Course Number	**PLAN 670**	Classroom	Online/ Zoom
Course Name	**Principles of Heritage Conservation**		
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, March 14 – 18, 2022 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 course introduces the theory and practice of historic place conservation through lectures, guest speakers, case studies and project work. Topics will include an overview of the history of conservation, principles of heritage conservation, and methods for identifying, evaluating and documenting historic places. Students apply theory to practice through several independent assignments.

An examination of conservation standards and guidelines will include an application to a real-world case study of adaptive reuse. This team project of adaptive reuse of Parade Square in Currie/Calgary adopts the *Historic Urban Landscape Approach (HUL)*, which recognizes and celebrates the diversity of heritage resources and advocates a robust process of identification, analysis, planning and management for sustainable urban conservation.

Objectives

The course provides a conceptual framework for the understanding of a wide range of issues affecting heritage conservation through adaptive reuse and its importance for people and places in the city. It has the following objectives:

1. To develop an understanding of heritage conservation principles and methods of identifying and evaluating historic places;

2. To provide critical knowledge on implementation challenges and opportunities for the effective implementation of heritage conservation approaches;
3. 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;
4. To engage in constructive dialogue on adaptive reuse of heritage resources in the context of community regeneration, innovative design and planning.

Teaching Approach

The course will be taught using a combination of lectures, case studies, independent research/readings and design/planning work. It is delivered synchronously with some lectures available in an asynchronous format. The pedagogy of design thinking with a social innovation lens is applied to foster entrepreneurial thinking and creativity. The approach allows the laddering of students' learning experiences from the simple to the complex and the development of a prototype solution. Course assignments will provide students with experience in the process of evaluating potential historic places through the application of criteria of significance and integrity, Statements of Significance, and the development of appropriate conservation strategies. Case studies will expose students to the development of a range of potential treatment options for an historic place evaluated with reference to the *Standards and Guidelines for the Conservation of Historic Places in Canada.*

A team design/planning project applies the pedagogy of design thinking and experiential learning using a design charrette. Students will work as a team to reimagine Parade Square in Currie. The vision for Parade Square and the adaptive transformation of 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;
- 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.

Students can start reviewing project materials, assignments and readings lists posted on D2L and available since February 10, 2022. Students 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. 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 team project, will

complement the research with publications from international journals, books, and research reports. A final assignment consists of independent study on adaptive reuse of urban heritage.

The course requires students to contribute to critical discussion of case study presentations to develop common knowledge and understanding of critical issues affecting 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 team project and to present their vision to a review panel.

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

Required 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.

Other additional readings are organised in thematic clusters at the end of the course outline.

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 recordings/video, submit a brief reflection, and actively contribute to the follow-up online discussion).

Schedule (subject to change)

1. March 14th Monday (synchronous)
9-12 am Review of course outline/approach. Lecture on heritage conservation
1-5 pm Lecture on Statements of Significance. Assignment 1

2. March 15th Tuesday (synchronous)
9-12 am Lecture on legal & institutional framework for heritage conservation
1-5 pm Historic Places in Canadian Cities – class presentations. Team project Assignment 2

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

3. March 16th (synchronous + asynchronous)
9-12 am Lecture on Standards & Guidelines. Review of project materials
1-5 pm Lecture on adaptive reuse: challenges & opportunities.

4. March 17th Thursday (synchronous + asynchronous)
9-12 am Lecture on historic urban landscape approach, historic districts in Montreal & Toronto
1-5 pm Introduce final assignment, start team work on class project

5. March 18th Friday (synchronous)
9-12 am Poster design, project team work: vision, principles, design strategy, one-on-one feedback
1-5 pm Presentations to review panel

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 policies and tools;
2. Develop knowledge and understanding of principles affecting the design and planning of urban heritage through evidence-based approaches and best practices;
3. Engage in 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	Historic place in Canadian cities	10%	1, and 3
Poster Team project written & design components	Adaptive Heritage Reuse/Parade Square	30%	1, 2 and 3
Final assignment written	Case study of adaptive reuse	40%	1 and 2
Class participation	Engagement in classes, reflection on video lectures & independent research/readings	20%	1,2 and 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 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.

