



Course Number	PLAN 668	Classroom	Directed Study Online/ Zoom
Course Name	ADVANCED HERITAGE CONSERVATION PROJECT		
Pre/Co-Requisites	For students in the Built & Landscape Heritage Certificate		
Instructor	Dr. Sasha Tsenkova	Office Hours/Location	Online by appointment
	Email: tsenkova@ucalgary.ca		Phone: N/A
Class Dates	Independent research during the winter term for students in the Built & Landscape Heritage Certificate: January 10-April 8, 2022 Includes reading, independent research, 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.		
Funding	Funding for students is provided by the Alberta Heritage Resources Foundation; contact Jennifer Taillefer jtaillef@ucalgary.ca for details.		

Course Description

Introduction and Rationale

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

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

Thematically the course will focus on **Revitalizing Downtowns: Heritage as Catalyst** and will explore principles and creative practices in Canadian cities.

Objectives

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

1. To provide critical knowledge on implementation challenges and opportunities for the effective implementation of heritage conservation partnerships;
2. To develop knowledge and understanding of issues affecting the design and planning of adaptive reuse of urban heritage through evidence-based approaches and best practices;
3. To demonstrate ability to evaluate the implementation of heritage planning and design strategies in the context of downtown urban regeneration.

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

Project Focus and Approach

This course will thematically focus on **Revitalizing Downtowns: Heritage as Catalyst** and will explore principles and creative practices in Canadian cities. Students will use the following framework to direct their independent research and learning.

Forces Driving Downtown Revitalization

1. Economic Drivers
2. Retail & Entertainment Expansion
3. Lifestyle Changes
4. Heritage Planning & Intensification Policies

Synergies of Heritage Conservation and Downtown Revitalization

1. Heritage Districts
2. Pedestrian Zones
3. Main Streets
4. Hybrid Types (Old & New Developments, incubators)

Strategic Development: Investment, Programming, Design & Execution

1. Defining the Mix (land uses, functions, form)
2. Destination Development (planning context, design excellence, architecture)
3. Place Making and Activity Generators

The capstone project applies the pedagogy of experiential learning through planning and design strategies for adaptive transformation. We would consider the connection of all

heritage resources in the downtown area of one or more Canadian cities that collectively shape an important legacy. They have different qualities, opportunities and potential alternatives for adaptive reuse. The emphasis in the project is on adaptive reuse of existing heritage resources, while complementing them with new buildings to enhance the quality and sustainability of heritage places. The project is set in two stages:

- i/ literature review/conceptual framework;
- ii/ implementation of the framework, evaluation and illustration of results.

Students will work on an individual basis to complete these assignments.

Content and Teaching Approach

The course will include independent research, directed reading, preparation of an annotated bibliography, literature review, development of a conceptual framework for evaluation of adaptive reuse of heritage at the district level and implementation/evaluation of implementation in one or more cities in Canada. A final *Design and Planning Framework for Adaptive Reuse of Urban Downtown Heritage* will be developed and submitted by April 8, 2022.

The course runs as a directed study, there is no requirement to attend in person classes.

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 thematic focus for this capstone project, will complement the research with publications from international journals, books, and research reports to finalise their independent study on adaptive reuse of urban heritage. A review of the literature after the submission of the first assignment will be discussed with the instructor and peer review strategies to facilitate proactive learning.

The course requires students to contribute to critical discussion of case studies and strategies for heritage conservation to develop common knowledge and understanding of critical issues affecting urban heritage conservation in downtown communities. This will be a strategic direction for architects, designers, planners and policy-makers in Canadian cities in the next decade. During the winter term, students will continue to develop their initial ideas based on the literature review into a conceptual framework and evaluation of heritage conservation strategies in one or more cities in Canada.

Course Hours: 3 units; (Directed Study/Project work)

Recommended Readings:

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

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

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

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

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

Online Delivery

This course will take place as a directed study with a few online via Zoom meetings with the instructor scheduled around assignment due dates to provide one-on-one feedback.

Course Learning Outcomes

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

1. Gain critical knowledge on implementation challenges and opportunities for the effective implementation of heritage conservation partnerships;
2. Develop knowledge and understanding of issues affecting the design and planning of adaptive reuse of urban heritage through evidence-based approaches and best practices;
3. Demonstrate ability to evaluate innovative design and planning practices in heritage conservation in the context of downtown regeneration in Canadian cities.

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

Not applicable

Assessment Components

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Annotated Bibliography	Research direction	10%	1 and 2
Research paper 1	Literature review Adaptive Heritage Project: Vision/Framework	20%	1, 2 and 3
Research paper 2 Capstone project written & design components	Adaptive Heritage Downtown Regeneration	40%	2 and 3
Presentation of Capstone project	Highlights of the research	10%	1,2,3

Assessment and Evaluation Information

Effective research, writing and presentation are major factors in the evaluation of student work. The course evaluation will be based on the assignments completed during the term. Students must achieve a passing grade in all assignments to complete the course successfully.

Grades will be deducted for work submitted later than the deadline specified in the assignment. 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 by e-mail to the instructor, and are due by 11:59pm on the day listed in the class assignments unless otherwise directed by the instructor. Quality of design work (visualization of proposed solutions), quality of writing (spelling, grammar, clarity) or other forms of communication (visual, oral, etc.) will be a component of the assessment of all assignments. Writing skills are important to academic study across all disciplines and particularly important in professional heritage conservation. Please refer to 'Writing Across the Curriculum' policy statement in the course calendar:
<http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

There will be no final examination.

Grading Scale

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

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

Guidelines for Zoom Sessions

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

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

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>

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

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

Media and Recording in Learning Environments

University Calendar: <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>

Recording of lectures (other than audio recordings that are pre-arranged as part of an authorized accommodation) is not permitted.

Students may not record any portion of a lecture, class discussion or course-related learning activity without the prior and explicit written permission of the course instructor or authorization from Student Accessibility Services. For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed. Any use other than that described above constitutes academic misconduct and may result in suspension or expulsion.

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

University of Calgary Policies and Supports

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

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

ACADEMIC MISCONDUCT

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

For information on the Student Academic Misconduct Policy and Procedure please visit: <https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>
<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

COPYRIGHT LEGISLATION:

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

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

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

SEXUAL VIOLENCE POLICY

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

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

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at:

<https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk.