



Benny Farm, Montreal, blending existing and new community housing and gardens (Susan Ross, 2017)

CDNS 4403 / 5403 Heritage Conservation & Sustainability

Thursdays, September 5-December 5, 2019, 11:35 am-2:25 pm, DT 1216

Professor Susan Ross, susan.ross@carleton.ca, DT 1218

Overview

How do changing ideas of heritage and an ever-expanding abundance of heritage places challenge our basic ideas of conservation? Since the first decades of the 21st century, theories and practices of heritage conservation relate increasingly to ideas of environmental, social and economic sustainability. How does this shift expand conservation objectives based on safeguarding historic places and their cultural/natural values? Although it helps connect stewardship of the historic built environment to nature conservation, it also forces us to recognize that the past has left us with many landscapes, sites and buildings that are difficult to value and problematic to conserve. This course will examine the significance, opportunities and dilemmas inherent in this shift, building on the discourses of the historic urban landscape, values-based conservation, difficult heritage, and critical heritage studies.

We will consider how the idea of natural and cultural heritage as separate spheres is entrenched in different doctrines and practices of conservation and planning, and study ways that more holistic thinking can help integrate disparate objectives. We will discuss the synergies and gaps between heritage and conservation as ecological or social processes in a wide range of disciplines, including cultural ecology, environmental history, sustainable design, and urban studies. Lessons to be learned from organically evolved cultural landscapes, traditional stewardship and Indigenous environmental relations will be considered, as will the strategies emerging from recent scientific research and technological developments for addressing climate change, and the need for renewable energy sources.

Optimists see environmental crisis as an opportunity, which we should have the abilities and tools to solve, if we take on the problems in their full scope. Reinvesting in and sustaining places embedded with complex problems and values requires creative, critical and constructive practices. An increasing number of Canadian and international projects and initiatives demonstrate how to better integrate, or at least balance, disparate value systems and ideals. These merit close analysis for lessons learned.

Projects to be examined in detail include landscapes where natural and cultural heritage are approached in a more integrated way; industrial sites that are remediated through projects that reinvest in their socio-economic values while addressing their contamination; neighbourhoods that use densification to address the legacy of the automobile; and, historic and modern buildings that are adapted for new sustainable uses and standards. This course should empower students to become part of planning for holistic solutions through better understanding of the values, issues and possibilities of historic places and the broader environment.

Upon completing this course, students will be able to:

- Compare and explain key concepts that help connect heritage conservation and sustainability
- Distinguish relevant sources of academic literature, and demonstrate critical analysis of key concepts including natural/cultural heritage, Indigenous ecological knowledge and practices, historic urban landscapes
- Develop a case study framework that clearly assembles key information and concepts
- Select appropriate sustainability metrics and apply theories of integrated conservation planning as an analytical tool in the assessment of case studies
- Engage in dialogues that support the articulation of distinct attitudes but attempt to reconcile disparate values.

Communication

Office hours are on Thursday from 10 to 11:30 am or by appointment. I will communicate with you via email using your Carleton account. General emails will be sent out using cuLearn. You should carefully read all my emails; 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. Be sure to check cuLearn each week for any updates of shared content.

Course format and approach

As a seminar, the course includes brief lectures and occasional videos. The focus is on discussion of readings and examples described in the readings, so doing the readings is essential. Students have the opportunity to direct their own learning by their engagement with suggested materials and the exchange with others through shared insights, experiences and stories. When possible, part of the class might start or finish outside the classroom, to encourage awareness and reflection inspired by experiences of places/communities. You are also encouraged to close electronic equipment during discussion unless it has been suggested that the Internet be accessed for references in small group discussions. You are expected to attend all student presentations and support your classmates with interest and feedback. A mid-term teaching feedback survey will allow students to provide early suggestions for improvements.

Decolonizing heritage conservation

Article 11 of the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP) states, “Indigenous peoples have the right to practice and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artifacts, designs, ceremonies, technologies and visual and performing arts and literature” [United Nations General Assembly 2007]. Following the renaming of the School of Indigenous and Canadian Studies in 2016, and building on the Truth and Reconciliation Commission’s Calls to Action from 2015 that directly and indirectly relate to heritage contexts, an emerging part of discussions in our classes is on approaches to decolonizing heritage and its conservation, as institutionalized, practiced, and taught in Canada. I encourage all students in the course to bring tolerance and respect to all discussions.

