CDNS 5402
Heritage Conservation II: Theory in Practice
Winter 2017

“Contexts of practice”

Where does heritage fit? How does conservation work? Who does what? What will you do?

Instructor: Susan M. Ross, Assistant Professor, School of Canadian Studies
Location: Dunton Tower, Room 1216, unless otherwise indicated
Time: Thursdays 6:05 - 8:55 pm – January 5 - April 7, 2017
Office: Dunton Tower, Room 1218
Email: susan.ross@carleton.ca

Prerequisite(s): CDNS 5401 or permission of the School of Canadian Studies.

COURSE DESCRIPTION AND LEARNING OBJECTIVES

Building on CDNS 5401 Heritage Conservation I, students in this graduate seminar study the application of heritage conservation theory in diverse contexts of practice. They learn about existing models for the conservation and management of heritage resources in Canada, and specific practices in research, planning, and development. They become familiar with the wide range of disciplines involved in the practice of conservation, special areas of expertise and related types of activities, and how disciplines interact. They will review existing local, provincial and federal governmental programmes and policies through the critical lens of theoretical frameworks discussed in the fall seminar and learn about local, national and international non-governmental organizations. The approach includes lectures, discussion of readings and project work. Guest speakers are invited who represent different types of practices and organizations. Participation in an international roundtable at the Université de Montréal is planned.

The main focus of the student work will be on developing a critical understanding of the methodologies used in a range of conservation policy and planning documents. For the main assignment, in response to a need identified by local city planners, students engage in the detailed analysis of existing policies, research and initiatives to develop the elements of a community-based neighbourhood study. The approach combines individual work, group discussion and public presentations. A second assignment applies critical analysis to a recent conservation plan or study to probe compare current best practices and theories. A third assignment on tourism and world heritage arises out of participating in and reporting on the Montreal Roundtable.
### COURSE SCHEDULE OVERVIEW

This schedule is subject to revision, based on availability of speakers, and coordination with events outside the classroom. Updates will be posted on cuLearn, along with weekly readings and other resources for assignments.

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<th>Date</th>
<th>Weekly themes and assessment related events</th>
<th>Notes on venue/guests</th>
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<td>Jan. 5, 2017</td>
<td>Syllabus review and introductions</td>
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<td><strong>Contexts of Practice – Codes of Ethics, Organizations, Journals, Terminology</strong></td>
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<td><strong>Student assessment overview</strong></td>
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<td>Jan. 12, 2017</td>
<td><strong>Evaluating Significance</strong></td>
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<td>Workshop evaluation example</td>
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<td>Jan. 19, 2017</td>
<td><strong>Urban conservation, inventories and surveys</strong></td>
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<td>City of Hamilton – Durand Neighbourhood Study</td>
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<td>Jan. 26, 2017</td>
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<td>City of Ottawa Built Heritage Inventory</td>
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<td><strong>Introduction: Ottawa Neighbourhood heritage statements</strong></td>
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<td>Feb. 2, 2017</td>
<td><strong>Community engagement and research in Ottawa</strong></td>
<td>Ottawa Resource Room</td>
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<td>Ottawa Neighbourhood selection by students</td>
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<td>Feb. 9, 2017</td>
<td><strong>Economics of heritage conservation</strong></td>
<td>Andrew Waldron</td>
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<td>Maintenance and management of federal heritage – TBD</td>
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<td><strong>Introduction: Conservation plan reviews</strong></td>
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<td>Feb. 16, 2017</td>
<td><strong>Heritage and sustainability</strong></td>
<td>NCC Capital Urbanism Lab: Speakers tbd Cont. Feb.17</td>
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<td>Feb. 23, 2017</td>
<td>No class – Winter Break</td>
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<td>Mar. 2, 2017</td>
<td><strong>Heritage impact assessment methods</strong></td>
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<td>Conservation Plans Reviews due – student presentations</td>
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<td>Mar. 9, 2017</td>
<td><strong>Cultural landscapes – case study on cemeteries</strong></td>
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<td>Preparation for Montreal trip – <strong>Introduction to Roundtable assignment</strong></td>
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<td>Mar. 16, 2017</td>
<td><strong>International Roundtable on “Balancing Tourism and Heritage Conservation: a World Heritage context”</strong></td>
<td>Université de Montreal</td>
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<td>(Mar. 15-17)</td>
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<td>Christina Cameron et al</td>
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<td>(speakers TBD)</td>
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<td>Mar. 23, 2017</td>
<td><strong>Built heritage – case studies TBD</strong></td>
<td>Claudine Déom</td>
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<td>Report on Roundtable due</td>
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<td>Mar. 30, 2017</td>
<td><strong>Student presentations of draft NHS results</strong></td>
<td>City of Ottawa (TBD) Other invited guests</td>
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<td>April 6, 2017</td>
<td><strong>The Future of Heritage and Conservation Practices</strong></td>
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<td>Last class - social gathering</td>
<td>On or off campus, TBD</td>
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<td>April 12, 2017</td>
<td><strong>NHS assignments due</strong></td>
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STUDENT ASSESSMENT

As a graduate level seminar, it is expected that all students are performing at a first class level. Students must demonstrate in both their writings and oral presentations their skills of academic research and critical thinking. Grading will be allocated as follows:

A. Assignment 1 – 45%
B. Assignment 2 – 20%
C. Assignment 3 – 15%
D. Contribution – 20% - including related weekly responses

Deadlines are indicated within the descriptions below. The instructor has the right to determine what may constitute an acceptable reason for accepting late assignments. 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.

