CDNS 5402
Heritage Conservation II: Theory in Practice
Winter 2018

Contexts of conservation practice: Restless landscapes of industry

Almonte, Ontario, 2005 and 2009 (S. Ross) “… the millstone turns no more, before you runs the restless stream…”

Instructor: Prof. Susan M. Ross, School of Indigenous and Canadian Studies
Location: Dunton Tower, Room 1216, unless otherwise indicated
Time: Wednesday 5:35 – 8:25 pm, January 10 to April 4, 2018
Office: Dunton Tower, Room 1218
Email: susan.ross@carleton.ca

Prerequisite(s): CDNS 5401 or permission of the Instructor.

COURSE OVERVIEW

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 review local, provincial and federal governmental programmes and policies through the critical lens of historical and theoretical frameworks. The approach includes lectures, reading discussions and site visits. Guest speakers represent local, national and international types of practices and organizations. A highlight of the course is participation in an international roundtable at the Université de Montréal.

The main focus of the student work is on developing a critical understanding of issues, frameworks and resources, to engage in an informed way in the application of policies and practices.

- A first shorter assignment applies theory-based analysis to a recent conservation study or plan, to probe current best practices.
- For the main assignment, students will examine issues related to post-industrial landscapes, structures and communities, an essential context of conservation practice in Canada that raises an increasing range of environmental, social and economic issues and opportunities. This will include writing a critical essay, preparing a related poster, and participating in a debate.
- A third shorter assignment discussing World Heritage and ‘sites of memory’ arises out of participating in and reporting on the Montreal Roundtable.
### COURSE SCHEDULE OVERVIEW

This schedule is subject to revision based on weather and speakers. Updates will be posted on cuLearn.

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<tr>
<th>Dates</th>
<th>Themes and activities</th>
<th>Notes on venue* / guests</th>
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<tr>
<td>Jan. 10, 2018</td>
<td>Syllabus review and introductions</td>
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<td>Codes of ethics and professional associations</td>
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<td>Introduction to conservation plan reviews</td>
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<td>Jan. 17, 2018</td>
<td>Evaluating significance and heritage values statements</td>
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<td>The heritage of industry in local/Canadian contexts</td>
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<td>Statement of Significances Comparison exercise</td>
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<td>Jan. 24, 2018</td>
<td><strong>Mining the values of industrial heritage:</strong></td>
<td>Heather Thomson</td>
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<td>Case studies on federal lands</td>
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<td>Introduction to industrial heritage research essay</td>
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<td>Jan. 31, 2018</td>
<td>Heritage conservation organizations and stakeholders</td>
<td>Claude Charbonneau</td>
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<td>From charters to guidelines: Parks Canada to Hydro-Quebec</td>
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<td>Charter comparison exercise</td>
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<td>Feb. 7, 2018</td>
<td>Community conservation in Ontario: Almonte study and plan</td>
<td>Heather McArthur</td>
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<td>Conservation Plans Reviews due - Student presentations</td>
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<td>Feb. 14, 2018</td>
<td><strong>Industrial cultural landscapes:</strong></td>
<td>Julie Harris</td>
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<td>The Alaska Highway Corridor NHSC Nomination</td>
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<td>Discussion of student essay interest areas</td>
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<td>Feb. 21, 2018</td>
<td>Winter break – no class</td>
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<td>Feb. 28, 2018</td>
<td>Documentation for tangible/intangible industrial heritage</td>
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<td>Essay outlines due - discussion of resources</td>
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<td>Mar. 7, 2018</td>
<td>Technological heritage, sustainability and stewardship</td>
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<td>Roundtable assignment intro</td>
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<td>Mar. 14, 2018</td>
<td>Heritage impact assessments for rural landscapes</td>
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<td>Montreal trip detail review</td>
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<td>Mar. 21, 2018</td>
<td><strong>Université de Montréal Roundtable – sites of memory</strong></td>
<td>Christina Cameron et al</td>
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<td>Lecture on evening of Mar. 21 followed by 2 day conference</td>
<td>Montreal Mar. 21-23</td>
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<td>Mar. 28, 2018</td>
<td>Open class – meetings to work on essays</td>
<td>Mill Street Brewpub?</td>
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<td>Debrief on Montreal Roundtable – reports due</td>
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<td>Apr. 4, 2018</td>
<td><strong>Industrial heritage and decolonization</strong></td>
<td>With invited participants</td>
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<td>Essay poster presentation and debate</td>
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<td>Apr. 11, 2018</td>
<td>(No class) Submission of final paper</td>
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As part of the focus on Industrial heritage, guest speakers have been invited to speak to diverse contexts of heritage practice, but with a focus on post-industrial heritage sites and practices.

