Course Number	PLAN 668	Classroom	Online/ Zoom
Course Name	**ADVANCED HERITAGE CONSERVATION PROJECT**		
Pre/Co-Requisites			
Instructor	Dr. Sasha Tsenkova	**Office Hours/Location**	Online by appointment
	Email: tsenkova@ucalgary.ca	**Phone: N/A**	
Class Dates	Mandatory real-time Zoom classes: Monday, January 4 – 8, 2021 9:00am to 5:00pm Includes asynchronous learning & assignments due on specified dates		
Instructor Email Policy	Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours.		
Name and Email of Teaching Assistant(s)	N/A		

Course Description

Introduction and Rationale

The project adopts the *Historic Urban Landscape Approach* and explores opportunities for adaptive reuse of heritage resources in Currie – a community in Calgary. The Approach recognizes and celebrates the diversity of heritage resources and advocates a robust process of identification, analysis, planning and management to sustainable urban conservation.

Adaptive reuse is the conversion of a building, site or area (heritage district) from one use to another. This should be consistent with the heritage value and should support the understanding of the heritage, giving it new life, social and economic opportunities. Adaptive reuse is an opportunity to retain heritage fabric and is different from preservation. It can be part of heritage-led regeneration strategy for whole areas/district, can include temporary uses until a more permanent and economically viable strategy is in place and can incorporate additions/changes where certain character defining elements are amplified. Designing the reuse brings the potential to add value to the public realm and enhance the identity of a place/community. The foundation document globally is the Burra Charter. It advocates a cautious approach stating "Do as much as necessary to care for the place and to make it useable, but otherwise change it as little as possible so that its cultural significance is retained" (see Article 6, the Burra Charter).

Objectives

The course provides a conceptual framework for the understanding of a wide range of issues affecting the heritage conservation through adaptive reuse and its importance for people and places in the city. It connects students to an active community of planners, designers and developers committed to developing innovative solutions for an urban heritage complex with a strong legacy and identity in Calgary. It has the following objectives:

1. To provide critical knowledge on implementation challenges and opportunities for the effective implementation of heritage conservation partnerships;
2. To develop knowledge and understanding of issues affecting the design and planning of adaptive reuse of urban heritage through evidence-based approaches and best practices;
3. To engage in a constructive dialogue on adaptive reuse of heritage resources in the context of community regeneration affecting innovative design and planning practices.

Please note that enrolment is limited to the students in the Built & Landscape Certificate that have completed the other three courses.

Project Focus and Approach

The project applies the pedagogy of experiential learning through planning and design strategies for adaptive transformation. The area in Currie that we will work on is Parade Square. We would also consider the connection of all heritage resources in the community that collectively shape an important legacy. They have different qualities, opportunities and potential alternatives for adaptive reuse. The emphasis in the project is on adaptive reuse of existing heritage resources, while complementing them with new buildings to enhance the quality and sustainability of heritage places. The project is set in two stages:
  i/ pre-course case study research on adaptive reuse, its appropriateness, interpretation and illustration of results;
  ii/ vision and schematic design of Parade Square.

Students will work as a team to reimagine Parade Square in Currie.

It is important to explore the adaptive reuse at the scale of a building or small complex, but with consideration about the connecting spaces (park, public realm, access) that often enhance the heritage value and experience of a historic place. In the selection of case studies, students should consider the heritage and cultural significance of the place, the nature of adaptive reuse (minimal change to the built fabric, uses/practices contributing to the historic significance of the place), and policies to sustain its future.

Case studies of adaptive reuse offer many different approaches and solutions, but students should consider the following in their review:

- Heritage significance of the building or groups of buildings
- Architectural qualities, integrity, public realm/landscape aspects
- Context and compatibility of uses with the surrounding context
- Community engagement and partnership aspects.

The case study should provide transferrable lessons (planning and design strategies) appropriate for Currie.

The vision for Parade Square and its built and landscape heritage should be based on:

- Research of available materials to understand the potential of the site/area focusing on built and landscape heritage resources;
- Review of appropriate case studies of adaptive reuse of heritage resources in Canada that could serve as a basis for programming and conservation plan for the area in Currie;
- Proposal for adaptive reuse of their area including a vision statement, principles and schematic concept, illustrating ideas with images from the case study and/or other appropriate precedents.

Content and Teaching Approach

The block course will include lectures, independent field trips to the project sites, directed reading, preparation of a poster presentation on a select topic, independent reading and review of selected papers by the student. A final D*esign and Planning Framework for Adaptive Reuse of Urban Heritage* will be developed and submitted by March 1, 2021. The course uses blended learning and experiential learning pedagogy.

Students will have access to project materials (Statements of Significance, Currie Community Plan, Parade Square master plan), papers and presentations by planners and developers posted on D2L to start the team work in a productive and effective manner. These materials need to be reviewed on an independent basis on the first day of classes. If students are not familiar with the site, they can organise an individual site visit/drive through. COVID-19 protocols for safety need to be observed. Students can use online resources to complement visual materials available through Google Earth and Google Streetview platforms.

The teaching approach of this course acknowledges the value of peer-reviewed research contributions in shaping and advancing the knowledge in the interdisciplinary field of heritage conservation. Students, depending on their particular role and tasks in the capstone project, will complement the research with publications from international journals, books, and research reports to finalise their independent study on adaptive reuse of urban heritage (pre-course assignment) and *Final Design & Planning Framework*. A review of the literature will be discussed through poster presentations (January 8th) to facilitate proactive learning.

The course requires students to contribute to critical discussion of case study presentations to develop common knowledge and understanding of critical issues urban heritage conservation in communities. This will be a strategic direction for architects, designers, planners and policy-

makers in Canadian cities in the next decade. During the block week students will be given some time to work on the capstone team project and to present their vision to a review panel. This will be followed by a group discussion prompting critical reflection and feedback, with the instructor serving as a moderator.

Course Hours: 3 units; (1-2 Tutorial/Project work)

Recommended Readings:

Government of Canada (2010) Standards and Guidelines for the Conservation of Historic Places in Canada. Ottawa: Her Majesty the Queen in Right of Canada, https://www.historicplaces.ca/media/18072/81468-parks-s+g-eng-web2.pdf

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

Bandarin, Francesco & van Oers, Ron (2012) *The Historic Urban Landscape. Managing Heritage in an Urban Century.* Chischester: Willey Blackwell.

UNESCO Australia (2013) Burra Charter. http://preservedstories.com/2013/06/29/the-burra-charter-is-sometimes-cited-as-a-guideline-for-adaptive-reuse-of-heritage-buildings/

http://www.stateheritage.wa.gov.au/conservation-and-development/guide-to-conservation-maintenance/burra-charter

Online Delivery

This course will take place online via Zoom and Desire2Learn (D2L). Students are required to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. If unable to participate live due to unforeseen circumstances, inform the instructor in advance to work out an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

Schedule (subject to change)

1. **January 4ᵗʰ Monday (asynchronous)**
9-12 am Review of project materials
1-5 pm Independent field visit (optional)

2. **January 5th Tuesday (synchronous)**

9-12 am Urban Heritage Landscape & Adaptive Reuse
1-5 pm Case Study presentations: Reflection on lessons

3. **January 6th Wednesday (synchronous)**

9-12 am Adaptive Reuse: Challenges & Opportunities
1-5 pm Project team work: vision, principles, design strategy + best practices

   4. **January 7th Thursday (asynchronous+synchronous)**
9-12 am Team work on project
1-5 pm Discussion, critical reflection, one-on-one feedback

   5. **January 8th Friday (synchronous)**
9-12 am Poster design, one-on-one feedback on research topic
1-5 pm Presentations

Course Learning Outcomes

At the end of this course, students will be able to:
1. Gain critical knowledge on implementation challenges and opportunities for the effective implementation of heritage conservation partnerships;
2. Develop knowledge and understanding of issues affecting the design and planning of adaptive reuse of urban heritage through evidence-based approaches and best practices;
3. Engage in a constructive dialogue on adaptive reuse of heritage resources in the context of community regeneration affecting innovative design and planning practices.

Technology requirements

In order to successfully engage in their learning experiences at the University of Calgary, students taking online courses are required to have reliable access to the following technology:
- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

Additional Classroom Conduct and Related Information

Guidelines for Zoom Sessions in Online Classes

Students are expected to participate actively in all Zoom sessions and to turn on their webcam. Please join our class in a quiet space that will allow you to be fully present and engaged in the Zoom sessions. Students must behave in a professional manner during the session. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

Assessment Components

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Presentation/Paper	Pre-course case study project	30%	1 and 2
Presentation/Poster	Adaptive Heritage Reuse Project: Vision	20%	1, 2 and 3
Capstone project written & design components	Adaptive Heritage Reuse	40%	2 and 3
Class participation	Engagement in classes, reflection on video lectures & independent research/readings	10%	1,2,3

Assessment and Evaluation Information

Effective research, writing and presentation are major factors in the evaluation of student work. The course evaluation will be based on the assignments completed during the term, which includes written assignments, presentation of work, design solution and final team project submission. Students must achieve a passing grade in all assignments to complete the course successfully. Students are expected to attend all online classes during the scheduled time. The sessions will be dedicated to synchronous lectures, with time reserved for tutorials, group activity, independent design work according to team responsibilities, reading of course materials or viewing of video recordings.

Grades will be deducted for work submitted later than the deadline specified in the assignment. Effective engagement is also expected as a requirement for progress in planning and design, and is characterized by active involvement in online Zoom class discussions, team work, and effective presentation of research. Class participation will be evaluated on the basis of attendance of online sessions, engagement in class discussions, peer review tasks, brainstorming sessions and review of assigned readings. Students will share practical examples of research innovation pertinent to their specific field of inquiry/thesis, current trends and resources for additional information.

Assignments should be submitted using D2L, and are due by 11:59pm on the day listed in the class assignments unless otherwise directed by the instructor. Quality of design work (visualization of proposed solutions), quality of writing (spelling, grammar, clarity) or other

forms of communication (visual, oral, etc.) will be a component of the assessment of all assignments. Writing skills are important to academic study across all disciplines and particularly important in professional heritage conservation. Please refer to 'Writing Across the Curriculum' policy statement in the course calendar: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

There will be no final examination.

Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

Topic Areas & Detailed Class Schedule

Course activities are synchronous (real-time/Zoom) and asynchronous (students complete on their own time independent research, watching videos, etc.). Important dates including assignment due dates, presentations, first and last day of classes, holidays and term breaks are included.

Course Schedule Date	Topic	Assignments/Due Dates
January 4	Introduction to the project asynchronous learning review of project materials on D2L/Independent field work	
January 5	Thematic Seminars: Urban Heritage & Adaptive Reuse Presentation Case Studies	Assignment 1 is due
January 6	Thematic Seminars: Heritage Planning & Design Nexus Vision development; team tasks & consultation	
January 7	Project work; Critical reflection on concepts and design intervention: adaptive reuse & additions/new built urban form	
January 8	Adaptive Reuse of Urban Heritage: Conceptual Design presentation	Assignment 2 (concept) is due
March 1	Adaptive Reuse of Urban Heritage Project: Final Design & Planning Framework	Assignment 2 (final) is due
Final schedule subject to change.		

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of

how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/

If you are unable to attend a Zoom session, please contact your instructor in advance to arrange an alternative activity for the missed session (e.g., to review the recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Media and Recording in Learning Environments

University Calendar: https://www.ucalgary.ca/pubs/calendar/current/e-6.html
Recording of lectures (other than audio recordings that are pre-arranged as part of an authorized accommodation) is not permitted.
Students may not record any portion of a lecture, class discussion or course-related learning activity without the prior and explicit written permission of the course instructor or authorization from Student Accessibility Services. For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed. Any use other than that described above constitutes academic misconduct and may result in suspension or expulsion.

 The instructor may use media recordings to capture the delivery of a lecture.
The instructor will notify all students and guests in the class that the event is being recorded. If a student or guest wants to take steps to protect privacy, and does not want to be recorded, the instructor will provide the individual (s) with an alternative means of participating and asking questions (e.g., passing written notes with questions). Any video-recording would be intended to only capture the instructor; students/other participants would not necessarily be visible on video recordings.

University of Calgary Policies and Supports

COVID-19 PROCEDURE FOR SICK STUDENTS: https://ucalgary.ca/risk/sites/default/files/Covid-19%20Folder/COVID-19-Procedure-for-Sick-Students.pdf

ACADEMIC ACCOMMODATION
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.
Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.
SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ .

ACADEMIC MISCONDUCT
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf
Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.

COPYRIGHT LEGISLATION:
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy (https://www.ucalgary.ca/pubs/calendar/current/k.html).

INSTRUCTOR INTELLECTUAL PROPERTY
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as

note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

UNIVERSITY STUDENT APPEALS OFFICE: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty. https://www.ucalgary.ca/secretariat/student-appeals

OTHER IMPORTANT INFORMATION
Please visit the Registrar's website at:
https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk.