COURSE DESCRIPTION AND OBJECTIVES

In the first decades of the 21st century, the theories and practice 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 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. How does an ever-expanding abundance of heritage places challenge our basic ideas of conservation? 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, dissonant 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 relation to 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 environmental knowledge and stewardship will be considered, as will the strategies emerging from recent scientific research and technological developments for addressing climate change, and the need for more 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. 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.

Prerequisite(s): CDNS 2400 or permission of the instructor.

Learning Outcomes

• Students will be able to compare and explain the key concepts that can help to connect heritage conservation and sustainability
• Students will clearly distinguish relevant sources of academic literature, and demonstrate critical analysis of theories in the following areas: natural/cultural heritage, cultural landscapes, traditional environmental knowledge, and historic urban landscapes
• Students will be able to develop a case study framework with an explicit methodology that clearly assembles key information and concepts
• Students will be able to select appropriate sustainability metrics and apply theories of integrated conservation planning as an analytical tool in the assessment of case studies
• Students will make effective use of web-based tools that permit the publication of research data in strategic formats for dissemination and exchange
• Students will engage in dialogues that support the articulation of distinct attitudes but attempt to reconcile disparate values

OVERVIEW OF CLASSES – see details below

Class 1: September 8, 2014  Introduction
Class 2: September 15, 2014  Sustainability and Natural/Cultural Heritage
Class 3: September 22, 2014  Key Concepts in Heritage Conservation and Sustainability
Class 4: September 29, 2014  Traditional Environmental Knowledge and Cultural Landscapes
Class 5: October 6, 2014  Climate Change and Resilience in Historic Cities and Landscapes
October 13, 2014  no class (Thanksgiving Holiday)
Class 6: October 20, 2014  Advocacy, Policy and Regulation: Heritage, Environment, Land Use
October 27, 2014  no class (Fall Break)
Class 7: November 3, 2014  Measuring Sustainability in Buildings and Collections
Class 8: November 10, 2014  Mid-term Quiz
Class 9: November 17, 2014  Historic Urban Landscapes and Environmental History
Class 10: November 24, 2014  Economics, Global Tourism and Local Walkability
Class 11: December 1, 2014  Sustainable Heritage Conservation Case Studies
Class 12: December 8, 2014  Final Class Review and Wrap-up
OVERVIEW OF STUDENT ASSESSMENT – see details below

Assignments

1. Definitions (worth 15% of final grade)
   Assigned September 8, due September 22, 2014

2. Literature Review (20%)
   Assigned September 22, to be submitted in stages:
   September 29, 2014 – draft list of 4 correctly cited texts due (10%).
   October 20, 2014 – final text due (90%).

3. Case Study (45%)
   Assigned October 20, to be submitted in stages:
   November 3, 2014 – proposed theme and place/project (10%)
   November 17, 2014 – outline to be discussed in class (20%)
   November 24, 2014 – case study content (40%)
   December 1, 2014 – draft web page to be discussed in class (20%)
   December 12, 2014 5pm - final edits of web pages (10%).

Mid-term Quiz (10%)
   November 10, 2014 – in class

Weekly contribution (10%)

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
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. The instructor will be available to meet students informally up to 12:15 on Mondays after class. Office hours are Thursdays from 3:30 p.m. to 5:30 p.m. or by appointment.

REFERENCES
This course has no textbook, but makes use of book chapters, journal articles, reports and other web-based resources, as indicated in the draft course outline below. Most of these will be available through the library reserves. Discussion of readings is an important part of the class (see also ‘Contribution’ under Student Assessment). Students should carefully review all references well ahead of the class to make sure that they are able to download and save PDFs, or for websites, create a PDF of the web-page for
reference in case of internet problems. Please alert the instructor about any problems accessing references as soon as possible, in case alternate arrangements are required for the whole class.

**RESEARCH ASSISTANCE**
The Library website maintains a webpage related to Canadian Studies.  
[http://www.library.carleton.ca/research/subject-guides/canadian-studies](http://www.library.carleton.ca/research/subject-guides/canadian-studies)

The reference contact for Canadian Studies questions is Martha Attridge Bufton 613-520-2600 x2985.

