Winter 2016
Lectures Wednesday 11:35-1:25 pm in Tory Building TB 210
Instructor Susan Ross, Assistant Professor, School of Canadian Studies
Office Hours Mondays 1:30-2:30, or by appointment
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Course Description
Heritage Conservation in Canada in 2016 is in a very different place than it was twenty years ago when Carleton University first started offering related courses in the School of Canadian Studies. If it began with advocacy, today it includes established multi-disciplinary practices, integrated national and local inventories, internationally recognized charters, evolving heritage legislation, and governments and non-governmental organizations with decades of experience. All this makes it possible for students today to go back to the basic questions: why is heritage important, who does it matter to, why do we conserve it and who is involved? Looking forward, what more could heritage conservation achieve, and how should practice in the field look in the coming decades?

There are also now pan-Canadian tools for practice to start from: the Canadian Register for Historic Places, which documents 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”. This course, intended for students in the Arts, Humanities, 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.

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.
School of Canadian Studies - Carleton University

CDNS 2400: Heritage Conservation in Canada

Course Schedule Overview

Class 1 (January 6): Introduction
Class 2 (January 13): Heritage Commemoration, Values and Significance
Class 3 (January 20): Heritage Values in Buildings, Landscapes and Archaeological Sites
Class 4 (January 27): Heritage Conservation in Canada: A Historical Overview
Class 5 (February 3): Conservation Charters, Regulations and Codes of Ethics
Class 6 (February 10): Conservation Decision-making and Treatment Types
   Winter Study Break
Class 7 (February 24): Conservation Principles and Guidelines
Class 8 (March 2): Stakeholders, Initiatives and Programmes Across Canada – w Jim Mountain
Class 9 (March 9): Emerging issues and themes
Class 10 (March 16): Local Heritage Conservation Case Studies – w Stuart Lazear
Class 11 (March 23): Provincial Heritage Conservation Case Studies
Class 12 (March 30): Federal Heritage Conservation Case Studies – w Chris Ouimet
Class 13 (April 6): World Heritage Conservation Case Studies, and Course Review

Overview of Student Assessment

Assignment 1 “What is heritage value?” – worth 10% of final grade
Assignment 2 “Conservation charters” – worth 5%
Assignment 3 “Conservation treatments” – worth 5%
Assignment 4 “Conservation stakeholders” – worth 10%
Assignment 5 “World Heritage in Canada” – worth 10%
Mid-term online quiz – worth 25%
Essay “Emerging Issues in Heritage Conservation” – worth 25%
Contribution – worth 10%

Assignment 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 some assignments will be completed during the tutorials.

cuLearn

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. Any unresolved questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or via email atccs_service_desk@carleton.ca.

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.

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.
Course format and classroom protocol

The class includes lectures and discussions of themes and student findings from related assignments. There may also be three or four guest speakers later in the course. Students are expected to read up about the speaker and prepare questions to show interest in their experiences. 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 new assignments are introduced. You are encouraged to have a couple of class buddies, who notice if you are not there, and 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 in assignments, discussions of readings and presentation of specific learning aids. Attendance is required, and will count towards your contribution grade.

References – see also the Readings and Online Resources listed at the end

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


These two Ontario-based resources will also be used:


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 librarian Martha Attridge-Bufton will be organized for one of the tutorials.

CU library subject guides:

- Canadian Studies [https://library.carleton.ca/research/subject-guides/canadian-studies](https://library.carleton.ca/research/subject-guides/canadian-studies)
Detailed Student Assessment

This is a preliminary overview 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 the assignment description that will be posted on cuLearn. If you miss the class when an assignment is introduced, or the related tutorial when one is completed, 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 – due Jan.19
- Assignment 2 – in the tutorials Feb.3
- Assignment 3 – in the tutorials Feb.10
- Assignment 4 – due Feb.23
- Assignment 5 – in the tutorials April 6
- Mid-term Online Quiz – March 8
- Essay outline – due March 15
- Essay – due April 5

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. This place could be a building, a landscape or an archeological site. Select a place that is meaningful to you.
- Identify the level of 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.

During class, the instructor will call on students to answer questions about their selected place.


Please submit your assignment electronically through the “assignment tab” on cuLearn by Tuesday January 19, 2016 at 5pm. Please bring a paper copy to class and the tutorial.

Assignment 2 “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 February 3, 2016.


CDNS 2400 – Jan.4, 2015
Assignment 3 “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 Feb. 10, 2016.

Standards and Guidelines for the Conservation of Historic Places in Canada,
http://www.historicplaces.ca/media/18072/81468

Assignment 4 “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 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 to begin to look up your article. https://www.nationaltrustcanada.ca/issues-campaigns/top-ten-endangered

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

Assignment 5 “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 either Heritage values, Heritage conservation, Stakeholders, or Emerging 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 the tutorials on April 6, 2015.


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, 2016.
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 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 1974-2013  
  http://heritage.ottawa.org/newsletter/heritage-ottawa-newsletters
- ICOMOS Canada – Past Publications 1975-2008  
  http://www.icomos.org/-fleblanc/publications/pub_icomos-canada.html

This assignment will be submitted in two parts: An Outline is due March 15, 2016 and the Final Essay is due on April 5, 2016, both at 5 pm. Please submit through the assignment tab on cuLearn.

Your outline should include a title for your essay, a point form list of content sections, and the main references. The essay should be eight pages maximum, double-spaced, using a 12-point font, and should be in either .doc or .docx format. Please bring a paper copy of the Outline to the tutorials on March 16, and a paper copy of the Final Essay to the class on April 6.

