September 17, 2020

Course Number	PLAN 662	Classroom	Zoom
Course Name	Heritage Conservation Policy and Planning (Heritage Certificate Program)		
Pre/Co-Requisites	PLAN		
Instructor	Bob van Wegen	**Office Hours/Location**	By appointment
	Email: vanwegen@shaw.ca	**Phone: 403-808-6703**	
Class Dates	Availability for online classes 9 am – 5 pm, October 5 to 9, 2020.		
Instructor Email Policy	Email me at vanwegen@shaw.ca. I will reply within 24 hours.		
Name and Email of Teaching Assistant(s)	N/A		

Course Description

Heritage conservation is rewarding, engaging and fun work - and it can be heartbreaking too!

Heritage professionals act in various capacities, including as managers, architects, planners, and policy makers for historic places. The conservation professional is expected to develop an understanding of conservation principles, heritage design and aesthetics; materials conservation; public policy and land use rules; value-based management, real estate and community planning issues related to heritage.

This practice-based course is an overview of the aspects of heritage conservation related to policy and planning. It reviews conservation issues in a community planning and development context, addresses social equity issues in heritage conservation, examines economic issues and incentives, and explores conservation philosophy, practices and tools. The course will include lectures, discussion and invited experts.

Course Hours: 3 units

Online Delivery

This course will take place **online** via Desire2Learn (D2L) and Zoom, and through other means as required. 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 alternatives.

Students must be prepared to be available for synchronous sessions between 9 – 5 on course days. There will be periods of lecture, discussion, videos, readings, and some time to work on your own and with your classmates during this period, so you won't necessarily be on Zoom all that time.

Course Learning Outcomes

Upon completion of this course, students will know and be able to:

1. Understand how public policy, including land use planning and processes, impacts heritage conservation.
2. Understand how heritage planning, and heritage planning regimes, work in the broader planning and development context, including placemaking and economic factors.
3. Understand the political and community context within which heritage planning operates, so that practitioners may foster policies, practices and attitudes that support heritage conservation, including participatory planning and public education.

Teaching Approach

The course looks at how heritage policy and planning operates within land use policy, planning and processes – including available tools to "identify, protect, and manage" (inventories, incentives, and protection bylaws, etc.), and the various players in heritage planning. The course will consider the social and economic aspects of conservation, including the developer/owner point of view as well as the placemaking/community revitalization point of view and indigenous perspectives. The course will also explore the community role and political dimensions in heritage planning to help practitioners be more effective and networked advocates for good policies and practices. The delivery method will employ lectures, guest speakers and panels for some topics, case studies, group discussion, and group and individual assignments.

Learning Resources

Note: Additional readings and resources may be provided. The instructor also welcomes reading recommendations from students. Readings and links to readings will be provided in D2L; many are linked below.

Required readings, textbooks and learning materials:

Available as an e-book:

Kalman, Harold, Heritage Planning Principles and Process, 2014, Routledge
       Chapter 2, Context, 44-122
       Chapter 5, Managing Change, 228-306
https://books.google.ca/books/about/Heritage_Planning.html?id=fCEhBQAAQBAJ&redir_esc=y

The following resources are available online, or via the University of Calgary library in online journals:

Jennifer Minner (2016) Revealing Synergies, Tensions and Silences Between Preservation and Planning, *Journal of the American Planning Association* 82:2: 72-87

Erica Avrami (2016) Making Historic Preservation Sustainable, *Journal of the American Planning Association*, 82:2, 104-112.

UNESCO (2013) HUL (Historic Urban Landscape) pamphlet - New life for historic cities, the historic urban landscape approach explained https://whc.unesco.org/en/news/1026/

Victoria Angel (2017) Urban Heritage: A living legacy, in *Plan Canada*, Canadian Institute of Planners, Vol. 57, No. 4 (Winter 2017)

Clint Robertson (2017), Intensification Meets Conservation, in *Plan Canada*, Canadian Institute of Planners, Vol. 57, No. 4 (Winter 2017)

Stephanie Meeks (2017) Why reusing old buildings can revitalize your community, *Public Management*, May 2017. AKA Place Matters - Historic preservation is a strong tool for urban regeneration at https://icma.org/articles/pm-magazine/place-matters

Untapped Potential, Strategies for Revitalization and Reuse, National Trust for Historic Preservation, Preservation Green Lab, October 2017. http://forum.savingplaces.org/viewdocument/untapped-potential-strategies-for

Michael R. Allen (2014) The Pro-Development, Anti-Historic Preservationist: How the Business of Saving Buildings Is Changing. *Forefront*; Philadelphia (April 7, 2014). Also at NextCity.org https://nextcity.org/features/view/the-pro-development-anti-historic-preservationist

James Michael Buckley & Donna Graves (2016) Tangible Benefits From Intangible Resources: Using Social and Cultural History to Plan Neighborhood Futures, *Journal of the American Planning Association*, 82:2, 152-166.

Preserving Canada's Heritage: The Foundation For Tomorrow, Report of the Standing Committee on Environment and Sustainable Development, Parliament of Canada, October 2017, Recommendations,

section E. Heritage Sites and Indigenous People, pp. 42-48
http://parkscanadahistory.com/publications/envirp10-e.pdf

National Trust For Historic Preservation, Preservation Leadership Forum, "Preservation Planning in American Cities," Winter 2009, Randall F. Mason.
http://forum.savingplaces.org/viewdocument/preservation-planning-in-american-c

Additional Readings and Resources

Alberta Culture, "Creating a Future" manual series, Part 5: Managing Historic Places: Protection and Stewardship of Your Local Heritage https://www.alberta.ca/municipal-heritage.aspx

Jane Jacobs, The Death and Life of Great American Cities, 1961, Vintage Books

Meeks, Stephanie, The Past and Future City, How Historic Preservation is Reviving America's Communities, 2016, Island Press.

R. Shipley & M. Snyder (2013) The role of heritage conservation districts in achieving community economic development goals, International Journal of Heritage Studies, 19:3, 304-321

Jason F. Kovacs, Kayla Jonas Galvin, Robert Shipley, Assessing the success of Heritage Conservation Districts: Insights from Ontario, Canada, Cities 45 (2015) 123–132

The Community Guide to the Planning Process, Federation of Calgary Communities,
https://calgarycommunities.com/our-services/urban-planning/resources/

Truth and Reconciliation Commission report, especially Calls to Action 72-75, 79
http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

Reconciliation Lethbridge (2017), Reconciliation Implementation Plan, 2017-2027, especially the sections related to planning and heritage planning, pp. 18-21 https://www.lethbridge.ca/City-Government/Documents/Reconciliation%20Lethbridge%20-%20Implementation%20Plan%20(FINAL).pdf#search=reconciliation%20plan

UNESCO (2016) HUL (Heritage Landscape Approach) guidebook (esp. Ballarat, Australia case study)
http://www.hulballarat.org.au/cb_pages/news/HUL_Guidebook.php

Older, Smaller, Better: Measuring how the character of buildings and blocks influences urban vitality, National Trust For Historic Preservation, Preservation Green Lab, May 2014 http://forum.savingplaces.org/act/pgl/older-smaller-better

Kevin Jones and Vanessa Zembal (2017) Historical site or cultural hub? Reimagining heritage values in Old Strathcona, in Plan Canada, Canadian Institute of Planners, Vol. 57, No. 4 (Winter 2017)

Technology requirements:

Students must be able to access D2L, Zoom, and email.

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended 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

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
Written / Presentation	Pre-course: Scan of your "Heritage Hometown"	20	1, 2, 3
Group project presentation	Group: Heritage Challenge – Resolve a site/problem	30	1, 2, 3
Written	Post-course paper	30	1, 2, 3
Class participation	Attendance, engagement in discussions, work groups, class presentations, independent research/readings, etc.	20	1, 2, 3

Assessment and Evaluation Information

Means of Evaluation:
Assignments will be evaluated on criteria such as creativity, comprehensiveness, quality of presentation, and quality of analysis. Students may be assigned individual marks for the group assignment.

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

Guidelines for Submitting Assignments:
Assignment documents will be submitted via D2L, and by email when required. Presentations will be delivered in class (online).

Final Examinations: No final exam

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

Late Assignments: There will be a grade penalty for late assignments.

Criteria to pass: Students must pass each segment to pass the course

Assignments in Brief

Pre-class assignment:
Heritage In Your "Hometown" (Individual)
An environmental and policy scan of a municipal jurisdiction. Paper and presentation due first day of class. Weight: 20%.

In-class group assignment:
Heritage Challenge (Group)
Each group will be given a heritage planning challenge will develop and present a proposal in a written summary report and PowerPoint presentation. Presented on the final day of class. Weight: 30%.

Post-class assignment:
Heritage Improvement Plan (Individual)
A paper with recommendations on creating or improving a Heritage Management Plan. Weight: 30%.

Detailed assignments will be provided in class (pre-class assignment will be distributed in advance)

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

This block week course happens online between 9 am and 5 pm October 5-9, though there may be some flexibility required to accommodate guest speakers. There will be both synchronous (live) and asynchronous (on your own or in groups) periods during this time.

A pre-course assignment will be emailed at least 14 days prior to the start of block week and will be due the first day of class, October 5. Final assignments will be due December 1.

As of September 17, 2020. Note that due to online requirements and to accommodate guests, the following outline schedule is subject to change:

Day 1
- Presentation of pre-class assignments
- Overview of Heritage Planning - Frameworks

Day 2
- Overview of Heritage Planning - Values
- Overview of Heritage Planning – Community Role
- Overview of Heritage Planning – Including Indigenous Issues in Heritage
- Group Assignment introduced

Day 3
- Heritage Planning Tools – Including the Historic Urban Landscape Approach
- Heritage Planning Economics
- Heritage Planning Tools 1

Day 4
- Heritage Planning Tools 2
- Group assignment work time

Day 5
- Group assignment work time
- Group Assignments presented to an "Expert Panel"
- Review and Discussion

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 or other video conferencing sessions (such as MS Teams), 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.

Special Budgetary Requirements

None other than students are expected to have access to readings including:

Kalman, Harold, Heritage Planning Principles and Process, 2014, Routledge
       Chapter 2, Context, 44-122
       Chapter 5, Managing Change, 228-306
https://books.google.ca/books/about/Heritage_Planning.html?id=fCEhBQAAQBAJ&redir_esc=y

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