**ADJUNCT PROFESSORS**
Current adjuncts in heritage conservation include Victoria Angel (ERA/ Willowbank School of Restoration Arts), Natalie Bull (executive director, Heritage Canada), Marc Denhez (heritage lawyer and Ontario Municipal Board member), Stuart Lazear (former heritage planner, City of Ottawa) and Brian Osborne (cultural geographer and Queen’s University Professor Emeritus).

These professors are available to assist with development of research ideas and projects.
STUDENT ASSESSMENT

General remarks

- Assessment includes three assignments that allow students to explore individual areas of interest, a quiz to assess overall understanding of key terms, concepts and resources, and the weekly contribution in reading discussions and other in-class activities. See details below.
- The course will make extensive use of cuLearn for assignment submissions, assessment and grading. Explanations will be provided if required in the first class.
- Where applicable, a draft assessment rubric will be provided as part each assignment. All work by students will be assessed in relation to overall programme objectives (heritage conservation, Canadian Studies, Arts and Social Sciences, etc), general course objectives, and specific objectives related to course themes and activities.
- As a course in Canadian Studies, students are expected to pay particular attention to themes and places in Canada in their selection of individual subjects for research and related references.
- As a course taught at the 4th year B.A. and first year M.A. level, students are expected to undertake individually led academic research, writing and analysis. The types of assessment are based on preparing the student to participate in project work, and further research as professionals or graduate students. Course work will provide the students with the opportunity to pay rigorous attention to definitions, types of sources, research methodology, and coordinated formatting of results. In addition, 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.
- Unless otherwise specified, all text body should be in Times Roman regular type, with 1.5 line spacing. No cover sheet is required.
- All the texts should be correctly referenced with citations and bibliographies using APA Style. See the Library tip sheet: http://www.library.carleton.ca/sites/default/files/research/subject-guides/library-guides/APA%20Style%20Guide%202013%20revised%20Nov.pdf
- Students should make sure to 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. Assignments submitted late without acceptable excuses for delay (valid medical reason or reasons beyond the student’s control) will not be read or given a mark. 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. Please see also the section in Academic Accommodation below.

Assignments

1. Definitions – Key Concepts and Terminology (15%)

Find and compare two definitions of a related pair of key expression from cultural/natural heritage conservation and sustainability. E.g. “Authenticity” and “Ecological Integrity.” The comparison should include a full citation of the sources (APA style), as well as comments on the source, and its intended audience or use. Articulate a question or issue that is raised by the comparison, and be prepared to present this question in class. The student should submit a word text that includes the definitions,
citations and the question. An example will be provided that is to be used as a template for the format. No paper copies are required by the instructor. Maximum 1000 words.

This assignment will be introduced in the first class on September 8, with additional information, including a list of suggested pairs of terms. The final text is due before class on September 22, 2014, where the student assignments will be projected and discussed. The assessment process will include peer evaluation. This assignment is worth 15% of the final mark.

2. Literature Review (20%)

A wide range of texts will be considered in this course; learning to assess and analyze sources is an important learning objective. Each student will critically compare and discuss two texts in order to demonstrate an understanding of issues, gaps and possible strategies.

Identify, summarize, and compare two critical texts related to course themes as described in the course outline, and the detailed assignment introduction, to be provided on September 22. Students may select themes and places that are different from the subject of their case study. A theme-based text looks at a subject without necessarily discussing examples in detail (e.g. demolition waste policies). A place-based text considers a subject within the context of specific places (e.g. deconstruction projects in Vancouver).

The essay should consist of 1500 to 2000 words, and provide a complete citation for each of the references. As a comparison, the discussion should highlight distinct perspectives, methodologies, and intended readers of each text, and explore the language and arguments and how they relate to the course themes. Ideally one text would be more related to heritage conservation and the other to sustainability, however two texts that falls within one or the other of these subjects might be considered if the analysis demonstrated how a reading of these texts together better informs the course discussion.

