Instructor: Dr. Jerzy (Jurek) Elżanowski  
Location: 1216 Dunton Tower  
Time: Tuesdays, 17:35-20:25  
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**Heritage Conservation I: The ‘Heritage’ of Heritage Concepts**

While heritage conservation is a highly specialized field, formalized around local, national, and transnational legal and social frameworks (enacted by governments, professional advisory groups, interest groups, and non-profits), there is little agreement across disciplines as to the meanings and implications of the two constitutive terms. ‘Heritage’ and ‘conservation’ prove ambiguous when considered from the vantage point of different disciplines, languages, and knowledge systems. Heritage can be a noun that describes the monetary or cosmic inheritance of individuals, societies, and nations, but it can also act as a modifier—an adjective that specifies a *kind* of conservation or preservation. Heritage and conservation can separately be linked to other compound terms such as heritage studies, heritage tourism, and dissonant heritage, as well as architectural conservation, art conservation, and nature conservation. Each of these terms or fields of inquiry and action has a different relationship to theory and practice. Each is defined, conditioned, and propagated within specific systems of reciprocally legitimized and relational networks of knowledge and power.

As a seminar group, we need to find a story, a path through this complicated terrain of systems, terms, and philosophical concepts. This year, I suggest that we focus on the polysemic interpretations and uses of key concepts related to heritage—the heritage of heritage terminology—looking closely at how different concepts have been embedded in the field, and how they have changed meaning over time in response to political, ideological, and disciplinary expectations. This kind of collaborative study of the past and present lives of terms such as value, authenticity, and significance will create a solid base for the subsequent seminar in heritage practice (CDNS 5402) given by Prof. Susan Ross in January 2018. The hope is that by engaging with, and by (re)positioning, normative notions in heritage conservation, we will begin to discover the tools to research and practice ethically, innovatively, and experimentally.
Class Participation, Assignments, and Evaluation

Students will be evaluated on the basis of class participation, discussion facilitation, a creative assignment OR a comparative public lecture review, a final symposium presentation, and a final paper. I will distribute detailed written instructions for each assignment in class and post them on cuLearn. These documents will explain the nature of the creative assignment, how peer review works, and outline expectations for the final paper.

This is a reading-intensive graduate seminar; regular attendance and thoughtful, informed, and generous participation in discussions is crucial to success. Each week, one or two students will be responsible for facilitating that day’s discussion. The student or the pair will be asked to briefly summarize the assigned articles, to prepare questions / an interactive activity for the class, and to suggest a direction for the group discussion.

The entire group will help the facilitator(s) by uploading three to four questions or discussion points that they intend to raise in class to the following Google Drive Folder: https://drive.google.com/drive/folders/0B0l9mL4SLnxYeINXbUdVUNg2MWc?usp=sharing

The discussion questions must be uploaded by 10pm every Monday night. They are a way for you to organize your thoughts in relationship to assigned readings, and they give students less comfortable with public speaking the chance to share their ideas with the group in advance. They facilitate more coherent discussion and allow both the facilitators and the instructor to direct the discussion towards topics most relevant for the group.

Note: Discussion leaders are not expected to give formal presentations.

Course Requirements and Grade Distribution

- Attendance and class participation (including peer review): 15%
- Discussion facilitation: 15% (1 session + regular submission of discussion questions)
- Creative assignment + written reflection OR attendance at two public lectures + comparative written review: 15%
- Revised (post-peer review) assignment proposal and bibliography: 5%
- Mini-symposium presentation: 20%
- Final paper: 30%

I will be meeting with each of you individually to provide an informal assessment of progress in the course during the week of October 10. Please remember to schedule an appointment with me.

Tentative Assignment Deadlines

- Proposal for final paper delivered to colleagues for peer review: Friday, October 20, 2017
• Peer reviews returned to colleagues: Tuesday, October 31, 2017 at the latest.
• In-class discussion of proposals: Tuesday, November 7, 2016.
• Revised proposals: Friday, November 10, 2016 (Assessed).
• Creative assignment OR comparative public lecture review: Friday, November 24, 2017 (Assessed).
• Mini-symposium presentations, Tuesday, November 28 and Tuesday, December 5, 2017 OR joint Mini-Conference on December 1 and 2, 2017 (Assessed).
• Final paper due at the end of term (Assessed).

Under regular circumstances, I will not consider or grade late submissions. If you expect that you will need an accommodation, please let me (as well as your peer review partners) know at least 1 week in advance. See below for University accommodations.

Course Correspondence

Please communicate with me using your Carleton email accounts only. I will do my best to respond to student emails within 24 hours and ask that students follow the same rule when responding to my queries. I usually do not check email messages on the weekends or in the evenings. Emails received on Friday will likely be answered the following Monday. Please note: I will be away from my email October 14-29. Please make sure to address significant questions before this time. If you have extremely pressing questions during this period, you are welcome to call me at 613 818 8904.

Scheduling

Please note that although I will do my best to follow the schedule provided below, certain activities, including guest speaker appearances and the accompanying discussions, may need to be rescheduled. I will announce any changes to the reading schedule at least two weeks in advance. As such, this is a draft schedule that may change with reasonable notice.

We have a unique opportunity to hold the Mini-Symposium jointly with CLMD 6106 (Landscapes, Bodies, and Cultural Memory Practice) on December 1 and 2, 2017 rather than in two separate class sessions. Because this is outside of class time, both groups will decide by consensus whether or not this is something they want to do. If we hold a joint one-and-a-half day symposium, it will stand it for the last two sessions, which will then be cancelled. We will confirm the final arrangements by the end of September at the latest.

Readings

The library will make most of the assigned articles available on ARES. For copyright reasons, some books (and book chapters) may be accessible at the library reserves only. I will be signing out some books from my personal library if necessary, and posting some articles on cuLearn. Please make sure to plan your readings in advance, and to coordinate with me if needed. I find that using hard rather than electronic copies of reading material in class is more productive for sharing and learning. Unless this is very
difficult to do (e-books), I would ask that you print, mark up, and bring physical copies of assigned articles to class.

**Two books** will help organize the main historical and theoretical material in the course:


Since many people prefer to use electronic versions, I will not be ordering the books for you. Please either order a hard copy of **Kalman’s Heritage Planning** online or buy an electronic copy. Susan Ross will be using the book in her companion course, CDNS 5402. You are also encouraged to buy **Glendinning’s The Conservation Movement**, but I realize that the book is expensive and that it may not be necessary investment for all students. There will be copies of both books on reserve at the library, available to borrow at my office, and some sections scanned and available on ARES. Make sure to look at the schedule of assigned readings closely, and to order or otherwise source books far in advance of the scheduled discussion.

Neither of these books should be seen as ‘guides’ to conservation. Different sections of both occupy different nodes on the spectrum that lies between professional heritage planning/conservation and critical heritage studies. There are, naturally, other texts that are more entrenched in what heritage professionals call “doctrine,” as well as literature that is far more radical in its critique of heritage conservation practice and language. Our job will be to position these readings within a broader history and philosophical critique of knowledge.

As graduate students you are expected to read beyond the assigned literature, and to consistently demonstrate a level of curiosity, and a research sensibility. So, although I will be assigning only a few chapters or chapter sections from Glendinning, Kalman, and other books, I encourage you to read them holistically to broaden your knowledge of the discipline. **Reading broadly and consistently throughout the semester will prepare you for the final assignment, and will help you do well in class discussions and workshops.** I will provide a simple spreadsheet that pairs supplementary readings with class themes, optional activities, and conferences.

The overall reading load for this course is average for a graduate seminar, but because there are no readings assigned for weeks 1, 6, 7, 12, and 13, the remaining weeks will be more reading-intensive. Please remember to read consistently throughout the semester, and use the ‘free’ weeks to read ahead. We will talk about a ‘layered’ approach to reading that allows students to reliably maintain an overview of the main arguments of an article or book. For weeks with a particularly large number of assigned readings, I may suggest specific sections of articles or book chapters that demand close reading, and equally point out sections that can be read for general content, with less attention to detail.
Reading Schedule

Week 1 – 12/09/17: Introductory Class

Week 2 – 19/09/17: Architectural Conservation: Modern History and Concepts
Guest Discussant: Alison Creba, Heritage Carpentry


Week 3 – 26/09/17: Heritage Studies and Heritage Conservation: Discussions of Scope
Guest Discussant: Enrique Munoz-Maza, Furniture Restoration, TBC


Week 4 – 03/10/17: Athens Charter(s): The Heritage of Conservation “Doctrine”


Charters and Primary Sources:


Week 5 – 10/10/17: World Heritage and the Evolution of Charters


Conventions and Charters:

• UNESCO, Convention Concerning the Protection of the World Cultural and Natural Heritage, 1972.
• ICOMOS Australia, The Burra Charter, 1999 revision.
• Quebec Declaration on the Preservation of the Spirit of Place, 2008.

Week 6 – 17/10/17: Emerging Scholars Lecture OR Presentation by Christina Cameron

I will be away during week 6. In lieu of class, please attend the Heritage Ottawa Lecture entitled “Emerging Scholars: Three Talks and a Pub Night” on Tuesday, October 17, 2017 (19:00 to 21:00) at St. Brigid’s Centre for the Arts, 310 St. Patrick Street at Cumberland. It will be an opportunity to find out about the recent work of young heritage scholars, and to meet people from the Ottawa heritage community.

There is a possibility that instead of the Heritage Ottawa Lecture, Christina Cameron, Professor and Canada Research Chair on Built Heritage, will come and speak to the class that day. If this is the case, class will be held at DT 1216 during the usual time.
If you are in the Indigenous and Canadian Studies Core MA Seminar, CDNS 5001, please take notes on Susan Ross’ presentation and reconsider the readings assigned for that class by Dr. Litt:


If Christina Cameron confirms, please make sure to carefully reread her papers from weeks 3 and 5:


**Week 7 – Reading Week – 23-27/10/17 – No Class**

**Week 8 – 31/10/17: Values-centred Conservation**  
**Guest Discussant: Susan Ross**

- Reading by Susan Ross TBA

**Week 9 – 07/11/17: Value, Nationalism, and Historic Town Centres**

Week 10 – 14/11/17: Authenticity and Truth

Guest Discussant: Rebecca Dolgoy, Institute for the Study of Language Art and Culture, Carleton


Week 11 – 21/11/17: Potential for Decolonizing Practices

- Additional reading TBA depending on confirmation by guest discussant

Week 12 – 28/11/17: Mini-Symposium I and Summary Discussion

Week 13 – 05/12/17: Mini-Symposium II and Summary Discussion

Depending on the presentation topics and class interests, we will decide on a list of already-covered articles and chapters to reread for the summary sessions.

Instead of two Mini-Symposium sessions, we may decide to hold a joint symposium with CLMD 6106 (*Landscapes, Bodies, and Cultural Memory Practice*) on December 1 and 2, 2017. If this is the case, classes 12 and 13 will be cancelled.

**Academic Integrity**

*The following texts are part of Carleton’s academic integrity and equity policies.*

**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). **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. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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/