



Course Title: Built and Landscape Heritage Certificate Environmental Design 660 - Principles of Historic Conservation			
Course Number	EVDS 660		
Funding	Funding for students is provided by the Alberta Heritage Resources Foundation; contact Jennifer Taillefer jtaillef@ucalgary.ca for details.		
Instructor Name	Larry Pearson, MEDes (Arch)	Instructor Email	laurence.pearson@ucalgary.ca
Office Location	TBD		
Course Manager	Dr Sasha Tsenkova	Email	tsenkova@ucalgary.ca
Class Dates	Fall 2019, Tuesday-Saturday, Oct 22-26, 2019		
Class Times	09:00am to 05:00pm		
Class Location	CBDlab		

Course Information / Description of the Course
<p>The course introduces the theory and practice of historic place conservation through lectures, guest speakers, case studies and site visits. Topics will include an overview of the history of conservation, principles of heritage conservation, and methods for identifying, evaluating and documenting historic places, including historic areas/cultural landscapes. An examination of conservation standards and guidelines will include a detailed review of their application to the treatment of a specific material type (sandstone). The course will consider municipal, provincial and federal practices.</p> <p>Objectives</p> <ul style="list-style-type: none">• To develop an understanding of heritage conservation principles• To learn methods of identifying and evaluating historic places• To gain a general understanding of conservation approaches and techniques

- To understand how the preservation and reuse of heritage buildings is sustainable development
- To gain an understanding of heritage resource management as a professional practice

Teaching Approach

The course will be taught using a combination of lectures— with a focus on case study examples—class discussions and site visits. Pre-course and in course assignments will provide students with experience in the process of evaluating potential historic places through the application of criteria of significance and integrity, the development of 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, which they will evaluate with reference to the Standards and Guidelines for the Conservation of Historic Places in Canada. Site visits will include historic places, heritage buildings, a designed cultural landscape and a potential historic area.

Content: Topic Areas & Detailed Class Schedule

Day One

Introductions, logistics, student evaluation

9:00 – 10:30 Presentation of Certificate Student Pre-Course Assignments

Certificate Students will submit their written pre-course assignments at the start of the course. In this first class of the course, each Certificate student will make a ten minute illustrated presentation summarizing the results of their assessment of a selected place, and articulating why it is worthy of designation and listing on the Alberta and Canadian Registers of Historic Places. (See Assignment #1 below for details)

10:30 – 12:00 Topic One: The Conservation Movement

Key concepts, guiding principles and practices, charters and definitions will be introduced through the examination of critical documents, initiatives and projects that have influenced the historic places conservation movement. Historical documents such as the Society for the Preservation of Ancient Building's Manifesto, international charters such as the Charter of Venice, the Nara Charter on Authenticity and Australia ICOMOS Burra Charter will be considered. The meaning of key terms such as conservation, preservation, restoration, rehabilitation, adaptive reuse and reconstruction will be discussed.

12:00-1:00 Lunch

1:00-2:30 Topic Two: Documenting Historic Places

Topic Two will explore principles behind the documentation of historic places, including the reasons for documenting historic places and the role heritage

recording plays in the conservation process. Students will be introduced to a variety of recording methods. Examples of hand recording from a number of sources will be discussed, including HABS/HAER and Alberta Culture and Tourism's Ukrainian Cultural Heritage Village. Recent work undertaken by the University of Calgary at a number of Alberta historic sites using laser scanning and drone technologies will be discussed.

Guest Lecturer: Alireza Farrokhi, Head Conservation and Construction Services, Historic Resources Management Branch, Alberta Culture and Tourism

3:00-4:30 Topic Three: Historic Places Matter - Making the Case for Historic Preservation through the lens of Sustainable Development.

The value of historic places and their preservation will be considered through the lens of sustainable development. Economic, environmental, social/cultural and benefits to well being will be explored. Economic benefits will be examined through research on the effects of designation and rehabilitation on property values, job creation and cultural tourism. Environmental benefits of waste reduction and avoidance of greenhouse gas emissions resulting from the reuse of existing buildings in preference to their demolition and replacement will be considered.

Day Two

9:00 – 10:30 Topic Four: Researching Historic Places, the Alberta Heritage Survey Program

Students will be introduced to researching and documenting historic places. The role of heritage surveys in providing the foundation for understanding the heritage of a community will be examined with specific reference to the Alberta Heritage Survey. Topics will include an introduction to common architectural styles and periods in Alberta. The importance of documenting historic places and the role documentation plays in the historic place conservation process will also be examined.

Guest Lecturer: Dr. Allan Rowe, Research Historian, Historic Resources Management Branch, Alberta Culture, Multiculturalism and Status of Women

10:30-12:00 Topic Five: Evaluating potential "Historic Places" – determining significance, assessing integrity and confirming eligibility

Students will consider the question: What makes a place an "historic place" – and will be introduced to a number of approaches to evaluating historic places including those used by the City of Calgary and the Province of Alberta. Issues with assessing integrity and authenticity will be explored through the case study example of the Dominion Hotel in Edmonton. The class will revisit their pre-course assignments.

Guest Lecturer: Dr. Allan Rowe will return to assist the class in understanding the Alberta approach to determining significance and will offer advice on common issues with developing Statements of Significance.

1:00 – 2:30 Topic Five – continued: Statements of Significance

Statements of Significance play a critical role in Canada in the management of historic places. Their structure and content will be examined in light of their role as a critical management tool. Common issues encountered in developing statements of significance will be examined.

3:00-4:30 Assignment 2: Statement of Significance

Students will be given the opportunity to work on their SoS assignment.

Day 3

9:00 – 10:30 Topic Six: Historic Districts and “Main Streets”

Approaches to identifying and protecting larger areas will be explored through an examination of historic districts and heritage conservation areas. Approaches to managing the heritage values of districts through the identification of “contributing resources” and the use of design guidelines and development review process will be discussed. The “Main Street” approach (pioneered in Canada by the Heritage Canada Foundation) to strengthening the viability and character of historic commercial districts will be discussed in preparation for the afternoon’s site visit to Inglewood.

Guest Lecturer: Jennifer Bartlett, former coordinator of the Inglewood Main Street Project

10:30-12:00 Topic Seven: Cultural Landscapes

In 1992 the World Heritage Convention became the first international legal instrument to recognize and protect cultural landscapes. The different types of cultural landscapes will be defined and approaches to protecting them will be explored. The nature of indigenous cultural landscapes will be explored. The class will be introduced to Memorial Park, a designed landscape protected as a Provincial Historic Resource and recently recognized as a National Historic Site of Canada in preparation for the following day’s site visit.

1:00 -4:30 Case Study Tour

The afternoon will be spent on site visits to two locations: Memorial Park, and Inglewood. The visit to Memorial Park will include an examination of the Memorial Park Library as a sandstone building. The subject of a range of sandstone repair techniques, the library building provides the opportunity to examine examples of repair strategies considered in Topic Nine in practice. Memorial Park itself will provide an opportunity to examine the 2008 rehabilitation of this “designed” cultural landscape. This will be followed by a tour of the Inglewood Main Street Project area where the potential for formally designating an historic area will be examined.

Tour Guides: *The group will be joined by Stef Cieslik for the examination of the Memorial Park Library and for the discussion of the “rehabilitation” of Memorial Park and (Jennifer Bartlett/Fraser Shaw TBD) former Main Street coordinator will meet the group for the tour of Inglewood.*

Day 4

9:00 – 10:30 **Topic Eight: The Legal and Institutional Framework**

An examination of the federal, provincial and municipal roles in heritage conservation: this session will introduce students to Alberta's *Historical Resources Act*, the Alberta and Canadian Registers of Historic Places, Canada's Historic Places Initiative and its impact on historic place conservation in Alberta and Canada including its role in the establishment of the *Canadian Register of Historic Places* (CRHP) and the development of the Standards and Guidelines for the Conservation of Historic Places in Canada. The roles of the Alberta Historical Resources Foundation and the National Trust for Canada will be examined. Students will be introduced to professional organizations such as APT, ICOMOS and CAHP.