- **Heather Thomson**, heritage manager, National Capital Commission
- **Claude Charbonneau**, former manager *Standards and Guidelines*, Parks Canada, AQPI
- **Heather McArthur**, M.Arch. (Carleton), WTMA Architects
- **Julie Harris**, heritage consultant, public historian, Contentworks
- **Victoria Angel**, adjunct SICS, Architectural historian, heritage planner, ERA Associates.
- **Christina Cameron**, architectural historian, Canada Research Chair on Built Heritage (Montreal)

Additional site visits may be organized outside classroom hours at these locations: Almonte, Ontario; Rideau Canal; Canada Science and Technology Museum; Booth Street NRCan Campus; Former Union Station. Possible times for these visits will be discussed in class.
STUDENT ASSESSMENT

As a graduate level seminar, it is expected that all students are performing at a first class level. Students enrolled in M.A. programmes must obtain at least 70% to pass a course. 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 – 20%
B. Assignment 2 – 45%
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 – 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 instructor will identify examples of documents including cultural landscape studies, management plans and district plans, from across Canada, prepared by consultants, academics and government heritage authorities.

• This assignment will be introduced on January 10, 2018, and is due on February 7, 2018.
• The review should consist of
  o A text of approximately 1000 words plus references
  o A one-page table summary (examples will be provided)
• The submission should also include a transcription of the table of contents of the report.
• Students are asked to make a brief presentation of their findings in the class on Feb.7, using their analytical table – projected on the screen or distributed as handouts.
B. Assignment 2 – Critical essay on conservation practices – the post-industrial landscape

The main assignment will provide students with an opportunity to engage with a specific aspect of heritage conservation practice through the critical lens of the current issues of industrial heritage (IH) places and their possible conservation and adaptation to new uses. Students will engage with Industrial heritage as cultural landscape, built form, artefacts, process and narrative.

The theme of post-industrial heritage sites and approaches to their conservation introduces both very practical and critical perspectives. The understanding of industrial heritage values has expanded enormously in the last couple of decades, with both an increasing range of issues in consideration and examples of transformative projects to study. IH includes diverse and complex large-scaled sites marked equally by long term histories of evolving technologies and rapid times of economic and social growth, rupture and variation. Social and environmental histories and current conditions (pre or post revitalization) are booming areas of study. The related work of Industrial Archaeology (IA) has been recognized as a separate discipline, as evidenced by dedicated new courses and programmes. In the context of this course, we will look at IH/IA as a case study for a “context of practice”, assuming that this will be one of the many areas that many emerging heritage professionals will increasingly grapple with. Possible suggested themes for essays include:

- Urban exploration – alternate approaches to research and documentation
- Archaeology above ground – integration of industrial ruins in parks
- Museums and big stuff collections – outdoor museums and artefacts removed from process
- Social-economic revitalization – tourism and working communities interactions
- Environmental legacies and potential – cleaning up without green washing history
- Clashes of values and discourses – tourism and working communities interactions
- Landscape recovery – from ecological restoration to bioremediation
- The heritage of geology – mining as a process of discovery, loss and waste

Draft Schedule:
- a. Introduction in class
- b. Outline with title, abstract, and initial references
- c. Draft findings presentation in vertical 11 by 17 poster format
- d. Final essay (3500 to 4000 words) hand in

January 31, 2018
February 28, 2018
April 4, 2018
April 11, 2018.

Detailed requirements for each stage will be discussed when the project is introduced.
C. Assignment 3- Heritage Conservation Conference Report

An important part of heritage conservation practice is participating in conferences, symposia and workshops organized by universities and professional or specialized associations. This is where related practices are exchanged and much of the critical discourse on emerging ideas is first articulated. This assignment consists of writing a critical report on a conference with a view to highlighting distinct viewpoints expressed.

Most students will attend Dr. Christina Cameron’s Roundtable at the Université de Montréal on March 21-23, 2018, entitled World Heritage and Sites of Memory. (Alternate relevant conferences/events for students who are not able to attend the Roundtable may be identified, subject to approval by Feb.14.) 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/)

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 April 4, 2018.

At least two students will be asked to play a more active role as either a rapporteur or participant in a student debate. The instructor will select the students based on an email of 250-300 words that explains their interest, and in coordination with Dr. Cameron. Their role in the event will also involve writing a short text and will take the place of the assignment requirement.

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. Attendance at site visits outside of classrooms is not an absolute requirement, however they will be organized around student availability, and are considered key opportunities for learning.

A forum for responses to class reading discussions, guests and field trips will be created on cuLearn, and students will be expected to post a 300-word (maximum) 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. It should be more than just a summary. The intent is to provide a cumulative ‘journal’ of your insights and encourage personal reflection on learning.
REFERENCES, RESEARCH ASSISTANCE & NETWORKS

Readings from the CDNS 5401 syllabus will continue to have value, in particular Harold Kalman, *Heritage Planning: Principles and Processes*, Routledge, 2014.

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


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

With the focus on industrial heritage as a main theme, a number of readings will be taken from these two books, which are available electronically through the library. Students may nevertheless wish to purchase one of these, as part of building their library of resources.


The remaining readings from other books, journal articles and web-based publications will be available online, or through the university library. Students are encouraged to become familiar with both the main journals and popular publications on heritage conservation. The key journals for heritage conservation practice in North America will be discussed in class.

Relevant CU library subject guides include: Heritage Conservation, Sites and Parks: Public Policy Resources; Canadian Studies; Indigenous Studies. https://library.carleton.ca/research/subject-guides/

A more extensive list of resources on heritage conservation is available on the School of Indigenous and Canadian Studies website at https://carleton.ca/sics/heritage-conservation/heritage-conservation-programme-general-readings-and-references/

Research assistance at the CU Library includes:

- Indigenous and Canadian Studies: Martha Attridge Bufton 613-520-2600 x2985.
- The Ottawa Resource Collection https://library.carleton.ca/research/collection/ottawa-resource-collection

As the class will include a number of guest speakers from outside the university, students are encouraged to look up the speakers, their organizations, mandates and practices, and bring questions about their work and careers to related classes. Most guest speakers are quite open to receiving follow up requests for additional information or guidance. The participants at the Montreal Roundtable will include speakers and students from around the world, and provide another important opportunity to build a network, but this should also involve background research.
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 references for examples to be discussed in class. Most of these are web-based. Many will be of cumulative value for many weekly themes. Guest speakers may identify additional resources.

January 10 – Codes of ethics and professional associations

- Kalman, 1.2 Organization of heritage sector, pp. 28-39. (9p)
- Kalman, 2.3 Ethics, pp. 114-122. (8p)

Additional resources
- Canadian Association of Heritage Professionals (CAHP). (n.d.) https://cahp-acecp.ca/about/

January 17 – Evaluating significance/Values Statements/Industrial Heritage

- Kalman, 4.5 Significance, pp. 211-227 (16p)

Additional resources

January 24 – Mining the Values of Industrial Heritage: Case Studies on federal lands

- Additional related readings may be identified with guest speaker (H. Thompson)
- Kalman, 2.1 Legal and Planning Infrastructure pp. 44-72 (28p)

Additional resources
January 31 – Organizations and stakeholders/From charters to guidelines

- Additional related readings may be identified with guest speaker (C. Charbonneau)
- Kalman. 4.3 Community Engagement pp. 195-199 (4p)

Additional resources

February 7 – Community conservation in Ontario/Almonte HCD study and plan

- Additional related readings may be identified with guest speaker (H. McArthur)

Additional resources
February 14 – Post-Industrial cultural landscapes/The Alaska Highway Corridor NHSC Nomination


Additional resources

February 28 – Documentation of tangible/intangible heritage/Inventories and typologies

- Kalman 4.1 Historical Research pp. 177-185, (8p) 4.2 Physical Investigation: Survey& Inventories pp. 192-195 (3p)

Additional resources

March 7 – Technological Heritage, Sustainability and Stewardship

- Kalman, 2.2 Sustainability, pp.73-114 (31 p)

Additional resources
March 14 – Heritage Impact Assessments/Technologies and Heritage


Additional resources


March 21 – Roundtable on World Heritage and Sites of Memory

- Cameron, C. (2017). Letter of invitation to the Roundtable (PDF from instructor)

Additional related readings to be identified, including on sites to visit in Montreal


April 4 – Industrial Heritage and Decolonization/Mill Street site visit

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/

• Off campus student activities: Please see me at the beginning of term if you expect to miss a class to participate in a national competition, performance, sporting or other event related to your academic career.

• 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/