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 a grade that they have received, they should refer to Section I of the Undergraduate Calendar (https://www.ucalgary.ca/pubs/calendar/current/i-3.html) which describes how to have a grade reappraised. In addition, the student should refer to the SAPL's Procedure for reappraisal of grades.

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.

Additional Readings in Thematic Clusters:

The Conservation Movement
- The Manifesto, Society for the Protection of Ancient Buildings https://www.spab.org.uk/what-is-spab-/the-manifesto/
- The Appleton Charter, English Speaking Committee of ICOMOS Canada, August 1983 https://www.icomos.org/charters/appleton.pdf
- The Burra Charter, Australia ICOMOS http://australia.icomos.org/publications/burra-charter-practice-notes/#bc
- The Venice Charter, ICOMOS https://www.icomos.org/charters/venice_e.pdf
- The Nara Charter on Authenticity, UNESCO https://www.icomos.org/charters/nara-e.pdf
- UNESCO Recommendation on Historic Urban Landscapes, November 11, 2011. http://portal.unesco.org/en/ev.php-URL_ID=48857&URL_DO=DO_TOPIC&URL_SECTION=201.html

The Legal and Institutional Framework
- Alberta's *Historic Resources Act;* in particular "definitions" and Part 3 Historic Resources Management http://www.qp.alberta.ca/1266.cfm?page=H09.cfm&leg_type=Acts&isbncln=9780779791309
- The City of Calgary Heritage Planning http://www.calgary.ca/PDA/pd/Pages/Heritage-planning/Heritage-Planning-Home.aspx
- The City of Edmonton Historic Resources Management Program and Plan https://www.edmonton.ca/city_government/edmonton_archives/historic-resources-program-plan.aspx

Evaluating Historic Places– Statements of Significance
- Creating a Future of Alberta's Historic Places: Identifying, Evaluating, Managing, Alberta Culture – Manual 2 Evaluating Historic Places https://www.culturetourism.alberta.ca/heritage-and-museums/programs-and-services/municipal-heritage/docs/MHPP-Evaluating-Historic-Places.pdf
- HeRMIS web site of Alberta Culture and Tourism: https://hermis.alberta.ca/arhp/ which provides on-line access to the contents of the Alberta Register of Historic Places and the Alberta Heritage Survey Program.
- Canadian Register of Historic Places, Writing Statements of Significance http://www.historicplaces.ca/media/21054/sos_guide_final_e_new_design.pdf

Historic Places & Sustainable Development.
- Canada's Historic Places – Heritage Conservation Briefs – for example:

- o Sustainable Development
- o Job Creation
- o Property Values and Taxes
- o Affordable Housing and Neighborhood Improvement

(The series of Historic Places Conservation Briefs can be found at: https://www.gov.mb.ca/chc/hrb/heritage_pubs.html under the heading Benefits of Heritage.)

- Ontario Heritage Tool Kit – Heritage Conservation Districts
  http://www.mtc.gov.on.ca/en/publications/Heritage_Tool_Kit_HCD_English.pdf
- Stovel, Herb, "Scrape and Anti-Scrape: False Idols on Main Street" Bulletin of the Association for Preservation Technology, Vol 17, No3/4 1985, pp. 51-55

Cultural Landscapes

- UNESCO World Heritage Centre – Cultural Landscapes
  http://whc.unesco.org/en/culturallandscape/
- Andrews, Thomas and Buggey, Susan, "Canadian Aboriginal cultural landscapes in praxis", In K. Taylor and Jane L. Lemmon (Eds.), Managing Cultural Landscapes, New York, Routledge, 2012.
- Andrews, Thomas and Buggey, Susan, "Authenticity in Aboriginal Cultural Landscapes", APT Bulletin Vol 39, 2-3 pp. 63-71.