CDNS 4403 Heritage Conservation & Sustainability & CDNS 5003

Tuesday 8:35 am to 11:25 am, DT 1216
Professor Susan Ross, susan.ross@carleton.ca, DT 1218

Overview

How do changing ideas of heritage and an ever-expanding abundance of heritage places challenge our basic ideas of conservation? Since the first decades of the 21st century, theories and practices of heritage conservation relate increasingly to ideas of environmental, social and economic sustainability. How does this shift expand conservation objectives based on safeguarding historic places and their cultural/natural values? Although it helps connect stewardship of the historic built environment to nature conservation, it also forces us to recognize that the past has left us with many landscapes, sites and buildings that are difficult to value and problematic to conserve. This course will examine the significance, opportunities and dilemmas inherent in this shift, building on the discourses of the historic urban landscape, values-based conservation, dissonant heritage, and critical heritage studies.

We will consider how the idea of natural and cultural heritage as separate spheres is entrenched in different doctrines and practices of conservation and planning, and study ways that more holistic thinking can help integrate disparate objectives. We will discuss the

synergies and gaps between heritage and conservation as ecological or social processes in a wide range of disciplines, including cultural ecology, environmental history, sustainable design, and urban studies. Lessons to be learned from organically evolved cultural landscapes, traditional/Indigenous environmental knowledge and stewardship will be considered, as will the strategies emerging from recent scientific research and technological developments for addressing climate change, and the need for renewable energy sources.

Optimists see environmental crisis as an opportunity, which we should have the abilities and tools to solve, if we take on the problems in their full scope. Reinvesting in and sustaining places embedded with complex problems and values requires creative, critical and constructive practices. An increasing number of Canadian and international projects and initiatives demonstrate how to better integrate, or at least balance, disparate value systems and ideals. Projects to be examined in detail include landscapes where natural and cultural heritage are approached in a more integrated way; industrial sites that are remediated through projects that reinvest in their socio-economic values while addressing their contamination; neighbourhoods that use densification to address the legacy of the automobile; and, historic and modern buildings that are adapted for new sustainable uses and standards. This course should empower students to become part of planning for holistic solutions through better understanding of the values, issues and possibilities of historic places and the broader environment.

Upon completing this course, students will be able to:
• Compare and explain key concepts that help connect heritage conservation and sustainability
• Distinguish relevant sources of academic literature, and demonstrate critical analysis of key concepts including natural/cultural heritage, traditional knowledge and practices, historic urban landscapes
• Develop a case study framework with an explicit methodology that clearly assembles key information and concepts
• Select appropriate sustainability metrics and apply theories of integrated conservation planning as an analytical tool in the assessment of case studies
• Engage in dialogues that support the articulation of distinct attitudes but attempt to reconcile disparate values.

Communication

Office hours are on Monday and Tuesday from 1:30 to 2:30 pm or by appointment.
I will communicate with you via email using your Carleton account. General emails will be sent out using CULearn. You should carefully read all my emails; these may include additional information about assignments, readings or changes to schedule and classroom arrangements. Please acknowledge or answer any email that asks a question. To access your courses on cuLearn go to carleton.ca/culearn. For help and support, see https://carleton.ca/culearnsupport/students/

Course format and approach

As a seminar, the focus is on discussion, with students having the opportunity to direct their own learning by their engagement with suggested materials and exchange with others through shared insights, experiences and stories. When possible, part of the class might start or finish outside the classroom, to encourage awareness and reflection inspired by experiences of places/communities. You are also encouraged to close electronic equipment during discussion unless it has been suggested that the Internet be accessed for references in small group discussions. You are expected to attend all student presentations and support your classmates with interest and feedback.

"Carleton University recognizes the location of its campus on the traditional unceded territories of the Algonquin people."

– University Senate 2011

Carleton's Amphitheatre in summer and winter (Susan Ross, 2014/2017)

