

## School of Indigenous and Canadian Studies

Course	CDNS 5401 Heritage Conservation: History, Principles, and Concepts
Instructor	Susan Ross
Term	Fall 2021
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Office Location	Dunton Tower 1218
Office Hours	Online by appointment

### COURSE DESCRIPTION / INSTRUCTOR'S STATEMENT

This graduate seminar introduces the history, key concepts and changing principles of heritage conservation, opening the door to new approaches that address critical questions that challenge the practice's foundations. Students will explore the ever-expanding meanings of heritage, as artefacts, actions, and expressions of identity and resistance in diverse environments. They will study the history of 20th century heritage conservation theory. The evolution of conservation principles will be examined in both Canadian and international policies, charters, and management frameworks. Students will study how these ideas have been applied in Canadian heritage practice and how current debates –including those around values-based conservation, the authorized heritage discourse, and the stewardship and decolonization of the built environment– test past conceptual frameworks for understanding, evaluating, and protecting significant places of heritage value to Indigenous peoples and Canadians.

Building on the rich diversity of archival and scholarly resources available for understanding Canadian heritage sites and their conservation, the seminar looks at both current writing and older sources. Students will develop skills to participate critically in heritage planning and decision-making, to engage in dialogue about key issues within a context of informed and ethical practice.

This is a core course in the heritage conservation stream in the MA in Canadian Studies. A companion course, CDNS 5402, is offered in the winter term, which is focused on the politics and practice of heritage conservation. It is strongly recommended that students take both courses in the same academic year.

### EVALUATION

Student assessment will include a form of analytical writing that demonstrates understanding of complex heritage concepts, applies multiple heritage principles, or addresses a gap in heritage history. Preparation and leadership in class discussions of readings will also be assessed, and the possibility of an end of term symposium of student papers will be considered if conditions allow.