*Critical texts will usually be those published as articles in academic journals, chapters in books, including ‘edited volumes’ or as part of edited conference proceedings. In some cases, the journals of professional organizations, or reports published online (e.g. government reports, or reports by non-governmental organizations) may also be critical. To understand the difference between types of literature, see the discussion of Academic Journals vs Popular Magazines: http://www.library.carleton.ca/help/academic-journals-vs-popular-magazines

Each student will submit a draft list of up to four (4) possible texts that they would be interested to discuss by September 29 using the assignment tab on cuLearn, and the instructor will confirm if any of these are not considered appropriate.

This assignment is due on October 6, 2014 and is worth 20% of the final mark.

3. Sustainable Heritage Conservation Case Study (45%)

This assignment will provide students with an opportunity to research and analyze a site or project 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 sites and projects for consideration, but the student may select one on their own, with prior approval.

The case studies may include
- Cultural landscapes where a balance of natural and cultural heritage is protected
• Industrial brownfields where environment sustainability is addressed through site clean up
• Affordable housing in historic districts where socio-economic sustainability is addressed
• Parks, cemeteries or other 'green spaces' where ecological and aesthetic values are understood
• Urban redevelopment where intensification and protection of heritage character are balanced
• Archaeological site investigation intended to enhance traditional environmental knowledge

In addition to such 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.

The assignment will be introduced in more detail on October 20, 2014, including with a full discussion of the purposes and methodologies of case studies and their development, as well as a tutorial on how to use the web-platform on which the case studies will be “published”.

Learning outcomes for this assignment will include:
• Developing a deep understanding of how specific issues as discussed in class were addressed in specific places in Canada.
• Assessing methods, resources and outcomes, relating these to existing theory. Articulate draft lessons learned as guidelines.
• Applying theoretical understanding to analysis of a case study.
• Developing critical skills with regards to how information is delivered on the web.

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 3000 words. The language used will vary depending on the subject, 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:
• Discussion in class of case study models and methods, including web-based “collections” or databases of related interest.
• Selection of a theme and place/ project (e.g. flooding in Calgary, deconstruction at UBC)
• Proposal describing the possible issues addressed, relating them to the course
• Literature search at the library and online, including in journals
• Identify key sources to describe the place or project and the theme (suggest focusing on 4 to 6 sources),
• Identify any of the existing case study models that are particularly relevant.
• Draft an outline of the case study, proposing key headings
• Discussion in class of case study headings, themes and questions
• Draft case study and post online on course (private) website.
• Discuss draft web page in class
• Finalize or refine web page following class discussion.

This assignment is worth 45% of the course mark, and will be graded in 5 stages:
• October 20, 2014 – proposed theme and place/project (10%)
• November 3, 2014 – outline in point form – to be discussed in class (20%)
• November 24, 2014 – draft case study content ready to format and post online – ca.3000 words (40%)
• December 1, 2014 – class discussion of draft web-pages (20%)
• December 12, 2014 – final edits to web-pages completed (10%)
Quiz (10%)

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 (maximum 20 questions) with multiple-choice 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: November 10, 2014.

Contribution (10%)

There will be seven (7) sets of assigned readings based on major themes dispersed throughout the term. 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. The instructor will supply the cards. The front (lined part) is to be used for the questions, and the student is to indicate their name on the back. Quotations are to be posted to cuLearn by midnight of the Saturday directly before each class, and index cards submitted at the beginning of each class on Monday at 8:30. The index cards with questions may be re-distributed for use in different ways to facilitate discussion, e.g. shuffling the questions so that students ask each other’s questions. Students will be graded on
- Postings to cuLearn
- Questions on index cards
- Participation in class discussion
- Exchanges in the cuLearn forum.

