

School of Indigenous and Canadian Studies - Carleton University
CDNS 2400: Heritage Conservation in Canada



from Newfoundland ...en passant par Montréal... to Vancouver

Winter 2018

Lectures	Friday* 11:35-1:25 pm in Mackenzie (ME) 3380 *except April 11 on Wednesday
Tutorials	Friday 1:35-2:25 (SA316 & RB3202), 2:35-3:25 (PA215)
Instructor	Susan Ross, Assistant Professor, School of Indigenous and Canadian Studies
Office Hours	Wednesday, 1:30-2:30 or by appointment.
Office	DT 1218, Email: susan.ross@carleton.ca ,

Course Description

If heritage conservation in Canada has come of age, it is also shifting in response to new ideas, issues and related social and environmental movements. While it began with grass roots advocacy, today the internationally recognized professional field includes integrated national and local inventories, an array of pioneering conventions and charters, evolving heritage legislation, established multi-disciplinary practices, and governments and non-governmental organizations with decades of experience. Still, recurring and complex issues like rapid development and climate change challenge basic practice. All this suggests that students today go back to the key questions: why is heritage important, to whom does it, and how do we conserve it? Looking forward, what more could heritage conservation achieve, and how should practice in the field look in the coming decades?

This course, intended for students studying in the Arts, Humanities, Social Sciences, Architecture and Engineering will build on the lessons we can learn from Canadian and international theories, practices, and tools to continue to move the field ahead in stimulating and critical directions. This includes pan-Canadian tools like the *Canadian Register for Historic Places*, which helps document what matters, and the *Standards and Guidelines for the Conservation of Historic Places in Canada*, which provides principles and best practices or the “how to”.

Learning Objectives

- Understand the basic concepts, issues and approaches that have evolved over time in the heritage conservation field in Canada and elsewhere.
- Identify and explain the concept of heritage value in relation to a broad range of historic places, including buildings, engineering works, cultural landscapes and urban districts.
- Recognize some of the basic documentation, research and evaluation methodology used in the heritage conservation field; and understand roles and stakeholders in different contexts.
- Develop and exercise judgment when examining conservation issues in the community and understanding the values inherent in those judgments.

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Course Schedule Overview

Class 1 (January 12)	Introduction
Class 2 (January 19)	Heritage Commemoration, Values and Significance
Class 3 (January 26)	Heritage Values in Buildings, Cultural Landscapes, Archaeological Sites
Class 4 (February 2)	Heritage Conservation in Canada: A Historical Overview
Class 5 (February 9)	Conservation Charters, Regulations and Codes of Ethics
Class 6 (February 16)	Conservation Decision-making and Treatment Types <i>Winter Study Break</i>
Class 7 (March 2)	Conservation Principles and Guidelines
Class 8 (March 9)	Emerging issues and themes
Class 9 (March 16)	Provincial Heritage Conservation Case Studies
Class 10 (March 23)	Local Heritage Conservation Case Studies
Class 11 (March 30)	Federal Heritage Conservation Case Studies <i>Holiday on April 6 no class</i>
Class 12 (April 11*)	World Heritage Conservation Case Studies, and Course Review <i>*Class on Wednesday</i>

Overview of Student Assessment

Assignment 1 "What is heritage value?"	- worth 10% (of final grade)
Assignment 2 "Conservation stakeholders"	- worth 10%
Mid Term Online Quiz	- worth 25 %
Exercise A "Conservation charters" – completed in tutorial	- worth 5%
Exercise B "Conservation treatments" – completed in tutorial	- worth 5 %
Exercise C "World Heritage in Canada" – completed in tutorial	- worth 10%
Essay "Emerging issues in heritage conservation"	- worth 25%
Contribution	- worth 10%

Deadlines, requirements, and other details, including on electronic submissions through cuLearn, are provided in the section on Assessment below. In most cases, a paper copy should be brought to class or the tutorial. Note that the three 'Exercises' will be completed during the tutorials. Additional details will be provided when the assignment or exercise is introduced. In case of any discrepancies, the detailed hand out provided during term and on cuLearn is the most up to date reference.