“Carleton University recognizes the location of its campus on the traditional unceded territories of the Algonquin people.”
– University Senate, 2011

Student assessment – general remarks

- Assessment includes two assignments (15% and 50%) that allow students to explore individual areas of interest within a context that contributes to shared class learning, a quiz to assess overall understanding of key terms, concepts and resources (20%), and the weekly contribution in reading discussions and other in-class activities (15%). A response to the Collaborative Indigenous Learning Bundle, which is reviewed by the Education Development Centre, is also required. See details below on each component.
- As a course in the School of Indigenous and Canadian Studies, students are expected to pay particular attention to related themes, places and references in their selection of individual subjects for research.
- This class includes both upper level undergraduates (in CDNS 4403) and graduate students (in CDNS 5403). Graduate students are required to complete both undergraduate and a few additional assigned readings. Assignment lengths differ for undergrads and graduates (e.g. 1000 U / 1500 G words).
- The course will make extensive use of cuLearn for assignment submissions, assessment and grading. Explanations will be provided if required in the first class.
- All work by students will be assessed in relation to overall programme objectives (heritage conservation, Indigenous and Canadian Studies, Arts and Social Sciences, etc), course objectives, and specific objectives related to course themes and activities.
- Since the end results will be ‘published’ on a website, correct language is critical. Plagiarism, even unintentional, is totally unacceptable. Please see also the section on Academic Integrity below.
- All the texts should be correctly referenced with citations and bibliographies using APA Style. See the Library tip sheet <https://library.carleton.ca/sites/default/files/research/course-guides/Using%20APA%20style%20-%20Final%202016-04-15.pdf>
- Students should put their full name, student number, course number, and assignment title on the first page of each assignment. No cover sheets are allowed. No paper copies are required.
- The deadlines are indicated within the descriptions below. The instructor has the right to determine what may constitute an acceptable reason for accepting late papers. If you think your assignment may be late, talk to the instructor first, and be prepared to discuss a timeline for completion.
- There are many resources available to support student excellence. See this one for helping manage stress <https://www.workplacestrategiesformentalhealth.com/employee-resources/post-secondary-student-resilience>
- Please also review the section on Academic Accommodation below.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Details on each assessment element

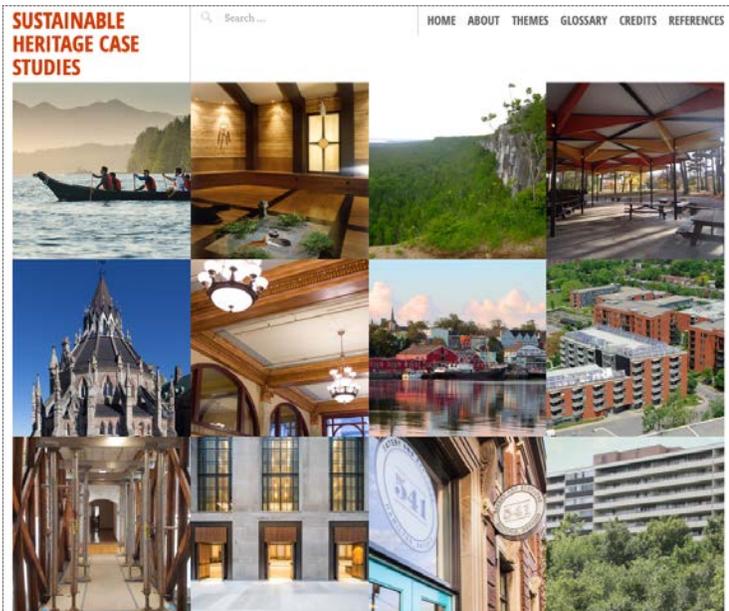
1) Localizing sustainable development goals (SDGs) - short response paper with slides (15%)

This assignment offers a preliminary understanding of possible sustainability-heritage relationships by review of international sustainability measures in Canadian contexts of heritage conservation. Students select one of the 17 United Nations 2015-2030 Sustainable Development Goals, review their targets, proposed indicators, and discuss how the SDGs might apply to specific contexts of natural/cultural heritage stewardship and or conservation in Canada, such as a Canadian site listed on the World Heritage List, on the Canadian Register of Historic Places. Results will be presented in a standardized format PowerPoint slide format in class on September 19. A related text of 500U / 750G words is to be prepared for the goal’s application and discussion to two sites. Additional information, including the presentation template, will be introduced on September 5. The slides are due before the class on September 19, when they will be projected and discussed. The texts are due Sept.26, to allow for revision after the class lecture and discussion.