Student assessment – general remarks

- Assessment includes two assignments (20% and 50%) that allow students to explore individual areas of interest, a quiz to assess overall understanding of key terms, concepts and resources (20%), and the weekly contribution in reading discussions and other in-class activities (10%). See details below on these four components.
- As a course in the School of Indigenous and Canadian Studies, students are expected to pay particular attention to related themes, places and references in their selection of individual subjects for research.
- This class includes both upper level undergraduates (in CDNS 4403) and graduate students (in CDNS 5003). Graduate students are required to complete both undergraduate and a few additional assigned readings. Assignment lengths differ for undergrads and graduates (e.g. 1000U / 1500G words see below).
- The course will make extensive use of cuLearn for assignment submissions, assessment and grading. Explanations will be provided if required in the first class.
- All work by students will be assessed in relation to overall programme objectives (heritage conservation, Indigenous and Canadian Studies, Arts and Social Sciences, etc), course objectives, and specific objectives related to course themes and activities.
- Since the end results will be 'published' on a website, correct language is critical. Plagiarism, even unintentional, is totally unacceptable. Please see also the section on Academic Integrity below.
- All the texts should be correctly referenced with citations and bibliographies using APA Style. See the Library tip sheet: https://library.carleton.ca/sites/default/files/research/course-guides/Using%20APA%20style%20-%20Final%202016-04-15.pdf
- Students should put their full name, student number, course number, and assignment title on the first page of each assignment. No cover sheets are allowed. No paper copies are required.
- The deadlines are indicated within the descriptions below. The instructor has the right to determine what may constitute an acceptable reason for accepting late papers. If you think your assignment may be late, talk to the instructor first, and be prepared to discuss a timeline for completion.
- Please also review the section on Academic Accommodation below.

Details on each assessment element

1) Definitions – Key Concepts and Terminology (20%)

Students find and compare two definitions of a related pair of key expression from cultural/natural heritage conservation and sustainability. E.g. "Authenticity" and "Ecological Integrity." The comparison should include a full citation of the sources (APA style), as well as comments on the source, and its intended audience or use. They should articulate a question or issue that is raised by the comparison, and be prepared to briefly present their work in class. The student should submit a word text that includes the definitions, citations and the question. An example will be provided that is to be used as a template for the format. Maximum 1000U / 1500G words.

This assignment will be introduced in the first class on September 12, with additional information, including a list of suggested pairs of terms and the presentation template. The final text and slides are due before the class on October 3, when the student assignments will be projected and discussed. The assessment process will include peer evaluation.

2) Sustainable Heritage Conservation Case Study (50%)

This assignment will provide students with an opportunity to research and analyze a site, project or policy in Canada that provides insight into some of the meaningful issues, theories and strategies discussed in the course lectures, readings and discussions. The instructor will provide a list of possible subjects for consideration, but the student may select one on their own, with prior approval. Examples of case study topics:
- Cultural landscapes where a balance of natural and cultural heritage is protected
- Industrial brownfields where environment sustainability is addressed in site clean up
- Affordable housing in historic districts that speaks to socio-economic sustainability
- Parks, cemeteries or other 'green spaces' balancing ecological and aesthetic values
- Urban redevelopment with intensification and protection of heritage character
- Archaeological site investigation intended to enhance Indigenous ecological knowledge
- Initiatives or policies that plan for climate change adaptation of historic places
- Historic sites and parks that have adopted eco-tourism strategies

In addition to more place or project oriented case studies, students may select an initiative of a specific organization, government or community that provides innovative insight into how to implement the ideals of integrated sustainable conservation planning and activities. For examples of earlier case studies by students in the 2014 (pilot) version of this course, see http://sustainableheritagecasestudies.ca

The assignment will be introduced in more detail on October 10, 2017, including with a full discussion of the purposes and methodologies of case studies and their development, as well as a tutorial on how to use the web-platform on which the case studies will be "published".

Learning outcomes for this assignment will include:
- Developing a deep understanding of how the specific issues discussed in class are being addressed in specific places in Canada.
- Assessing methods, resources and outcomes, relating these to existing theory. Articulating draft lessons learned as guidelines.
- Applying theoretical frameworks to analysis of a case study.
- Developing critical skills with regards to how information is delivered on the web.

The number of sections and text length of each section of the case study may vary, but the overall text length, not including footnotes or references should be about 3000U / 4000G words. The key headings will follow the model of the 2014 cases. The language used will vary depending on the subject and sub-section, from descriptive to analytical. Factual information based on sources (e.g. year of construction) should be tracked in the student's working notes.

Steps in the process will include:
- Discussion in class of case study models and methods, including web-based case study data-bases of related interest.
- Selection of a theme and place/project
- Literature search at the library and online, including journals, books and grey literature
- Identify sources to describe the place/project and theme (focus on 4 to 6 key sources)
- Identify any of the existing case study models that are particularly relevant.
- Proposal – submitted as an outline with key references*
- Draft an outline of the case study, following key headings
- Discussion in class of case study headings, themes and questions
- Presentation of preliminary findings as a PowerPoint in class*
- Meet with instructor to review case study draft content
- Post draft text on course website (NB. date to be discussed)
- Edit web content following comments*

This assignment will be graded at 3 of these stages*:
- October 31, 2017 – proposed theme and place/project with draft references (20%)
- November 14/21, 2017 – presentation in class (20%)
- December 8, 2014 – edited content posted to web-page (60%)

3) Quiz (20%)

There will be an in-class quiz towards middle of the term*, to assess understanding of key terminology and course themes, as explained in class lectures and discussions or the course required readings up to that point. It will be short (ca.20-25 questions) with multiple-choice or short answers, and last one hour. The purpose of the quiz is to balance out the assessment of specialized areas of understanding that will be developed in individual work with an assessment of overall knowledge acquired in other areas. *Proposed date: November 7, 2017.

4) Reading notebook and contribution (10%)

A wide range of texts will be considered in this course; learning to assess and analyze sources is an important learning objective. Students will be assessed on their preparation for class by reading the assigned materials, identifying and posting a quotation from each reading to the weekly class forum on cuLearn, as well drafting a question for discussion in class on an index card. Quotations are to be posted to cuLearn by midnight of the Sunday directly before each class, and index cards submitted at the beginning of each class on Tuesday at 8:35. The index cards with questions may be re-distributed for use in different ways to facilitate discussion, e.g. shuffling the questions so that students ask each other's questions.

At the end of term each student will submit a "reading notebook" that compiles all his or her quotations and questions. Keeping a notebook in which you track your reading notes is encouraged, as this will help you prepare for the quiz. I will also be looking for evidence of understanding the readings in your work on the case study.

Draft Schedule (subject to change)

Date	Theme	Student work
September 12	**Introduction – Contexts of sustainability** Definitions introduction	Review course outline
September 19	**Bridging natural/Cultural heritage conservation**	Reading prep
September 26	**Community and land-based stewardship**	Reading prep
October 3	**Frameworks for advocacy, policy, planning**	Reading prep Definition presentations
October 10	**Resilient cities and landscapes in changing climates** Case studies introduction	Reading prep
October 17	**Built heritage, modernity and sustainable rehabilitation**	Reading prep
October 24	FALL BREAK- No classes or office hours	
October 31	**Sustaining and assessing cultural heritage**	Reading prep Case study proposals
November 7	**Mid-term quiz** Review of case study methods	
November 14	**Economics, tourism and local strategies**	Reading prep
November 21	**Sustainable heritage case studies**	Case study presentations
November 28	**Sustainable heritage case studies**	Case study presentations
December 5	**Last class – buffer/special topic(s)**	
December 8	.	Edited case study due

Weekly Readings by Theme

This course has no textbook. The required readings will be taken from books on reserve (print and electronic copies), journal articles and other online sources, and identified at least a week ahead. The references below are organized according to the major themes of scheduled lecture and reading discussions, however many texts could be read under multiple themes. For the purposes of following lecture content, and engaging in class discussions, it is expected that you read at least 40 to 50 pages per week (with a few additional readings for 5003, see *). For some of the longer texts, the instructor may identify specific pages to read.

Although text reading and discussion will be important, students will also be encouraged to look beyond texts to their own experiences, memories and ideas about relevant issues that raise questions related to the course. This will be further emphasized through time spent outside the classroom.

Introduction: Contexts of sustainability *– Exceptionally paper copies will be provided for class*

Dalibard, Jacques, 1990, "Heritage Begins at Home, What thinking globally and acting locally really means," *Canadian Heritage* (Spring), 8-10.

Fairclough, Graham, 2009, "The cultural context of sustainability- Heritage and living," Council of Europe, *Heritage and Beyond* 125-127.

ICOMOS, 2011, *The Paris Declaration On Heritage as a Driver of Development.*
http://www.international.icomos.org/Paris2011/GA2011_Declaration_de_Paris_EN_20120109.pdf

Laduke, Winona, 1992, "Minobimaatisiiwin, The Good Life," *Cultural Survival Quarterly Magazine.*

Veerkamp, Anthony, 2009, "Slow Food," "Slow Cities," and their Lessons for Rural Preservation," *Forum Journal: Positioning Preservation in a Green World,* (Winter 2009), 51-60.

Bridging natural/cultural heritage conservation

Avrami, Erica, 2011, "Sustainability and the Built Environment: Forging a Role for Heritage Conservation," *Conservation Perspectives the GCI Newsletter, Heritage & Sustainability Issue* 26.1: 4-9,
http://www.getty.edu/conservation/publications_resources/newsletters/26_1/feature.html

Buggey, Susan and Nora **Mitchell**, 2008, "Cultural Landscapes: Venues for Community-Based Conservation" in Longstreth, Richard W., editor, *Cultural Landscapes: Balancing Nature and Heritage in Preservation Practice.* Minneapolis, MN: University of Minnesota Press, 164-179.