A. Assignment 1 – Community-oriented heritage inventories of Ottawa’s neighbourhoods

The main assignment will provide students with an opportunity to apply theory in critical practice, making the most of a student group with diverse interests to tackle a significant aspect of the historic urban landscape of Ottawa. City of Ottawa heritage planners have asked us to contribute to a city-wide neighbourhood heritage inventory by creating Neighbourhood Heritage Statements (NHS). Draft statements for Sandy Hill and Lowertown will provide a model, and the course neighbourhoods will be selected from a list. Working individually or in groups of two, students will develop a 5000-word (per student) research paper that provides material that could be used towards an eventual NHS, but also a critical understanding of the benefits and limits of broader inventory work.

Each student will be expected to dedicate about 3000 words to the actual statement, as per examples from the city, but this is to be supplemented by approximately 2000 words that will comprise

- A related literature review
- Critical commentary on the city’s neighbourhood inventory project
- Discussion of available archival or other sources
- Review of local community heritage activities
- A personal reflection on the project
Detailed requirements for each stage will be discussed when the project is introduced. City of Ottawa staff leading the city's Heritage Inventory Project will be invited to introduce the project, and to attend a presentation of preliminary student results. A parallel presentation by Victoria Angel on the city of Hamilton's Downtown Built Heritage Inventory will expand the understanding of the exercise. Sharing of resources will be important, however students will each be graded on their specific contribution.

**Draft Schedule:**

- a. Introduction in class January 26, 2017
- b. Neighbourhood selection/teams February 2, 2017
- c. Draft findings presentation March 30, 2017

This assignment will make use of the Ottawa Resource Room in Carleton University Library, working closely with Monica Ferguson and Joel Rivard, who will be putting a display of resources together for use throughout the term. See [https://library.carleton.ca/research/collection/ottawa-resource-room](https://library.carleton.ca/research/collection/ottawa-resource-room) Classes related to the project may be held in this space, and students are encouraged to use the space as a workspace for the project.

**B. Assignment 2 – Critical Review of Conservation Plans & Studies**

A wide range of studies and plans are used in conservation practice, each with its particular objectives, methods and limitations. Students will review a recent conservation study or planning document to develop a critical framework for the analysis of the methods used in conservation practice. The critique will compare a document for a specific site or group of sites in Canada, with existing heritage conservation policy and standards, as well as questions that arise from the theoretical background of values-based conservation principles, community-based planning, environmental stewardship, critical heritage studies and post-colonial criticism. They will identify gaps in the approach, such as missing disciplines or stakeholders, and make recommendations on how to improve the methodology. The review should consist of a text of approximately 1000 words, summarized in a one-page table. The instructor will identify examples of documents. The submission should also include a transcription of the table of contents of the report and a very brief personal reflection on challenges in the assignment.

This assignment will be introduced on February 9, 2017, and is due on March 2, 2017. Students are asked to make a brief presentation of their findings in the class using their analytical table – projected on the screen or distributed as handouts.
C. Assignment 3- Heritage Conservation Conference Report

CDNS 5402 students present at the ICOMOS Canada AGM

An important part of heritage conservation practice is participating in conferences, symposia and workshops organized by universities and organizations, where much critical discourse on emerging ideas is first articulated and related practices are exchanged. This assignment consists of writing a critical report on a conference with a view to discussing at least two presentations, paying attention in particular to organizations involved at different levels of action, from the local to the global.

It is expected that most students will attend Christina Cameron's Roundtable at the Université de Montréal on March 15-17, 2017, entitled *Balancing Tourism and Heritage Conservation: a World Heritage context.* (Alternate relevant conferences/ events for students who are not able to attend the Roundtable may be identified, subject to approval and well in advance.) The day after the Roundtable may be planned to visit a few recent examples of interesting heritage conservation work in Montreal. Proceedings for previous years are available on the Chair website. [http://www.patrimoinebati.umontreal.ca/en/activities/round-tables/](http://www.patrimoinebati.umontreal.ca/en/activities/round-tables/)

Two students will be asked to play a more active role as either a rapporteur or participant in a student debate. They will be selected based on criteria to be discussed in class.

Following the conference(s), all students will write a 500-word report critically discussing at least two presentations, including with reference to the readings identified before the trip, and making note of any organizations represented or stakeholders discussed by the speaker. Further details will be available to discuss in class. The report is due on March 23, 2016.

D. Contribution

Students will be expected to participate actively in this course, through attendance, participation in class discussions, collaborative attitudes and leadership in work that involves shared resources and decision-making, and by demonstrating that they are reading background materials for weekly themes. The instructor will also make suggestions at various times to attend local heritage events. These events are optional but highly recommended.

