



Reconstruction of the Royal Castle in Berlin, June, 2015. Photography by the author.

Instructor: Jerzy Elżanowski

Location: 1216 Dunton Tower

Time: Wednesdays, 17:35 – 20:25

Office hours: Thursdays 13:45-15:45 (1203 Dunton Tower) or by appointment

Email: jerzy.elzanowski@carleton.ca

Course Argument

In this seminar, I position heritage conservation as a product of modernity. Drawing upon the work of international scholars at the centre, and at the fringes, of heritage studies, together, we will develop critical tools to map the documents and charters that structure heritage conservation in Canada and abroad. Rather than taking institutional documents for granted, we will treat them as historical sources in an effort to track specific ideological constellations. We will link these ideologies to the work of key figures in the history of conservation theory in the West. At the same time, we will ask whether principles of conservation developed in Europe and North America are appropriate when intentionally applied to Indigenous places of remembrance and to non-western or post-colonial contexts. Finally, we will consider the relationships between war and the conservation movement, and reflect on the problem of preserving infrastructures of oppression.

Susan Ross will be offering a companion course, CDNS 5402, in the Winter term. The course focuses on the politics and practice of heritage conservation in Canada. Susan and I strongly recommend that students take both courses in the same academic year.

Class Schedule

Class 1 – 02/09/15: Introductory Class

Class 2 – 09/09/15: Objects and Objectives of Conservation

Class 3 – 16/09/15: Restoration, Anti-Scrape and Heritage Values

Class 4 – 23/09/15: Instructor is away; Guest Lecture by Martin Bressani or Chris Uchiyama

Class 5 – 30/09/15: Two World Wars and Conservation Theory / Practice

Class 6 – 07/10/15: Heritage Advocacy, Heritage Ethics, and Democratic Urban Praxis

Class 7 – 14/10/15: Historic Town Centres and Urban Reconstruction / Revitalization

Class 8 – 21/10/15: Authorizing Heritage from Athens to Appleton: A Critical Look at Charters and Documents

Fall Break - 28/10/15: No class

Class 9 – 04/11/15: Heritage Conservation, Memory, and the Discursive Turn

Class 10 – 11/11/15: Authenticity, Intangible Heritage, and Cultural Landscapes

Class 11 – 18/11/15: Cultural Colonization or Cultural transfer? Indigenous Epistemologies and Heritage Conservation Principles

Class 12 – 25/11/15: Conserve or Let Decay: Heritage and Infrastructures of Oppression

Class 13 – 6/12/15: Course Summary

Assignments and Evaluation

Students are evaluated on the basis of class participation and submitted assignments. This is a seminar, so I expect all students to attend class regularly and to participate in discussions drawing upon thoughtful analysis of the assigned literature. Each week, a small group of students will be responsible for leading that day's discussion. The group will be asked to briefly summarize the assigned articles, to suggest a direction for the group discussion, and to prepare questions for the class.

The goal of the assignments is to encourage students to undertake research that will help raise public awareness of key problems in the heritage conservation debate. In order to make time for sophisticated individual and group assignment responses, the readings for each class will be limited to about 60-90 pages (traditionally graduate seminars in Canadian Studies require students to read ca. 120 pages each week). To complete the assignments, students will need to create bibliographies and read additional material not discussed in class. We will talk about each assignment in detail and modify tasks to accommodate individual and class research goals.

Rather than regular rounds of presentations, students will present their work throughout the semester as needed. The participation grade will reflect the overall quality of intellectual engagement.

Assignment Options

Option 1 - Research Term Paper (6,000-8,000 words):

The goal of this assignment is to create a research paper of publishable quality for *possible* submission to the Canadian Studies Capstone Seminar Series Journal (<https://capstoneseminarseries.wordpress.com/>) and/or the Canadian Studies Heritage Conservation Symposium. Students may choose a topic related to a class theme, a problem identified in a reading or discussion, or propose a research question related to their academic or personal research programs. In a series of steps that will be discussed in detail in a separate handout, students will submit a formal proposal, present the progress of their research in class, seek feedback from fellow students through a peer review process, submit a draft paper to the instructor for comments, and finally submit the finished product at the end of the semester.

Option 2 – Design Project and Essay (2,000-3,000 words + images):

Students may choose to do a theoretically informed design project or implement an urban, suburban or rural intervention. The design project and the intervention must be accompanied by a short theoretical essay that discusses how the project engages a theme in heritage studies. The procedure and expectations for Option 2 are similar to those outlined for Option 1 above. Students will be expected to submit a short written proposal, present a parti diagram in class, seek feedback from fellow students, submit a draft project to the instructor, and finally compile text and image to form an academically rigorous and publishable document.