- United Nations. 2015. *Transforming Our World: the 2030 Agenda for Sustainable Development*. <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>
- Local 2030: Localizing the SDGs. <https://www.localizingthesdgs.org>
- World Heritage List – Canada <https://whc.unesco.org/en/statesparties/ca>
- Canadian Register of Historic Places <https://www.historicplaces.ca/en/pages/register-repertoire.aspx>

2) Sustainable heritage conservation case study (50%)

This assignment will provide students with an opportunity to research and analyze a site, project or policy in Canada, that provides insight into some of the meaningful issues, theories and strategies discussed in the course lectures, readings and discussions. The instructor will provide a list of possible subjects for consideration, but the student may select one on their own, with prior approval. Examples of case study topics, places and projects will be provided. In addition to more place or project-oriented case studies, students may select an initiative of a specific organization, government or community that provides innovative insight into how to implement the ideals of integrated sustainable conservation planning and activities. For examples of earlier case studies by students in the 2014 and 2017 versions of this course, see <http://sustainableheritagecasestudies.ca>



Learning outcomes for this assignment will include:

- Developing a deep understanding of how the specific issues discussed in class are being addressed in specific places in Canada.
- Assessing methods, resources and outcomes, relating these to existing theory. Articulating draft lessons learned as guidelines.
- Applying theoretical frameworks to analysis of a case study.
- Developing critical skills with regards to how information is delivered on the web.

The assignment will be introduced in more detail on October 3, 2019, including a full discussion of the purposes and methodologies of case studies and their development, as well as a tutorial on how to use the Wordpress based web-platform on which the case studies will be “published”. The resources for the class on November 7 on “Sustaining and assessing cultural heritage” provide multiple examples of evaluation metrics.

The number of sections and text length of each section of the case study may vary, but the overall text length, not including footnotes or references should be about 3000U / 4000G words. The key headings will follow the model of the 2014/2017 cases already online. The language used will vary depending on the subject and sub-section, from descriptive to analytical. Factual information based on sources (e.g. year of construction) should be tracked in the student’s working notes.

Steps in the process will include:

- Review and discussion of the existing case studies on the website (this should begin early in the course)
- Discussion in class of case study models and methods, including web-based case study data-bases of related interest.

- Selection of a theme and place/project
- Literature search at the library and online, including journals, books and grey literature
- Identify sources to describe the place/project and theme (focus on 4 to 6 key sources)
- Identify any of the existing case study models that are particularly relevant.
- Proposal – submitted as an outline with key references*
- Draft an outline of the case study, following key headings
- Discussion in class of case study headings, themes and questions
- Presentation of preliminary findings as a PowerPoint in class*
- Meet with instructor to review case study draft content
- Post draft text on course website (NB. date to be discussed)
- Edit web content following comments*

This assignment will be graded at 3 of these stages*:

- October 17, 2019 – proposed theme and place/project with draft references (20%)
- November 14, 21, or 28, 2019 – presentation in class (20%)
- December 6, 2019 – edited content posted to webpage (60%)

Please note that students are not required to post their work themselves, however they are encouraged to edit it online, and the decision to ‘publish’ the individual case studies will follow the instructor’s assessment.

3) Quiz (20%)

There will be an in-class quiz towards middle of the term*, to assess understanding of key terminology and course themes, as explained in class lectures and discussions or the course required readings up to that point. It will be short (ca.20-25 questions) with multiple-choice or short answers, and last one hour. The purpose of the quiz is to balance out the assessment of specialized areas of understanding that will be developed in individual work with an assessment of overall knowledge acquired in other areas. *Proposed date: October 31, 2019.

