented their work to policymakers and others in gatherings all over the world, and produced several collaborative journal publications. The project is building toward making findings, recommendations, and tools available to researchers, practitioners, and policymakers. One initiative already underway is an online *Guide to Community-Based Cultural Heritage Research*, which will link relevant resources in the KnowledgeBase to first-hand accounts and examples of good practice. Recently we awarded a Post-doctoral Fellowship to Alexis Bunten, who will assume the role of Project Ethnographer in summer 2011. Her insights on communication and knowledge flows within the project and with partners and other stakeholders will give us valuable feedback on our objectives and direction.

Ways to Get Involved

IPinCH encourages new and seasoned scholars, students, community members, and others with interests in IP issues related to cultural heritage to become involved with the project, whether by contributing to (or using) the KnowledgeBase (or, later, the online *Guide*), inviting IPinCH members to participate in events, or alerting us to opportunities for collaboration and dissemination. Those who would like a more formal involvement might consider becoming an IPinCH Associate, a role that is available to students, scholars, and collaborators everywhere. For additional details on associateships, graduate student fellowships, each of the community-based studies, and many other projects and activities, visit the IPinCH website at <http://www.sfu.ca/ipinch>. To subscribe to IPinCH's quarterly e-newsletter,

contact Project Manager Kelly Fox at ipinchpm@sfu.ca. We look forward to your feedback, input, and participation!

For more information:

Visit the IPinCH Website: <http://www.sfu.ca/ipinch>