10:30-12:00 **Topic Nine: Materials and Conservation – "Calgary" Sandstone**

Through an examination of this Calgary building material, students will gain an understanding of the importance of knowing a material's properties and mechanisms of deterioration in the development of appropriate conservation strategies. This will be examined through the lens of the Masonry Guidelines section of the Standards and Guidelines, complemented with a site visit to Memorial Park Library to allow students to examine a number of different repair techniques on the building.

Guest Lecturer: Stef Cieslik, Heritage Conservation Advisor, Historic Resources Management Branch, Alberta Culture and Tourism will join the class to discuss recent research work on repointing mortar.

1:00 -4:30 **Project Case Study Tour**

The afternoon will be spent on site visits to historic places selected as the subject(s) for the assignment developing intervention/treatments options.

Day 5

9:00 – 10:30 **Topic Ten: Intervening in Historic Places**

Using The Standards and Guidelines for the Conservation of Historic Places in Canada (the S&Gs), students will be introduced to the conservation of historic places and the role the S&Gs play in developing and evaluating interventions. The role of Statements of Significance as the foundation document for the development and evaluation of treatment/intervention options will be discussed.

10:30 -12:00 **Topic Ten continued and Group Work – Intervention and Treatment Options Project**

1:00 – 2:30 **Group Work Continues**

3:00 – 4:30 **Group Presentations**

Learning Resources

General Readings:

- Falkner, Ann, Without Our Past? A Handbook for the Preservation of Canada's Architectural Heritage, Toronto: University of Toronto Press, 1977.
- Fitch, James Marston, Historic Preservation, Curatorial Management of the Built World, New York: McGraw-Hill, 1976.
- Murtagh, William J., Keeping Time: The History and Theory of Preservation in America (Pittstown, New Jersey: The Main Street Press, 1988.
- Page, Max and Mason, Randall, eds. Giving Preservation a History, New York: Routledge, 2004.

Thematic Readings: The following readings are organized by Topic. The first set of readings should be completed before the topic is discussed in class. Suggested readings are provided as a guide to further study.

Topic: ***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>

Suggested Readings:

- Bell, D. The Historic Scotland Guide to International Conservation Charters, Edinburgh: Historic Scotland, 1997.
- Falkner, Ann, Without Our Past? A Handbook for the Preservation of Canada's Architectural Heritage Toronto: University of Toronto Press, 1977.
- Glendinning, Miles, The Conservation Movement A History of Architectural Preservation – Antiquity to Modernity, New York: Routledge, 2013.
- Jokilehto, Jukka, A History of Architectural Conservation, Oxford: Elsevier Butterworth-Heinemann, 1999.
- Orbasli, Aylin, Architectural Conservation, Oxford: Blackwell Publishing, 2008. pp.15-36.
- Tschudi-Madsen, Stephan, Restoration and Anti-Restoration, Oslo: Universitetsforlaget, 1976
- 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 Athens Charter for the Restoration of Historic Monuments - 1931, ICOMOS <https://www.icomos.org/en/charters-and-texts/179-articles-en-francais/ressources/charters-and-standards/167-the-athens-charter-for-the-restoration-of-historic-monuments>

Topic: ***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

Suggested Readings:

- Christina Cameron: *Developing Legislation for Canada's Historic Places in Consensus Building, Negotiation, and Conflict Resolution for Heritage Place Management* Proceedings of a Workshop Organized by the Getty Conservation Institute, 1-3 December 2009. J. Paul Getty Trust, 2016. pp 65-80.
https://www.getty.edu/conservation/publications_resources/pdf_publications/pdf/consensus_building.pdf
- Cameron, Christina and Boucher, Christine (Eds.) *Conserving Historic Places: Canadian Approaches from 1950-2000*, Proceedings from a Round Table organized by the Canada Research Chair on Built Heritage and Environmental Design, University of Montreal 11-13 March, 2009.
http://www.patrimoinebati.umontreal.ca/documents/Table_ronde_2009_Proc_es_verbaux.pdf
- Denhez, Marc *Heritage Fights Back*, Ottawa: Heritage Canada. 1978
- Standing Committee on Environment and Sustainable Development: *Preserving Canada's Heritage: The Foundation for Tomorrow* report tabled in Parliament December 4, 2017.
<http://www.ourcommons.ca/Content/Committee/421/ENVI/Reports/RP9295003/envirp10/envirp10-e.pdf>
- *The Standards and Guidelines for the Conservation of Historic Places in Canada* <http://www.historicplaces.ca/media/18072/81468-parks-s+g-eng-web2.pdf>

Topic: ***Researching Historic Properties and the Alberta Heritage Survey***

- Creating a Future of Alberta's Historic Places: Identifying, Evaluating, Managing, Alberta Culture a multi-volume set of manuals providing advice to municipalities on the management of historic places. Created by the Municipal Heritage Partnership Program of the Historic Places Management Branch, Alberta Culture and Tourism, pdfs of the manuals dealing with how to conduct a Heritage Survey can be found on line - students should read Manual 1 and be generally familiar with the content of Manuals 2 and 3
- <https://www.alberta.ca/municipal-heritage.aspx> This will take you to the web page developed for municipal governments with links to the suite of manuals that make up our "Creating a Future for Alberta's Past" municipal information kit. The web page also links to the Standards and Guidelines for the Conservation of Historic Places in Canada, the Alberta Register of Historic Places and the Alberta Historical Resources Foundation.
- Students should visit the 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.

Suggested readings:

- Wright, Janet, How to Research and Evaluate Government and Commercial Buildings, Heritage Notes, Alberta Community Development, see: <https://www.culturetourism.alberta.ca/documents/HeritageNotes-9-Government-Commercial.pdf>
- Wetherell, Donald, How to Research Historic Houses, Heritage Notes, Alberta Community Development, see: <https://www.culturetourism.alberta.ca/documents/HeritageNotes-10-Historic-House-Research.pdf>
- Barbara A. Humphreys and Meredith Sykes, The Buildings of Canada, a guide to pre 20th Century Styles in Houses, Churches and other Structures, Parks Canada 1977
<http://www.historicplaces.ca/media/7173/buildingsofcanada.pdf>

Topic: ***Documenting Historic Places:***

- Letellier, Robin, Recoding, Documentation, and Information Management for the Conservation of Heritage Places (Vol 1). Las Angeles: The Getty Conservation Institute, 2007. (pp xvii-xviii)
http://www.getty.edu/conservation/publications_resources/pdf_publications/pdf/guiding_principles.pdf
- ICOMOS, Principles for the Recording of Monuments, Groups of Buildings and Sites (1996) <https://www.icomos.org/charters/archives-e.pdf>
- Blumenson, John & Taylor, Jill, "Guidelines for the Recording of Heritage Buildings" APT Bulletin Vol XXII No1-2, pp109-116.

Suggested Reading:

- Secretary of the Interiors Standards and Guidelines for Architectural and Engineering Documentation. <https://www.nps.gov/hdp/standards/>
- Burns, John A. (Ed), Recording Historic Structures Hoboken, NJ: John Wiley and Sons Ltd. 2004.
- Eppich, Rand (Ed), Recording, Documentation, and Information management for the conservation of Historic Places (Vol2): Illustrated Examples Las Angeles: The Getty Conservation Institute, 2007.
http://www.getty.edu/conservation/publications_resources/pdf_publications/recordim_vol2.html
- Historic England, Understanding Historic Buildings: A Guide to Good Recording Practice May 2016. <https://content.historicengland.org.uk/images-books/publications/understanding-historic-buildings/heag099-understanding-historic-buildings.pdf/>

Topic: ***Evaluating potential "Historic Places" – determining significance, assessing integrity and confirming eligibility, Writing Statements of Significance***

- Harold Kalman, The Evaluation of Historic Buildings Parks Canada, 1979.
<http://www.historicplaces.ca/media/36196/the%20evaluation%20of%20historic%20buildings%20300%20dpi.pdf>
- 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>
- Van West, Carroll, "Assessing Significance and Integrity in the National Register Process: Questions of Race, Class and Gender" in Tomlin, Michael A. (Ed.)

Preservation of What, for Whom?: A Critical Look at Historical Significance Ithaca, NY: National Council for Preservation Education. 1998.

Suggested Reading:

- Calgary Heritage Authority, Evaluation System Handbook, July 2017
<https://www.calgaryheritageauthority.com/pdf/heritage-calgary-historic-res-eval-system-hndbk.pdf>
- U.S. National Register of Historic Places, National Register Bulletin 15 - How to Apply the National Register Criteria for Evaluation.
<https://www.nps.gov/nr/publications/bulletins/nrb15/>
- Canadian Register of Historic Places, Writing Statements of Significance
http://www.historicplaces.ca/media/21054/sos_guide_final_e_new_design.pdf

Topic: ***Intervening in Historic Places***

- The Standards and Guidelines for the Conservation of Historic Places in Canada
<http://www.historicplaces.ca/media/18072/81468-parks-s+g-eng-web2.pdf>
Section 1-The Decision Making Process, Section 2 The Conservation Treatments: Preservation, Rehabilitation and Restoration, Section 3 The Standards for the Conservation of Historic Places in Canada

Suggested Reading

- Federal Heritage Building Review Office: FHBRO Code of Practice Parks Canada Parks Canada 1996
- Australia ICOMOS The Burra Charter, 2013 <http://australia.icomos.org/wp-content/uploads/The-Burra-Charter-2013-Adopted-31.10.2013.pdf>
- Kerr, James Semple, Conservation Plan - a Guide to the Preparation of Conservation Plans for Places of European Cultural Significance, Australia ICOMOS, January 2013.
<http://australia.icomos.org/wp-content/uploads/The-Conservation-Plan-7th-Edition.pdf>
- Grimmer, Anne E. and Weeks, Kay D. New Exterior Additions to Historic Buildings: Preservation Concerns Preservation Brief 14, Technical Preservation Services, U.S, National Parks Service. <https://www.nps.gov/tps/how-to-preserve/briefs/14-exterior-additions.htm>
- McDonald, Travis E. Jr. Understanding Old Buildings, The Process of Architectural Investigation, Preservation Brief 35, Technical Preservation Services, U.S, National Parks Service. <https://www.nps.gov/tps/how-to-preserve/briefs/35-architectural-investigation.htm>
- Slaton, Deborah, The Preparation and Use of Historic Structures Reports, Preservation Brief 43, Technical Preservation Services, U.S, National Parks Service.
<https://www.nps.gov/tps/how-to-preserve/briefs/43-historic-structure-reports.htm>

Topic: ***Materials and Conservation – “Calgary” Sandstone***

- Weaver, Martin E., Conserving Buildings, A Manual of Techniques and Materials New York, John Wiley and Sons Ltd. 1997, pp 58-88
- Wiggins, David, “Traditional Lime Mortars and Masonry Preservation” The Journal of Building Limes Forum, Vol 24, pp28-37
- Mack, Robert C. and Speweik, John P., Repointing Mortar Joints in Historic Buildings Preservation Brief #2, Technical Preservation Services, U.S. National Park Service <https://www.nps.gov/tps/how-to-preserve/preservedocs/preservation-briefs/02Preserve-Brief-MortarJoints.pdf>

Suggested Reading:

- Davey, A. et al, The Care and Conservation of Georgian Houses, London: The Architectural Press, 1978. pp. 51-89.

- Fram, Mark, Well Preserved, The Ontario Heritage Foundation's Manual of Principles and Practice for Architectural Conservation, Erin, Ontario: The Boston Mills Press, 1988, Exterior Features/2 Masonry, brick, stone, block and terra cotta (pp 126-135)

Topic: ***Historic Places Matter - Making the Case for Historic Preservation through the lens of Sustainable Development.***

- Frey, Patrice, Making the Case: Historic Preservation as Sustainable Development, draft white paper prepared for the National Trust for Historic Preservation, October 2007. <http://www.mdf.org/documents/HistoricPreservationasSustainableDevelopment.pdf>
- Canada's Historic Places – Heritage Conservation Briefs – for example:
 - Sustainable Development
 - Job Creation
 - Property Values and Taxes
 - 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.)
- Athena Sustainable Materials Institute, A Life Cycle Assessment Study of Embodied Effects for Existing Historic Buildings – prepared for Parks Canada 2009. (pdf will be provided)

Suggested Reading:

- Elefante, Carlo, "The Greenest Building Is ... One That Is Already Built", Forum Journal – The Journal of the National Trust for Historic Preservation Summer 2007 pp 26-38.
- US National Trust for Historic Preservation, Green Building Lab The Greenest Building: Quantifying the Environmental Value of Building Ruse 2011. <http://forum.savingplaces.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=5119e24d-ae4c-3402-7c8e-38a11a4fca12&forceDialog=0>
- MTBA Architects, Building Resilience: Practical Guidelines for the Sustainable Rehabilitation of Buildings in Canada, Ottawa, Federal Provincial Territorial Ministers of Culture and Heritage in Canada, 2016. http://historicplaces.ca/media/49493/resilience_en_june%202016.pdf

Topic: ***Cultural Landscapes***

- UNESCO World Heritage Centre – Cultural Landscapes <http://whc.unesco.org/en/culturallandscape/>
- U.S. National Register of Historic Places, National Register Bulletin 18 How to Evaluate and Nominate Designed Historic Landscapes <https://www.nps.gov/nr/publications/bulletins/nrb18/>
- Birnbaum, Charles A. Protecting Cultural Landscapes: Planning, Treatment and Management of Historic Landscapes, Preservation Brief #36, Technical Preservation Services, U.S. National Park Service <https://www.nps.gov/tps/how-to-preserve/briefs/36-cultural-landscapes.htm>

Suggested Reading:

- 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.
- Prosper, Lisa, "Wherein Lies the Heritage Value? Rethinking the Heritage Value of Cultural Landscapes from an Aboriginal Perspective", The George Wright Forum, Vol 24, No. 2, 2007, pp117-124.

Topic: ***Historic Districts and "Main Streets"***

- 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

Suggested Reading:

- Holdsworth, Deryck, ed., Reviving Main Street, Toronto: University of Toronto Press, 1985.
- Main Street America Programs: <https://www.mainstreet.org/home>
- The National Trust for Canada: <https://regenerationworks.ca/downtowns/>
- Barrett, Scott, Heritage Conservation Districts in Toronto - Procedures, Policies and Terms of Reference, City Planning Division, City of Toronto - January 2012
https://www1.toronto.ca/city_of_toronto/city_planning/urban_design/files/pdf/hcd_policies.pdf
- Logan, Cameron, "Beyond a Boundary: Washington's Historic Districts and Their Racial Contents", Urban History Review Vol XLI, Fall 2012.
- O'Bannon, Patrick W., "Where is the History in Historic Districts – Some Concluding Thoughts", The Public Historian, Vol 32, No. 4 (Fall 2010) pp.69-75.
- Born, George W. "Urban Preservation and Renewal: Designating the Historic Beacon Hill District in 1950s Boston", Journal of Planning History 2016 pp. 285-304.
- McCabe, Brian J. and Ellen, Ingrid Gould, "Does Preservation Accelerate Neighborhood Change?" Journal of the American Planning Association, Vol 82, No. 2, Spring 2016.

Case Study: ***McDougall Memorial United Church, Morley***

Required Readings:

- Listing for McDougall Memorial United Church from the Alberta Register of Historic Places:
<https://hermis.alberta.ca/ARHP/Details.aspx?DeptID=1&ObjectID=4665-0568>
- Cameron, Christina "Reconstruction: Changing Attitudes" The UNESCO Courier, July-September 2017. <https://en.unesco.org/courier/july-september-2017/reconstruction-changing-attitudes>
- The Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring and Reconstructing Historic Buildings, U.S. National Park Service, pp. 225-239
<https://www.nps.gov/tps/standards/treatment-guidelines-2017.pdf>

Suggested Readings:

- Cameron, Christina and Boucher, Christine (Eds.) From Conservation to Reconstruction: How World Heritage Is Changing Theory and Practice, Proceedings from a Round Table organized by the Canada Research Chair on Built Heritage and Environmental Design, University of Montreal, 9-11 March, 2016
http://www.patrimoinebati.umontreal.ca/documents/2016_Proceedings_FINAL.pdf

Course Learning Outcomes

At the end of this course, students will be able to:

1. understand heritage conservation principles
2. apply methods of identifying and evaluating historic places
3. understand conservation approaches and techniques
4. relate preservation and reuse of heritage buildings to sustainable development
5. appreciate opportunities of heritage resource management as a professional practice.