4) Contribution and reading notebook (15%)

A wide range of texts will be considered in this course; learning to assess and analyze sources is an important learning objective. Students will be assessed on their preparation for class by reading the assigned materials, identifying and posting a quotation from each reading to the weekly class forum on cuLearn, as well drafting a question for discussion in class on an index card. Quotations are to be posted to cuLearn by midnight of the Wednesday directly before each class, and index cards submitted at the beginning of each class on Thursday at 11:35. In addition, each week 1 or 2 students will be tasked with leading the discussion by presenting their question, following a brief critical preamble on the text. At the end of term each student will submit a “reading notebook” that compiles all his or her quotations and questions. Keeping a notebook in which you track your reading notes is encouraged, as this will help you prepare for the quiz. I will also be looking for evidence of understanding the readings in your work on the case study.

5) CILB response (ungraded)

A number of themes addressed in this course will consider Indigenous perspectives on heritage and sustainability. In order to better frame a key text on Métis knowledge that will be discussed on September 26 the course will include one of the Collaborative Indigenous Learning Bundles developed by Dr. Kahente Horn-Miller entitled “An Introduction Métis Peoples and Nations.” Completing the online response to this module is required, however it is set up and reviewed by the Education Development Centre (EDC) and it is not graded.

Draft schedule (subject to change)

Date	Theme	Student work
September 5	Contexts of sustainability and heritage <i>SDG assignment intro</i>	Review course outline
September 12	International frameworks: Sustainable Development Goals, World Heritage, Indigenous Rights	Reading prep
September 19	Bridging natural/cultural heritage conservation and sustainability	Reading prep SDG response slides
September 26	Indigenous/community and land-based knowledge and stewardship <i>CILB module – Intro to the Métis peoples/Nation</i>	Reading prep SDG response text
October 3	Historic cities/suburbs and sustainable planning/regulation <i>Case studies introduction</i>	Reading prep CILB response
October 10	Resilient and inclusive landscapes in changing climates	Reading prep
October 17	Built heritage and sustainable rehabilitation	Reading prep Case study proposals due
October 24	FALL BREAK- No classes or office hours	
October 31	Review class / Mid-term quiz	Resource review
November 7	Sustaining and assessing cultural heritage <i>Review of case study methods</i>	Reading prep
November 14	Models of inclusive environmental stewardship	Case study presentations
November 21	Social sustainability, environmental history and justice	Case study presentations
November 28	Economic sustainability, heritage tourism and walkability	Case study presentations
December 5	Last class	
December 6		Edited case study due

Weekly readings by themes

This course has no textbook. The required readings are taken from books on reserve (print and e-books), journal articles and other online sources. The references below are organized according to the major proposed themes of scheduled lecture and reading discussions, however many texts could be read under multiple themes. Be sure to check for updates on cuLearn about readings required for each week. Selected policies and videos are noted below as resources. Additional resources including reports and books will be identified for each theme and posted on cuLearn. These can be used to develop the student assignments. It may be that one or more of these themes will not be covered in class, but can be picked up as the theme of student case studies. ***Additional texts for students registered in CDN 5403.**

Although text reading and discussion will be important, students will also be encouraged to look beyond texts to their own experiences, memories and ideas that raise questions related to the course. This will be further emphasized through time spent outside the classroom.

Introduction: Contexts of heritage and sustainability – short in class readings (exceptionally paper copies are provided)

- Dalibard**, Jacques, 1990, "Heritage Begins at Home, What thinking globally and acting locally really means," *Canadian Heritage* (Spring), 8-10.
- Fairclough**, Graham, 2009, "The cultural context of sustainability- Heritage and living," Council of Europe, *Heritage and Beyond* 125-127.
- Laduke**, Winona, 1992, "Minobimaatisiwin, The Good Life," *Cultural Survival Quarterly Magazine*.
- Veerkamp**, Anthony, 2009, "Slow Food," "Slow Cities," and their Lessons for Rural Preservation," *Forum Journal: Positioning Preservation in a Green World*, (Winter 2009), 51-60.