Communication

Office hours, location, and emails are indicated on page one. Students are welcome to drop by during office hours, but making an appointment ahead ensures you will be seen.

This course uses cuLearn, Carleton's learning management system for document sharing. To access your courses on cuLearn go to carleton.ca/culearn. For help and support, go to carleton.ca/culearnsupport/students.

Email: The instructor will communicate with you via email using your Carleton account. General emails will be sent out using cuLearn. Students should carefully read all emails from the instructor. These may include additional information about assignments, readings or changes to schedule and classroom arrangements. Please acknowledge or answer any email that asks a question. Please notify the instructor promptly of email problems and provide an alternate as back up if needed. Send an email at least two hours before class if it pertains to your expected absence. Emails requesting information about assignments may sometimes be answered on the cuLearn Forum. An email will normally be answered within 24 hours, except possibly on Saturday or Sunday.

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Course format and classroom protocol

The class includes lectures and discussions of themes and student findings from related assignments. Students will be encouraged to limit the use of electronic devices to note taking. Presentations by the instructor will be posted after the class in a 6-slide per page format, but since many slides include images that are discussed at length, note taking will be important.

If you miss a class, it is your responsibility to ask a classmate about what you missed. This is especially important when assignments are introduced. You are encouraged to make class buddies, who notice your absence, take extra copies of handouts, or provide you with updates.

The instructor appreciates polite behavior and expects all students to show courtesy and respect for each other.

Tutorials: This course makes active use of the tutorials, led by teaching assistants and/or the instructor, to advance student learning through exercises that will be graded, discussions of readings and assignment requirements, and presentation of specific learning aids. Attendance is required, and will count towards your contribution grade.

References

A list of readings and online resources is located at the end of the syllabus.

Two basic Canadian online resources will be used throughout the course:

- *The Standards and Guidelines of the Conservation of Historic Places in Canada, 2nd edition, Parks Canada, 2011.* <http://www.historicplaces.ca/media/18072/81468-parks-s+g-eng-web2.pdf>
- *Canadian Register of Historic Places.* <http://www.historicplaces.ca/en/pages/about-apropos.aspx>

The instructor will from time to time make available additional references to follow up on class lectures, or provide references to current news items and sources of information. The remaining readings will also be available online or through the university library. Students are encouraged to become familiar with the main journals and popular publications on heritage conservation.

A session with library staff will be organized for one or more of the tutorials. Relevant CU library subject guides include:

- Heritage Conservation, Sites and Parks: Public Policy Resources
<https://library.carleton.ca/research/subject-guides/heritage-conservation-sites-and-parks-public-policy-resources-detailed-guide>
- Canadian Studies <https://library.carleton.ca/research/subject-guides/canadian-studies-detailed-guide>
- Indigenous Studies <https://library.carleton.ca/research/subject-guides/indigenous-studies-detailed-guide>
- Ottawa Resource Collection <https://library.carleton.ca/research/collection/ottawa-resource-collection>

See also this more extensive list on the School of Indigenous and Canadian Studies website
<https://carleton.ca/sics/heritage-conservation/heritage-conservation-programme-general-readings-and-references/>

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Detailed Student Assessment

This is a preliminary description of the tasks related to assessing how well students are doing on the course learning objectives. Additional information will be provided when each task or assignment is introduced. Students are responsible for referring to the latest version of assignment descriptions that will be posted on cuLearn. If you miss the class when an assignment is introduced you are responsible to make follow up enquiries. The course instructor reviews all marks, but the Teaching Assistants will play a key role in the assessment process, and should be contacted first for related questions, either by email or during the tutorials.

Assignment 1 “What is heritage value?” – worth 10% of final grade

The *Canadian Register of Historic Places* (CRHP) has become a key resource for understanding the diversity and significance – or heritage values – of Canada’s historic places. During the third class the places on the register will be used to explore a range of values associated with Canadian heritage. For this assignment, students will:

- Identify a place on the CRHP, including its name and location. It could be a building, landscape, engineering work or archeological site. Select a place that is meaningful to you.
- Identify the level of heritage recognition (municipal, provincial, national or federal)
- Locate the statement of significance, and read the section on heritage value,
 - Summarize it in a brief paragraph, and
 - Make a list of 5 key words that would help say why this place is important.
- Write a brief statement reflecting on why the place matters to you.
- Note also the direct URL or weblink to the statement for this place.

Canadian Register of Historic Places (CRHP) <http://www.historicplaces.ca/en/pages/register-repertoire.aspx>

Please submit your assignment electronically through the “assignment tab” on cuLearn **by Jan. 25 at 5pm**. Please bring a paper copy to class and the tutorial.

Assignment 2 “Conservation stakeholders” – worth 10% of final grade

For this assignment, you will locate a news article from the last five years about a heritage property anywhere in Canada, examine which stakeholders (people who have a interest, a role, or an association, such as a developer, a resident or a community historically associated with the place) are named or interviewed, and identify ones that are not named but might have been part of the story. To do so, you will need to look up more information than is found in the article, such as if there is a designation, name government(s) involved, and if there is a project, identify the developer. You will then write a brief, maximum 2-page reflection on the heritage issue, and be prepared to discuss in the tutorials. The paper’s title should clearly identify the historic place, and the reference article should be cited at the top of the first page. A template will be provided for an adapted Chicago style format.

A suggested starting point could be to look up on the National Trust of Canada’s Top Ten Endangered Places List, which is released annually to bring national attention to “sites at risk.” The archives going back to 2006 are sorted by province. You could use one of these examples as a starting point to then locate a related news article.

Please submit your assignment electronically through the “assignment tab” on cuLearn **by Feb.15 at 5pm**. Please bring a paper copy to class.

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Exercise A “Conservation Charters” – worth 5% of final grade

For this assignment, students will compare two related international conservation charters, and come up with a list of keywords that are contained in one but not the other. Paying attention to dates and the idea that the charters show an evolution of ideas, they will summarize the comparison in a simple table. Students will be given the list the week before and should come prepared to work on any two. The assignment will be completed **during tutorials on Feb. 9.**

ICOMOS – *Conservation Charters* <http://www.icomos.org/en/charters-and-texts>

Exercise B “Conservation Treatments” – worth 5% of final grade

For this assignment, you will read the *Standards and Guidelines for the Conservation of Historic Places in Canada*, focusing on Chapter One, the Conservation Decision-making Process and Chapter 2, The Conservation Treatments. During the tutorial you will be given a series of scenarios and decisions to be made regarding a historic place, and asked to identify the stage in the process and which type of treatment is being discussed. The assignment will be completed **during the tutorials on Feb.16.**

Standards and Guidelines for the Conservation of Historic Places in Canada,
<http://www.historicplaces.ca/media/18072/81468-parks-s+g-eng-web2.pdf>

Mid-term Online Quiz – worth 25% of final grade

This online and ‘open book’ quiz will provide you with more opportunities to explore both the *Canadian Register for Historic Places* and the *Standards and Guidelines for the Conservation of Historic Places in Canada*, and see how they can be used together. It will consist of a combination of multiple choice, true or false, and short answer questions.

The quiz will take place through cuLearn **on March 2-3.** It will be available for 24 hours, but you will only have 4 hours to complete it. Further details on the format will be discussed in class and tutorials.

Essay “Emerging Issues in Heritage Conservation” - 25% of final grade

As citizens and/or future conservation professionals, you will be faced with both old and emerging new issues in heritage conservation. Some themes may be related to the problems of specific heritage typologies (e.g. lighthouses), or others to specific regional contexts (e.g. rural tourism). To start to develop your own areas of interest, in this essay you will reflect on a critical theme and some of the strategies being developed in different contexts to address this theme. A list will be provided of possible themes, as well as recommended professional and scholarly journals where these themes are discussed. While the theme should be relevant to the Canadian context, students are encouraged to look beyond Canada to assess our own initiatives. In addition, to understand how issues evolve, students will be required to locate an older related article, which provides historical perspective on the issue, from the archives of one these organizations:

- Heritage Ottawa – Newsletters 1974-2016
<http://heritageottawa.org/newsletter/heritage-ottawa-newsletters>
- ICOMOS Canada – Past Publications 1975-2008
http://www.icomos.org/~fleblanc/publications/pub_icomos-canada.html
- Ontario Heritage Trust *Heritage Matters* – Past Issues 2006-2017
<http://www.heritagetrust.on.ca/en/index.php/pages/publications/heritage-matters-magazine/heritage-matters-archives>

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The essay will be submitted in two parts:

- Outline - due **March 15, 2018 at 5pm**
- Final Essay - due **April 5, 2018 at noon.**

Your outline should include a title for your essay, a point form list of content sections, and the main references. The final essay should be eight (8) pages minimum/maximum, double-spaced, using a 12-point font, and should be in either .doc or .docx format. No cover page or illustrations are required.

You are to use Chicago citation style with notes and bibliography. Refer to <http://www.chicagomanualofstyle.org.proxy.library.carleton.ca/16/contents.html>

Please submit through the Essay tab on cuLearn and bring a paper copy of the Outline to the tutorials on March 16, and a paper copy of the Final Essay to Dunton Tower DT 1218 by 4pm on April 5.

Exercise C “World Heritage in Canada” – worth 10% of final grade

For this last assignment, related to the last class and course theme of the semester, you will examine and comment on one of Canada’s World Heritage Sites. The 200 word /one-page commentary should briefly address heritage values and conservation, stakeholders, and emerging conservation themes in one specific existing World Heritage Site in Canada. Students should come to class having looked at the list of seventeen (17) Canadian sites. Reference materials and a sheet to complete will be provided. The assignment will be completed **during tutorials on April 11, 2018.**

Parks Canada, Canada’s Existing World Heritage Sites <http://www.pc.gc.ca/eng/progs/spm-whs/index.aspx>

Contribution – worth 10% of final grade

You are expected to come to class and tutorials with questions and issues to discuss based on the readings, assignments, reflection on the previous class and current events related to the course content. Heritage conservation is often in the news, and bringing this into the classroom can add for interesting debates. Tutorials provide an opportunity for more direct engagement, so attendance is taken, and since graded exercises are completed during tutorials, attendance is essential. Completed student assignments will occasionally be discussed, so you should be prepared to answer general questions related to the subjects you choose to write about.

Deadlines

Late assignments are not accepted, except for officially documented reasons. For medical reasons, students must produce a Doctor’s Certificate. A doctor’s certificate does not allow for an unlimited extension. The extension is limited to the length of the period of illness specified in the doctor’s certificate.

University Deadlines

Final submission of assignments is governed by the deadlines imposed by the University. All assignments are due no later than the deadlines set by the University Senate for each semester. In Winter 2018 this date is April 11, 2018, which is also the last day of this class because of the holiday of the preceding week. Instructors are not allowed to grant extensions beyond this date. Students who cannot meet this deadline must request a deferral from the Registrar’s Office.

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Important University Policies

Plagiarism

The University Senate defines plagiarism as presenting, whether intentionally or not, the ideas, expression of ideas, or the work of others as one's own. This can include:

- Reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- Submitting an essay other assignment written, in whole or in part, by someone else;
- Using ideas, quotations, or paraphrased material, concepts or ideas without appropriate acknowledgement in an essay or assignment;
- Failing to acknowledge sources through the use of proper citations when using another's works, and/or failing to use quotation marks;
- Handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, suspension from a program, suspension from the university, or even expulsion from the university. See the Section on Academic Integrity in the Student Conduct Portion of the Undergraduate Calendar.

Accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Academic Accommodations for Students with Disabilities The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website <http://www2.carleton.ca/equity/accommodation/>

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website <http://www2.carleton.ca/equity/accommodation/>

Off campus student activities: Please see me at the beginning of term if you expect to miss a class to participate in a national competition, performance, sporting or other event related to your academic career.

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Weekly Schedule - DRAFT

The readings may also be revised. See also the weekly schedule on cuLearn.

Class 1 – January 12, 2018

Introduction to Key Themes, Structure and Resources

- Course outline review (objectives, schedule, assessment, policies, communication); Introductions, TA roles and tutorials, Resources
- *Tutorial: No tutorial this week.*

Class 2 – January 19, 2018

Heritage Commemoration, Values and Significance

- Introduce Assignment 1 “What is heritage value?”
- *Readings:* Andrews & Buggey (2008), Shipley (2000),
- *Resource:* *Canadian Register of Historic Places*
- *Tutorial:* Article discussion and questions about Assignment 1

Assignment 1 “What is heritage value?” - submit on cuLearn by Jan. 25 at 5pm.

Class 3– January 26, 2018

Heritage Values in Buildings, Cultural Landscapes, Archaeological Sites

- Tangible and intangible values, heritage typologies
- *Reading:* Ross (2003)
- *Resources:* Fram (pp.14-19), *Canadian Register of Historic Places* (see 3 examples in Web resources list); UNESCO, What is Intangible Heritage?
- *Tutorial:* Values and typologies discussion based on examples from Assignment 1

Class 4 – February 2, 2018

Heritage Conservation in Canada: A Historical Overview

- Introduce Assignment 2 “Conservation stakeholders”
- *Readings:* Fulton (2006) Kalman (2011)
- *Tutorial:* Readings discussion, questions about assignment 2 – review of key terminology

Class 5 – February 9, 2018

Conservation Charters, Regulations and Codes of Ethics

- *Readings:* ICOMOS Charters
- *Tutorial:* **Exercise A “Conservation charters” to be completed in tutorial.**

Class 7 – February 16, 2018

Conservation Decision-making and Treatment Types

- Introduce mid-term quiz on “Applying the Standards and Guidelines”
- *Readings:* Parks Canada (2011) *Standards and Guidelines for the Conservation of Historic Places in Canada* (Chapters 1, 2 and 3)
- *Tutorial:* **Exercise B “Conservation Treatments” to be completed in tutorial.**

Assignment 2 “Conservation stakeholders” -submit on cuLearn by 5pm on Feb.15

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Winter Study Break February 19-23, 2018 – no classes or tutorials

Practice quiz questions available Feb.26-27, 2018

Class 7 – March 2, 2018

Conservation Principles and Guidelines

- *Readings:* Parks Canada (2011) *Standards and Guidelines for the Conservation of Historic Places in Canada* (Chapter 4)
- *Tutorial:* Review of Guidelines examples

Online Quiz on the *Standards and Guidelines* from March 2 - 3, 2018

Class 8 – March 9, 2018

Emerging Issues and Themes

- Industrial and modern heritage, sustainability, climate change, tourism
- Introduction to essay assignment
- Presentation by Librarian Martha Attridge-Buhton: research skills
- *Readings:* Berenfeld (2008), McClelland (2011), Ross (2006)
- *Tutorial:* Librarian visit continues: research and writing resources

Essay outline – submit on cuLearn by March 15, 2018 at 5pm.

Class 9 – March 16, 2018

Provincial Heritage Conservation Case Studies (Ontario and other provinces)

- *Resources:* Ontario Heritage Act/Toolkit and others
- *Tutorial:* Discussion of essay subjects

Class 10 – March 23, 2018

Local Heritage Conservation Case Studies

- *NB. Instructor will be absent*
- Presentations of graduate student research by Alison Creba and Casey Gray
- Presentation by librarian Martha Attridge-Buhton on citation and writing skills
- *Tutorial:* No tutorials this week.

Class 11 – March 30, 2018

National/Federal Heritage Conservation Case Studies

- *Readings:* Dick (2000), Leboeuf et al (2007)
- *Tutorial:* Discussion of essay questions

Final Essay – submit on cuLearn by April 5, 2018 at noon. Bring paper copy to Dunton Tower DT 1218 .

Class 12 – April 11, 2018 Nb. Wednesday make up date for April 6 holiday.

World Heritage Conservation Case Studies

- *Readings:* Falcon-Lang (2004), Parks Canada/UNESCO, Canada's World Heritage Sites, World Heritage Criteria
- *Tutorial:* **Exercise C “World Heritage in Canada” to be completed in tutorials.**

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Draft List of Readings – see updates in Weekly Schedule on cuLearn

The course will refer on a weekly basis to a series of readings and online resources. These will be made available through ARES, the library reserve system.

Some tutorials will be dedicated to readings discussion. In other cases the reading will be integrated in the related class. This list may be slightly expanded and or revised depending on student interests, guest speakers and current events.

Andrews, T. and S. Buggey, (2008) "Authenticity in Aboriginal Landscapes," *APT Bulletin*, 39 (2-3), 63-71.

Berenfeld, M. L. (2008). "Climate Change and Cultural Heritage: Local Evidence, Global Responses," *George Wright Forum*, 25(2), 66-82.
<http://www.georgewright.org/252berenfeld.pdf>

Dick, L. (2000), "Commemorative Integrity and Cultural Landscapes: Two National Historic Sites in British Columbia," *APT Bulletin*, 31 (4), 29-36.

Falcon-Lang, H. J., & Calder, J. H. (2004). "Feature: UNESCO World Heritage and the Joggins Cliffs of Nova Scotia". *Geology Today*, 20(4), 139-143.

Fram, M. (2003) "Types and Varieties," in *Well-Preserved: The Ontario Heritage Foundation's Manual of Principles and Practices for Architectural Conservation*, Boston Mills Press, pp.14-19. http://www.heritagetrust.on.ca/user_assets/documents/2-WP-Inheritance.pdf

Fulton, G. (2006) "Heritage Conservation," *The Canadian Encyclopaedia*.
<http://www.thecanadianencyclopedia.ca/en/article/heritage-conservation/>

Kalman, H. and L. Whitehead, (2011) "Conservation of Hollow Tree in Vancouver's Stanley Park," *APT Bulletin*, 42 (1), 3-11.

Leboeuf, J.F. et al, (2007) "National Historic Sites of Canada: A Values-based Approach to Posterity Heritage Recording," XX1 International CIPA Symposium, 01-06 October Athens, Greece. <http://cipa.icomos.org/fileadmin/template/doc/ATHENS/FP089.pdf>

McClelland, M., Stewart, G. and A.Ord. (2011) "Reassessing the Recent Past: Tower Neighborhood Renewal in Toronto," *APT Bulletin, Modern Heritage*, 42(3), 9-14.

Ross, S. (2003) "Montreal's Grain Elevator no.5, The Uncertain Fate of a Modern Icon," *Docomomo International Journal*, 28, 32-34. (PDF from professor)

Ross, S. (2006) "Saving Heritage is Key to Sustainable Development," *Heritage*, March/Spring, 6-11. (PDF from professor)

Shipley, R. (2000), "Heritage Designation and Property Values: Is There an Effect?" *International Journal of Heritage Studies*, 6 (1), 83-100.

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Additional web resources

See also study guides listed above

Canadian Register of Historic Places (CRHP)

<http://www.historicplaces.ca/en/pages/register-repertoire.aspx>

Examples:

- Colony of Avalon Special Preservation Area Municipal Heritage District, Ferryland, Newfoundland and Labrador
- Gooderham and Worts Distillery National Historic Site of Canada, Trinity Street, Toronto, ON
- Former BC Hydro Building, 989 Nelson Street, Vancouver, BC

City of Ottawa, Built Heritage Sub-Committee

<http://ottawa.ca/en/built-heritage-sub-committee>

City of Ottawa, Heritage Conservation

<http://ottawa.ca/en/city-hall/planning-and-development/heritage-conservation>

City of Ottawa, Heritage Inventory Project

<http://ottawa.ca/en/city-hall/planning-and-development/heritage-conservation/heritage-inventory-project>

Fram, M. (2003) *Well-Preserved: The Ontario Heritage Foundation's Manual of Principles and Practices for Architectural Conservation*, Boston Mills Press.

<http://www.heritagetrust.on.ca/en/index.php/pages/publications/well-preserved>

Heritage Ottawa – Newsletters 1974-2016

<http://heritageottawa.org/newsletter/heritage-ottawa-newsletters>

ICOMOS Conservation Charters

<http://www.icomos.org/en/charters-and-texts>

- 1964. ICOMOS. International Charter for the Conservation and Restoration of Monuments and Sites (Venice Charter).
- 1979 (revised 1981, 1988, 1999). Australia ICOMOS. Burra Charter: The Australia ICOMOS Charter for Places of Cultural Significance.
- 1994. ICOMOS. The Nara Document on Authenticity.
- 2008. ICOMOS. Quebec Declaration on the Preservation of the Spirit of Place
- 2011. ICOMOS. Valletta Principles for the Safeguarding and Management of Historic Cities, Towns and Urban Areas.

ICOMOS Canada – Past Publications 1975-2008

http://www.icomos.org/~fleblanc/publications/pub_icomos-canada.html

Ministry of Culture Tourism and Sport, *Ontario Heritage Act*

http://www.mtc.gov.on.ca/en/heritage/heritage_act.shtml

Ministry of Culture Tourism and Sport, *Ontario Heritage Toolkit*

http://www.mtc.gov.on.ca/en/heritage/heritage_toolkit.shtml

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Ministry of Culture Tourism and Sport, *Designating Heritage Properties, Guide to Municipal Designation of Individual Properties Under the OHA*

http://www.mtc.gov.on.ca/en/publications/Heritage_Tool_Kit_DHP_Eng.pdf

National Trust for Canada Top Ten Endangered Places List

<https://nationaltrustcanada.ca/what-we-offer/endangered-places>

Past Listings: <https://archive.nationaltrustcanada.ca/issues-campaigns/top-ten-endangered/explore-past-listings>

Ontario Heritage Trust *Heritage Matters* – Past Issues 2006-2018

<http://www.heritagetrust.on.ca/en/index.php/pages/publications/heritage-matters-magazine/heritage-matters-archives>

Ontario Heritage Act -see parts IV, V, VI

<http://www.ontario.ca/laws/statute/90o18>

Parks Canada (2013), Cultural Resource Management Policy,

<http://www.pc.gc.ca/eng/docs/pc/poli/grc-crm/index.aspx>.

Parks Canada (2011), The State of Canada's Natural and Historic Places, part B: Cultural Resources, <http://www.pc.gc.ca/eng/docs/pc/rpts/elnhc-scnhp/2011/part-b.aspx#toc5-1>

Parks Canada (2011) *The Standards and Guidelines of the Conservation of Historic Places in Canada, 2nd edition*. <http://www.historicplaces.ca/media/18072/81468-parks-s-g-eng-web2.pdf>

Parks Canada, Heritage Lighthouses of Canada, accessed Mar.

2015, <http://www.pc.gc.ca/eng/progs/lhn-nhs/pp-hl/index.aspx>

Parks Canada, Canada's Existing World Heritage Sites

<http://www.pc.gc.ca/eng/progs/spm-whs/index.aspx>

Examples:

- L'Anse au Meadows
- Old Town Lunenburg
- Head Smashed In Buffalo Jump
- Landscape of Grand Pré
- Red Bay Basque Whaling Station

UNESCO, What is Intangible Cultural Heritage?

<https://ich.unesco.org/en/what-is-intangible-heritage-00003>

UNESCO, Properties in Canada inscribed on the World Heritage List

<http://whc.unesco.org/en/statesparties/CA/>

UNESCO, World Heritage Convention – Criteria for Selection

<http://whc.unesco.org/en/criteria/>