Assessment Components

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Written component	Site Evaluation	20%	1 and 3
Written component	Statement of Significance	20%	1, 2 and 3
Group Project Presentation	Intervention/Treatment Options Project	20%	2,4 and 5
Group Project Written component	Intervention/Treatment Options Project	20%	2,3,4 and 5
Class participation	Discussion of readings, participation in seminars, tours	20%	1,2,3,4,5

Assessment and Evaluation Information

Attendance and Participation Expectations: Students are expected to attend all classes and to be actively engaged in seminar discussions, class presentations and independent research/readings.

Guidelines for Submitting Assignments: Assignments will be submitted in class, written components will be uploaded on D2L.

There is no final examination.

Expectations for Writing (<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>):

Late Assignments will receive a grade penalty. Criteria that must be met to pass the course; a passing grade on any particular component of a course is essential if the student is to pass the course as a whole.

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.

Assignment 1: Pre-Class Assignment –20% for Written Assignment

A critical element in the management of historic places is the process used to determine whether a place merits recognition and protection as an historic place. Prior to the start of the course students are asked to consider a **potential** historic place they are familiar with. The potential historic place must be one that has not already been evaluated by its jurisdiction (municipality, province/state or country).

Using eligibility considerations, criteria of significance and criteria of integrity the student will make the case why the selected place should be considered an Historic Place. In undertaking this assessment you may consider the significance of the resource either within its local context (for example leading to a recommendation for designation as a Municipal Historic Resource), within a provincial (state) context leading to a recommendation that it be designated as a Provincial Historic Resource, or within a national context.

Length: The written assessment and justification should be 2000 words.

Information on the evaluation of historic places can be found at:

<https://www.alberta.ca/municipal-heritage.aspx> (Historic Resources Management Branch, Alberta Culture and Tourism) This will take you to the web page developed for municipal governments with links to the suite of manuals that make up our "Creating a Future for Alberta's Past" municipal information kit. The web page also links to the *Standards and Guidelines for the Conservation of Historic Places in Canada*, the *Alberta Register of Historic Places* and the *Alberta Historical Resources Foundation*.

<https://www.calgaryheritageauthority.com/pdf/heritage-calgary-historic-res-eval-system-hndbk.pdf> (Calgary Heritage Authority)

Each student will make a presentation (for example using power point) in the morning of the first day of the course, articulating their rationale for recommending formal recognition of their selected historic place. Presentations should be illustrated and should be about ten minutes in length.

Written Assignment 1 is due at the beginning of the course (October 22)

Assignment 2: Statement of Significance: Written Assignment – 20%

Both the Alberta Register of Historic Places and the Canadian Register of Historic Places (CRHP) require a "Statement of Significance" (SoS) as part of the mandatory documentation necessary for listing. Building on the evaluation completed in

Built & Landscape Heritage Certificate – EVDS660

Assignment 1, students will complete a Statement of Significance for their selected historic place.

The Statement of Significance should follow the guidelines for the document set out by the CRHP (or the Alberta Register of Historic Places) and should follow the required three section format of: Description of Historic Place, Heritage Value, and Character Defining Elements. The CRHP places certain technical limits on the SoS. It requires that the Description of Historic Place and Heritage Value sections be written in narrative form and the Character Defining Elements section be written in point form. The CRHP requires that each of the three sections of the SoS cannot exceed 4000 characters, or about 1.5 pages of text.

In developing their SoS students should reflect on the critical role this document plays in the and future planning (or certification) of interventions at their selected resource. Throughout the *Standards and Guidelines for the Conservation of Historic Places in Canada* reference is made to the Heritage Values and Character Defining Elements of the historic place. In planning interventions to an historic place, for example, architects will refer to the SoS as the guiding document with respect to where value lies. Similarly, a designating authority responsible for the regulation of an historic place will reference the SoS in their assessment of a proposed interventions. Where more than one SoS exists for the historic places, each is considered in developing or certifying appropriate interventions.