Students are encouraged to keep a notebook in which they track their questions and comments. You should have access to your own notes and questions during class. You are also encouraged to close electronic equipment during class discussions unless it has been suggested that the Internet be accessed for references in small group discussions. Students are expected to attend all student presentations and support their classmates with interest and feedback.
DETAILS ON CLASSES WITH ASSIGNED READINGS (draft)

* / ** = placed on reserve (*journal/ **book chapter)

Class 1: September 8, 2014

Introduction

• Overview of course goals, format, resources and assessment
• Roundtable and self-assessment of student knowledge and skills
• “Field trip” on Carleton Campus to discuss university roles in heritage conservation and sustainability
• Introduce Assignment 1 Definitions, students select a pair of terms from a list.

RESOURCES - related to the “field trip” on Carleton campus, recommended follow up reading.


Class 2: September 15, 2014

Sustainability and Natural/Cultural Heritage

READINGS –set 1


Class 3: September 22, 2014

Key Terms and Concepts in Heritage Conservation and Sustainability

• Assignment 1 Definitions is due at the beginning of class. The class will consist of a discussion of each of the pairs of definitions of related terms prepared by the students.
• Introduce Assignment 2 Literature Review

Class 4: September 29, 2014

Traditional Environmental Knowledge and Cultural Landscapes

• Assignment 2 Literature Review – list of 4 texts due
READINGS – set 2


Class 5: October 6, 2014

*Climate Change and Resilience in Historic Landscapes and Cities*

READINGS – set 3


October 13, 2014 – no class

Thanksgiving Holiday

Class 6: October 20, 2014

*Advocacy, Policy and Regulation – Heritage, Environment and Land Use*

- Assignment 2 Literature review is due.
- Introduce Assignment 3 Sustainable Heritage Conservation Case Study

READINGS – set 4


CDNS 4901 – revised draft 2014Sept.5
October 27, 2014 – no class (and no office hours, the instructor will be at a conference)

Fall Reading Week

• Students are expected to use their time off to advance Assignment 3

Class 7: November 3, 2014

Measuring Sustainability in Buildings and Collections

• Assignment 3 Case Study proposal due

READINGS – set 5
• *Da Silva, Megan and Jane Henderson, 2011, “Sustainability in Conservation Practice,” Journal of the Institute of Conservation, 34.1, pp.5-15. CU Library journals online - Scholars Portal =10 pages
• Ross, Susan, 2008, “How Green was Canadian Modernism? How Sustainable Will it Be?” Docomomo International Journal, special Canada Modern issue, pp.67-73. Nb. not available in the CU Library or online, the Instructor will make a PDF available. = 6 pages

Class 8: November 10, 2014

Mid-term Quiz

• The quiz will be held in class and last one hour.
• The remainder of the class will be a discussion of case study methodologies and approaches, and related training on the course website platform.

Class 9: November 17, 2014

Historic Urban Landscapes and Environmental History

• Assignment 3 Case Study detailed outline due
• Note that there is possibility that this class will be combined with the class in CDNS 5401 Heritage Conservation: History, Principles and Theory. To be confirmed based on schedule.

READINGS – set 6

Class 10: November 24, 2014

Economics, Global Tourism and Local Walkability

• Assignment 3 Case Study – draft content ready to format and post online will be submitted by the end of the day. One hour of the class will be dedicated to discussing related questions.

READINGS – set 7

Class 11: December 1, 2014

Sustainable Heritage Conservation Case Studies

• Assignment 3 case study draft web sites due
• Discussion in class of draft webpages for each case study

Class 12: December 8, 2014

Final Class – Course wrap up

• Assignment 3 case study – final edits to web page due at 5 pm.
• Otherwise, to be used for various end of term purposes.
Important University Policies

ACADEMIC INTEGRITY

Plagiarism: Plagiarism is a very serious academic offence. It occurs when someone tries to pass anyone else’s work as their 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 Department 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 [link](http://www1.carleton.ca/senate/ccms/wp-content/ccms-files/Academic-Integrity-Policy.pdf)

ACADEMIC ACCOMMODATION

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: [link](http://www2.carleton.ca/equity/)

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: [link](http://www2.carleton.ca/equity/)

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) at [link](http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/)

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at [link](http://www2.carleton.ca/equity/)