Students are encouraged to combine their disciplinary skillsets by working in small groups on larger research and design projects. For example, an Architecture and a Canadian Studies student may choose to submit a joint Research Essay and Design Project that tackles the same problem. We will negotiate an appropriate workload and grading scheme for each project.

Grade Distribution

Class Participation: 25%

Proposal: 15%

Interim Research/Parti Presentation: 15%

Final Paper/Project Submission: 45%

Tentative Assignment Deadlines

Proposals due – 16/09/15

Presentations of proposals and parti diagrams – 30/09/15 to 14/10/15

Peer review process – 14/10/15 – 04/11/15

Drafts due – 18/11/15

Final papers due – 15/12/15

Excursions and guest lectures

I will periodically propose an excursion. This may be an art exhibition, a public lecture, or a tour in Ottawa. Excursions organized during class time are mandatory; those outside of class time are optional. Guest lecturers who are specialists in particular sub-fields of heritage conservation may come and speak as opportunities arise.

CU Learn

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.

Research Assistance

The Library website maintains a webpage related to Canadian Studies. The reference contact for Canadian Studies questions is Martha Attridge Bufton: 613-520-2600 x2985.

Literature, Bibliography, and Assigned Readings

The literature list below doubles as the bibliography for the course. Many of the articles, books, and book chapters listed below will be assigned throughout the semester. **I will typically assign readings two weeks in advance, but no later than one week before the discussion.** Reading lists will be posted on cuLearn, while the readings themselves will be available on ARES or in the library's course reserves area. **Additional material will be included as needed.**

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

Harold Kalman, *Heritage Planning: Principles and Process*, Routledge, 2014.

Rodney Harrison, *Heritage: Critical Approaches*, Routledge, 2013.

The books are (or will shortly be) available at Haven Books on Seneca Street. I suggest buying the books (they are also available in the library on reserve). They will serve you both in this class and the companion course, CDNS 5402. Susan Ross will be using Kalman extensively in her course.

Kalman and Harrison are not, strictly speaking, to be seen as 'guides' (and this goes for all the book chapters and articles discussed - we will interrogate and question the assumptions and ideological biases of all texts). Different sections of both books occupy different nodes on the spectrum that lies between professional heritage planning and critical heritage studies. There are, naturally, 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. Our job will be to position these readings within a broader history and philosophical critique of knowledge.

Course Bibliography

Bergdoll, Barry. *European Architecture, 1750-1890* (Oxford: Oxford University Press, 2000).

Bressani, Martin. *Architecture and the Historical Imagination: Eugene-Emmanuel Viollet-Le-Duc, 1814-1879*, 2014.

Bronson, Susan and Susan Ross. “Stewardship Sessions Introduction” in Susan Algie and James Ashby, editors, *Conserving the Modern in Canada: buildings, ensembles, and sites, 1945-2005: conference proceedings* (Trent University, Peterborough, 2005), 111- 115.

Byrne, Denis. “Western Hegemony in Archaeological Heritage Management,” *History and Anthropology* Vol. 5, Issue 2 (January 1991): 269-276.

Cameron, Christina. "From Warsaw to Mostar: The World Heritage Committee and Authenticity". *APT Bulletin* 39, no.2-3 (2008): 19-24.

Carr, Geoffrey. “Atopoi of the modern: Revisiting the Place of the Indian Residential School,” *ESC: English Studies in Canada* 35, no. 1 (2009): 109-135.

Dolff-Bonekamper, Gabi. “Cultural Heritage and Conflict: The View from Europe,” *Museum International* 62, no. 1–2 (2010): 14–19.

Düwel, Jörn and Nils Gutschow, eds. *A Blessing in Disguise: War and Town Planning in Europe, 1940-1945* (Berlin: DOM Publishers, 2013).

Easterling, Keller. *Enduring Innocence: Global Architecture And Its Political Masquerades* (Cambridge, Mass.: MIT Press, 2005).

Glendinning, Miles. *The Conservation Movement: A History of Architectural Preservation: Antiquity to Modernity* (New York: Routledge, 2013), 65-137.

Gordon, Alan. “Heritage Authenticity: The Case of Ontario’s Sainte-Marie-Among-the-Hurons,” *Canadian Historical Review* 85, no. 3 (2004): 507-531.

Halbwachs, Maurice and Lewis A. Coser, *On collective memory* (Chicago: University of Chicago Press, 1992).

Harrison, Rodney. *Heritage: Critical Approaches* (Milton Park, Abingdon; New York: Routledge, 2013).

Hayden, Dolores. “Placemaking, Preservation and Urban History,” *Journal of Architectural Education* 41, no. 3 (1988): 45–51.

Herscher, Andrew. *Violence Taking Place: The Architecture of the Kosovo Conflict* (Stanford, CA: Stanford University Press, 2010).

Jones, Siân. "Negotiating Authentic Objects and Authentic Selves," *Journal of Material Culture* 15, no. 2 (2010): 181–203.

Kalman, Harold. *Heritage Planning: Principles and Process* (New York: Routledge, 2014).

Koshar, Rudy J. "On Cults and Cultists," in *Rethinking the Roots of the Historic Preservation Movement*, ed. Max Page and Randall Mason (London: Routledge, 2004), 45-78.

Lowenthal, David. "The Heritage Crusade and Its Contradictions," in *Rethinking the Roots of the Historic Preservation Movement*, ed. Max Page and Randall Mason (London: Routledge, 2004), 19-43.

Ludvigsen, Peter. "Workers' Assembly Halls as a Proposition for UNESCO's World Heritage," *International Journal of Heritage Studies* 19, no. 5 (2013): 408–38.

Mason, Randall. "Assessing Values in Conservation Planning," in *Assessing the values of cultural heritage: research report*, ed. Marta De la Torre (Los Angeles: Getty Conservation Institute, 2002), 5-30.

Meier, Hans-Rudolf, Michael Petzet, and Thomas Will, eds. *Cultural Heritage and Natural Disasters: Risk Preparedness and the Limits of Preservation* (Munich: ICOMOS Germany, 2007) [online] http://www.icomos.de/pdf/HatRSpecial_NaturalDisasters.pdf

Miller, James S. "Mapping the Booterist Imaginary: Colonial Williamsburg, Historical Tourism, and the Construction of Managerial Memory," *The Public Historian* 28, no. 4 (2006): 51-74.

Mueller, Michael. "Musealisation, Aestheticization and Reconstructing the Past," *The Journal of Architecture*, 4, 1999, 361-367.

Nora, Pierre. "Between Memory and History: Les Lieux de Mémoire," *Representations* 26 (1989): 7–24.

Page, Max and Randall Mason. "Introduction," in *Rethinking the Roots of the Historic Preservation Movement* (London: Routledge, 2004), 3-16.

Pannekoek, Frits. "Canada's Historic Sites: Reflections on a Quarter Century, 1980-2005," *The Public Historian* 31, no. 1 (2009): 69-88.

Phillips, Morgan. "The Philosophy of Total Preservation," *APT Bulletin* 3, no.1 (1971): 38-43.

Raines, Anne Brownley. "Pursuits of Deeper Purpose: The Reconstruction of Fortress Louisbourg," *Docomomo E-Proceedings* 2 (2009): 29-36.

Riegl, Alois. "The Modern Cult of Monuments, Its Essence and Its Development," 1903.

Smith, Laurajane. *Uses of heritage* (London: Routledge, 2006), 87-114.

Stovel, Herb. "Effective Use of Authenticity and Integrity as World Heritage Qualifying Conditions," *City & Time* 2, no. 3 (2007): 21-36.

White, Hayden. "The Value of Narrativity in the Representation of Reality," *Critical Inquiry* 7, no. 1 (1980): 5-27.

Witcomb, Andrea and Kristal Buckley, "Engaging with the future of critical heritage studies: looking back in order to look forward," *International Journal of Heritage Studies* 19, no. 6 (2013): 562-578.

Young, James E. "The Biography of a Memorial Icon: Nathan Rapoport's Warsaw Ghetto Monument," *Representations*, no. 26 (1989): 91-93.

Young, James E. *At Memory's Edge: After-Images of the Holocaust in Contemporary Art and Architecture* (New Haven: Yale University Press, 2000), 90-151.

Official Documents and Charters

Athens Charter for the Restoration of Historic Monuments, 1931.

Charter on the Built Vernacular Heritage, 1999.

ICOMOS. *The Valletta Principles for the Safeguarding and Management of Historic Cities, Towns and Urban Areas*, 2011.

ICOMOS Australia. *The Burra Charter*, 1999 revision (http://australia.icomos.org/wp-content/uploads/BURRA_CHARTER.pdf).

ICOMOS Canada. *Appleton Charter*, 1983.

International Charter for the Conservation and Restoration of Monuments and Sites (Venice Charter), 1964.

The Nara Document on Authenticity, 1994.

Parks Canada. *Standards and Guidelines*, 2011.

Quebec Declaration on the Preservation of the Spirit of Place, 2008.

The Ramsar Convention on Wetlands, 2002 (1971).

UNESCO. *Convention Concerning the Protection of the World Cultural and Natural Heritage* 1972.

UNESCO. *Vienna Memorandum (on managing historic urban landscapes)*, 2005.

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>

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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/>