Archaeology 541: HRM Practice and Ethics

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Course Description

This course aims to enhance your understanding and awareness of the practical and ethical complexities of contemporary heritage management. It will immerse you in the heritage literature and media, in which you will become directly engaged through productive and respectful exchanges with peers, colleagues, and the wider public. Your own professional experiences will contribute to the foundation of the course, and will ground your critical analysis of, and creative remedies for, some of the discipline’s most pressing problems. Our focus on how heritage values are constructed, negotiated, and perpetuated by personal and professional interactions will help you to develop a philosophy of heritage practice that will guide you throughout your career.

Course Schedule

This is an interactive, online course consisting of an on-campus orientation session, and six study units. Each unit consists of two complementary topics delivered via text commentaries, both individual and group exercises/assignments, and virtual discussions monitored by the instructor.

Orientation. In the first week of the semester, you will meet your instructors and cohort peers on the SFU-Burnaby campus. You will be introduced to Program and course expectations, tools, and SFU, as well as to Program and course resources.

Unit 1, Defining and Defending Heritage Resources, will orient you to the basic principles of cultural and heritage resource studies and management, and introduce you to the “Grand Challenges” theme and project.

Unit 2, Ethics and Informed Practice, examines the underlying structures and assumptions of heritage studies in general and archaeology in particular, and connects them to the ethical dilemmas that face HRM.

Unit 3, The Heritage Industry, covers what it’s like to make a living in the heritage industry, including social, cultural, and business ethics and relationships, regulatory roles and interactions, and value-laden decision-making.

Unit 4, Working toward a post-colonial HRM, tackles the intricacies of striving for practical and conceptual equity among those who participate in or are affected by HRM. We set contemporary relations with descendant communities in the context of the broader context of decolonization, including issues of intellectual property and access.

Unit 5, Engaging the Public as a Professional, explores our responsibilities to
share our knowledge, tools and enthusiasm for understanding the past. We look at the different models of public and peer engagement that are emerging as technology evolves.

**Unit 6 Creating and Preserving the Record: Heritage Knowledge Management** looks at curation of material and digital heritage, including repositories, collection creation and knowledge management, and the promise of a digital commons. The HRM data record is covered, placing HRM reporting and grey literature in context.

**Course Learning Objectives**

After completing this course you will be able to:

- Introduce, explore, and refine professional and personal approaches to HRM that honour diverse heritage values and the people that hold them;
- Encourage critical assessment of the varied and sometimes contradictory social, cultural, and political contexts of HRM;
- Identify spaces in contemporary HRM where traditional archaeological practice *and* innovative heritage practice can flourish; and
- Acknowledge, anticipate, and appreciate the interests and contributions of others to a lively, open, and responsive HRM.

**Assignments**

The course assignments are organized into five sections

1. **Weekly Blog Entries & Comments**
   Students write a short piece (300–600 words) reflecting on a topic related to the week’s unit and review and comment on their classmate’s responses

2. **Short Assignments**
   Students submit three short assignments related to course themes

3. **HRM Ethics Bowl**
   Students prepare for and participate in a team debate-style forum on a specific case drawn from HRM

4. **Grand Challenge Project**
   Students choose a problem facing HRM and present their options for managing or solving the problem using an online media application

5. **Annotated Bibliography**
   Students submit an annotated bibliography of all of the course readings

**Sample Reading List**

Week 4 Required Readings
Beaudry, Mary C.

Hollowell, Julie, and Dru McGill

McGill, Dru, Chip Colwell-Chanthaphonh, and Julie Hollowell

Vitelli, Karen D.

Wylie, Alison