**Course Description**

Heritage conservation as a practice in Canada has come of age, and is 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. Furthermore, a number of the Truth and Reconciliation Commission (TRC) Calls to Action relate directly and indirectly to heritage contexts. All this suggests that students today go back to the key questions: why is heritage important, to whom does it matter, 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 across Canada and internationally.
- Identify and explain the concept of heritage value for 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 diverse communities and understanding the values inherent in those judgments.
Course Schedule Overview

| Class 1 (January 8) | Introduction – no tutorials this week |
| Class 2 (January 15) | Heritage Commemoration, Values and Significance |
| Class 3 (January 22) | Heritage Values in Buildings, Cultural Landscapes, & Archaeological Sites |
| Class 4 (January 29) | Heritage Conservation in Canada: A Historical Overview |
| Class 5 (February 5) | Conservation Charters, Regulations and Codes of Ethics |
| Class 6 (February 12) | Conservation Decision-making and Treatment Types |

Feb.18-22: Winter Study Break – no classes, tutorials or office hours

| Class 7 (February 26) | Conservation Principles and Guidelines |
| Class 8 (March 5) | Emerging issues and themes |
| Class 9 (March 12) | Local Heritage Conservation Resources and Case Studies |
| Class 10 (March 19) | Provincial Heritage Conservation Resources and Case Studies |
| Class 11 (March 26) | National/Federal Heritage Conservation Resources and Case Studies |
| Class 12 (April 2) | World Heritage Conservation Resources and Case Studies |
| Class 13 (April 9) | Review/content TBD |

Overview of Student Assessment

| Assignment 1 “What is heritage value?” | – worth 10% (of final grade) |
| Assignment 2 “Conservation stakeholders” | – worth 10% |
| Reflection on Conservation standards | – worth 5% |
| Online assignment on the Standards and Guidelines | – worth 20% |
| 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. 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 if the answer is of interest to all students. 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. 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. This includes punctual arrival in class. Please advise the instructor and TAs of any delays.

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 are introduced in the course lectures and assignments, and form the basis of the mid-term quiz:


The instructor may 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:

- Canadian Studies [https://library.carleton.ca/research/subject-guides/canadian-studies-detailed-guide](https://library.carleton.ca/research/subject-guides/canadian-studies-detailed-guide)

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/](https://carleton.ca/sics/heritage-conservation/heritage-conservation-programme-general-readings-and-references/)
Detailed Student Assessment

This is a preliminary description of the tasks related to assessing how well students are doing on the course learning objectives. 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, however 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/their office hours.

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.


Please submit your assignment electronically through the “assignment tab” on cuLearn [by Jan. 21 at 5pm](http://www.historicplaces.ca/en/pages/register-repertoire.aspx). Please bring a paper copy to class and the tutorial.

Assignment 2 “Conservation stakeholders” –10%

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. If there is a heritage designation, name government(s) involved. 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. 11 at 5pm](http://www.historicplaces.ca/en/pages/register-repertoire.aspx). Please bring a paper copy to class.
Exercise A “Conservation Charters” – 5%
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. 5.


Exercise B “Conservation Treatments” – 5%
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. 12.


Reflection on the Conservation Standards – 5 %
For this assignment, you will write a brief assessment of one (1) of the 14 Standards in the Standards and Guidelines for the Conservation of Historic Places in Canada, as described in chapter 3, restating the principle(s) of the Standard in your own words, and providing an example of the type of conservation context it might apply to. Maximum 250 words/one page. A form to complete will be provided, and you are to bring the completed reflection to class on Feb. 26.

Online assignment: The Standards and Guidelines – 20%
This web-based longer assignment provides 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 consists of a combination of multiple choice, true or false, and short answer questions. The assignment will take place through cuLearn on Feb. 26-27. There will be no tutorial that week. 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%
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:
The essay will be submitted in two parts:

- Outline - due **March 18, 2019 at 5pm**
- Final Essay - due **April 8, 2019 at 5pm**.

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

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. 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 class on April 9.

**Exercise C “World Heritage in Canada” –10%**

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 2, 2019**.


**Contribution –10%**

You are expected to come to class and to 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**

Please review all deadlines in the detailed description of assignments above and plan your work to meet the schedule. No extensions are given after a deadline is past, and an extension will involve a loss of marks per extra day. An extension for medical reasons is limited to the length of the period of illness specified in the doctor’s certificate. Final submission of assignments is governed by the deadlines set by the University Senate. In winter 2019, April 9 is the last day that can be specified by a course instructor as a due date for term work, which is also the last day of this class.
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, or other assignment, written, in whole or in part, by someone else;
- Using ideas, or direct verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgement in any academic assignment;
- Using another’s data or research findings;
- 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 serious offence that cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts 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 a final grade of “F” for the course. See also the Section on Academic Integrity here https://carleton.ca/registrar/academic-integrity/.

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, psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorders, 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.

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 https://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 https://carleton.ca/equity/accommodation/

Student activities: 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.

Survivors of sexual violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton’s Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf
Weekly Schedule – DRAFT – updates will be posted on CuLearn.

Class 1 – January 8, 2019
Introduction
- Course outline review (objectives, schedule, assessment, policies, communication); Introductions, TA roles and tutorials, Resources
- Tutorial: No tutorial this week.

Class 2 – January 15, 2019
Heritage Commemoration, Values and Significance
- Introduce Assignment 1 "What is heritage value?"
- Resource: Canadian Register of Historic Places
- Tutorial: Article discussion and questions about Assignment 1

Assignment 1 “What is heritage value?” - submit on cuLearn by 5pm on Jan. 21.

Class 3– January 22, 2019
Heritage Values in Buildings, Cultural Landscapes, Archaeological Sites
- Tangible and intangible heritage, heritage and values typologies
- 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 – January 29, 2019
Heritage Conservation in Canada: A Historical Overview
- Introduce Assignment 2 “Conservation stakeholders”
- Tutorial: Readings discussion, questions about assignment 2 – review terminology

Class 5 – February 5, 2019
Conservation Charters, Regulations and Codes of Ethics
- Readings: selected ICOMOS Charters
- Tutorial: Exercise A “Conservation charters” to be completed in tutorial.

Assignment 2 “Conservation stakeholders” - submit on cuLearn by 5pm on Feb.11

Class 7 – February 12, 2019
Conservation Decision-making and Treatment Types
- 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.

Winter Study Break February 18-22, 2019 – no classes or tutorials
Class 7 – February 26, 2019

Conservation Principles and Guidelines
• Introduce online assignment on "Applying the Standards and Guidelines"
• Readings: Parks Canada (2011) Standards and Guidelines for the Conservation of Historic Places in Canada (Chapter 4)
• No tutorial. Bring Reflection on the Conservation Standards to class.

Online Assignment on the Standards and Guidelines from February 26-27, 2019

Class 8 – March 5, 2019

Emerging Issues and Themes
• Industrial and modern heritage, climate change, tourism, decolonization
• Introduction to essay assignment
• Tutorial: Readings discussion – text analysis

Class 9 – March 12, 2019

Local Heritage Conservation Case Studies
• Incl. presentation by Librarian Martha Attridge-Bufton: research/writing skills
• Readings/Resources: Archives of Heritage Ottawa, ICOMOS, OHT, etc.
• Tutorial: Sessions at library reviewing books and resources.

Essay outline: Submit on cuLearn by Mar. 18 at 5pm. Bring paper copy to class Mar. 19.

Class 10 – March 19, 2019

Provincial Heritage Conservation Case Studies (Ontario and other provinces)
• Resources: Ontario Heritage Act/Toolkit and others
• Tutorial: Discussion of essay subjects

Class 11 – March 26, 2019

National/Federal Heritage Conservation Case Studies
• Incl. presentation by Librarian Martha Attridge-Bufton: citations skills
• Tutorial: Essay writing tips, “workshopping” student subjects, and citation exercises

Class 12 – April 2, 2019

World Heritage Conservation Case Studies
• Tutorial: Exercise C “World Heritage in Canada” to be completed in tutorials.

Final Essay: Submit on cuLearn by Apr. 8, 2019 at 5pm. Bring paper copy to class Apr. 9

Class 13 – April 9, 2019 – Review class/content TBD
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. 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.


Additional web resources

See also study guides listed above

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

City of Ottawa, Heritage Inventory Project


Heritage Ottawa – Newsletters 1974-2016
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://nationaltrustcanada.ca/what-we-offer/endangered-places](https://nationaltrustcanada.ca/what-we-offer/endangered-places)

Past Listings:  

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

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

Parks Canada (2013), Cultural Resource Management Policy,  

[http://www.historicplaces.ca/media/18072/81468-parks-s+g-eng-web2.pdf](http://www.historicplaces.ca/media/18072/81468-parks-s+g-eng-web2.pdf)

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

Parks Canada, Canada’s Existing World Heritage Sites  

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?  

UNESCO, Properties in Canada inscribed on the World Heritage List  

UNESCO, World Heritage Convention – Criteria for Selection  