International ideals: Sustainable Development Goals, World Heritage and Indigenous Rights

- Labadi**, Sophia, 2018, "Historical, theoretical and international considerations on culture, heritage and (sustainable) development," 37-50, in Larsen, Peter Bille and William Logan, editors, *World Heritage and Sustainable Development, New Directions in World Heritage Management*. London: Routledge. E-book
- Turner**, Michael, 2012. "World Heritage and Sustainable Development." *World Heritage* 65, 8-15. *Instructor will provide PDF.*
- *Disko**, Stefan and Max Ooft, 2018, "The World Heritage and Sustainable Development Policy – A turning point for Indigenous peoples?" 101-119, in Larsen and Logan, *World Heritage and Sustainable Development*. E-book
- Policies:*
- United Nations. 2015, *Transforming Our World: the 2030 Agenda for Sustainable Development*.
<https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>
- United Nations. 2007. *United Nations Declarations on the Rights of Indigenous Peoples*.
https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf
- UNESCO/ World Heritage Committee. 2015. Policy Document for the Integration of Sustainable Development Perspective into the Processes of the World Heritage Convention.
<https://whc.unesco.org/en/sustainabledevelopment/>

Bridging natural-cultural heritage conservation and sustainability

- Avrami**, Erica, 2011, "Sustainability and the Built Environment: Forging a Role for Heritage Conservation," *Conservation Perspectives the GCI Newsletter, Heritage & Sustainability Issue* 26.1: 4-9,
http://www.getty.edu/conservation/publications_resources/newsletters/26_1/feature.html
- Harmon**, David, 2007, "A Bridge over the Chasm: Finding Ways to Achieve Integrated Natural and Cultural Heritage Conservation," *International Journal of Heritage Studies*, 13. 4–5: 380–392.
- *Pollock-Ellwand**, Nancy, 2011. "Common ground and shared frontiers in heritage conservation and sustainable development: partnerships, policies and perspectives." *International Journal of Sustainable Development & World Ecology* 18.3, 236-242.

Indigenous-, community- and land-based knowledge and stewardship - Intro to the Métis people/Nation

- Beckford**, Clinton L. et al, 2010, "Aboriginal Environmental Wisdom, Stewardship, and Sustainability: Lessons from the Walpole First Nations, Ontario, Canada," *The Journal of Environmental Education* 41.4, 239-248.
- Lawrence**, Roderick J. 2006, "Learning from the Vernacular, Basic Principles for Sustaining Human Habitats," in Asquith, Lindsay, and Marcel Vellinga, eds. *Vernacular Architecture in the Twenty-first Century: Theory, Education and Practice*, London: Taylor & Francis, 110-127.
- Vowel**, Chelsea. 2016. Who are the Métis? *âpihtawikosisân: Law. Language. Culture*.
<https://apihtawikosisan.com/2016/05/who-are-the-metis/>
- * **Hodgson-Smith**, Kathy L., and Natalie **Kermoal**, 2015, "Community-Based Research and Métis Women's Knowledge in Northwestern Saskatchewan, in Kermoal, Natalie, and Isabel Altamirano-Jiménez, ed., *Living on the Land, Indigenous Women's Understanding of Place*, AU Press. 139-167.
- Online resource through cuLearn:
- Horn-Miller, Kahente, Benny Michaud and Tony Belcourt, 2018. "Introduction to the Métis people and the Métis Nation" Collaborative Indigenous Learning Bundle, Carleton University.

Historic cities, suburbs and sustainable planning/regulation

- Fowler**, Edmund P. 2007, "Heritage in the 'Burbs, How to make suburbs a lasting legacy." *Alternatives, Canadian Environmental Ideas + Action* 33, 2-3.
- Rodwell**, Dennis, 2003, "Sustainability and the Holistic Approach to the Conservation of Historic Cities," *Journal of Architectural Conservation* 9.1: 58-73.
- * **Jessiman**, Stacey R. 2015. "Challenges for implementing UNESCO's Historic Urban Landscape Recommendations in Canada." 80-92. In Labadi, Sophia and William Logan, ed. *Urban Heritage, Development and Sustainability*. Routledge. Instructor will provide PDF.
- Policy:
- UNESCO, 2011, "Recommendation on the Historic Urban Landscape," *UNESCO General Conference 36C, Annex*, 5-12.
<http://unesdoc.unesco.org/images/0021/002110/211094e.pdf>

