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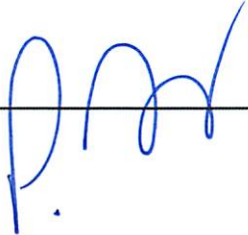
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**MEMORANDUM**

**ATTENTION** Senate  
**FROM** Peter Liljedahl, Acting Dean of  
Graduate Studies  
**RE:** Master of Arts in Heritage Resource Management under Special Arrangements

**DATE** May 15 2015  
**No.** GS2015.10

A handwritten signature in blue ink, appearing to be 'P. Liljedahl', written over a horizontal line.**For the information of Senate:**

At its meeting of March 2, 2015, SGSC approved the Cohort Special Arrangement proposal for a Master of Arts in Heritage Resource Management in the Department of Archaeology within the Faculty of Environment, effective **Fall 2016**.

This proposal was reviewed by the Senate Committee on University Priorities for information on May 13, 2015.

Department of Archaeology

1. MA in Heritage Resource Management (Cohort Special Arrangement)
2. New courses:
  - ARCH 531 Global Heritage Law and Policy
  - ARCH 541 Professional Practice and Ethics in HRM
  - ARCH 551 Business Management for Heritage Professionals
  - ARCH 561 Archaeological Practice and Research Design in HRM



Proposal Cover Page

A Professional Online MA Program in

*Heritage Resource Management (HRM)*

To be offered through Cohort Special Arrangements September 2016 – August 2019

*Submitted to Senate Committee on University Priorities (SCUP)*

*21 March 2015*

Submitted by the Department of Archaeology, Faculty of the Environment, SFU

John R. Welch, Archaeology Department Associate Professor ([welch@sfu.ca](mailto:welch@sfu.ca))

&

David V. Burley, Archaeology Department Chair ([burley@sfu.ca](mailto:burley@sfu.ca))

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## ***Table of Contents***

<b><u>Executive Summary</u></b>	3	
<b><u>Context and Need</u></b>	5	
<b><u>Curriculum and Program Content</u></b>	7	
<u>Program Progression</u>	7	
<u>Courses</u>	8	
<u>Thesis</u>	8	
<u>Learning Outcomes</u>	9	
<u>Learning Methodologies</u>	10	
<u>Program Steering Committee</u>	11	
<b><u>Relationship to Existing SFU Programs</u></b>	12	
<b><u>Financial Plan</u></b>	13	
<b><u>Admission Requirements</u></b>	13	
<b><u>References Cited</u></b>	14	
<b><u>APPENDIX 1</u></b>	Letters of Support	15
<b><u>APPENDIX 2</u></b>	HRM Industry Data	23
<b><u>APPENDIX 3</u></b>	Degree Requirements	25
<b><u>APPENDIX 4</u></b>	Market Comparators	30
<b><u>APPENDIX 5</u></b>	Proposed Course Syllabi	34
<b><u>APPENDIX 6</u></b>	MA Thesis Rubric	76
<b><u>APPENDIX 7</u></b>	Calendar Entry	78

## ***Executive Summary***

Once restricted to museums and academic institutions, the discipline of archaeology has substantially diversified over the past 50 years. The greatest majority of this growth has been in the area of *heritage resource management* (HRM)<sup>1</sup>. This field consists of commercial, First Nations and government domains concerned with identification and conservation of archaeological and other heritage sites threatened by resource extraction and landscape alteration proposals including logging, mining, construction and infrastructure developments. It is an ever-expanding field defined by and responding to regulatory legislation in virtually all developed nations across the globe. HRM currently represents a greater than \$2B global industry employing upwards of 90% of all professional archaeologists and over 95% of BA and MA holders working in the discipline. HRM's influences extend beyond economics and employment. This industry now frames much of archaeology's public and government profile, and it has restructured archaeological research agendas for many of its practitioners. And equally significant, HRM has fostered ethical standards for professional practice, a matter particularly relevant to engagements with Indigenous peoples whose cultural heritage is being affected.

The proposed Professional MA in HRM will service a rapidly growing demand for post-baccalaureate training. Integrating online course work into a thesis-based degree, we provide a credential that serves as the minimum educational requirement for archaeological permits and practice in much of Canada and is central to accreditation by the Register of Professional Archaeologists in the United States. The proposed program further facilitates career progression by professionals in private sector companies and government. The distance education format makes this degree available to a very large sector of practising archaeologists who otherwise cannot participate in on-campus graduate programs. The optimized enrolment potential with web-based delivery tools and a thesis component uniquely positions the SFU Professional Master's in HRM in Canada and the United States.

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<sup>1</sup> Heritage Resource Management, Cultural Resource Management and Archaeological Resource Management are often used interchangeably, albeit the first two broadly incorporate allied fields of architecture, Museum studies, object conservation, and heritage tourism. The proposed program responds to an industry with a largely archaeological focus. We title this program Heritage Resource Management, however, for its more inclusive values, especially for descendant communities whose past is being researched, managed and often times impacted.



The proposed Professional MA in HRM is to be offered initially under Cohort Special Arrangements. Should we reach sustainable targets for student enrolments and revenue generation, our intention is to prepare and submit a full program proposal for SFU and BC Government approval. The program is structured with the following five components:

- A target ‘market’ of individuals with BA or BSc degrees who already are employed in varying capacities in HRM and who, by their experience, may already be defined as archaeological practitioners;
- An eventual cohort intake of 12 students with a maximum five-semester (20-month) degree completion time; program extension beyond five semesters will be allowed only as defined within General Graduate Regulation 1.12.1. Cohorts will be admitted in fall terms with overlapping cohorts in the program.
- A two semester delivery of four required courses: 1) *Heritage Law and Practice* — a global survey of heritage law, policy and institutional arrangements but with greater emphasis on North America; 2) *Professional Practice and Ethics in HRM*—a review of codified and recommended practices, including engagements with Indigenous communities; 3) *Business Management for Heritage Professionals*—a course reviewing fundamental business theory and practice with specific focus on the heritage industry as it now exists; and 4) *Archaeological Practice and Research Design in HRM* —an offering centered on the processes and methods of contemporary archaeology and how these are employed to address substantive questions within a HRM framework;
- A rigidly structured and defined MA thesis program with thesis completion over no more than a three semester period. The thesis and its defence will meet all standards set by SFU for in-residence MA programs. Thesis content will be focused on HRM issues or data, and will adhere to required standards established by the Register of Professional Archaeologists.
- Targeted enrolments in the first three years of program delivery are 6, 9 and 12 domestic students respectively.

The Department of Archaeology is nationally and internationally recognized for its faculty complement, for its success in research, for its undergraduate student preparation in archaeology and biological anthropology, and for the success of its graduates in finding academic positions or other employment, including the field of HRM. The Department currently teaches two undergraduate courses in HRM and supports a well-enrolled (50-60 students) undergraduate certificate program in cultural resource management. We believe the department is well positioned to offer professional online training in HRM. Demand for program enrolment will be sustained so long as the HRM industry continues to grow and professional accreditation requires an advanced degree with thesis. Because SFU is a US- accredited university, our market is further

expanded in a significant way.

### ***The Context and Need for a Master's Degree in Heritage Resource Management with Thesis***

Cultural heritage, including archaeological, historical, and cultural sites and objects, is protected by law in Canada, the United States and virtually all developed nations globally. These laws require cultural heritage impact assessments prior to substantial land alteration or resource extraction (e.g., roads, logging, mines, dams, housing projects). These requirements are based on a 'proponent pays' model for both cultural and biophysical heritage impact assessments. If unavoidable impacts are identified, some type of mitigation may be required. In archaeology this almost always results in the excavation of affected sites. This regulatory environment has led to a billion-dollar HRM industry in North America since 1970, and a greater than two billion dollar industry globally (see Altschul support letter, Appendix 1). As of 2009, there were 1,714 HRM related companies across the United States, not including environmental and engineering companies that additionally integrate heritage consultant services (ACRA 2009) (Appendix 2). We do not have parallel numbers for Canada but identify 21 companies currently listed for British Columbia and another 18 in Alberta. Many of these companies also have multiple branch offices. Without substantial effort and time, we are unable to estimate accurately how many archaeologists are employed in these companies, whether they are full time or seasonal, and what level of education they hold. Altschul and Patterson (2010) identify no less than 14,000 individuals in the United States split between public and private sector domains. As they also note, these numbers grow substantially as the volume of dollars spent on HRM grows. Since about 2000, federal, provincial, and state governments have scaled back their role in HRM to regulatory compliance, leaving private sector HRM firms and larger engineering and construction support companies to fill the HRM fieldwork vacuum. These trends and attendant developments are resulting in unprecedented employment opportunities for archaeologists in the private sector, in First Nations governments, and non-governmental organizations.

US federal/state and Canadian provincial policies dictate standards and requirements for supervisory HRM consultants. While these vary by jurisdiction, most specify some combination of

formal education, professional expertise, and proven accomplishments. British Columbia is an exception, but other Canadian provinces (Alberta, Saskatchewan, Ontario, and Newfoundland) require archaeological permit applicants to minimally hold a Master's degree in anthropology or archaeology granted on the basis of a written thesis (Appendix 3). In the United States and internationally, the emerging standard for professional certification has been set by the Register of Professional Archaeologists. The RPA requires individuals to hold a MA (or PhD) based on a thesis with archaeological relevance. The state governments of Washington, Oregon and California similarly require HRM project supervisors to be RPAs. Internationally, the MA with thesis standard holds in Peru but is increasingly being considered by the World Bank, International Finance Corporation, and other international investors as the minimal degree for supervisors of HRM related work (Welch and Lilley 2013). Appendix 3 provides selective data that address this issue.

As part of the market analysis for this proposal in Appendix 4, we have undertaken a preliminary study to assess the quantity and quality of existing programs comparable to the MA in HRM here proposed. The vast majority of archaeological consultants in North America with a MA or PhD received their degrees from an anthropology department. Their formal, academically oriented education does not support their engagements with the complexities of HRM or the specialized skill sets they require to succeed and advance in the field. In Canada and the United States, the demands of the HRM profession are beginning to be recognized at the graduate level through individual specializations in generalized programs or, in some cases, development of a dedicated degree program. Our survey of university degree programs found only 15 thesis-based HRM MA degrees in the United States and only one in Canada. The Canadian case is University of Western Ontario and it is an on-campus based degree that requires substantial coursework along with a traditional thesis. More significantly, and to the point, as of the present, there is no recognized program with on-line course work leading to a thesis-based MA in Heritage Resource Management. We are proposing a unique and valuable credential for professional accreditation.

### ***Curriculum and Program Content***

The Master's in HRM program will target and offer junior-level HRM practitioners a unique opportunity to obtain thesis-based master's training tailored to meet HRM industry needs, the rigors of archaeological research requirements, and the preferences of current and prospective employers of HRM archaeologists. Successful applicants to the program will have experience in field and laboratory aspects of HRM. To some degree, they also are expected to have participated in a regulatory environment, have involvement with HRM as a business, and will have experienced the complexities and conflicts embedded in mandates to serve public, government, descendant communities, scientific and client interests and needs. It also assumes that, while removed from undergraduate coursework for some length of time, these students enter the program with foundational knowledge of archaeological theory and method. We further anticipate that each will bring professional experience to be shared within the cohort through seminar or other types of participation. Our role is not to train archaeologists; through our coursework, we will upgrade, professionalize and further a student's knowledge of contemporary issues in archaeology and heritage, as well as expand their frames of reference to a global scale. The Master's thesis provides evidence of competency in research and written skills for professional/government agencies requiring this credential.

#### **Program Progression**

All registered students will be required to attend a four day MA in HRM orientation program on the SFU Burnaby campus during the first week of fall semester. The orientation will introduce students to program learning objectives, course deliveries and on-line architecture, the thesis component and requirements as well as class instructors and other cohort members. On-line course delivery will begin in Week 2 with two courses in each of fall and spring semesters. Students will register in the thesis course at the beginning of summer semester and have a three semester period for completion. All theses will be subject to General Graduate Regulation 1.12.1. Subject to a thesis being acceptable to a student's faculty supervisor, a public defence of thesis will be held on the SFU Burnaby Campus.

## Courses

The proposed program will require completion of four, 5 unit courses. An 18 unit thesis course brings the program total to 38 units. Detailed course forms for online delivery are included as Appendix 5:

- 1) *Global Heritage Law and Policy* (ARCH 531-5). HRM is inextricably embedded in international, national, and regional law and policy. This course provides a global survey of heritage regulations and associated government and non-government organizations, including those in the developing nations of Asia, Africa, and Latin America. Course emphasis however will focus on the varied jurisdictions and mandates in North America, since it will be the single largest market for HRM services for our students.
- 2) *Professional Practice and Ethics in HRM* (ARCH 541-5). HRM professionals are governed by many overlapping professional standards. This review of codified and recommended practices examines longstanding and emergent issues through case studies of the complexity of HRM. The emphasis is on opportunities to add value to knowledge creation and mobilization through creative engagements with clients, Indigenous and local communities, governments, partners, and publics.
- 3) *Business Management for Heritage Professionals* (ARCH 551-5). HRM success is contingent upon business success. This course uses case studies of specific HRM opportunities and challenges to contextualize learning about five clusters of essential concepts and tools in business management—accounting and finance; marketing, sales, and contracting; human resources, labor economics, corporate governance, and risk management; business operations and project management; and business models, innovation, and globalization. The emphasis is on applying basic business and management knowledge in small and mid-sized HRM operations.
- 4) *Archaeological Practice and Research Design in HRM* (ARCH 561-5). All worthy HRM creates and mobilizes knowledge through the systematic investigation of cultural heritage. This course examines the hallmarks of excellent HRM research by examining successful and less successful research designs and methods. The twin emphases are preparing course participants to complete the HRM thesis and to develop and supervise HRM field studies in diverse and challenging contexts.
- 5) *MA Thesis* (Arch 898-18). Students will independently work toward completion of a thesis in consultation with their assigned thesis supervisor.

## Thesis

We have emphasized (also Appendix 3) the need for a Master's degree with thesis as one of the core requirements for accreditation by the Register of Professional Archaeologists in the United States, and an absolute requirement for acquisition of archaeological permits to conduct HRM studies in some Canadian provinces and American states. On admission to the MA, each

student will be assigned a program/thesis supervisor from participating faculty members in archaeology. The program orientation will examine thesis requirements, time lines and defined expectations with the cohort. In our considerations of what constitutes a thesis, we are cognizant of and will meet SFU graduate regulations regarding thesis preparation and defence, as well as those required by the accrediting bodies. We will require students to focus their thesis topic on HRM contexts, and encourage them to use previously acquired HRM-derived data or case specific frameworks they have been involved with. Thesis preparation is formally scheduled for Semesters 3 - 5, during which time students will be registered in MA Thesis (ARCH 898). A normal thesis is expected to be 50 to 70 pages in length. An on-campus defence with external examiners will take place no later than the end of Semester 5.

We have developed a preliminary thesis rubric providing time-sensitive expectations for thesis production, as well as overall requirements concerning structure, length, and style. This rubric is incorporated as Appendix 6. Despite our best efforts for thesis success, there is expectation of occasional incompletes or unsuccessful theses outcomes. We presently are exploring options toward the development of a graduate diploma in HRM for completion of coursework without thesis. The MA, however, is a professional degree and the 20-month timeline is an absolute requirement without extension save for those circumstances defined by SFU General Graduate Regulation 1.12.1. This timeline will be well advertised and clearly explained in our marketing literature. It also will be emphasized within our acceptance letter, and in our program orientation. Indeed, to ensure there is no future misconception, we will require admitted students to sign a document of understanding relative to this requirement.

### **Learning Outcomes**

Our course proposal forms (Appendix 5) provide individual objectives and learning outcomes for participating students. The cumulative and integrated learning outcomes for the Professional MA in HRM are summarized as follows:

- To have knowledge of the historical development, motivation, principles and progressive changes in HRM law and practice globally, but with in-depth understanding for North America in particular
- To have detailed understanding of government jurisdictions, mandates and regulatory agencies across North America and the protocols and processes required for effective HRM practice

- To have understanding and appreciation of different stakeholders and communities in HRM as well as principles of good practice and ethical behaviours as they apply to each.
- To be well informed on best practice as it relates to alternative or conflicting cultural values held by indigenous and other source community groups
- To hold in-depth knowledge of archaeological methods and research agendas as these may be furthered through HRM implementation strategies
- To understand and be able to participate in HRM as a component of the contemporary global economy
- To understand and be able to apply business concepts and models within HRM as they relate to company or project management
- To have proven capabilities for research and technical report writing as required in contemporary HRM practice

### **Learning Methodologies**

We are excited about the possibilities and potentials of developing the previously defined courses on-line through the SFU Centre for Online and Distance Education. Course development will be guided by individual faculty members who have prepared the proposals. We seek to avoid sterile text-based deliveries and hope instead to incorporate online cohort seminars, discussion groups and lectures. We expect to include course specific interviews with industry practitioners and leaders, or viewpoint lectures by a variety of individuals who have vested interests in HRM. Among these will be First Nations Elders and chiefs, owners of HRM firms, government regulatory agency staff and international HRM practitioners including those from UNESCO. We seek every opportunity to optimize course delivery in stimulating and innovative ways, and see this as a format to build program reputation. Frameworks for assessment will include traditional forms of examination and research papers but, in consultation with CODE, we will look for other means to evaluate the progress of our students.

Because we are servicing a target audience of HRM practitioners at junior levels, flexibility in program delivery is essential. Courses need to be developed for a 'self-pace' time line with rigorous weekly schedules. Cohort-wide discussions, seminars and on-line exams will be scheduled for week end or later evening participation.<sup>2</sup> To introduce this program and its expectations to students, build personal relationships among program participants and foster cohort esprit, admitted students will be required to participate in person in the 4 day orientation

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<sup>2</sup> International students in widely divergent time zones may require creative solutions for on-line scheduling.

scheduled in early September on the Burnaby Mountain campus. All students will meet on-line or in person with their faculty supervisor at the beginning of each semester to evaluate progress and/or establish directives/goals for the semester to come.

### **Program Steering Committee**

The Department of Archaeology at SFU has an 11.5 CFL faculty complement split between 14 faculty positions. The Department is one of only two independent archaeology programs in Canada (University of Saskatchewan has the other). In size, and student body (250 majors/minors, 50 graduate students), it has become a principal centre for archaeological research and student training within the country. As described in the last three external reviews, the Department is internationally recognized for its faculty scholarship, for their success in research and publication, for its undergraduate student training and for the success of its students in finding academic or other employment, including the field of HRM. The Department currently teaches two undergraduate classes in HRM (Arch 286 & Arch 386) and offers an upper division Certificate in Cultural Resource Management that is recognized by HRM companies for employment recruitment. The certificate program fluctuates in numbers between 50 and 60 students. The professional MA in HRM is appropriately housed in the department, and it will extend the department's national and international reputation for student training.

Five SFU Archaeology faculty with experience and expertise in HRM have agreed to participate as program and thesis supervisors for the proposed MA. Associate Professor John Welch, a former CRC (Tier 2) in Heritage Resource Management Stewardship, will serve as program Director for the initial three year term under Cohort Special Arrangements. Other faculty, as listed here, will form the Program Steering Committee.

Dr. John R. Welch, Associate Professor, Archaeology and Resource and Environmental Mgmt.

Dr. David V. Burley, Professor and Chair, Archaeology

Dr. Dana S. Lepofsky, Professor and Graduate Program Chair, Archaeology

Dr. George P. Nicholas, Professor and Director of IPINCH, Archaeology

Dr. Rudy Reimer, Assistant Professor, First Nations Studies and Archaeology

The cumulative experience and expertise of faculty participants includes government



regulatory involvement (Burley, Welch), private sector consulting (Burley, Reimer), First Nations stewardship and heritage programming (Lepofsky, Nicholas, Welch, Reimer), graduate supervision of previous and existing students in resource management topics (Welch, Lepofsky, Nicholas) and undergraduate/graduate teaching of HRM classes (Welch, Burley, Nicholas). No additional permanent staff will be hired for development/ delivery of the program while under Cohort Special Arrangements. Should the proposed program continue beyond the three year period with formal government approval, we expect to use generated funds for employment of a fulltime program director.

### ***Relationship to Existing SFU MA Programs in Archaeology and Resource and Environmental Management***

The proposed Professional MA program is comparable to, yet distinct from, two existing in residence SFU Master's programs - the Archaeology MA and the REM Master's of Resource Management (MRM). Typical students entering the Archaeology MA come directly from a BA or BSc program, have limited experience in the field, but have recognized potential for academic excellence based largely on undergraduate GPA. The on-campus MA program is designed largely as a qualifying degree for entry into the PhD at SFU or elsewhere. A minimum of three courses including core deliveries of Theory (Arch 871-5) and Research Design (Arch 876-5) are required. The thesis is produced under supervision of a graduate committee including a senior thesis supervisor and one or more additional faculty members.<sup>3</sup> Thesis production is undertaken most often through an internship framework with the senior supervisor. The proposed HRM framework varies in its target group, in its course foci, in its online course delivery, and in its thesis expectations and timelines. The Master's of Resource Management offered by REM emphasizes an intensive and structured suite of six required courses and six elective courses engaging economic, political-legal, biophysical, and social dimensions of resource management. All courses are in residence with expectations of two years for completion of coursework. The MRM also requires completion of a capstone research project, but no thesis.<sup>4</sup> In its on campus course intensity, student participation in faculty-led research groups, and lack of thesis

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<sup>3</sup> See [http://www.sfu.ca/archaeology/graduate/ma\\_program.html](http://www.sfu.ca/archaeology/graduate/ma_program.html)

<sup>4</sup> See <http://www.rem.sfu.ca/programs/mrm/>

requirement, the MRM is substantially different from the program being proposed.

### ***Financial Plan***

As part of our successful proposal to the SFU Professional Online Scholarship and Training (POST) initiative to acquire development funds, we submitted a detailed budget for the first three years of program delivery in Cohort Special Arrangements as well as a detailed business plan balancing tuition fee intake against expenses over the same period of time. The proposed program is a premium fee Professional program where tuition is dispersed across the five semesters with a charge of \$10,000 in each of the first three semesters and \$2500 in each of the final two. Students may complete their program at the end of Semester 3, meaning the total tuition will range between \$30,000 and \$35,000. We have employed a dispersed tuition fee model to “soften the hit” and be attractive to junior practitioners whose salaries are in the beginning levels of career development. Our business plan modeled income (55% tuition recovery) against expenses with targeted enrolment uptake of 6, 9, and 12 students for Years 1 to 3 respectively in the Cohort Special Arrangements. If successful, the program will generate a sufficient revenue surplus by the end of Year 3 to ensure future stability for a full program proposal. Indeed, even a modest cohort size of 5, 5 and 5 students over the same three years will provide a sufficient surplus to plan a full program proposal with high probability of financial stability. In each of these cases, the University and Faculty of Environment revenues from tuition fees provide a substantial return on the initial investment by POST.

### ***Admission Requirements***

The target market for the Professional Master’s in Heritage Resource Management will be a junior level, HRM practitioner seeking a credential for professional accreditation and career advancement more generally. Preliminary indications suggest that HRM practitioners employed from two to six years after completing their undergraduate degrees will be particularly responsive to opportunities to obtain the education required to complete their professional profiles and eliminate impediments to upward mobility. Our Master’s program steering committee will consider all applications from current and former HRM practitioners who meet the minimum university admission GPA of 3.0 for graduate studies. We specifically seek

individuals holding undergraduate degrees in an HRM field (archaeology, anthropology, history, museum studies etc.) and who are able to show previous experience in designing, conducting, and reporting the results of archaeological research. Rather than undergraduate GPA, priority for admission will be given to established capacities for research, writing, and other elements of professional HRM practice. We expect letters of reference for admission will be industry referred rather than academic based. All applicants to the program will be interviewed on SKYPE prior to admission to further assess experience, financial abilities and their understanding of the program.

### ***References Cited***

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Welch, JR and I Lilley (2013) Beyond the equator (Principles): Community benefit sharing in relation to major land alteration projects and associated intellectual property issues in cultural heritage. *International Journal of Cultural Property* 20(4): 467-493.

**APPENDIX 1**  
**Professional Letters of Support**

Letters from both the Dean of Environment and Chair, Archaeology Graduate Committee were required as part of the POST proposal. We additionally provide solicited letters from the Society of American Archaeology (largest archaeological organization in North America), the BC Association of Professional Archaeologists and two HRM consulting companies that are internationally based, Rescan and Golder. We could easily have solicited several others from across the discipline. The message these letters provide, however, is clear - the program is much needed and it is fully expected to be viable.

- 1) Professor Ingrid Stefanovic, Dean, Faculty of Environment
- 2) Professor Dana Lepofsky, Graduate Chair, Department of Archaeology
- 3) Dr. Jeffrey H. Altschul, President, Society for American Archaeology
- 4) Ginelle Taylor, President, British Columbia Association of Professional Consulting Archaeologists
- 5) Lisa Siep, Partner, Manager of Archaeology and Cultural Heritage, ERM Rescan, Vancouver
- 6) Andrew Mason, Principal, Manager, ERM, Golder Associates Limited, Vancouver



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October 27, 2014

Professor Mary-Ellen Kelm  
Dean pro tem, Graduate Studies  
Simon Fraser University

Re: Department of Archaeology proposal for a Professional Masters Degree in Heritage Resource Management

Dear Dean Kelm:

The Department of Archaeology is submitting a proposal to the Professional Online Scholarship and Training Initiative for a Professional MA in Heritage Resource Management. This degree provides a credential necessary for professional accreditation in the United States and much of Canada. Combining online coursework with thesis, this program also will be a unique offering within North America if not globally. I have met and discussed the proposal with the Chair of Archaeology, Dave Burley. I consequently give the proposal my support, including a commitment of \$30,000 for the Department/Faculty buy in.

Should you have questions, please do not hesitate to contact me.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'I. Stefanovic', written over a light blue horizontal line.

Ingrid Leman Stefanovic, Dean  
Faculty of Environment

ILS/avv

C. M. Black



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October 27, 2014

To whom it may concern,

I am writing as the Graduate Program Chair for the Department of Archaeology to give my full support to the proposed Professional Online MA Program in Heritage Resource Management (MHRM). I have read over the proposal and am most impressed by the breadth and depth it will offer professional archaeologists. The four proposed courses reflect both the scholarly and applied expertise of our department and are well placed to fill a gap in training among professional archaeologists.

I see no conflicts between this proposed program and our existing graduate program. Rather, I am hopeful that there will be some synergies between the two. Although the contact between the students in the two programs will be limited, I expect that the faculty will learn from the students in the professional program and that this will spill over into the course taught in our regular graduate program.

I am excited to see this kind of innovative teaching proposal and think it is just the kind of thing SFU should be promoting.

Sincerely,

A handwritten signature in cursive script, appearing to read "Dana Lepofsky".

Dana Lepofsky  
Graduate Chair  
Department of Archaeology



## SOCIETY FOR AMERICAN ARCHAEOLOGY

October 17, 2014

Dr. Mary-Ellen Kelm  
Associate Dan of Graduate Studies  
Simon Fraser University

**RE: SFU Archaeology POST Proposal**

Dr. Kelm:

The Society for American Archaeology (SAA) is pleased to endorse the creation of an Archaeology MA Program in Heritage Resource Management (HRM) at Simon Fraser University (SFU). Such programs are critical to train the growing number of applied anthropologists needed to meet the projected growth in HRM in Canada, the United States, and around the world. Currently, the HRM market in the North America supports nearly 1,300 HRM consulting firms, employing about 15,000 HRM specialists with projected expenditures at close to \$1 billion annually. The European Union-sponsored project, Discovering the Archaeologists of Europe, recently projected that there are 30,000 people employed in HRM and about \$1.5 billion spent throughout Europe annually on HRM. The developing world is quickly catching up. Latin America, for example, currently has about 5,000 full time HRM specialists, whereas a few years ago the ranks of applied anthropologists in Latin America numbered no more than 1,000.

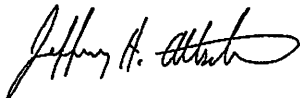
The need is there for well-trained HRM specialists. Surprisingly few Masters programs specializing in HRM exist, none that I am aware of in western Canada or the Northwest United States are delivered online. According to the American Cultural Resources Association (ACRA), a North American trade association for HRM consultants, the lack of proper training is a major drain on the industry. Many HRM firms routinely expect to provide post-graduate training to newly employed MA archaeologists. SFU rightly acknowledges this problem and has geared its program to ensuring that its graduates are ready to be usefully employed upon graduation.

SFU's proposed program is appropriately aimed at a thesis-based Masters degree, which is the required degree to hold HRM archaeology permits or licenses in many Canadian jurisdictions. The SFU MA also satisfies the U.S. Secretary of the Interior's guidelines for supervising HRM projects on federal lands in the United States. Furthermore, SFU graduates who write a thesis as part of their program will be eligible upon graduation to become Registered Professional Archaeologists (RPA) as well as to obtain professional standing in the Institute of Archaeology (IFA). In short, SFU graduates of the MA HRM program will have all the tools necessary to craft successful careers in the diverse and dynamic HRM industry.

## Cohort Special Arrangement Proposal – Professional MA in Heritage Resource Management

The SFU Archaeology Department is second to none in North America. I am sure that it will take on the challenge of the MA HRM program with the enthusiasm and dedication necessary to make it not only successful, but a model for the rest of the discipline. On behalf of the more than 7,000 members of the SAA, I am delighted to support the creation of an Archaeology MA Program in Heritage Resource Management at Simon Fraser University.

Sincerely,

A handwritten signature in black ink, reading "Jeffrey H. Altschul". The signature is written in a cursive style with a large, sweeping flourish at the end.

Jeffrey H. Altschul, Ph.D., RPA  
President, Society for American Archaeology





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October 29, 2014

Attention: To Whom It May Concern

**RE: FUNDING PROPOSAL FOR PROFESSIONAL MASTERS OF ARTS**

I am writing this letter in support of the funding request for a Professional Masters of Arts in Heritage Resource Management program, currently under design and proposed for offer, at Simon Fraser University. There is a great demand for trained and qualified professional archaeologists in British Columbia, and likely, throughout Canada.

A thesis-based degree is a qualification we highly recommend to applicants for membership as a Registered Professional with our association.

As the SFU program proposal outlines, heritage resource management is undergoing massive growth locally and globally. This growth not only provides increased employment opportunities for graduates, it also necessitates a transformation of the current research.

Because of the online nature of this proposed program, it will be accessible to those with Bachelor Degrees who are already working in the field. Such a program could provide great potential for meaningful and immediate discussion of current resource management issues. Thus, it could, not only enrich each practitioner student's experience, but, potentially, contribute to Heritage Management knowledge base and policy in general. Such a program could be of inestimable value in filling the "gap" between academic undergraduate studies and the role of Professional Heritage Resource Manager.

The flexible online structure of the program will allow enrolled students to work part time, potentially gaining hands-on and in-field experience while they complete their coursework. Undoubtedly many of our members will be applying for this program.

This program will strengthen the profession and is long overdue. I look forward to working with future graduates.

Regards,

Ginelle Taylor,  
BCAPA President

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British Columbia Association of Professional Archaeologists  
367 Roslyn Boulevard, North Vancouver, BC V7G 1P1  
Tel: 604-924-3155 | Fax: 604-929-1313 | [www.bcapa.ca](http://www.bcapa.ca)

Cohort Special Arrangement Proposal – Professional MA in Heritage Resource Management

October 24, 2014

Dr. David Burley  
Department of Archaeology  
Simon Fraser University  
Burnaby, B.C. V5A 1S6

ERM Rescan

1111 West Hastings Street  
15th Floor  
Vancouver, BC  
Canada V6E 2J3  
1 604 689 9460  
+1 604 687 4277 (fax)  
www.erm.com



**RE: Proposed Archaeology MA Program in Heritage Resource Management**

Dear Dr. Burley:

I am pleased to hear the Department of Archaeology at Simon Fraser University is proposing to establish an Archaeology MA Program in Heritage Resource Management. It is my feeling that there is a strong need for this program.

As you are aware professional accreditation in the heritage resource industry in the United States, as well as, of many Provinces in Canada requires an advanced degree with thesis. However, for professionals, who have worked in the field of heritage resource management for many years, having to quit their full-time jobs to go back to school is costly and for the companies they work for it is a real loss. This year one of my long time employees went back to university for an MA in Archaeology. This career disruption could have been avoided if the opportunity for a program like this had been available. It is good hear that Simon Fraser University is creating a graduate program that has the flexibility to allow students to obtain a degree without interrupting their careers.

Sincerely,

*ERM Rescan*  
per:

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Lisa Seip, MA, RPCA, CAHP  
Partner, Manager of Archaeology and  
Cultural Heritage



October 27, 2014

Reference No. 14-1477-6170

Dr. David Burley  
Simon Fraser University  
Department of Archaeology

**PROPOSED SFU ARCHAEOLOGY MASTER'S PROGRAM IN HERITAGE RESOURCE MANAGEMENT**

Dear David:

Golder Associates is pleased to support the Department of Archaeology at Simon Fraser University's proposal to establish an Archaeology Master's Program in Heritage Resource Management. As the largest employer of consulting archaeologists in Canada, we believe such a program would provide an opportunity for employed archaeologists to advance their career through specialist, post-graduate education and research.

The combination of on-line course work and a thesis is compatible with the reality of the heritage resource management industry which involves significant travel and seasonal demands on time. We believe the proposed content and flexibility of the program you propose will be attractive to your target market.

We wish you success.

**GOLDER ASSOCIATES LTD.**

Andrew (Andy) Mason, MA, RPCA  
Principal, Senior Archaeologist

ARM/lih

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## **APPENDIX 2**

### **HRM Industry Data**

Table 2-1. Companies in British Columbia and Alberta identifying themselves as Heritage Resource Management consultants offering client compliance services for each province. Many of these firms have multiple office locations. The Alberta firms are required to have project leaders with a thesis-based MA credential or PhD. Full time firm employee numbers are difficult to estimate, but normally between three and five individuals with considerable numbers of others added as contract work requires.

#### Consulting Firms in BC

1. Amec Environment and Infrastructure
2. Antiquus Archaeological Consultants Ltd.
3. Archer CRM Partnership
4. Arrow Archaeology Ltd.
5. Arrowstone Archaeological Research and Consulting Ltd.
6. Baseline Archaeological Services Ltd.
7. Ecofor Consulting BC Ltd.
8. ERM Rescan
9. Golder Associates Ltd.
10. Katzie Development Corporation
11. Kleanza Consulting Ltd.
12. Landsong Heritage Consulting Ltd.
13. Madrone Environmental Services Ltd.
14. Millennia Research Ltd.
15. Sources Archaeological and Heritage Consultants
16. Stantec Consulting Ltd.
17. Stó:lō Research and Resource Management Centre
18. Terra Archaeology Ltd.
19. Tetra Tech EBA Inc.
20. Tipi Mountain Eco-Cultural Services Ltd.
21. Ursus Heritage Consulting Ltd.

#### Consulting Firms in Alberta

1. Aeon Paleontological Consulting Ltd.
2. Altamira Consulting Ltd.
3. Amec Environment and Infrastructure
4. Archer CRM Partnership
5. Bison Historical Services Ltd.
6. Circle CRM Group Inc.
7. Context Heritage Inc.
8. Ghostpine Environmental Services Ltd.
9. Golder Associates Ltd.

10. Landsong Heritage Consulting Ltd.
11. Lifeways of Canada Ltd.
12. SNC Lavalin Environment
13. Speargrass Historical Resource Consultants Inc.
14. Stantec Consulting LTd.
15. Terra Environmental Consultants
16. Tree Time Services Inc.
17. Turtle Island Cultural Resource Management
18. Wise Tree Historic Resource C&M

Table 2-2. Number of consulting firms by State in the United States including Guam and Puerto Rico. This is based on ACRA 2009 data as checked and republished in Polk (2013:140). The total number of firms is 1714. Of these, 316 are in California, Oregon and Washington State.

State	Number of Consulting Firms	State	Number of Consulting Firms	State	Number of Consulting Firms
Alaska	41	Maryland	51	Tennessee	24
Alabama	26	Maine	14	Texas	51
Arkansas	9	Mississippi	32	Utah	15
Arizona	68	Minnesota	43	Virginia	54
California	195	Missouri	34	Vermont	5
Colorado	50	Montana	17	Washington	75
Connecticut	13	North Carolina	12	Wisconsin	31
Washington, D.C.	10	Nevada	8	West Virginia	8
Delaware	17	New Hampshire	4	Wyoming	30
Florida	35	New Jersey	63		
Georgia	60	New Mexico	58		
Guam	1	Nevada	13		
Hawaii	19	New York	48		
Iowa	16	Ohio	46		
Idaho	31	Oklahoma	9		
Illinois	60	Oregon	46		
Indiana	74	Pennsylvania	74		
Kansas	12	Puerto Rico	1		
Kentucky	24	Rhode Island	15		
Louisiana	15	South Carolina	18		
Massachusetts	11	South Dakota	28		

**APPENDIX 3**  
**Degree Requirements for HRM Practitioners**

Table 3-1. Summary of regulatory requirements for Professional accreditation or abilities to acquire an archaeological permit in Canada and select states.

	Provinces						States			Fed.	Professional Organizations	
	BC	AB	SA	ON	NS	NL	WA	OR	CA	NPS	RPA	BCAPA
MA Degree	Y <sup>i</sup>	Y	Y	Y	Y <sup>ii</sup>	Y	Y	Y <sup>iii</sup>	Y <sup>iv</sup>	Y <sup>v</sup>	Y <sup>vi</sup>	Y <sup>vii</sup>
Thesis	N <sup>viii</sup>	Y <sup>ix</sup>	Y <sup>x</sup>	Y <sup>xi</sup>	N <sup>xii</sup>	Y <sup>xiii</sup>	Y <sup>xiv</sup>	Y <sup>xv</sup>	Y <sup>xvi</sup>	N <sup>xvii</sup>	Y <sup>xviii</sup>	N <sup>xix</sup>
Previous HRM Experience	Y	N	Y <sup>xx</sup>	Y <sup>xxi</sup>	N	N	Y <sup>xxii</sup>	N	Y <sup>xxiii</sup>	Y <sup>xxiv</sup>	N	Y <sup>xxv</sup>
Previous supervisory HRM experience	Y <sup>xxvi</sup>	N	N	Y <sup>xxvii</sup>	Y	N	Y <sup>xxviii</sup>	N	Y <sup>xxix</sup>	Y <sup>xxx</sup>	N	Y <sup>xxxi</sup>
Previous field experience (non-HRM specific)	N	Y <sup>xxxii</sup>	N	N	Y <sup>xxxiii</sup>	Y	N	Y	Y	Y <sup>xxxiv</sup>	N	N
Lab experience (non-HRM specific)	N	Y <sup>xxxv</sup>	N	Y <sup>xxxvi</sup>	N	Y <sup>xxxvii</sup>	Y <sup>xxxviii</sup>	Y <sup>xxxix</sup>	Y <sup>xl</sup>	N	N	N
Additional	Y <sup>xli</sup>	Y <sup>xlii</sup>	Y <sup>xliii</sup>	Y <sup>xliv</sup>	Y <sup>xlv</sup>	Y <sup>xlvi</sup>	N	N	Y <sup>xlvii</sup>	Y <sup>xlviii</sup>	Y <sup>xlix</sup>	Y <sup>l</sup>

<sup>i</sup> Applicants must have a “MA degree in archaeology, or anthropology with a specialty in archaeology, or BA degree with an equivalent combination of post-graduate training and experience” (BC Archaeology Branch 1999).

<sup>ii</sup> Applicants must have “the award of an advanced degree in archaeology, anthropology, or other relevant discipline from an accredited university” (Province of Nova Scotia 2012).

<sup>iii</sup> Applicants must have “a post-graduate degree in archaeology, anthropology, history, classics or other germane discipline with a specialization in archaeology” (Oregon State Legislature).

<sup>iv</sup> Applicants must have “a graduate degree (e.g., M.A., M.S., or Ph.D.) in archaeology, anthropology, or closely related field with a specialization in archaeology from an accredited institution” (Archaeological White Paper)

<sup>v</sup> Applicants must have a “graduate degree in archeology, anthropology, or closely related field” (NPS 2014).

<sup>vi</sup> “The applicant must have an advanced degree (such as an M.A., M.S., Ph.D., or D.Sc.) from an accredited institution in archaeology, anthropology, art history, classics, history, or other germane discipline with a specialization in archaeology” (RPA 2014).

<sup>vii</sup> Applicants must have “a Master’s degree in archaeology, or anthropology with a specialty in archaeology, or a Bachelors degree with an equivalent combination of post-graduate training and research and writing experience” (BCAPA 2014).

<sup>viii</sup> BC doesn’t specify a thesis as a requirement. Instead, applicants must have “senior author of an archaeological impact assessment report consistent with the reporting guidelines outlined in Appendix A of the British Columbia Archaeological Impact Assessment Guidelines” (BC Archaeology Branch 1999).

<sup>ix</sup> Applicants must “have prepared a written post-graduate thesis in archaeology or anthropology and has been awarded a post-graduate degree in archaeology at an accredited university” (Province of Alberta 2002).

<sup>x</sup> “Permit applicants wishing to undertake hria/m or Type A archaeological research studies must have a Master's degree in archaeology, anthropology, or a closely related field. The Master's degree must have involved the preparation of a written thesis on an archaeological research or resource management topic. Normally, the thesis topic will relate to the type of investigation proposed” (Province of Saskatchewan 2010).

<sup>xi</sup> Applicants must have a “Master's degree in an area of archaeology, including completion of a thesis or research project” (Province of Ontario 2014).

<sup>xii</sup> Nova Scotia does not specify that the “advanced degree” must include a thesis (Province of Nova Scotia 2012).

<sup>xiii</sup> Applicants must “have prepared a written post-graduate thesis in archaeology or anthropology and has been awarded a graduate degree in archaeology or anthropology at an accredited university” (Province of Newfoundland and Labrador 2009).

<sup>xiv</sup> Applicants must “have designed and executed an archaeological study as evidenced by a thesis or dissertation and been awarded an advanced degree such as an M.A., M.S., or Ph.D. in archaeology, anthropology, history or other germane discipline with a specialization in archaeology from an accredited institution of higher education” (Washington State Legislature).

<sup>xv</sup> Applicants must “have designed and executed an archaeological study, as evidenced by a Master of Arts or Master of Science thesis” (Oregon State Legislature).

<sup>xvi</sup> Applicants must have a “demonstrated ability to carry research to completion, as evidenced by timely completion of a thesis” (California Archaeological White Paper).

<sup>xvii</sup> The National Parks Service does not require a thesis, but does state that the applicant must have a “demonstrated ability to carry research to completion” (NPS 2014).

<sup>xviii</sup> “As part of that advanced degree, the applicant must have designed and executed an archaeological study and have reported on that research in the form of a Master's thesis and/or Ph.D. dissertation. The thesis or dissertation must show a substantive data analysis by the applicant directed toward an explicit archeological research problem. If the applicant has an advanced degree as described above, but the thesis/dissertation did not include specific research on an archaeological topic and a substantive data analysis on that topic, and the applicant can document a similar research project with data analysis equivalent to that required

for a thesis or dissertation through another report or publication, application can still be made by use of the documentation of such other reports or publications” (RPA 2014).

<sup>xxix</sup> The BCAPA doesn’t specify a thesis as a requirement. Instead, applicants must be “the senior author of an archaeological overview or impact assessment report which meets the qualities and standards of the society” (BCAPA 2014).

<sup>xxx</sup> Applicants must “have a minimum of 1.5 years of professional experience or training in field, laboratory, and documentary research including at least six months field work experience in the type of archaeological activity proposed” (Province of Saskatchewan 2010).

<sup>xxxi</sup> Applicants must have “a minimum of 260 days (52 weeks) of direct experience conducting all aspects of archaeological fieldwork; 130 days of these must be in Ontario or geographically and culturally similar jurisdictions” (Province of Ontario 2014).

<sup>xxxii</sup> Applicants must have “a minimum of one year of field experience with at least twenty-four weeks of field work under the supervision of a professional archaeologist” (Washington State Legislature).

<sup>xxxiii</sup> Applicants must have “at least one year of full-time professional experience or equivalent specialized training at a recognized professional entity in California archaeological research in archaeological administration and management” (California Archaeological White Paper)

<sup>xxxiv</sup> Applicants must have “at least one year of full-time professional experience or equivalent specialized training in archeological research, administration or management” (NPS 2014).

<sup>xxxv</sup> Applicants must have “three years (720 working days) of archaeological experience, including two years (480 working days) of archaeological experience in British Columbia. Days of experience include not only field work, but also lab work, data analysis, site forms, reporting, and other archaeological research activities. Up to 15% of the time needed to meet this criterion (108 days of total experience and 72 days of B.C. experience) can be volunteer time” (BCAPA 2014).

<sup>xxxvi</sup> Applicants must have “experience in archaeological resource management (approx. 360 working days) that includes approximately 40 days supervising archaeological impact assessments in the general culture area for which the permit is sought (e.g., Northwest Coast, Interior Plateau, Sub-Arctic/Northern Boreal Forest)” (BC Archaeology Branch 1999).

<sup>xxxvii</sup> Applicants must have “a minimum of 130 days (26 weeks) of experience directly supervising archaeological fieldwork” (Province of Ontario 2014).

<sup>xxxviii</sup> Applicants must have “twenty weeks of field work in a supervisory capacity must be documentable with a report on the field work produced by the individual” (Washington State Legislature).

<sup>xxxix</sup> Applicants must have “at least one year of full-time professional experience at a supervisory level in the study of California prehistoric-era archaeological resources, or if outside the state, in resource types and contexts directly comparable to those of California” (California Archaeological White Paper)

<sup>xxx</sup> Applicants must have “at least one year of full-time professional experience at a supervisory level in the study of archeological resources of the prehistoric period” (NPS 2014).

<sup>xxxxi</sup> Applicants must have “a demonstrable ability to direct and supervise in the field an archaeological survey or excavation” (BCAPA 2014).



<sup>xxxii</sup> Applicants must have “had at least 24 weeks of supervised training in the field in basic research techniques in archaeological surveying and archaeological excavation” (Province of Alberta 2002).