Guidance on writing Statements of Significance can be found in *Manual 2: Evaluating Historic Places* from *Creating a Future for Alberta's Historic Places* and at:

<http://www.historicplaces.ca/media/5422/sosguideen.pdf> (Canadian Register of Historic Places)

https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/our-history/historic-places/documents/heritage/guidelines_writing_statements_significance.pdf (British Columbia)

Written Assignment #2 is due at the beginning of the day, (Date TBD)

Assignment #3: Intervention/Treatment Options Analysis and Recommendations

OPTION ONE: McDougall Memorial United Church PHR, Morley, AB

OPTION TWO: Adaptive Reuse and Infill Design - Currie Barracks PHR, Calgary, AB (TBD)

On the May long weekend in 2017, fire seriously damaged the McDougall Memorial United Church in Morley, Alberta, a Provincial Historic Resource.

<https://hermis.alberta.ca/ARHP/Details.aspx?DeptID=1&ObjectID=4665-0568>

The owners of the church, The McDougall Stoney Mission Society, have traditionally held semi-annual church services on the site and have raised revenue by renting the church for wedding ceremonies. They have also offered guided tours of the site during the summer months. The site's owners wish to be able to continue these practices.

Built & Landscape Heritage Certificate – EVDS660

The assignment will involve a visit to the site followed by group discussions focused on development of three potential approaches to recovering from the effects of the fire. Students will be divided into groups for the first part of the assignment, which will consist of a presentation of the group's proposed interventions. Each group is to consider appropriateness of each of the following treatment options:

- Reconstruction of the church on its original location using as much remaining original material as is possible.
- Stabilization or reconstitution of the ruined structure and its incorporation into a structure that allows the owners to maintain their practice of semi-annual church services and hosting weddings.
- Stabilization of the ruin and construction of a new facility on the site recognizing that the nature and design of the new facility will be critical.

Each of these three development approaches will then be evaluated against the site's SoS and the Standards and Guidelines for the Conservation of Historic Places in Canada. Groups should consider in particular the guidance provided on page 43 of this document as it relates to the replacement/restoration of missing elements of an historic place.

Group presentations should be 30 minutes in length and will account for 20% of the student's mark.

Individual Written Assignment: Each student will individually submit a written assignment articulating the three proposed development options with reference to the appropriate Standards and Guidelines and their assessment of the options' strengths and weaknesses concluding with a recommendation of a preferred option.

Written assignments are to be 2500 words in length and submitted electronically as PDFs by the end of day on (Date TBD).

In considering their responses students may wish to explore how other communities have recovered from the impact of fires to their important historic places or dealt with the interpretation and stabilization of ruined structures.

St. John's Anglican Church, Lunenburg, NS:
<http://www.stjohnslunenburg.org/restoration/index.html>

St. Boniface Cathedral, St. Boniface, MB:
<http://www.winnipegarchitecture.ca/wp-content/uploads/2016/02/De-la-Cathedrale-190-long.pdf>

Reconstruction: changing attitudes - UNESCO
<https://en.unesco.org/courier/july-september-2017/reconstruction-changing-attitudes>

Students may also want to consider the approach taken to stabilize and interpret the ruins of Leitch Collieries Provincial Historic Site in the Crowsnest Pass.

<http://www.history.alberta.ca/leitch/>

Media and Recording in Learning Environments

Part 1

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.

Part 2

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). Students cannot be penalized for choosing not to be recorded in situations where participation is part of the course. Students must be offered other ways of earning participation credit that do not involve recording.

Any video-recording would be intended to only capture the instructor and the front of the classroom. Students/other participants would not necessarily be visible on video recordings.

University of Calgary Policies and Supports

ACADEMIC ACCOMMODATION

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; 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/. 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.

The full policy on Student Accommodations is available at

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

ACADEMIC MISCONDUCT

Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when: (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work, (b) parts of the work are taken from another source without reference to the original author, (c) the whole work (e.g., an essay) is copied from another source, and/or, (d) a student submits or presents work in one course which has also been submitted in another course (although it may be

completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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.

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.

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://ucalgary.ca/student-appeals/>

More student support and resources (e.g. safety and wellness) can be found here:

<https://www.ucalgary.ca/registrar/registration/course-outlines>