



A Didactic Case Study of Jarash Archaeological Site, Jordan:

Stakeholders and Heritage Values in Site Management



The Getty Conservation Institute



Department of Antiquities
Hashemite Kingdom of Jordan

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The Getty Conservation Institute (GCI) works internationally to advance conservation practice in the visual arts—broadly interpreted to include objects, collections, architecture, and sites. The GCI serves the conservation community through scientific research, education and training, model field projects, and the dissemination of the results of both its own work and the work of others in the field. In all its endeavors, the GCI focuses on the creation and delivery of knowledge that will benefit the professionals and organizations responsible for the conservation of the world's cultural heritage.

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The Department of Antiquities of Jordan (DoA) is responsible for the implementation of the archaeological policy in Jordan and will explore, conserve and monitor any tourism activities and services carried out by the private sector and other governmental and non-governmental agencies. DoA will provide comprehensive information on antiquities and present assets in a manner that supports the national identity and serves the educational culture, while considering archaeological assets as a major factor for tourism attraction.

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Cover:

Top: Early-20th-century view of the remains of the Oval Plaza and Cardo, the colonnaded road that served as a north-south axis of the ancient city of Gerasa. Bottom: Present-day view of the same location. The two images reveal how much the modern city of Jarash has grown over the ancient city. Photos: Library of Congress, Prints & Photographs Division, LC-DIG-matpc-06966, and David Myers, GCI.

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Foreword

We are very pleased to write this foreword to *A Didactic Case Study of Jarash Archaeological Site, Jordan: Stakeholders and Heritage Values in Site Management*. This publication is the result of a collaborative project of the Getty Conservation Institute (GCI) and the Department of Antiquities of Jordan (DoA), and contains the results of research carried out by staff of both organizations.

The GCI and the DoA share a commitment to the conservation of cultural heritage and its presentation to the public. The GCI also has a long-standing involvement in research on significance and values of cultural heritage places, as well as in the education and training of professionals concerning heritage site management. The complexities surrounding the archaeological site of Jarash, including the need to accommodate mass tourism and its location within the midst of an urban environment, make it an ideal case for teaching about dealing with values and stakeholders in heritage site conservation and management.

This publication is aimed at helping those who study decision making related to the management of heritage sites—whether professionals or students—to recognize the importance of values and stakeholders to site management. It has also been designed to impart skills for identifying stakeholders, for eliciting their values and interests, and for taking into account their values and interests in considering management options.

The case study is structured as a didactic resource for classroom instruction with a series of interactive activities, including role-play scenarios. It informs heritage educators how to make the material readily accessible as a resource for use both in university programs and in shorter-term training courses or workshops. This volume addresses a need for teaching resources both in a case study format and concerning the challenges of dealing with values and stakeholders in site management. Given that the site examined is located in Jordan, this work is being published in Arabic as well as in English so that it will be accessible to a broader audience. The case study is available on the GCI Web site at www.getty.edu/conservation.

We would like to recognize and thank those who prepared this publication, namely David Myers of the GCI,

who guided development of the case study's content and managed its overall production from its inception; May Shaer of the DoA, who oversaw planning for site visits and stakeholder interviews, helped ensure that information was accurate concerning the history and management of Jarash, and helped coordinate production of the publication's Arabic version in Jordan; and Stacie Smith of the Consensus Building Institute, a nonprofit institution in Cambridge, Massachusetts, who drafted the protocol for interviewing stakeholders, led the stakeholder interviews, synthesized the interview results, designed the publication's didactic activities and teaching materials, and tested the case study.

It is our expectation that this publication will prove to be a useful resource to educators, students, and practitioners facing the challenge of managing the changing and conflicting values involved in the management of cultural heritage sites.

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Preface

Presentation of the Case Study

This publication presents a case study of management of the archaeological site of Jarash, Jordan. It is intended to serve as a teaching resource for heritage educators that will help site managers to identify, understand, and respond to a wide range of values for the sustainable management of cultural heritage sites. This case also focuses on how to account for and deal with site stakeholders in relation to a site's values and significance, in part through utilizing the concepts and methods of consensus building and conflict resolution. Heritage conservation and management university courses traditionally have not offered instruction in how to deal with stakeholders. The case study is meant to be used both in university courses for students studying heritage management and in shorter-term training courses, including those for heritage professionals. This publication will be available in both English and Arabic to make it accessible to a broader audience.

The introduction to this publication presents a discussion of cultural heritage site management, including the concepts of significance and values, as well as stakeholders and their interests, in order to provide a basis for examination of these concepts and issues in the case study. This is followed by "Jarash in the Past and Today," a background section on the history of the site and the modern city today. The next section, "The Management Context," describes site management of Jarash in terms of legal framework, governing authorities, and stakeholders. The final section consists of four teaching activities that build on each other and are meant to be completed in sequence. That is, the product of the first activity is used as a point of input for the second activity, and so on, culminating in the fourth and final activity, which involves the development of a set of recommendations on key site management issues. For each activity, the participants are asked to become a member of a hypothetical site management team for Jarash. Instructors can choose to omit the activity on interviewing stakeholders, or to implement any of the activities differently according to the length of time available and the level, needs, and interests of participants. For example, participants can undertake the activities individually, in small groups, or as a class. Each activity has

instructor notes that provide guidance and suggestions on how to use the case in a teaching situation. Although the teaching notes provide guidance for instructors, these activities are designed to be flexible and provide a platform for instructors to develop and adapt the activities to fit their teaching objectives. The appendixes to this publication contain additional background information useful to the case study activities.

The case study was prepared assuming that participants have some knowledge and expertise in heritage site management that they will draw on in completing the tasks, but does not assume that instructors or participants have any direct affiliation with the site of Jarash or even with Jordan. Participants are asked to engage in the activities without imposing their own views on the substance of the site of Jarash itself and on the values, interests, and favored options held by the stakeholders. That is, they are playing the role of outside experts who will not be directly affected by any of the decisions being made about the site. Their task is to guide decision makers for the site based on the values and interests of all the stakeholders, rather than on the participants' own values and interests.

By requiring participants to take on a particular role in a particular context—Jarash, Jordan—these activities engage participants in a type of experiential, or active, learning that provides an opportunity to develop direct experience with the content and the skills being taught. Active learning offers an opportunity for deep learning—learning described by John Dewey as a process by which concepts, principles, and ideas are internalized cognitively, leading to changes in the learners' patterns and actions (Dewey 1938).

As educators know, this is not a simple thing to do. People are often stuck both in their ways of seeing the world and in their behavioral responses to challenging situations. Extensive research on active learning has shown that asking participants to enter a new situation in a particular role can lead to opportunities to break out of old patterns of thought and behavior by experiencing the limitations of one set of strategies and/or the potential of another. Even as participants are asked to play the role of unbiased expert, it is expected that their prior experiences and knowledge—and indeed, their own values, interests,

and opinions regarding heritage site management—will impact their assessment of the situation in Jarash. Helping participants become conscious of the ways in which this occurs is an important part of the learning from the case study. The end product of these activities is not a set of correct answers; rather, the primary learning occurs in the process of working on the tasks and in the group discussions that take place afterward.

In order to integrate and synthesize the potential of experiential learning, participants must have an opportunity to reflect on the experience in a structured and interactive manner. The primary mechanism for this reflection is the debriefing. Debriefing discussions consist of reflections on the outcomes and the process of the activities, with explicit attention to what was learned and how it can be applied to the work. The *Teaching Materials* provides guidance to instructors on conducting these debriefings.

Project Background

In 1998 the Getty Conservation Institute (GCI) initiated a project examining the values and economics of cultural heritage. The Research on the Values of Heritage project aimed to fill a gap in the conservation field's body of knowledge and to advance our understanding of values, markets, and other social forces in our work and the need for an integrated approach to conservation. This work initially produced three reports published by the GCI: *Economics and Heritage Conservation* (1999), *Values and Heritage Conservation* (2000), and *Assessing the Values of Cultural Heritage* (2002).¹ As a later stage of this work from 2001 to 2003, the GCI developed and published four case studies that illustrate the role of values in site management.² One objective of these case studies was to demonstrate values-based management in practice.

These cases dealt with specific sites and managing institutions and illustrated practices in four countries. The management context in other parts of the world is different, and new cases are needed to study other examples. The GCI deems it useful to build upon its previous experience and develop cases from other regions. The GCI and

the Jordanian Department of Antiquities, which are currently partnering in other areas, decided to collaborate in producing this case study of the archaeological site of Jarash.

Notes

1. R. Mason, ed., *Economics and Heritage Conservation* (Los Angeles: The Getty Conservation Institute, 1999); E. Avrami, R. Mason, and Marta de la Torre, eds., *Values and Heritage Conservation* (Los Angeles: The Getty Conservation Institute, 2000); and Marta de la Torre, ed., *Assessing the Values of Cultural Heritage* (Los Angeles: The Getty Conservation Institute, 2002). All of these publications are available at www.getty.edu/conservation/field_projects/values/values_publications.html.
2. The cases resulted from the collaboration of professionals from the Australian Heritage Commission, Parks Canada, English Heritage, the U.S. National Park Service, and the GCI. The partners involved in that project were selected in part because they were deemed to practice values-based management in one way or another. The case studies examined management at Chaco Culture National Historical Park in the United States, Grosse Île and the Irish Memorial National Historic Site in Canada, Port Arthur Historic Site in Australia, and Hadrian's Wall World Heritage Site in England, and resulted in the publication *Heritage Values in Site Management: Four Case Studies* (M. de la Torre, ed., Los Angeles: The Getty Conservation Institute, 2005). The individual case studies are available at www.getty.edu/conservation/pdf_publications.

Acknowledgments

The Getty Conservation Institute (GCI) and the Department of Antiquities of Jordan (DoA) have joined in preparing this case study examining the role of values in the management of Jarash, one of the archaeological sites for which the DoA is responsible. Special thanks go to Dr. Fawwaz Al-Khraysheh, director-general of the Department of Antiquities, for suggesting the site of Jarash as the subject of this study and for providing for the full commitment of the DoA to bringing this publication to fruition.

This case study incorporates extensive consultation between the authors and the members of the project steering committee, as well as interviews and discussions with site staff, governmental authorities, and other interested parties. The authors have also utilized a variety of documents, including published sources, unpublished reports, and legal documents relating to Jordan's antiquities. We have relied heavily on the staff of the DoA for understanding the site's management context and the basis for many decisions made on site.

We would like to thank Dr. Rami Daher and the staff of his architecture and urban design office, as well as the staff of the DoA, for pilot-testing the case study in Jordan. We would also like to thank the undergraduate and graduate students from Harvard University, the Massachusetts Institute of Technology, Tufts University, Brandeis University, Williams College, and Boston University who also helped pilot-test the activities. The efforts of Dr. Daher and all of these volunteers were immensely helpful in improving the clarity, structure, flow, and educational value of this case study.

The situation studied existed between January and August 2007, when the case was developed and written. This case presents management of the site at a particular moment in time. A similar study done a few years later would likely be based on a different situation.

We extend our gratitude to all those who have patiently and generously contributed their time, knowledge, and ideas in the preparation of this publication. Particular mention goes to Marta de la Torre, who provided wise counsel on making improvements. From the GCI, François LeBlanc and Susan Macdonald provided valuable input on the case's content; Kathleen Dardes, Jeff Cody, and Kecia Fong gave helpful advice on the case's design as

a teaching resource; and Azadeh Vafadari assisted with finalizing the manuscript. From the DoA, we acknowledge the assistance of Dr. Rafe' Harahsheh, Aida Naghawy, Dr. Khaled Nashef, Abdulsami Abu Dayyeh, and Maysoon Al-Qatarneh in reviewing the manuscript, as well as Catreena Hamarneh's assistance in acquiring pertinent background reports and historical photographs.

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