Resilient and inclusive landscapes in changing climates

- Crew**, Rebecca, 2011, "Tree Preservation and the Cultural Effects of Climate Change," in Longstreth, Richard, editor, *Sustainability & Historic Preservation, Towards a Holistic View*, University of Delaware Press, 43-56.
- Megarry**, Will, 2018, "Cultural heritage has a lot to teach us about climate change," *The Conversation*, Oct.16, 2018.
<https://theconversation.com/cultural-heritage-has-a-lot-to-teach-us-about-climate-change-103266>.
- Ross**, Susan, 2019, "Water works in a changing climate: the R.C. Harris filtration plant, Toronto, Canada," *International Council of Engineers- Engineering History and Heritage* 172.3, 125-135. Instructor will provide PDF.
- * **Wiggins**, Meredith, 2018, "Eroding Paradigms, Heritage in an Age of Climate Gentrification." *Change Over Time* 8.1, 122-130.
- Video:
- Kunuk, Zacharias and Ian Mauro, *Inuit Knowledge and Climate Change*, Isuma tv. <http://www.isuma.tv/inuit-knowledge-and-climate-change/movie>

Modern built heritage and sustainable rehabilitation

- Elefante**, Carl, 2012 (2007), "The Greenest Building Is...One That Is Already Built," *Forum Journal* 21.4. 67-72.
- Ross**, Susan, 2008, "How Green Was Canadian Modernism, How Sustainable will it be?" *Docomomo Journal: Canada Modern* 38: 67-72.
- Ross**, Susan. 2017. "Keyword-Deconstruction Waste (Building)," *Discard Studies* (Nov.27, 2017).
<https://discardstudies.com/2017/11/27/keyword-deconstruction-waste-building/>
- * **Webb**, Amanda L. 2019. "Historic Preservation in a New Era of Building Energy Data." 111-123. In Avrami, Erica, ed. *Preservation and the New Data Landscape*. Columbia University Press.
<https://www.arch.columbia.edu/books/reader/370-preservation-and-the-new-data-landscape>

Sustaining and assessing cultural heritage - resources for case study analysis

- Clarkson**, Linda, et al, 1992, "Calls to Actions," *Our Responsibility to the Seventh Generation, Indigenous Peoples and Sustainable Development*, International Institute for Sustainable Development. 77-92.
https://www.iisd.org/pdf/seventh_gen.pdf
- De Silva**, Megan and Jane Henderson, 2011, "Sustainability in Conservation Practice," *Journal of the Institute of Conservation* 34.1, 5-15.
- Landorf**, Chris, 2011, "Evaluating social sustainability in historic urban environments." *International Journal of Heritage Studies* 17.5: 463-477.
- Oldekorp**, J.A., et al. 2015. "A global assessment of the social and conservation outcomes of protected areas." *Conservation Biology* 30.1: 133-141.

Models of inclusive environmental stewardship

- Ball, Cynthia**, et al, 2012, "Reconnection and Reconciliation in Canadian Rocky Mountain Parks: Jasper National Park, Canada," in Amareswar Galla, editor, *World Heritage: Benefits Beyond Borders*, Cambridge, University Press/UNESCO, 158-168. *Instructor will provide PDF.*
- Mitchell**, Nora J., and Brenda Barrett. 2015, "Heritage Values and Agricultural Landscapes: Towards a New Synthesis." *Landscape Research* 40.6 (2015): 701-16. Web. 15 Aug. 2019
- * **Reed**, Maureen and Merle Massie. "What's Left? Canadian Biosphere Reserves as Sustainability-in-Practice." *Journal of Canadian Studies* 47.3 (2013): 200-225.
- Video:*
LaDuke, Winona. *Seeds of Our Ancestors, Seeds of Life*, TEDxTC. 2011.
https://www.youtube.com/watch?time_continue=3&v=pHNlel72eQc

Social sustainability, environmental history and justice

- Avrami**, Erica et al. "Confronting Exclusion: Redefining the Intended Outcomes of Historic Preservation." *Change Over Time* 8.1 (2018): 102-120.
- Khalaf**, Roha. "Cultural Heritage Reconstruction after Armed Conflict: Continuity, Change and Sustainability." *The Historic Environment: Policy & Practice* vol.no. (2019). 1-17. (ahead of print pagination)
- Simms**, S. Jordan, "A Polluting Concept of Culture: Native Artefacts Contaminated with Toxic Preservatives," *International Journal of Heritage Studies* 11.4 (September 2005): 327-339.
- * **Dean**, Joanna, 2011, "The Social Production of a Canadian Urban Forest," in Genevieve Massard-Guilbaud and Richard Rodger, *Environmental and Social Justice in the City, Historical Perspectives*, Cambridge: White Horse Press, 67-87.

Economic sustainability, heritage tourism and walkability

- Throsby**, David, 2003, "Sustainability in the Conservation of the Built Environment: An Economist's Perspective," in Teutonico, M. and Frank Matero, editors, *Managing Change: Sustainable Approaches to the Conservation of the Built Environment*, Los Angeles: Getty Conservation Institute, 3-9.
- Dobson**, Stephen, 2011 "Sustaining Place Through Community Walking Initiatives," *Journal of Cultural Heritage Management and Sustainable Development* 1.2: 109-121.
- Labadi**, Sophia, and Peter G. Gould, 2015, "Sustainable Development: Heritage, Community, Economics." 196-216. In Lynn Meskell, ed. *Global Heritage: A Reader*. John Wiley & Sons.
- * **Barthel-Bouchier**, Diane L. 2013, "Cultural Tourism and the Discourse of Sustainability," *Cultural Heritage and the Challenge of Sustainability*, Walnut Creek, California: Left Coast Press, 153-176.

Reserved books

The following books are on reserve at MacOdrum Library for two hours, or available as electronic copies. Students are expected to use these books as part of expanding class readings, to support assignments, and develop personal areas of interest. The reserve section on cuLearn is under ARES in the upper right-hand corner of the webpage.

Addis, Bill, 2006, *Building with Reclaimed Components and Materials, A Design Handbook for Reuse and Recycling*, London, UK: Earthscan.

Albert, Marie-Theres, editor. 2015. *Perceptions of Sustainability in Heritage Studies*. De Gruyter. E-book.

Albert, Marie-Theres, Roland Bernecker and Britta Rudolff, editors, 2013, *Understanding Heritage, Perspectives in Heritage Studies*, De Gruyter.

Asquith, Lindsay, and Marcel Vellinga, eds. 2006, *Vernacular Architecture in the Twenty-first Century: Theory, Education and Practice*. London: Taylor & Francis.

Avrami, Erica, ed. 2019. *Preservation and the New Data Landscape*. Columbia University Press.

Bandarin, Francesco and Ron van Oers, 2014, *The Historic Urban Landscape: Managing Heritage in an Urban Century*, Wiley-Blackwell.

Banham, Reyner, 1969, *Architecture of the Well-Tempered Environment*, Chicago: U. Chicago Press.

Barthel-Bouchier, Diane L. 2013, *Cultural Heritage and the Challenge of Sustainability*. Walnut Creek, California: Left Coast Press.

Borasi, G. and M. Zardini, 2007, *Sorry Out of Gas, Architecture's Response to the 1973 Oil Crisis*, Montreal: CCA.

Brand, Stewart, 1995, *How Buildings Learn: What Happens After They're Built*. Penguin Books: New York.

Campbell, Claire, 2011, *A Century of Parks Canada, 1911-2011*, U.Calgary Press.

Carroon, Jean, 2010, *Sustainable Preservation, Greening Existing Buildings*, Wiley.

Crumley, Carole L. editor, 1994, *Historical Ecology: Cultural Knowledge and Changing Landscapes*, U. Washington Press.

Fairclough, Graham, et al, editor, 2008, *The Heritage Reader*, New York: Routledge.

Fitch, J.M. and W. Bobenhausen, 1999, *American Building: The Environmental Forces That Shape It*, rev. edition, Oxford, UK: Oxford University Press.

Francis, George. 2016. *Striving for Environmental Sustainability in a Complex World, Canadian Experiences*. Vancouver: UBC Press.

Galla, Amareswar, editor, 2012, *World Heritage: Benefits Beyond Borders*, Cambridge, University Press/UNESCO.

Gelfand, Lisa and Chris Duncan, 2012, *Sustainable Renovation, Strategies for Commercial Building Systems and Envelope*, Wiley.

Hawkins, Gay and Stephan Mueck, editors, 2003, *Culture and Waste, The Creation and Destruction of Value*, Rowman and Littlefield.

Hessing, Melody, Rebecca Raglon and Catriona Sandilands, editors, 2005, *This Elusive Land: Women and the Canadian Environment*, UBC Press.

Hough, Michael. 2004. *Cities & Natural Process: A Basis for Sustainability*, 2nd edition, Routledge. electronic

Kermool, Natalie, and Isabel Altamirano-Jiménez, editors, 2015, *Living on the Land, Indigenous Women's Understanding of Place*, AU Press.

Knox, Paul L. and Heike Mayer, 2013, *Small Town Sustainability: Economic, Social, and Environmental Innovation*, Basel, Switzerland: Birkhauser Verlag.

Larsen, Knut Einar and Nils Marstein, 2000, *The Conservation of Historic Timber Structures, An Ecological Approach*, Butterworth-Heinemann.

- Larsen, Peter Bille and William Logan, editors, 2018. *World Heritage and Sustainable Development, New Directions in World Heritage Management*. London: Routledge, 2018. E-book.
- Leifeste, Amalia, and Barry Stiefel. 2018. *Sustainable Heritage: Merging Environmental Conservation and Historic Preservation*. Routledge, an imprint of the Taylor & Francis Group, Abingdon, Oxon; New York, NY.
- Longstreth, Richard W., editor, 2008, *Cultural Landscapes: Balancing Nature and Heritage in Preservation Practice*, Minneapolis, MN: University of Minnesota Press.
- Longstreth, Richard, editor, 2011, *Sustainability & Historic Preservation, Towards a Holistic View*, Lanham, Maryland: University of Delaware Press.
- Luginbuhl, Yves, et al, editors, 2015, *Landscape and Sustainable Development: The French Perspective*, Ashgate.
- Maddex**, Diane, editor, 1981, *New Energy from Old Buildings*, Washington: National Trust for Historic Preservation.
- Massard-Guilbaud, Genevieve and Richard Rodger, editors, 2011, *Environmental and Social Justice in the City, Historical Perspectives*, Cambridge: White Horse Press.
- Mieg, Harald A. and Heike Oeverman, editors, 2014, *Industrial Heritage Transformed, Clash of Discourses*, Routledge.
- Oxley**, Richard, 2003, *Survey and Repair of Traditional Buildings, A Sustainable Approach*, Donhead.
- Plieninger**, Tobias, and Claudia Bieling, editors, 2012, *Resilience and the Cultural Landscape, Understanding and Managing Change in Human-shaped Environments*, Cambridge U.P.
- Porteous, Colin, 2002, *The New Eco-Architecture, Alternatives from the Modern Movement*, SPON.
- Prizeman, Oriel, 2015, *Sustainable Building Conservation: Theory and Practice of responsive Design in the Heritage Environment*, London: RIBA Publishing.
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IMPORTANT UNIVERSITY POLICIES

Academic accommodation

You may need special arrangements to meet your academic obligations during the term. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/> 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). Requests made within two weeks will be reviewed on a case-by-case basis. 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.

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 see: <https://carleton.ca/equity/accommodation/pregnancy-accommodation-form/>

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 where 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, see: <https://carleton.ca/equity/sexual-assault-support-services>

Off campus student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. 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. See <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Academic integrity

Plagiarism is a very serious academic offence. It occurs when someone tries to pass anyone else's work as his or her own. It occurs when a student either:

- a) Directly copies more than one of two sentences of another's written work without acknowledgement; or
- b) Closely paraphrases the equivalent of a short paragraph or more without acknowledgement; and
- c) Borrows, without acknowledgement, any ideas in a clear and recognized form, in such a way, as to present them as the student's own thoughts, where such ideas, if they were the student's own would contribute to the merit of his or her work.

Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the School Chair, who will refer the case to the Dean. Students are reminded that plagiarism can result in a range of penalties including failure in the course. It is in the student's best interests to keep all of their research papers intact after handing in papers.

Resubmission of Work: Prior approval of the instructor must be obtained if you intend to submit work that has previously or concurrently been submitted, in whole or in part, for credit in any other course.

For more details see the *Academic Integrity Policy* <http://www1.carleton.ca/senate/ccms/wp-content/ccms-files/Academic-Integrity-Policy.pdf>