<sup>xxxiii</sup> Applicants must have “a minimum of 20 weeks participation in archaeological field projects involving survey, excavation and analysis, with at least 10 of those weeks in a supervisory capacity.” Note that Nova Scotia does not specify that the experience must be HRM specific (Province of Nova Scotia 2012).

<sup>xxxiv</sup> Applicants must have “at least four months of supervised field and analytic experience in general North American archeology” (NPS 2014).

<sup>xxxv</sup> Applicants must have “had at least 6 weeks of training in archaeological curating and archaeological laboratory analysis or at least one of them” (Province of Alberta 2002).

<sup>xxxvi</sup> Applicants must have “experience in analyzing archaeological fieldwork data and managing artifacts” (Province of Ontario 2014).

<sup>xxxvii</sup> Applicants must have “had at least 24 weeks of supervised training in the field in basic research techniques in archaeological surveying and excavation and at least 6 weeks of training in one or both archaeological laboratory analysis and archaeological curating” (Province of Newfoundland and Labrador 2009).

<sup>xxxviii</sup> Applicants must have “at least eight weeks of supervised laboratory experience” (Washington State Legislature).

<sup>xxxix</sup> Applicants must have “twelve weeks of supervised experience in basic archaeological field research, including both survey and excavation and four weeks of laboratory analysis or curating” (Oregon State Legislature).

<sup>xl</sup> Applicants must have “at least four months of supervised archaeological field and analytical (lab) experience” (California Archaeological White Paper)

<sup>xli</sup> BC also requires the applicant to have “access to facilities and the services of related specialists required to carry out field work, analysis and report preparation” and “can arrange for the proper curation of recovered cultural materials at a repository that is acceptable to the Archaeology Branch” (BC Archaeology Branch 1999).

<sup>xlii</sup> Alberta also requires that the applicant “has designed and executed a relevant study comparable in scope and quality to the research project described in the application” (Province of Alberta 2002).

<sup>xliii</sup> Saskatchewan also requires that the applicants must “demonstrate the ability to complete research in a timely fashion” and have practical archaeological experience in the general region in which they propose to work (e.g. the northern plains, parkland/boreal forest, or sub-arctic)” (Province of Saskatchewan 2010).

<sup>xliv</sup> Ontario also requires that the applicants must be a “current membership in an archaeological organization with a code of ethics or code of conduct,” have “experience on a project that involved working with a stakeholder group (e.g., First Nations, local community) where its interests were considered in the archaeological process,” authored “four substantive documents dealing with primary archaeological research,” and provide “two references from archaeologists who have direct knowledge of your fieldwork experience and who hold professional licenses or an equivalent qualification” (Province of Ontario 2014).

<sup>xlv</sup> Nova Scotia also requires applicants to have “demonstrated ability to design, execute and supervise all aspects of a study comparable in scope and nature to the project described in the application, including the preparation and timely submission of a satisfactory report and supporting documents and materials,” “complied with all conditions of previous permits in Nova Scotia,” have “access to facilities necessary to carry out field work, analysis and report preparation, including the safe storage of archaeological materials for the duration of the project,” and have “access to specialist services such as conservation and analysis when each service may be required by the nature, scope and design of the proposed project” (Province of Nova Scotia 2012).

<sup>xlvi</sup> Newfoundland and Labrador also requires applicants must also have “demonstrated the capacity to design and execute a relevant study comparable in scope and quality to the project described in the permit application” (Province of Newfoundland and Labrador 2009).

<sup>xlvii</sup> California also requires applicants to have a “Demonstrated ability to respectfully collaborate, consult, and incorporate the expertise, knowledge, practices, polices, and traditions of Descendant Communities regarding how their heritage resources and cultural places are to be considered and treated in accordance with their associated cultural values,” a “demonstrated ability to plan, equip, staff, organize, and supervise activity of the type and scope proposed,” a “demonstrated experience and competency with environmental and cultural resources regulations applicable in California and their integration with applicable local government and tribal polices or practices” (Archaeological White Paper).

<sup>xlviii</sup> The National Parks Services requires that applicants must also have a “demonstrated ability to carry research to completion” (NPS 2014).

<sup>xlix</sup> The RPA also requires that “applicants must accept the responsibilities and standards described in the Code of Conduct, Standards of Research Performance, and Grievance Procedures of the Register of Professional Archaeologists” (RPA 2014).

<sup>l</sup> The BCAPA also requires that applicants must be “engaged either part-time or full-time as an archaeologist,” are “the senior author of an archaeological overview or impact assessment report which meets the qualities and standards of the society,” have “a demonstrable understanding of all relevant legislation,” have “held in his/her own name and successfully completed the requirements of a permit issued pursuant to the Heritage Conservation Act. The completion of a jointly held permit is not sufficient to meet this criterion,” have “a demonstrable ability to meet and liaise with clients, First Nations, and government agencies,” and “can provide the names, addresses and telephone numbers of two Professional Members of the association, who are knowledgeable about the applicant’s general qualifications and experience and will provide references for the applicant” (BCAPA 2014).

**APPENDIX 4**  
**Market Comparators**

In the following table we provide a North American survey of MA programs with Heritage, Cultural or Archaeological Resources Management Programs. The data have been acquired through Google Search, the American Anthropological Association Guide to Departments, and personal knowledge. We have not included a recent proposal for a Masters in Heritage Resource Management at University of Hawaii, Hilo. This program has yet to be approved. It will have, however, intensive coursework on campus and traditional MA thesis.

Competing Program	Tuition	Number of Courses (Total number of Credits)	Names of Courses (Number of Credits)	Delivery Mode
University of Arizona  Master of Arts in Applied Archaeology	Non-Resident: <u>\$1,632.91</u> per credit (1 course= 3 credits)  Resident: <u>\$859.91</u> per credit	<u>10 (39 credits)</u>	Foundations of Arch. Interpretation (3)	Face-to-Face
			Arch. Theory (3)	
			CRM (3)	
			Arch. Quant. Methods (3)	
			Ethics (3)	
			Arch. w/ Descendant Communities (3)	
			Elective in N.A. Prehistory (3)	
			2 Electives in Lab. Methods (6)	
			1 Elective in Historical Arch. (3)	
			Internship (3)	
Thesis (3)				
Northern Arizona University  Master of Arts in Applied Anthropology	Non-Resident: <u>\$1384.00</u> per credit  Resident: <u>\$719.00</u> per credit	<u>13 (37 credits)</u>	Theory (3 credits)	Face-to-Face
			Ethics (1)	
			Applied Anth. (3)	
			Pre-internship Seminar (3)	
			Post-internship seminar (3)	
			Internship (3)	
			Thesis (3)	
			CRM (3 credits)	
			Arch. Theory (3)	
			Arch. Methods (3)	
Contemporary Developments (3)				
2 Electives (6)				
Sonoma State  Master of Arts in Cultural Resource Management	Non Resident: <u>\$2,855 (+ \$372 per credit)</u> per semester  Resident: <u>\$2,855</u> per semester	<u>10 (30 credits)</u>	Anth. Seminar (4)	Face-to-Face
			California History (4)	
			Arch. History and Theory (3)	
			CRM (3)	
			Practicum in National Register of Historic Places (2)	
			2 Internships (3)	
			Thesis Prospectus (1)	
			Thesis (4)	
2 Electives (6)				

Cohort Special Arrangement Proposal – Professional MA in Heritage Resource Management

<p>Cal State Northridge</p> <p>Master of Arts in Public Archaeology</p>	<p>Non Resident: <u>\$2,477.00 (+372 per credit)</u> per semester</p> <p>Resident: <u>\$2,477.00</u> per semester</p>	<p><u>12 (33 credits)</u></p>	<p>Lab Methods in Arch. (3 credits)</p> <p>Seminar in Anth. Theory (3)</p> <p>Problems in Arch. (3)</p> <p>Seminar in Management of Arch. Resources (3)</p> <p>Practicum in CRM (3)</p> <p>4 Electives (12)</p> <p>Research Design (2)</p> <p>Proposal and Grant Writing (2)</p> <p>Thesis (2)</p>	<p>Face-to-Face</p>
<p>University of South Florida</p> <p>Master of Arts in Applied Anthropology, concentration in CRM</p>	<p>Non Resident: <u>\$877.17</u> per credit</p> <p>Resident: <u>\$431.43</u> per credit</p>	<p><u>12 (40 credits)</u></p>	<p>Foundations of Applied Anth. (3 credits)</p> <p>Quant. Methods (3)</p> <p>Arch. Methods (3)</p> <p>Arch. Theory (3)</p> <p>Public Arch. (3)</p> <p>CRM (3)</p> <p>CRM Elective (3)</p> <p>Bio. Anth. Elective (3)</p> <p>Anth. Elective (3)</p> <p>External Elective (3)</p> <p>Internship (4)</p> <p>Thesis (6)</p>	<p>Face-to-Face</p>
<p>Boston University</p> <p>Master of Arts in Archaeological Heritage Management</p>	<p><u>23,181</u> per semester (2 semesters per year)</p>	<p><u>8 (2 years of course work)</u></p>	<p>Arch. Ethics and Law</p> <p>Practicum in Arch. Heritage Management (Internship)</p> <p>US or International Heritage Management</p> <p>1 CRM Elective</p> <p>4 Arch. Electives</p>	<p>Face-to-Face</p>
<p>St. Cloud State University</p> <p>Master of Science in Cultural Resource Management</p>	<p>Non-Resident: <u>\$533.00</u> per credit</p> <p>Resident: <u>\$355.08</u> per credit</p>	<p><u>10 (33 credits)</u></p>	<p>Regional Culture History (3 credits)</p> <p>Proseminar in Arch. (3)</p> <p>CRM I (3)</p> <p>CRM II (3)</p> <p>Proseminar in Bio. or Cultural Anth. (3)</p> <p>Technical Writing (3)</p> <p>Internship (6)</p> <p>Elective (3)</p> <p>Thesis (6)</p>	<p>Face-to-Face</p>
<p>Mississippi State University</p> <p>Master of Arts in Applied Anthropology</p>	<p>Non-Resident: <u>\$9,189.00</u> per semester</p> <p>Resident: <u>\$3,520.00</u> per semester</p>	<p><u>11 (36 credits)</u></p>	<p>Professionalization of Applied Anth. (3)</p> <p>Quant. Methods (3)</p> <p>Internship (5)</p> <p>Thesis (6)</p> <p>Public Arch (3)</p> <p>Arch. Theory (3)</p> <p>3 Arch. Electives (9)</p> <p>2 CRM Electives (6)</p>	<p>Face-to-Face</p>

Cohort Special Arrangement Proposal – Professional MA in Heritage Resource Management

<p>Southern Mississippi State University</p> <p>Dual Master of Arts in Anthropology and History</p>	<p>Non-Resident: <u>\$649.00</u> per credit</p> <p>Resident: <u>\$291.00</u> per credit</p>	<p><u>17 (63 credits)</u></p>	<p>Presenting Heritage I (3)</p> <p>Presenting Heritage II (3)</p> <p>Heritage Resources and Public Policy (3)</p> <p>Internships (12)</p> <p>Thesis (6)</p> <p>Seminar in Ethnology (3)</p> <p>Seminar in Arch. (3)</p> <p>Seminar in Phys. Anth. (3)</p> <p>3 Arch. Electives (9)</p> <p>Philosophy and Methods of History (3)</p> <p>Research Seminar in History (3)</p> <p>Themes in American History (3)</p> <p>3 History Electives (9)</p>	<p>Face-to-Face</p>
<p>University of Montana</p> <p>Master of Arts in Anthropology Cultural Heritage Option</p>	<p>Non-Resident: <u>\$18,393</u> per semester</p> <p>Resident: <u>\$5,248</u> per semester</p>	<p><u>7 (30 credits)</u></p>	<p>Contributions to Anth. Thought (3)</p> <p>Research Design (3)</p> <p>Cultural Heritage Policy (3)</p> <p>Internship (6)</p> <p>Thesis (9)</p> <p>2 Methods Elective (6)</p>	<p>Face-to-Face</p>
<p>Binghamton University</p> <p>Master of Arts in Anthropology, archaeology and public archaeology facility</p>	<p>Non-Resident: <u>\$947.35</u> per credit</p> <p>Resident: <u>\$538.35</u> per credit</p>	<p><u>12 (42)</u></p>	<p>1 Elective in Bio. Anth or Linguistics (4)</p> <p>1 Elective in Cultural Anth. (4)</p> <p>Strategies in Arch. (4)</p> <p>Heritage and Communities (4)</p> <p>Heritage Resource Management: Policy and Procedures (4)</p> <p>Practice of Public Arch. (4)</p> <p>History of Anth. Thought (4)</p> <p>Current Issues and Debates in Anth. (4)</p> <p>Internship (4)</p> <p>Problems in Arch. Area Studies (1)</p> <p>Writing Skills and Publication (4)</p> <p>Thesis (1)</p>	<p>Face-to-Face</p>
<p>Oregon State University</p> <p>Master of Arts in Applied Anthropology</p>	<p>Non-Resident: <u>\$739.00</u> per semester</p> <p>Resident: <u>\$441.00</u> per semester</p>	<p><u>18 (62)</u></p>	<p>Theory of Culture (3)</p> <p>Ethnographic Methods (4)</p> <p>Anth. Research Design (4)</p> <p>Cultural Resources: Policy and Procedures (3)</p> <p>Arch. Theory (3)</p> <p>1 Theory Elective (3)</p> <p>4 Specialization Courses (12)</p> <p>1 Methods Elective (3)</p> <p>5 Electives in other area of study (15)</p> <p>Internship (6)</p> <p>Thesis (6)</p>	<p>Face-to-Face</p>

Cohort Special Arrangement Proposal – Professional MA in Heritage Resource Management

<p>Utah State University</p> <p>Master of Science in Archaeology and Cultural Resource Management</p>	<p>Non-Resident: \$2,317.82 per credit</p> <p>Resident: \$881.10 per credit</p>	<p><u>11 (35)</u></p>	<p>Archaeology of the Desert West (3)</p> <p>Arch. Theory (3)</p> <p>Research Design and Quant. Methods (3)</p> <p>GIS in Arch. (3)</p> <p>CRM Policy (3)</p> <p>Writing for Archaeologists (3)</p> <p>Arch. Internship (2)</p> <p>Zooarch. (3)</p> <p>Geoarch. (3)</p> <p>1 Elective (3)</p> <p>Thesis (6)</p>	<p>Face-to-Face</p>
<p>Central Washington University</p> <p>Master of Science in Resource Management</p>	<p>Non-Resident: \$693.60 per credit</p> <p>Resident: \$309.40 per credit</p>	<p><u>15 (73)</u></p>	<p>Intro to Resource Management (4)</p> <p>Policy and Law in Resource Management (5)</p> <p>Intro to Grad. Research (3)</p> <p>Resource Management Colloquium (2)</p> <p>Resource Analysis (5)</p> <p>Issues and Conflicts in Resource Management (3)</p> <p>Economics of Engery, Resources, and Environment (5)</p> <p>6 Electives in CRM (24)</p> <p>Internship (6)</p> <p>Thesis (6)</p>	<p>Face-to-Face</p>
<p>American University</p> <p>Master of Arts in Public Anthropology</p>	<p><u>\$1,482 per credit</u></p>	<p><u>11 (36)</u></p>	<p>Anth Research Methods (3)</p> <p>Theory (3)</p> <p>2 Non-Anth. Electives (6)</p> <p>CRM (3)</p> <p>Foundations of Arch. (3)</p> <p>4 Anth. Electives (12)</p> <p>Thesis (6)</p>	<p>Face-to-Face</p>
<p>University of Western Ontario</p> <p>Master of Arts in Applied Archaeology</p>	<p>International: \$6,496.51 per semester</p> <p>Canadian: \$2,898.85 per semester</p>	<p><u>6 (18)</u></p>	<p>Arch. Theory (3)</p> <p>Arch. Methods (3)</p> <p>Principles of Applied Arch. (3)</p> <p>2 Electives (6)</p> <p>Practicum (3)</p> <p>Research Seminar</p> <p>Thesis</p>	<p>Face-to-Face</p>

**APPENDIX 5**  
**Course Syllabi**

- 1) *Global Heritage Law and Practice* (ARCH 531-5). HRM is inextricably embedded in international, national, and regional law and policy. This course provides a global survey of heritage regulations and associated government and non-government organizations, especially including those in the developing nations of Asia, Africa, and Latin America. Course emphasis however will focus on the varied jurisdictions and mandates in North America, since it will be the single largest market for HRM services for our students.
- 2) *Professional Practice and Ethics in HRM* (ARCH 541-5). HRM professionals are governed by many overlapping professional standards. This review of codified and recommended practices examines longstanding and emergent issues through case studies of the complexity of HRM. The emphasis is on opportunities to add value to knowledge creation and mobilization through creative engagements with clients, Indigenous and local communities, governments, partners, and publics.
- 3) *Business Management for Heritage Professionals* (ARCH 551-5). HRM success is contingent upon business success. This course uses case studies of specific HRM opportunities and challenges to contextualize learning about five clusters of essential concepts and tools in business management—accounting and finance; marketing, sales, and contracting; human resources, labor economics, corporate governance, and risk management; business operations and project management; and business models, innovation, and globalization. The emphasis is on applying basic business and management knowledge in small and mid-sized HRM operations.
- 4) *Archaeological Practice and Research Design in HRM* (ARCH 561-5). All worthy HRM studies create and mobilize knowledge through the systematic investigation of cultural heritage. This course examines the hallmarks of excellent HRM research by examining successful and less successful research designs and methods. The twin emphases are preparing course participants to complete the HRM thesis and to develop and supervise HRM field studies in diverse and challenging contexts.



# New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) <b>ARCH</b>	Number (eg. 810) <b>531</b>	Units (eg. 4) <b>5</b>
Course title (max 100 characters including spaces and punctuation) <b>Heritage Law and Policy</b>		
Short title (for enrollment/transcript - max 30 characters) <b>Heritage Law and Policy</b>		
Course description for SFU Calendar * A foundation for the professional practice of heritage resource management (HRM), this course is a global survey of the systems of rules and organizations that guide the identification, assessment, and conservation of cultural heritage. Participants examine (1) the nature and value of cultural heritage and the ways and means by which different groups of people and different nations value and regulate heritage; (2) how heritage-related values, interests, and preferences translate into laws, regulations, policies, customary practices, and various organizational forms; and (3) local, regional, national, and international laws and policies as challenges and opportunities for HRM practitioners. The emphasis is on the application of strategies for harmonizing diverse interests in heritage research and conservation in support of nation building, as well as community and economic development.		
Rationale for introduction of this course A required course in the proposed Professional Master's in Heritage Resource Management, this course examines the rules—legislation, regulation, policy, and court decisions—that mandate and guide HRM as well as the organizations that regulate and facilitate HRM on local, national, and international levels.		
Term of initial offering <b>Fall 2016</b>	Course delivery (eg 3 hrs/week for 13 weeks) <b>5 hrs/week for 13 weeks</b>	
Frequency of offerings/year <b>1/year (each fall)</b>	Estimated enrollment/offering <b>6-12 students/offering</b>	
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.) <b>none</b>		
Prerequisite and/or Corequisite ** <b>Enrollment in the MA in HRM</b>		
Educational Goals (optional) <small>1. Situate archaeology as an integral discipline in the conservation of heritage and archaeologists as leaders in HRM. 2. Trace the origins and development of systems of rules and organizations affecting HRM on international, national, regional, and local levels. 3. Reveal links among heritage values / interests and HRM practices; 4. Enable working knowledge of the typical HRM applications of the British Columbia Heritage Conservation Act and the United States National Historic Preservation Act. 5. Situate HRM archaeology, especially as practiced in BC, in relation to provincial, national, and international issues and trends in culture and society, land use and economics, law and policy, and academic and professional opportunities.</small>		
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.		
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Additional course fees? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

\* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

\*\* If a course is only available to students in a particular program, that should be stated in the prerequisite.

\*\*\* This applies to a Special Topics or Directed Readings course.



## RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

**J. R. Welch**

Additional faculty members, space, and/or specialized equipment required in order to offer this course

Online instructional development via SFU CODE



## CONTACT PERSON

Department / School / Program <b>Archaeology</b>	Contact name <b>J.R. Welch</b>	Contact email <b>welch@sfu.ca</b>
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## DEPARTMENTAL APPROVAL

**REMINDER:** New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature 	Date <b>October 29, 2014</b>
Department Chair	Signature 	Date <b>October 29, 2014</b>

## LIBRARY REVIEW

Library review done?  YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

## OVERLAP CHECK

Overlap check done?  YES

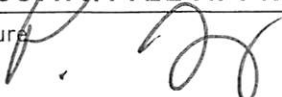
The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

## FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) <b>Sean Markey</b>	Signature 	Date <b>October 29, 2014</b>
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## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) <b>Peter Liljedahl</b>	Signature 	Date <b>May 20 2015</b>
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### ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: \_\_\_\_\_  
 Course Attribute Value: \_\_\_\_\_  
 Instruction Mode: \_\_\_\_\_  
 Attendance Type: \_\_\_\_\_

If different from regular units:  
 Academic Progress Units: \_\_\_\_\_  
 Financial Aid Progress Units: \_\_\_\_\_

**Course Outline – ARCH 531-5**  
**Course Title: *Heritage Law and Policy***

**Schedule:** TBA

**Class Location:** N/A – Online Delivery

**Course Description:**

The professional practice of Heritage Resource Management (HRM) is inextricably embedded in international, national, regional, and local laws and policies. The first course in the four-course Professional Master's in HRM program, this course examines the rules—legislation, regulation, policy, and court decisions—that mandate and guide HRM as well as the organizations that regulate and facilitate HRM. The course's driving questions include: What is the nature and value of cultural heritage? Why and how do different groups of people and different nations value and regulate heritage in different ways? Why are some objects, sites, cultural traditions, and elements of the biophysical world considered worthy of ongoing protection and use while others are destroyed or allowed to fade away? How do heritage-related values, interests, and preferences translate into laws, regulations, policies, customary practices, and various organizational forms? How do rules and organizations operate at local, regional, national, and international levels to affect HRM practice? How can and do court rulings affect HRM policy and practice? The course examines these and related questions in a critical review of some of the many ways cultural heritage is created, consumed and applied in varied political, cultural, and professional contexts. Cases from diverse global contexts provide a foundation for discussing how rules and organizational forms create opportunities as well as challenges for HRM practitioners. The emphasis is on the application of strategies for harmonizing diverse interests in heritage research and conservation in support of nation building, as well as community and economic development.

**This course has four broad aims:**

1. Situate archaeology as an integral discipline in the conservation of heritage and archaeologists as leaders in HRM;
2. Trace the origins and development of de facto and de jure systems of rules and organizations affecting HRM on international, national, regional, and local levels.
3. Reveal essential linkages among, on the one hand, heritage conceptions, values, interests, and preferences and, on the other, archaeological and HRM methods, practices, and standards.
4. Enable working knowledge of the typical HRM applications of the British Columbia Heritage Conservation Act and the United States National Historic Preservation Act.
5. Situate HRM archaeology, especially as practiced in BC, in relation to global, continental, national, and provincial issues and trends in culture and society, land use and economics, law and policy, and academic and professional opportunities.

**Learning Outcomes:**

As a result of course participation and successful completion, students will be able to:

## Cohort Special Arrangement Proposal – Professional MA in Heritage Resource Management

- Identify and describe their personal heritage and some ways this shapes their values and interests in relation to HRM practice;
- Explain the universal scope of cultural heritage conservation practices and institutions;
- Describe heritage as a ‘process’ and ‘product’ of all societies, past and present;
- Distinguish between biophysical and sociocultural heritage, as well as tangible and intangible aspects of cultural heritage;
- Explain the origins and development of Western concepts of heritage and how these contrast with non-Western and some Indigenous concepts of heritage;
- Situate and discuss academic archaeology and applied archaeology in relation to the broad field of heritage studies and the professional domain of HRM;
- Discuss the sources and consequences of variation in the legal and organizational forms HRM is embedded within, especially as regards land modification projects and site preservation;
- Demonstrate familiarity with essential international principles, rules and practices relating to HRM;
- Explain the origins and operations of systems of rules and organizations governing HRM in Canada, the United States, and British Columbia;
- Critically analyze HRM laws, policies, practices, sites, and exhibitions in terms of efficacy and social justice;
- Participate in discussions concerning moral, ethical, and practical issues embedded in deciding what to conserve (or not) and how to use (or not) what has been conserved;
- Collect, organize and analyze information about heritage practices, processes, and products on local, provincial, continental, and international levels;
- Demonstrate understanding of Indigenous and other ‘source community’ values, interests, and rights relating to HRM.

### **Prerequisites:**

Enrolment in HRM Master’s program, or approval from course instructor

### **Required Text: TBA**

### **Course Evaluation:**

Six Quizzes (6 x 3 points per quiz)	18%
10 Small Projects (10 x 5 points per exercise)	50%
Wikipedia Entry on HRM Law, Policy, and practice in Foreign Jurisdiction	22%
Class Participation	10%
<b>Total</b>	<b>100%</b>

Cohort Special Arrangement Proposal – Professional MA in Heritage Resource Management

Wk	Read / Prepare...	Learn About / Discuss...	Get Credit For...
01	Mason 2005; Whistler 2006;	What types of heritage exist?: Personal, Tangible, Intangible, Biophysical, Cultural, Other?) How do these shape values, interests, identities? What are HRM terms of reference?	Entry "Interview" + Participation Exercise 1: Mapping Personal Heritage
02	UNESCO 1972, 1989, 2000, 2008, 2010 (plus historical summary TBA)	What are differences between Western and Non-Western legal and organizational forms for HRM? What are the origins of informal and communal heritage conservation? What are the origins of formal systems of HRM rules and organizations?	Quiz 1; Exercise 2: Assessing World Heritage Sites
03	Select chapter from both Cleere 1989, Smith & Messenger (2012)	What are sources and consequences of variation in HRM law and policy? How does (and should) law and policy reflect public values and interests? How can (and has) heritage been abused?	Exercise 3: Describing Foreign HRM Institutions
04	International Finance Corporation 2014; Welch & Lilley 2013	What happens when there are no rules? Can non-governmental rules provide for just and effective HRM?	Quiz2; Exercise 4: Applying the Equator Principles
05	Nicholas and Hollowell 2007; Welch 2009; plus TBA	How can HRM be effective in overlapping jurisdictions? What are some ways that First Nations' laws and policies affect HRM practice?	Quiz3; Exercise 5: Applying Indigenous Community Rules in HRM
06	Burley 1984; Denhez 2000; Pokotylo and Mason 2010	What are institutional arrangements for HRM in Canada? How does HRM operate in (non-BC) Canadian jurisdictions? How do institutional arrangements affect HRM practice?	Quiz4; Exercise 6: Analyzing Differences in Provincial HRM
07	B.C. Arch Branch 2009 (AOAs), 1996 (HCA), 2009 (PFRs); Klassen et al. 2009	What are institutional arrangements for HRM in BC? How does HRM operate in BC? How are recent court decisions affecting HRM practice?	Quiz5; Exercise 6: Permit Application
08	Green and Doershuk 1998; Khun 2002; Lipe 1996	What are federal institutional arrangements for HRM in the U.S.? How does HRM operate in the U.S.? What is the Section 106 process?	Quiz6
09	TBA	How important are state and local law and policy in the U.S.? How is the apparent retraction of federal institutional arrangements likely to affect HRM?	Exercise 7: Analyzing State-by-State Differences in HRM

10	TBA	What are some gaps among de jure law and policy and de facto HRM practice?	Exercise 8: Identify and Propose Solution to Policy-Practice Gap
11	Welch and Ferris 2014; Ferris and Welch 2014	What are some relationships among heritage resource crime, heritage site conservation, and (the future of) HRM?	Exercise 9: Letter to the Editor
12	Killion et al. 2009	What are some relationships among museums, repatriation, and HRM?	Exercise 10: Your Solution to the _____ Crisis in HRM
13	TBA	TBA	TBA

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Schaepe, David M. (2007) Stó:lo Identity and the Cultural Landscape of S'ólh Téméxw. In *Be of Good Mind: Essays on the Coast Salish*, edited by Bruce G. Miller. University of British Columbia Press, Vancouver.


Shackel, Paul A., and Erve J Chambers (Editors) (2004) *Places in Mind: Public Archaeology as Applied Anthropology*. New York, Routledge

Shanks, Michael, and Randall H. McGuire (1996) The Craft of Archaeology. *American Antiquity* 61:75–88

Smith, LauraJane (2006) *Uses of Heritage*, Abingdon and New York, Routledge

Swiderska, Krystyna (2012) *Biodiversity and Culture: Exploring Community Protocols, Rights and Consent*. Participatory Learning and Action 65, International Institute for Learning and Action, <http://pubs.iied.org/14618IIED.html>

UNESCO (2005) UNESCO Database of National Cultural Heritage Laws. <http://www.unesco.org/culture/natlaws/index.php?&lng=en>

UNESCO (2008) Mir Castle Complex, <http://whc.unesco.org/en/list/625> 

UNESCO (2010) Heritage <http://www.unesco.org/en/cultural-diversity/heritage/>

UNESCO (1972) Convention Concerning the Protection of the World Cultural and Natural Heritage. <http://whc.unesco.org/en/conventiontext/>

UNESCO (1989) Recommendation on the Safeguarding of Traditional Culture and Folklore [http://portal.unesco.org/en/ev.php-URL\\_ID=13141&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=13141&URL_DO=DO_TOPIC&URL_SECTION=201.html)

UNESCO (2008) *World Heritage Information Kit* [http://whc.unesco.org/documents/publi\\_infokit\\_en.pdf](http://whc.unesco.org/documents/publi_infokit_en.pdf)

UNESCO (2013) World Heritage List. <http://whc.unesco.org/pg.cfm?cid=31>

Urry, J. (1990) *The Tourist Gaze: Leisure and Travel in Contemporary Societies*, London, Sage

Walsh, K. (1992) *The Representation of the Past: Museums and Heritage in the Post Modern World*, London and New York, Routledge

Welch, J.R. (2000) The White Mountain Apache Tribe Heritage Program: Origins, Operations, and Challenges. In *Working Together: Native Americans and Archaeologists*, edited by Kurt E. Dongoske, Mark Aldenderfer, and Karen Doehner, pp. 67–83. Society for American Archaeology, Washington, D.C.

Wright, P. (1985) *On Living in an Old Country: The National Past in Contemporary Britain*, London and New York, Verso





# New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) ARCH	Number (eg. 810) 541	Units (eg. 4) 5
Course title (max 100 characters including spaces and punctuation) Professional Practice and Ethics in Heritage Resource Management		
Short title (for enrollment/transcript - max 30 characters) Professional Practice and Ethics in HRM		
Course description for SFU Calendar * A survey and critical review of professional and ethical archaeological practices and the challenges faced by Heritage Resource Management practitioners. Student practitioner experiences through case study review provides a foundation to hone and expand knowledge or professionalism, ethical conduct and informed decision making in Heritage Resource Management.		
Rationale for introduction of this course Component of proposed MA in Heritage Resource Management		
Term of initial offering Fall 2016	Course delivery (eg 3 hrs/week for 13 weeks) 5 hours/week for 13 weeks	
Frequency of offerings/year 1	Estimated enrollment/offering 5 - 10	
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)		
Prerequisite and/or Corequisite ** Enrollment in the MA in HRM		
Educational Goals (optional) see attached		
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.		
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

\* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

\*\* If a course is only available to students in a particular program, that should be stated in the prerequisite.

\*\*\* This applies to a Special Topics or Directed Readings course.

## RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course George Nicholas
Additional faculty members, space, and/or specialized equipment required in order to offer this course John Welch, Archaeology Department

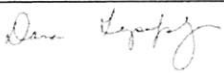
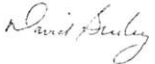
## CONTACT PERSON

Department / School / Program Archaeology	Contact name Dave Burley	Contact email burley@sfu.ca
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## DEPARTMENTAL APPROVAL

**REMINDER:** New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Dana Lepofsky	Signature 	Date October 29, 2014
Department Chair Dave Burley	Signature 	Date October 29, 2014

## LIBRARY REVIEW

Library review done?  YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

## OVERLAP CHECK

Overlap check done?  YES

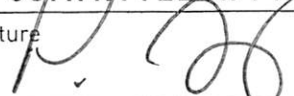
The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

## FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Sean Markey	Signature 	Date October 29, 2014
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## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Peter Liljedahl	Signature 	Date May 20 2015
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### ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: \_\_\_\_\_  
 Course Attribute Value: \_\_\_\_\_  
 Instruction Mode: \_\_\_\_\_  
 Attendance Type: \_\_\_\_\_

### If different from regular units:

Academic Progress Units: \_\_\_\_\_  
 Financial Aid Progress Units: \_\_\_\_\_

**Course Outline – ARCH 541-5**  
**Professional Practice and Ethics in Heritage Resource Management**

**Course Description**

Although there is no substitute for what is learned through experience, this course tackles a broad suite of topics that are essential to professional and ethical archaeological practice. It offers both an introduction and in-depth exploration of some of the main challenges faced by heritage resource management practitioners, as well as basic understanding and skills with which to address them. With students' actual experiences providing a foundation, this course works to hone and expand their knowledge relating to such important themes as: professionalism and ethical conduct; informed decision making and conflict resolution; collaborative research practices and public engagement; fair and equitable benefit flow and knowledge dissemination; heritage values; publication types and strategies; working with volunteers and community members; cultural tourism; curation practices; information management; and intellectual property issues; amongst others. Working at the intersection of theory and actual practice, students will have the opportunity to improve practical skills relating to professional development (from resume development to report writing); negotiation (from local First Nation government to state, provincial, and federal entities); legislation (interpreting applicable, sometimes conflicting codes and policies); and engagement with stakeholders (publication and public presentations).

**Prerequisites:** Enrollment in program.

**Learning Outcomes:**

Having completed this course, each student will:

- appreciate the range of opportunities, challenges, and responsibilities related to heritage management that are encountered beyond artifact identification and site evaluation.
- understand how and why “heritage” is about the values assigned by *contemporary* peoples to the materials and information derived through archaeology and other practices.
- be aware of the principles of good practice and ethical behavior, including basic knowledge of such topics as informed consent, intellectual property concerns, benefits flow, and conflict resolution.
- understand that effective heritage management is based on negotiation with involved stakeholders, particularly the descendant community(ies), and will have improved skills in both effecting inter-party dialogue and aiding collaboration.
- have demonstrated ability to communicate effectively, through written and verbal means, including cover letters and resumes, reports, and information sharing with the public.
- understand the basic requirements for proper curation and management of

archaeological and heritage-related materials and information.

- be better prepared to engage in a professional way with colleagues, descendant communities, administrators, and the public.

### Course Evaluation

Weekly assignments (9 at 5 pts each)	45%
Ethics Bowl (team participation)	15%
Report writing assignment	10%
“Final exam” (suite of assignments, partially peer graded)	15%
Class Participation	15%
Total	<b>100%</b>

### *Tentative Schedule*

Week 1	Course introduction: Beyond artifacts and sites: Practical advice for professional archaeologists
Week 2	Defining and defending “heritage”
Week 3	Ethics and informed practice: Dealing with tribal and university IRBs
Week 4	Working with descendent communities
Week 5	Engaging with the public
Week 6	Working with communities, governments, NGOs, and industry
Week 7	Curation and conservation; Information management
Week 8	Report writing standards / Report writing in practice
Week 9	Self-presentation: Professionalism in letter writing, resumes, and the web.
Week 10	The archaeologist in court (but not behind bars)
Week 11	Repatriation, access, and intellectual property concerns
Week 12	When things go amiss: Conflict resolution for beginners
Week 13	Emerging as a professional

### Primary Texts

Atalay, Sonya

2012 *Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities*. University of California Press, Berkeley.

*Encyclopedia of Global Archaeology* (select entries). SFU online.

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

2008 *Ethics in Action. Case Studies in Archaeological Dilemmas*. SAA Press, Washington, D.C.

Neumann, Thomas, and Robert Stanford

2009 *Practicing Archaeology: An Introduction to Cultural Resources Archaeology*. AltaMira Press, Lanham, MD.

Waterton, Emma, and Laurajane Smith  
2009 *Heritage, Communities and Archaeology*. Gerald Duckworth & Co.

“PP and AE” Readings Package (online)

### **Additional Readings**

#### **Professional Development (General)**

Cooper, Malcolm, Antony Firth, John Carman, and David Wheatley  
1995 *Managing Archaeology*. Routledge.

Barbara Mills, Mark Altaha, John Welch, and TJ Ferguson  
2008 Field Schools without Trowels: Teaching Archaeological Ethics and Heritage Preservation in a Collaborative Context. In *Collaborating at the Trowel's Edge: Teaching and Learning in Indigenous Archaeology*, edited by Stephen Silliman.

Neumann, Thomas, and Robert Stanford  
2009 *Practicing Archaeology: An Introduction to Cultural Resources Archaeology*. AltaMira Press, Lanham, MD.

Nicholas, George  
2014 Indigenous Archaeology. *Oxford Bibliography of Anthropology*.  
<http://www.oxfordbibliographies.com/view/document/obo-9780199766567/obo-9780199766567-0073.xml?rskey=HLLdCE&result=7>

#### **Defining and Defending Heritage**

Casanada, Quetzil, and Christopher Matthews (editors)  
2008 *Ethnographic Archaeologies: Reflection on Stakeholders and Archaeological Practices*. AltaMira Press, Lanham, MD.

Lucas, Gavin  
2002 *Critical Approaches to Fieldwork: Contemporary and Historical Archaeological Practice*. Routledge.

Smith, Laurajane  
2006 *The Uses of Heritage*. Taylor and Francis.

Sorenson, Marie Louise Stig, and John Carman(editors)  
2009 *Heritage Studies: Methods and Approaches*. Routledge.

Waterton, Emma, and Laurajane Smith  
2009 *Heritage, Communities and Archaeology*. Gerald Duckworth & Co.

### **Ethics and Informed Practice**

Beaudry, Mary

2009 Ethical Issues in Historical Archaeology. In *International Handbook of Historical Archaeology*, edited by Terry Majewski and David Gaimster, pp. 17-30. Springer.

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

2008 *Ethics in Action. Case Studies in Archaeological Dilemmas*. SAA Press, Washington, D.C.

McGill, D., C. Colwell-Chanthaphonh, and J. Hollowell

2012 Archaeological Ethics. *Encyclopedia of Applied Ethics*, 2nd, Vol. 1, 179-188. Elsevier.

### **Working with the Descendant Communities**

Aveling, Nado

2012 “Don’t Talk About What You Don’t Know”: On (Not) Conducting Research with/in Indigenous Contexts. *Critical Studies in Education* 54(2): 203–214.

Colwell-Chanthaphonh, Chip, and TJ Ferguson (editors)

2008 *Collaboration in Archaeological Practice*. AltaMira Press, Lanham, MD.

Hollowell, Julie, and George Nicholas

2009 Using Ethnographic Methods to Articulate Community-Based Conceptions of Cultural Heritage Management. *Public Archaeology* 8(2/3):141–160.

Lyons, Natasha

2013 *Where the Wind Blows Us: Practicing Critical Community Archaeology in the Canadian North*. University of Arizona Press, Tucson.

Richland, Justin

2011 Beyond Listening: Lessons for Native/American Collaborations from the Creation of The *Nakwatsvewat* Institute. *American Indian Culture and Research Journal* 35(1) 101-111.

Watkins, Joe, and T.J. Ferguson

2005 Working With and Working For Indigenous Communities. In *Handbook of Archaeological Methods*, Vol. 2, edited by Herbert Maschner and Christopher Chippendale, pp. 1372-1406. AltaMira Press, Lanham, MD.

### **Engaging with the Public**

Gil Garcia, Francisco

2011 Archaeological Ruins: Spaces of the Past, Expectations of the Future. Tourism and Heritage in Nor Lipez, Bolivia. In *Indigenous Peoples and Archaeology in Latin America*, edited by Cristobal Gnecco and Patricia Ayala, pp. 269-288. Left Coast Press, Walnut Creek, CA.

Okamura, Katsujuki, and Akira Matsuda (editors)

2011 *New Perspectives in Global Public Archaeology*. Springer.

Skeates, Robin, Carol McDavid and John Carman (editors)

2012 *The Oxford Handbook of Public Archaeology*. Oxford University Press.

Thomas, Suzie, and Joanne Lea

2014 *Public Participation in Archaeology*. Boydell & Brewer Ltd.

Walker, Cameron, and Neil Carr

2013 *Tourism and Archaeology: Sustainable Meeting Grounds*. Left Coast Press, Walnut Creek, CA.

### **Working with Communities, Governments, NGOs, and Industry**

Carman, John

2014 Legislation in Archaeology: Overview and Introduction. *Encyclopedia of Global Archaeology*, pp 4469-4484.

Ferguson, T. J., and Chip Colwell-Chanthaphonh

2006 *History is in the Land: Multivocal Tribal Traditions in Arizona's San Pedro Valley*. University of Arizona Press, Tucson.

Hollowell, Julie, and Dru McGill

2014 Archaeological Stewardship. *Encyclopedia of Global Archaeology*, pp. 365-375.

Lilley, Ian (editor)

2007 *Native Title and the Transformation of Archaeology in the Postcolonial World*. Left Coast Press, Walnut Creek, CA.

Smith, Laurajane

2004 *Archaeological Theory and the Politics of Heritage*. Routledge.

Stapp, Darby, and Michael Barney

2002 *Tribal Cultural Resource Management: The Full Circle to Stewardship*. AltaMira Press, Lanham, MD.

Welch, J., D. Lepofsky, and M. Washington

2011 Assessing Collaboration with the Sliammon First Nation in a Community-Based Heritage Research and Stewardship Program. *Archaeological Review from Cambridge* 26.2: 171-190.

### **Curation and Conservation / Information Management**

Campbell, Bethany Hauer

2011 Our Collective History: The Curation Crisis and the Excavation of an Archaeological Repository, University of Montana. <http://scholarworks.umt.edu/etd/726>

Sullivan, Lynne P., and Terry S. Childs

2003 Curating Archaeological Collections: From the Field to the Repository. In *The*

*Archaeologist's Toolkit*, Vol. 6. AltaMira Press, Lanham, MD.

Sullivan, Sharon, and Richard Mackay  
2012 *Archaeological Sites: Conservation and Management*. Getty.

Trimble, Michael K., and Eugene Marino  
2003 Archaeological Curation: An Ethical Imperative for the Twenty-First Century. In *Ethical Issues in Archaeology*, edited by L. Zimmerman, Karen Vitelli, and J. Hollowell, pp. 99-114. AltaMira Press, Lanham, MD.

Thomson, Karen,  
2014 Handling the "Curation Crisis:" Database Management for Archaeological Collections" (2014). *Seton Hall University Dissertations and Theses (ETDs)*. Paper 1970.

Wells, Joshua, Eric C. Kansa, Sarah W. Kansa, Stephen J. Yerka, David G. Anderson, Thaddeus G. Bissett, Kelsey Noack Myers, and R. Carl DeMuth  
2014 Web-based discovery and integration of archaeological historic properties inventory data: The Digital Index of North American Archaeology (DINAA). *Literary and Linguist Computing* 29: 349-360.

#### **Report Writing/Dissemination Strategies**

Allen, Mitch  
2002 Public Benefits of Archaeology. University of Florida, Gainesville.

Fagan, Brian  
2012 *Writing Archaeology*, 2<sup>nd</sup> ed. Left Coast Press, Walnut Creek, CA.  
Hodder, Ian  
1989 Writing Archaeology: Site Reports in Context. *Antiquity* 63(239): 268-274.

#### **Reporting Guidelines (Examples)**

BC, Archaeological Reporting Guidelines  
[http://www.for.gov.bc.ca/archaeology/docs/impact\\_assessment\\_guidelines/index.htm](http://www.for.gov.bc.ca/archaeology/docs/impact_assessment_guidelines/index.htm)

Ontario, Archaeological Reporting Guidelines  
[http://www.mtc.gov.on.ca/en/archaeology/archaeology\\_s\\_g.shtml](http://www.mtc.gov.on.ca/en/archaeology/archaeology_s_g.shtml)

California, Archaeological Reporting Guidelines  
<http://ohp.parks.ca.gov/pages/1054/files/armr.pdf>

Oregon, Archaeological Reporting Guidelines  
[http://www.oregon.gov/oprd/HCD/ARCH/docs/state\\_of\\_oregon\\_archaeological\\_survey\\_and\\_reporting\\_standards.pdf](http://www.oregon.gov/oprd/HCD/ARCH/docs/state_of_oregon_archaeological_survey_and_reporting_standards.pdf)



**The Archaeologist in Court / Working Between Different Knowledge Systems**

Bell, Catherine and Val Napoleon (editors)

2008 *First Nations Cultural Heritage and Law*. UBC Press, Vancouver.

Hutt, Sherry, Marion Forsyth, and David Tarler (editors)

2006 *Presenting Archaeology in Court: A Guide to Legal Protection of Sites*. AltaMira Press.

Colwell-Chanthaphonh, Chip, and T. J. Ferguson

2010 Intersecting Magisteria, Bridging Archaeological Science and Traditional Knowledge.  
*Journal of Social Archaeology* 10(3): 425-456.

Kristmanson, Helen

2008 *Taking Archaeology to Court: The Use of Archaeological Knowledge in Aboriginal Rights and Title Litigation*. Ph.D. Dissertation, University of Manchester.

Miller, Bruce

2003 *Oral History on Trial*. UBC Press, Vancouver.

**Repatriation, Access, and Intellectual Property Issues**

Killon, Thomas W. (editor)

2008 *Opening Archaeology: Repatriation's Impact on Contemporary Research and Practice*. SAR Press, Santa Fe.

Nicholas, G., C. Bell, R. Coombe, J. Welch, B. Noble, J. Anderson, K. Bannister, and J. Watkins

2010 Intellectual Property Issues in Heritage Management—Part 2: Ethical Considerations, Legal Issues, and Collaborative Practice. *Heritage Management* 3(1): 117-147.

Nicholas, G., C. Bell, K. Bannister, S. Ouzman, and J. Anderson

2009 Intellectual Property Issues in Heritage Management—Part 1: Challenges and Opportunities Relating to Appropriation, Information Access, Bioarchaeology, and Cultural Tourism. *Heritage Management* 2(1) 261–286.

Rowley, Susan, and Kristin Hausler

2010 The Journey Home: A Case Study in Proactive Repatriation. In *Past Heritage - Future Partnerships - Discussions on Repatriation in the 21st Century*, edited by Mille Gabriel and Jens Dahl, p. 202-213.

**Conflict Resolution**

Blackburn, Simon

2001 *Ethics: A Very Short Introduction*. Oxford University Press.

Fleishman, Rachel, Rosemary O'Leary, Catherine Gerard (editors)

2008 *Recent Developments in Conflict Resolution and Collaboration*. Emerald Group Publishing

Little, Barbara, and Paul Shackel

2014 *Archaeology, Heritage, and Civic Engagement: Working Toward the Public Good*. Left Coast Press, Walnut Creek, CA.

Mitchell, Christopher

1997 *The Real Origins of ICAR: An Experiment in Conflict Resolution Archaeology*. S-CAR News.  
<http://scar.gmu.edu/newsletter-article/real-origins-of-icar-experiment-conflict-resolution-archaeology>

Wolf, Alvin, and Honggang Yan

1995 *Anthropological Contributions to Conflict Resolution*. University of Georgia Press.

### **Other Resources**

#### Journals

*Advances in Archaeological Practice*

*American Antiquity*

*Archaeologies*

*Community Archaeology*

*Heritage and Society*

*Public Archaeology*

*SAA Archaeological Record*

#### Websites

American Anthropological Association

Ethics Resources: <http://www.aaanet.org/cmtes/ethics/Ethics-Resources.cfm>

Intellectual Property Issues in Cultural Heritage (IPinCH)

Materials on collaborative research, including Reports, videos, podcasts.

[www.sfu.ca/ipinch](http://www.sfu.ca/ipinch)

Society for American Archaeology

- Ethics Resources

<http://www.saa.org/AbouttheSociety/AnnualMeeting/EthicsBowl/EthicsResources/tabid/198/Default.aspx>

Digital Data Interest Group

- Digging Digitally: Archaeology, data sharing, digitally enabled research and education:

<http://www.alexandriaarchive.org/blog/index.php?s=archaeology&paged=3>

- Education Resources:

<http://www.saa.org/ForthePublic/Resources/EducationalResources/ForArchaeologists/tabid/81/Default.aspx>



# New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) <b>ARCH</b>	Number (eg. 810) <b>551</b>	Units (eg. 4) <b>5</b>
Course title (max 100 characters including spaces and punctuation)		
Short title (for enrollment/transcript - max 30 characters) <b>Business Management for Heritage Professionals</b>		
Course description for SFU Calendar * A practical introduction to applied business skills that are necessary for firms, organization, agencies and individuals to achieve success in the Heritage Resource Management (HRM) compliance industry. Case studies related to the heritage industry illustrate how business concepts are necessary and integrated.		
Rationale for introduction of this course This is a required course for the MA in HRM, providing the student with a necessary consideration of business concepts in HRM.		
Term of initial offering <b>Spring 2017</b>	Course delivery (eg 3 hrs/week for 13 weeks) <b>on-line modules once a week</b>	
Frequency of offerings/year <b>once</b>	Estimated enrollment/offering <b>12</b>	
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.) <b>None known</b>		
Prerequisite and/or Corequisite ** <b>Enrollment in the MA in HRM</b>		
Educational Goals (optional) To understand and be able to apply business principles in HRM as well as understand HRM in the contemporary global economy		
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.		
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <u>none</u>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

\* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

\*\* If a course is only available to students in a particular program, that should be stated in the prerequisite.

\*\*\* This applies to a Special Topics or Directed Readings course.

## RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course HRM practitioner with business expertise. Responsible faculty members are John Welch and David Burley
Additional faculty members, space, and/or specialized equipment required in order to offer this course


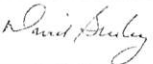
## CONTACT PERSON

Department / School / Program Dept of Archaeology	Contact name David Burley	Contact email burley@sfu.ca
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## DEPARTMENTAL APPROVAL

**REMINDER:** New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Dr. Dana Lepofsky	Signature 	Date October 29, 2014
Department Chair Dr. David Burley	Signature 	Date October 29, 2014

## LIBRARY REVIEW

Library review done?  YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

## OVERLAP CHECK

Overlap check done?  YES

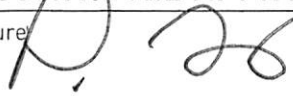
The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

## FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Sean Markey	Signature 	Date October 29, 2014
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## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Peter Liljedahl	Signature 	Date May 20 2015
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### ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: \_\_\_\_\_  
 Course Attribute Value: \_\_\_\_\_  
 Instruction Mode: \_\_\_\_\_  
 Attendance Type: \_\_\_\_\_

If different from regular units:  
 Academic Progress Units: \_\_\_\_\_  
 Financial Aid Progress Units: \_\_\_\_\_

**Course Outline – ARCH 551-5**

**Course Title: Business Management for Heritage Professionals**

**Schedule:** To be determined (TBD); First offering Fall 2016.

**Class Location:** On-line

**Course Rationale:**

Balanced and effective conservation of cultural and biophysical heritage depends as much on individual and organizational competence in project, human resource, business, and fiscal management as it does on good science. Since taking shape in the 1970s, the heritage and environmental compliance industries have grown to a multi billion dollar industry in Canada and the United States. The industry has not only grown, but become more complex, competitive, sophisticated, and globalized. Scientific training and credentials alone are no longer sufficient to achieve career or research success in this industry, in the government sector that fulfils the regulatory role or in other affiliated career streams. Career success in heritage and environmental professions is more likely to accrue for those with knowledge and skills in business and management, as well as in their specific scientific and applied research disciplines.

**Course Description:**

This course provides a practical introduction to the applied business skills that are necessary for firms, organizations, agencies, and individuals to achieve success in the heritage and environmental compliance industries. The course addresses five key business areas:

1. accounting and finance;
2. marketing, sales, and contracting;
3. human resources, labor economics, corporate governance, and risk management;
4. business operations and project management; and
5. business models, innovation, and globalization.

Case studies from heritage and environmental industries provide the basis for examining how these business concepts are applied and integrated with one another and with research and professional practice. Students will obtain pragmatic knowledge, including take-away tools that can immediately be applied in contemporary work settings. To ensure that the class content is relevant to working professionals, students are encouraged to provide experiences, problems, and innovative solutions from their own careers, projects, and employment settings to serve as discussion points and for use on course assignments.

**Learning Outcomes:**

- Understand and be able to describe the economic context of heritage in the contemporary global economy.
- Understand and be able to analyze at a basic level the functions and operations of a business as an institution and the requirements for its ongoing success.
- Develop and apply introductory levels of understanding accounting and finance; marketing, sales, and contracting; human resources, labor economics, corporate governance, and risk management; business operations and project management; and business models, innovation, and globalization.
- Be able to apply basic business concepts to issues in heritage and environmental

Cohort Special Arrangement Proposal – Professional MA in Heritage Resource Management

management research and professional practice in private for-profit, private non-profit, and government contexts.

- Describe how professional scientific objectives, such as preservation, conservation, education, stewardship, research, and sustainability can be improved through business innovation.

**Prerequisites:** TBD

**Possible Texts:**

Gaspar, Julian, Leonard Bierman, James Kolari and Richard Hise  
2006 *Introduction to Business*. Cengage Learning

Field Barry, and Martha K. Field  
2009 *Environmental Economics: An Introduction*. McGraw-Hill Higher Education

**Course Evaluation:**

Small Assignments: Case Studies/Problems/Presentations	55%
Quizzes on Readings	20%
Innovation Project	25%

Wk	Read / Prepare...	Learn About & Discuss...	Get Credit For...
01	Gaspar et al. 2006 Chapter 1. Field and Field 2009 Chapters 1, 2. Dore 2014. Environmental Business International 2013.	Heritage & Environmental Industry Overview; Introduction to a Business; Business Performance Metrics; Introduction to Finance;	Case Study: The time value of money and calculating net present value.
02	Gaspar et al. 2006 Chapter 13. Field and Field 2009 Chapters 3, 4. Choi et al. 2010. Costanza et al. 2006.	Capitalization & the Cost of Capital; Finance within the Organization; Value and Profit; WACC; Net Present Value	Problem: Calculating the Cost of Capital; Quiz on Readings
03	Gaspar et al. 2006 Chapters 11, 12. ZweigWhite 2012.	Introduction to Accounting; Financial Accounting; Cost Accounting; Project Accounting; accrual accounting; cash accounting.	Case Study: Cost Accounting
04	Gaspar et al. 2006 Chapter 8. Vernon Research Group 2013.	Products & Services; Labor economics; Marketing; Differentiation; Commodities; Customers and Client Sectors; Customer Equality;	Problem: Differentiation; Quiz on Readings
05	Gaspar et al. 2006	Sales; Channels; Pricing Strategy;	Case Study: Client

Cohort Special Arrangement Proposal – Professional MA in Heritage Resource Management

	Chapters 9 10,	Contracting; Retention; Quality; Customer Service; Client Development; Scientists as the Sales Force; Customer Lifetime Value	Retention Plan
06	Gaspar et al. 2006 Chapter 16, 17	Operations Management; Efficiency; Capacity; Process Variability; Through- put; Scheduling; Seasonality; Project Management	Case Study: Modeling Processes; Quiz on Readings
07	Gaspar et al. 2006 Chapter 4. Field and Field 2009 Chapter 6. United States Small Business Administration	Business Models; Innovation; Business Plans; Introduction to the Innovation Project;	Presentation: Business Model Breakdown
08	Gaspar et al. 2006 Chapter 6, 7. Clancy 2013.	Human Resources; The Legal Perspective; The Team Perspective; Salaries; Benefits; Risk Management; Managing Employees	Case Study: Field Liabilities; Quiz on Readings
09	Gaspar et al. 2006 Chapters 3, 5	Organizational Structures; Corporate Governance; Organizational Roles; Growth	Case Study: Reorganization
10	Gaspar et al. 2006 Chapter 2. Field and Field 2009 Chapters 18, 19. Optional: Gaspar et al. 2014.	International Business; Globalization of the Heritage Market; Localization; Currency Issues; Taxes	Quiz on Readings
11		Innovation Project Presentations & Discussion / Feedback	First Set of Innovation Project Presentations
12		Innovation Project Presentations & Discussion / Feedback	Second Set of Innovation Project Presentations
13		Course Review & Special Topics; Professional Development in Business; Course Evaluation & Feedback	Final Set of Innovation Project Presentations, as Needed

**Small Assignments:**

The small assignments oblige students to match business concepts from the readings to heritage/environmental industry-specific problems from lectures, and then demonstrate resolution through skill-based problem solving.

Week 1: Students demonstrate understandings of the concept of the time value of money and abilities to calculate the net present value of a dollar in the future. This is critical for

understanding finance and capitalization for businesses, new ventures, and projects. It also is critical for calculating the profitability of multi-year projects.

Week 2: Businesses must not only be profitable, they must be profitable at a level that returns value. Students will show that they can calculate the Weighted Average Cost of Capital (WACC) for their firms, department, agency, or project.

Week 3: Accounting for expenses and costs is fundamental to business and project profitability. Students will solve a problem in cost accounting using accrual accounting.

Week 4: One of the most challenging business problems for environmental consulting firms is differentiation and breaking out of offering consulting services as a low-margin commodity. Students will take their firm or agency (or one assigned to them) as an example, and differentiate it from competitors using the model presented in lecture.

Week 5: Client retention may be more important to the success of heritage and environmental consulting firms than attracting new clients. Students will calculate the client retention rate of a firm and develop a plan to increase this rate.

Week 6: Understanding process-based operations management is key to the delivery of environmental services on time and within budget. By solving a case study on process analysis, students will demonstrate they can identify and quantify inefficient processes, find critical bottle-necks in a system, and take steps to correct these to boost throughput, reduce costs, and enhance profitability.

Week 7: To understand business models and the various business models used in the environmental industry, students will identify or be assigned a firm in one of the major sectors: consulting, remediation, media, tourism, museums, attractions, etc. The assignment is to analyze the business model then make a presentation showing how different firms utilize different business models. This assignment will provide a foundation for the innovation project, in which students must create a new model, process, or service for their firm or agency and show how this innovation will drive greater value.

Week 8: A major business risk factor for environmental firms comes from employee problems during fieldwork. In this case study, students will analyze a human resources crisis, outline steps to mitigate the crisis, and develop new, proactive procedures that will enhance institutional arrangements and minimize recurrence risks to the firm or organization.

Week 9: There are many ways that firms can be organized. In this case study, changing internal and external conditions present a significant challenge to an environmental firm. Can reorganizing the firm's structure solve the problems? Students will assess the business environment and make recommendations for ways to better position the firm for success in the new environment.

Week 10: Students enter the final stages of their innovation project presentations, so there will be no additional projects. However, a quiz on the readings will be given to ensure that students have read the material on international business.



**Innovation Project:**

The innovation project is a major project designed to have students integrate the many topics presented in this class have them apply them to a real problem in their own firm or agency. Students will identify a significant challenge or opportunity within their organizations (or an organization assigned to them). Using course knowledge and tools, they will create an innovative solution to this problem that will increase firm/agency value. Students will conduct analyses, “crunch” numbers, create a plan, and prepare a compelling business presentation that will convince investors and/or management to implement the plan (and scare competitors to death!).

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Cohort Special Arrangement Proposal – Professional MA in Heritage Resource Management

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# New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) <b>ARCH</b>	Number (eg. 810) <b>561</b>	Units (eg. 4) <b>5</b>
Course title (max 100 characters including spaces and punctuation) <b>Archaeological Practice and Research Design in Heritage Resource Management</b>		
Short title (for enrollment/transcript - max 30 characters) <b>Research Design in HRM</b>		
Course description for SFU Calendar * Intended to provide students with solid foundations in the philosophy of research, research strategy, research design and implementation in the context of HRM. Includes identifying the hallmarks of excellent HRM research by examining successful and less successful research designs and methods. Through online seminars and workshops each student develops a research prospectus for their MHRM thesis. The course culminates in the development of a final research prospectus which will be submitted for review and approval by the program steering committee.		
Rationale for introduction of this course <b>A required course in the proposed Professional Master's in Heritage Resource Management</b>		
Term of initial offering <b>Spring 2017</b>	Course delivery (eg 3 hrs/week for 13 weeks) <b>5hrs/week for 13 weeks</b>	
Frequency of offerings/year <b>1/year</b>	Estimated enrollment/offering <b>6-12 students</b>	
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.) <b>none</b>		
Prerequisite and/or Corequisite ** <b>Enrollment in the MA in HRM</b>		
Educational Goals (optional)		
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.		
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

\* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

\*\* If a course is only available to students in a particular program, that should be stated in the prerequisite.

\*\*\* This applies to a Special Topics or Directed Readings course.

## RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

**R. Muir, D. Lepofsky**

Additional faculty members, space, and/or specialized equipment required in order to offer this course

Online instructional development via SFU CODE.


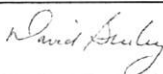
## CONTACT PERSON

Department / School / Program <b>Archaeology</b>	Contact name <b>Bob Muir</b>	Contact email <b>bmuir@sfu.ca</b>
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## DEPARTMENTAL APPROVAL

**REMINDER:** New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee <b>Dana Lepofsky</b>	Signature 	Date <b>October 29, 2014</b>
Department Chair <b>Dave Burley</b>	Signature 	Date <b>October 29, 2014</b>

## LIBRARY REVIEW

Library review done?  YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

## OVERLAP CHECK

Overlap check done?  YES

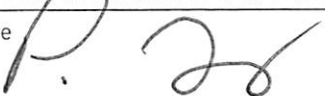
The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

## FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) <b>Sean Markey</b>	Signature 	Date <b>October 29, 2014</b>
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## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) <b>Peter Liljedahl</b>	Signature 	Date <b>May 20 2015</b>
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### ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: \_\_\_\_\_  
 Course Attribute Value: \_\_\_\_\_  
 Instruction Mode: \_\_\_\_\_  
 Attendance Type: \_\_\_\_\_

If different from regular units:  
 Academic Progress Units: \_\_\_\_\_  
 Financial Aid Progress Units: \_\_\_\_\_

**Course Outline: Archaeology 561 - 5**

**Course Title: *Archaeological Practice and Research Design in Heritage Resource Management***

**Course Description:**

All worthy Heritage Resource Management (HRM) creates and mobilizes knowledge through the systematic investigation of cultural heritage. This course will provide students with solid foundations in the philosophy of research, research strategy, research design and implementation in the context of HRM. It begins by identifying the hallmarks of excellent HRM research by examining successful and less successful research designs, methods and applications. This will include consideration of the strengths and constraints of research in the context of HRM; the concerns, needs, and rights of indigenous communities and other stakeholders in heritage research design; key research questions that can/should be addressed through HRM; data and appropriate (geographical and temporal) scales of analysis that are needed to address such questions; the effectiveness of various sampling strategies; and procedures/protocols for incorporation of traditional knowledge, historical records and legacy collections/data into HRM research. Then through online seminars and workshops each student develops a research prospectus for their MHRM thesis. This will involve presentation of a draft research prospectus that will be reviewed/critiqued by other course participants. The course culminates in the development of a final research prospectus which will be submitted for review and approval by the program steering committee.

**Primary Course Objectives:**

1. Prepare students to develop and supervise HRM field studies in diverse and challenging compliance and task directive contexts.
2. To have course participants develop a research design for their MHRM thesis.

**Learning Outcomes:**

Upon completion of the course each student will:

- be able to identify key research questions that can/should be addressed through archaeological research in the context of HRM and understand the appropriate geographical (site specific, local, regional) scale of analysis and what data are needed to address those questions.
- be familiar with a range of field and analytical methods required to capture critical data.
- understand when a sample based inventory strategy is appropriate and know how to implement an effective sampling strategy that will satisfy compliance and research objectives alike.
- know how and when it is appropriate to incorporate the use of legacy collections/data in ongoing HRM research.
- know how to develop procedures and protocols for the gathering and incorporation traditional knowledge in HRM research.

- be aware of the social, political, and ethical concerns associated with the dissemination of traditional knowledge and representations of the past.

**Grade Distribution:**

Assignment 1. HRM case studies review and presentation	40%
Assignment 2. Draft research prospectus presentation	15%
Assignment 3. Review of classmate’s prospectus	15%
Assignment 4. Final research prospectus	30%

**Assignment 1. Case Studies**

In consultation with the course instructor, each student will select a series of HRM case studies for review and presentation to the cohort. The main goal of this assignment is to expose students to a broad range of approaches to research in the context of heritage resource management and to stimulate thought and discussion about what constitutes excellence in HRM and what lessons have been learned from less than successful efforts. Students will present their case studies to the class through development of a webpage, handout, visual presentation, or some other online medium. Online discussion will allow students to debate and synthesize the hallmarks of excellence in HRM.

**Assignment 2. Draft research proposal presentation**

In consultation with the course instructor, each student is to develop and write a draft research proposal for their MHRM thesis research. This proposal will be a research proposal for their review of HRM case studies for review and presentation to the cohort. The main goal of this assignment is to expose students to a broad range of approaches

**Assignment 3. Review of classmate’s research proposal**

Each student will exchange their draft research proposal (Assignment 2) with other students in the class. The assignment is for students to review each other’s proposal employing criteria discussed in class and derived through case study reviews (Assignment 1). Student grades will be based on the quality, thoroughness, and thoughtfulness of the editorial comments they provide their peers. Online discussion will be used to facilitate constructive feedback on each student’s research proposal and guide revisions for resubmission as a final draft.

**Assignment 4. Research proposal, 10-12 pp. (double-spaced)**

This assignment is to develop and write the final draft of research proposal for your MHRM thesis research.

**Tentative Schedule**

Week 1	Introductions, Course Overview, Scheduling, Interests and Objectives, Case Study lists
Week 2	The Research Process: Identifying questions and objectives. What makes good research and a good researcher?

Week 3	Case Studies I
Week 4	Operationalizing research questions. Hypothesis-testing vs. Description. Sampling.
Week 5	Case Studies II
Week 6	Collecting and analyzing data: Field methods; legacy data; analytical methods
Week 7	Case studies III
Week 8	Ethics, rights, and accommodations: Indigenous communities and other stakeholders
Week 9	Case studies IV
Week 10	Draft research proposal
Week 11	Research proposal peer-reviews
Week 12	Research Proposal peer-reviews continued...
Week 13	Final research prospectus

**Course description:** This course will provide students with solid foundations in the philosophy of research, research strategy, research design and implementation in the context of HRM. It begins by identifying the hallmarks of excellent HRM research by examining successful and less successful research designs and methods. Then through online seminars and workshops each student develops a research prospectus for their MHRM thesis. The course culminates in the development of a final research prospectus, which will be submitted for review and approval by the program steering committee.

**Prerequisites:** Enrolment in the MHRM program

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## **Review of proposals**

This handout is designed to provide a framework for reviewing both student proposals from previous years of Arch 561 as well as faculty/post-doc SSHRC/NSERC proposals. Some sections below will be more or less relevant to these two groups of proposals.

### **Title**

1. Does it provide sufficient information about the important elements of the proposed research?
2. Are there keywords that will facilitate its retrieval when a similar topic is searched on a data base?
3. Is it pleasing/catchy? It is free of jargon?
4. Is it overly long?

### **Introduction**

1. Is a topic clearly stated early in the introduction?
2. Is the relevance of the topic situated in the context of a larger problem?
3. Is it clear and succinct? Are references kept to a minimum?

### **Objectives**

1. Are objectives clearly laid out? (either in a separate section or as part of the introduction).
2. Do the objectives seem achievable before you read the details of the text?
3. What feeling are you left with after reading the intro/objectives? Are there specific points that you want to see addressed in the text? Are you engaged?

### **Background/Context**

1. What sources of data does the author bring in to give you context? Previous archaeological studies? Personal observations? Studies in other disciplines? Are all of these kinds of information given equal weight?
2. How much space is given to previous work/literature review? Has the author succeeded in succinctly and clearly presenting a vast literature on the topic?
3. Is it clear why the topic is important? How is this done?
4. Is it clear what is already known about the topic?
5. Is it clear what remains to be understood/where the gaps are?
6. Is it clear how this study will redress gaps in our knowledge/understanding of the topic?
7. Are all concepts well defined?
8. Is jargon kept to a minimum?

### **Methods**

1. Are specific questions laid out? Are these different than the objectives? (if these are included at all, they may be at the end of the previous section)
2. What level of methodological detail is provided?
3. Are the methods clearly connected to the questions and/or objectives?
4. Is a time line provided? Does it seem reasonable?

5. Are the methods discussed in a language that most educated people could understand?

#### Significance/Conclusion

1. If this section is included, does it provide additional information not already included in the text?
2. Does the author save the final punch until the end?
3. What function does this final section serve?

#### Final Evaluation

1. In the end, do you think the project is worthwhile/will make a contribution?
2. Does the project seem doable in the manner and timeline outlined?
3. Do you have any residual concerns?
4. Does the proposal leave you feeling excited about the project?
5. Would you fund this project? Why or why not?

#### General comparison of two proposals

- Are there components that are shared by both? Unique to one?
- how long are they? how much text versus figures?
- How do the styles compare? are they personal perspectives?
- How do the formats compare? use of major sections, subheadings, figures, etc.
- Is there sufficient detail?
- Are the statements clear and convincing?
- Do the more “natural sciencey” proposals differ from the “social sciencey” ones. Are there different components? Is different language used? Particular styles?
- If the proposals do differ, is there one that you prefer to read over the other? Are you more convinced/willing to fund one type of proposal/project?

#### Course Bibliography:

Bernard, H.R. 2006. *Research Methods in Anthropology*. Altamira Press.

#### Peer Review Protocol: Archaeology Proposal by Adrienne Burke

Condensing large amounts and kinds of conceptual details into a concise format such as a research proposal or thesis requires several different stages. Collaborative reviewers reading for particular things at particular points can be invaluable in helping a writer complete the task of pulling together a complex work. For this stage of the research proposal, you can immensely support the writing by respecting the effort in the draft and by indicating various “levels” of response to the writer. In particular, the procedure outline here is designed to give writers help on three aspects of their proposals:

## Cohort Special Arrangement Proposal – Professional MA in Heritage Resource Management

1. **Cosmetic:** This form of feedback identifies copy editing concerns, such as punctuation, capitalization, consistency of voice, grammar, word choice, etc.
2. **Substantive:** The form of feedback identifies organization concerns, such as section sequences, transitions, re-ordering of paragraphs/sentences, integration of images and quotations
3. **Looking at criteria:** This form of feedback identifies gaps in the current draft, given the ideals for each part of the proposal. Is material missing? Is each section comprehensive in its presentation? Does the introduction section assume appropriate claims of significance and prior knowledge? Does the topic seem of interest to a general reader? Does the final section reaffirm the merit of the research project within a larger context?

### Procedure:

1. Read the proposal all the way through once, indicating (in pencil if you're doing this by hand) where you have to stop or re-read passages to make sense of the writing.
2. Read it a second time and make marks in pen (if by hand) where these passages are still confusing. Indicate any words you would replace with a different word choice.
3. In the third reading, in a different colour pen (if by hand), indicate substantive changes, along with notes about what you are suggesting, and the logic/justification for your suggestions (e.g., "insert table here to link your research questions explicitly with the methods used for each; this would make it clear to the reader why you are using archival sources for questions 1 and 2, but not 3").
4. For the fourth reading, refer back to "Writing Tips" for each section, and read each section of the draft in turn. Indicate any changes that you think are required.

Re-read all your comments to the writer and decide three strengths and 3 key improvements/suggestions. Write these as an overall comment to the author



**APPENDIX 6**  
**MA Thesis Rubric**

The proposed thesis rubric is designed by John Welch to foster thesis excellence as well as faculty and student understanding of, and attendance to, HRM program timelines and requirements.

	<b>Distinction</b>	<b>Pass</b>	<b>One Resubmit</b>	<b>Fail</b>
<b>1. Preparation, Format, Attribution</b>				
Reflects attention to ARCH 561	Nearly perfect	Yes	Minor deviations	no
Adheres to template	>95%	90-95%	80-89%	<80%
10 page thesis proposal	Yes	Yes	n/a	no
Uses standard written English, per <a href="http://www.gmac.com">www.gmac.com</a>	GMAC score 6/6	GMAC score 4/6 or 5/6	GMAC score 3/6	GMAC score 1/6 or 2/6
Research questions and outline approved by committee	yes	yes	yes, but questions or outline altered without committee	No
Correct table of contents	0 errors	1–2 errors	3–4 errors	>4 errors
All sections present & in order	0 errors	1–2 errors	3–4 errors	>4 errors
All data sources cited	100%	1–2 errors	3–4 errors	>4 errors
In-text citations complete & correct	1–2 errors	3–10 errors	10–20 errors	>20 errors
Adheres to <i>SAA Style Guide</i>	1–2 minor errors	3–10 minor errors	10–20 errors or 1–2 majors	>20 minor or > 2 major errors
<b>2. Language</b>				
Word spelling check	0 errors	0 errors	<10 errors	>10 errors
Word grammar check	0 errors	1–2 errors	3–10 errors	>10 errors
Key terms defined	0 errors	1–2 errors	3–4 errors	>4 errors
Key terms used correctly & consistently	0 errors	1–2 errors	3–4 errors	>4 errors
No inessential jargon	0 errors	1–2 errors	3–4 errors	>4 errors
Acronyms defined & used consistently	0 errors	1–2 errors	3–4 errors	>4 errors
Professional expression	Masterful	Solid	Minor deficiencies	Serious deficiencies
Uses active voice	0 errors	1–2 errors	3–4 errors	>4 errors

Cohort Special Arrangement Proposal – Professional MA in Heritage Resource Management

<b>3. Content</b>				
Executive Summary (ES) is 1-2 pages	yes	yes	n/a	no
ES states research context, goals, questions, methods, results, and significance	complete, clear, concise, & compelling	complete, clear, concise	clear and concise, but incomplete	not clear or concise
Chapter 1 (C1) is 5 to 10 pages	yes	yes	n/a	no
C1 integrates research context, goals, questions, methods, and process	complete, clear, concise, & compelling	complete, clear, concise	clear and concise, but incomplete	not clear or concise
Chapter 2 (C2) is 15 – 25 pages	yes	Yes	n/a	no
C2 reviews literature pertinent to research context, goals, questions, methods, and process	clear, concise, & compelling review of >30 publications	clear, concise review of >25 pertinent publications	clear and concise, but incomplete	<20 pertinent publications
Chapter 3 (C3) is 10-15 pages	yes	yes	n/a	No
C3 presents research methods, process, partners	complete, clear, concise, & compelling	complete, clear, concise	clear and concise, but incomplete	not clear or concise
Chapter 4 (C4) is 20-25 pages	yes	yes	n/a	no
C4 presents research results	complete, clear, concise, & compelling	complete, clear, concise	clear and concise, but incomplete	not clear or concise
Data are appropriate for research questions	yes, perfect match	yes, with minor flaws	yes, with minor adjustment needed	no
Data are analyzed to answer research questions	yes, perfect analysis	yes, with minor flaws	yes, with minor adjustment needed	no

## ***APPENDIX 7***

### ***Calendar Entry***

#### **Professional Master of Arts in Heritage Resource Management**

Master of Arts

#### **Admission Requirements**

To qualify for admission to the MA program in Heritage Resource Management, a student must satisfy the university admission requirements for a master's program as stated in Section 1.3.3 of the Graduate Admission section of the SFU calendar, and the student must hold a bachelor's degree, or equivalent in Archaeology, Anthropology or a related field.

The Archaeology Graduate Admissions Committee may offer, at its discretion, MA admission to exceptional students without an undergraduate degree in Archaeology, Anthropology or a related field. Minimally we require demonstrated competence in field archaeology or a cognate domain of professional practice in Heritage Resource Management.

Students who do not have the proper background in Heritage Resource Management are advised to obtain this background through participation in Heritage Resource Management activities and programs, especially heritage site identification, significance assessment, and impact avoidance or reduction.

#### **Program Requirements**

Students will complete 38 units of graduate work. These units are divided into two sections: 20 credits of graduate course work and 18 credits of thesis work.

#### **Course work**

Complete all of

ARCH 531 – Heritage Law and Policy (5)

ARCH 541 – Professional Practice and Ethics in HRM (5)

ARCH 551 – Business Management for Heritage Professionals (5)

ARCH 561 – Archaeological Practice and Research Design in HRM (5)

ARCH 898 – MA Thesis (18)

#### **Thesis**

After completion of the four required courses, students advance to candidacy and complete and defend the thesis. The defense topic should be the thesis itself and related matters. It should be focused on problem-oriented research in the Heritage Resource

Management field, involving the conceptualization of a problem, and the collection, analysis and interpretation of data. It should not normally exceed 70 pages of text. Students are required to complete the MA thesis in a maximum of three terms of full-time enrolment.

### **Academic Requirements within the Graduate General Regulations**

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.