A forum for responses to class reading discussions, guests and outings will be created on cuLearn, and students will be expected to post a 200 to 300-word text in response to each class, by the Tuesday night at 7 pm following the related class. The response can focus on a single aspect (e.g. one reading or case study) or may involve comparisons and connections across the course and to external events. The intent is to provide a cumulative 'journal' of your insights.
REFERENCES & RESEARCH ASSISTANCE

Readings from the CDNS 5401 syllabus will continue to have value, in particular Harold Kalman, *Heritage Planning: Principles and Processes*, Routledge, 2014. A list of resources related to weekly themes is located below. Revised information on readings will be posted on CuLearn at least one week ahead of the week where they will be discussed.

The following are two basic Canadian online resources for heritage conservation:


A list of the key journals for heritage conservation practice will be discussed in class.

Selected Canadian heritage and conservation organizations
- Aboriginal Tourism BC [https://www.aboriginalbc.com/](https://www.aboriginalbc.com/)
- Cultural Landscape Foundation [http://tclf.org/](http://tclf.org/)
- Heritage Ottawa [https://heritageottawa.org/](https://heritageottawa.org/)
- National Trust for Canada [http://www.nationaltrustcanada.ca/](http://www.nationaltrustcanada.ca/)
- National Trust for Historic Preservation (USA) [http://www.preservationnation.org/](http://www.preservationnation.org/)
- Ontario Heritage Trust [http://www.heritagetrust.on.ca/](http://www.heritagetrust.on.ca/)
- Ontario Historical Society [https://www.ontariohistoricalsociety.ca/](https://www.ontariohistoricalsociety.ca/)
- Parks Canada’s Historic Places [http://www.historicplaces.ca/](http://www.historicplaces.ca/)
- Prince of Wales Northern Heritage Centre [http://www.pwnhc.ca/](http://www.pwnhc.ca/)

Research assistance at the CU Library
- Canadian Studies: Martha Attridge Bufton 613-520-2600 x2985.
- Ottawa Resource Room: Monica Ferguson 613-520-2600 x8125, Joel Rivard 613-520-2600 x1685

Additional documents will be provided related to each of the assignments, as well as the Montreal Roundtable.
Resources for weekly themes

Readings will be identified from the following. Note that a number of these are not readings per say, but resources or examples as references. Others, identified in red, are from the archives of heritage conservation in Canada, to provide perspective on current ideas.

January 5 – Ethics

- Kalman, 2.3 Ethics, pp. 114-122.
- Kalman, 1.2 Organization of heritage sector, pp. 28-39.

January 12 – Evaluating significance

- Kalman, 4.5 Significance, pp. 211-227

January 19 – Urban conservation, inventories and surveys

- ERA, Hamilton Downtown Built Heritage Inventory, Heritage Constraints and Opportunities (PDFs to be supplied)
January 26 – Ontario/Ottawa heritage designation


February 2 – Community engagement and research in Ottawa

- Kalman 4.1 Historical Research pp. 177-185, 4.2 Physical Investigation: Survey & Inventories pp. 192-195, 4.3 Community Engagement pp. 195-199


- **Old Ottawa South Community Association**, Old Ottawa South History Project, [http://www.oldottawasouth.ca/index.php/oos/history-project/history-project](http://www.oldottawasouth.ca/index.php/oos/history-project/history-project)

- **Heritage Ottawa**, Heritage Ottawa Newsletters (Archive 1974-2016) [https://heritageottawa.org/newsletter/heritage-ottawa-newsletters](https://heritageottawa.org/newsletter/heritage-ottawa-newsletters)

- **Carleton University**, Ottawa Resource Room [https://library.carleton.ca/research/collection/ottawa-resource-room](https://library.carleton.ca/research/collection/ottawa-resource-room)

- **City of Ottawa**, GeoOttawa, [http://maps.ottawa.ca/geoottawa/](http://maps.ottawa.ca/geoottawa/)

February 9 – Economics of heritage conservation

- Kalman, 2.2 Sustainability – economic considerations, pp.94-114


February 16 – Heritage & sustainability – event at NCC Urbanism Lab

- Additional readings related to speakers to be identified
  https://arc.library.carleton.ca/sites/default/files/Heritage%20begins%20at%20home%20lq.pdf

March 2 – Heritage impact assessment methods

- Kalman, 5.6 Heritage Impact Assessment, pp. 281-290

March 9 – Cultural landscapes – case study on cemeteries

March 16 – Montreal Roundtable on World Heritage and tourism

- Additional related readings to be identified
- Letter of invitation from Dr. Christina Cameron (PDF from instructor)
- Kalman, 2.2 Heritage Tourism 110-114

March 23 – Built heritage – case studies on schools, interiors, modern heritage

- Additional related readings to be identified with guest speaker

April 6 – Futures of Heritage and conservation practice(s)

- Or other texts as suggested by students
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
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: 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: 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 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 http://www2.carleton.ca/equity/