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 specific assignments 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. For legal reasons such as jury duty, court appearance, imprisonment or deportation, students must produce official documentation from legal authorities.

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 2016 this date is April 8, 2016. 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.
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 a take-home examination, essay, laboratory report or 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:

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/

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/

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).
Draft Weekly Schedule

Note that this schedule may be subject to minor revisions. The readings may also be revised. Updates will only be posted in the weekly schedule on cuLearn.

Class 1 – January 6, 2016
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 13, 2016
Heritage Commemoration, Values and Significance
   • Introduce Assignment 1 "What is heritage value?"
Tutorial: Article discussion and questions about Assignment 1

Assignment 1 “What is heritage value?” - submit on cuLearn by Jan. 19 at 5pm.

Class 3 – January 20, 2016
Heritage Values in Buildings, Cultural Landscapes, Archaeological Sites
Librarian visit to class – brief discussion on locating information/reading a citation
   • Students bring paper copy of Assignment 1 to class
Readings: Canadian Register of Historic Places (places tbd), Ross (2003)
Tutorial: Exercise based on student CRHP examples from Assignment 1

Class 4 – January 27, 2016
Heritage Conservation in Canada: A Historical Overview
Tutorial: Readings discussion – review of key terminology

Class 5 – February 3, 2016
Conservation Charters, Regulations and Codes of Ethics
Readings: ICOMOS Charters (see Resources)
Tutorial: Assignment 2 “Conservation charters” to be completed in class.

Class 6 – February 10, 2016
Conservation Decision-making and Treatment types
   • Introduce Assignment 4 “Conservation stakeholders”
Readings: Standards and Guidelines for the Conservation of Historic Places in Canada (Chapters 1 and 2), Kalman (2011)
Tutorial: Assignment 3 “Conservation Treatments” to be completed in class.

Winter Study Break February 13-21, 2016
Assignment 4 “Conservation stakeholders” -submit on cuLearn by Feb. 23 at 5pm.
CDNS 2400: Heritage Conservation in Canada

Class 7 – February 24, 2016
Conservation Standards and Guidelines
  • Instructions for mid-term quiz

Readings: The Standards and Guidelines for the Conservation of Historic Places in Canada. (Chapters 3 and 4 (Introduction)).

Tutorial: Preparation for online quiz

Class 8 – March 2, 2016
Stakeholders, Initiatives and Programmes Across Canada
Guest speaker - Jim Mountain, National Trust for Canada
No Tutorials this week: Time can be used to complete mid-term online quiz

Mid-term Online Quiz March 2, 1:30pm to March 3, 1:30pm

Class 9 – March 9, 2016
Emerging Issues and Themes
Industrial and modern heritage, sustainability, climate change, tourism
  • Introduction to essay assignment, and visit by librarian


Tutorial: Discussion of essay ideas

Essay outline – submit on cuLearn by March 15, 2016 at 5pm.

Class 10 – March 16, 2016
Local/Municipal Heritage Conservation Case Studies
Guest speaker – Stuart Lazear, former heritage planner, city of Ottawa

Readings: City of Ottawa related documents, to be identified with the guest speaker.

Tutorial: Librarian/library visit: writing resources and citation styles

Class 11 – March 23, 2016
Provincial Heritage Conservation Case Studies (Ontario and other provinces)
Readings: Ontario Heritage Act/Toolkit and others

Tutorial: Discussion of essay outlines

Class 12 – March 30, 2016
National/Federal Heritage Conservation Case Studies
Guest speaker – Chris Ouimet, Heritage Conservation Directorate, Federal Government


Tutorial: Discussion of essay questions

Final Essay – submit on cuLearn by April 5, 2016 at 5 pm.

Class 13 – April 6, 2016
World Heritage Conservation Case Studies

Tutorial: Assignment 5 “World Heritage in Canada” to be completed in class.
Draft List of Readings – see updates in the Weekly Schedule on cuLearn

The course will refer on a weekly basis to a series of articles, taken from academic or specialist journals. 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. Unless otherwise indicated, journals are available online from CU library.


Online Resources

The course will refer on a weekly basis to various web resources, which are often documents that will be of use over the longer term. Examples or key elements will be discussed in class.

Canadian Register of Historic Places (CRHP)
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

Heritage Ottawa – Newsletters 1974-2013
http://heritageottawa.org/newsletter/heritage-ottawa-newsletters

ICOMOS Conservation Charters
Examples:
• 2008. ICOMOS. Quebec Declaration on the Preservation of the Spirit of Place

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

Ministry of Culture Tourism and Sport, Ontario Heritage Toolkit

Ministry of Culture Tourism and Sport, Designating Heritage Properties, Guide to Municipal Designation of Individual Properties Under the OHA
National Trust for Canada Top Ten Endangered Places List,  
https://www.nationaltrustcanada.ca/issues-campaigns/top-ten-endangered  
Past Listings: https://www.nationaltrustcanada.ca/issues-campaigns/top-ten-endangered/explore-past-listings


Ontario Heritage Act -see parts IV, V, VI  
http://www.ontario.ca/laws/statute/90o18

Parks Canada (2013), Cultural Resource Management Policy,  

Parks Canada (2011), The State of Canada's Natural and Historic Places, part B: Cultural Resources,  

Parks Canada, Heritage Lighthouses of Canada, accessed Mar. 2015,  

Parks Canada, Canada's Existing World Heritage Sites  

UNESCO, Properties in Canada inscribed on the World Heritage List  
http://whc.unesco.org/en/statesparties/CA/

World Heritage Convention – Criteria for Selection  
http://whc.unesco.org/en/criteria/