Clark, Kate, 2008, "Only Connect: Sustainable Development and Cultural Heritage," in Fairclough, Graham, et al, *The Heritage Reader*, New York: Routledge, 82-98.

Harmon, David, 2007, "A Bridge over the Chasm: Finding Ways to Achieve Integrated Natural and Cultural Heritage Conservation," *International Journal of Heritage Studies*, 13. 4–5: 380–392.

Community and land-based stewardship

Ball, Cynthia, et al, 2012, "Reconnection and Reconciliation in Canadian Rocky Mountain Parks: Jasper National Park, Canada," in Amareswar Galla, editor, *World Heritage: Benefits Beyond Borders,* Cambridge, University Press/UNESCO, 158-168.

Beckford, Clinton L., et al, 2010, "Aboriginal Environmental Wisdom, Stewardship, and Sustainability: Lessons from the Walpole First Nations, Ontario, Canada," *The Journal of Environmental Education* 41.4, 239-248.

Lawrence, Roderick J. 2006, "Learning from the Vernacular, Basic Principles for Sustaining Human Habitats," in Asquith, Lindsay, and Marcel Vellinga, eds. *Vernacular Architecture in the Twenty-first Century: Theory, Education and Practice*, London: Taylor & Francis, 110-127.

Rankin, Lisa, Amanda **Crompton**, 2013, "The Labrador Metis and the Politics of Identity: Understanding the Archaeological Past to Negotiate a Sustainable Future," *International Journal of Heritage and Sustainable Development,* 3.1: 71-79. http://ijhsd.greenlines-institute.org/volumes/2013/IJHSD_2013_V03_01_Rankin_71_79.pdf

* **Hodgson-Smith**, Kathy L., and Natalie **Kermoal**, 2015, "Community-Based Research and Métis Women's Knowledge in Northwestern Saskatchewan, in Kermoal, Natalie, and Isabel Altamirano-Jiménez, ed., *Living on the Land, Indigenous Women's Understanding of Place*, AU Press. 139-167.

Frameworks for advocacy, policy and planning

Clarkson, Linda, et al, 1992, "Calls to Actions," *Our Responsibility to the Seventh Generation, Indigenous Peoples and Sustainable Development,* International Institute for Sustainable Development. 77-92. https://www.iisd.org/pdf/seventh_gen.pdf

Council of Europe, 2005, *Framework Convention on the Value of Cultural Heritage for Society*, (Faro Convention), http://conventions.coe.int/Treaty/en/Treaties/Html/199.htm.

Tandon, Sumeet, 2011, "The evolution and contradiction of Ontario's land-use oversight mechanisms and their implications for urban sprawl," Carleton University, *Centre for Urban Research and Education Policy Brief 2.* http://carleton.ca/cure/wp-content/uploads/CURE-Policy-Brief-Number-2.pdf

Uchiyama, Christienne, 2012, "Waste of Place: Heritage Conservation and Environmental Assessment," Canadian Studies Heritage Conservation Symposium. 1-9. http://www5.carleton.ca/canadianstudies/ccms/wp-content/ccms-files/2012-Uchiyama-Waste-of-Place.pdf

UNESCO, 2011, "Recommendation on the Historic Urban Landscape,' *UNESCO General Conference 36C, Annex*, 5-12. http://unesdoc.unesco.org/images/0021/002110/211094e.pdf

Resilient cities and landscapes in changing climates

Crew, Rebecca, 2011, "Tree Preservation and the Cultural Effects of Climate Change," in Longstreth, Richard, editor, *Sustainability & Historic Preservation, Towards a Holistic View*, Lanham, Maryland: University of Delaware Press, 43-56.

Fowler, Edmund P., 2007, "Heritage in the 'Burbs, How to make suburbs a lasting legacy," in *Alternatives, Canadian Environmental Ideas + Action* 33.2-3.

Melnick, Robert. "Climate Change and Landscape Preservation: A Twentieth-First Century Conundrum." *APT Bulletin* 40.3-4 (2009): 35-42.

Rodwell, Dennis, 2003, "Sustainability and the Holistic Approach to the Conservation of Historic Cities," *Journal of Architectural Conservation* 9.1: 58-73.

* **Dean**, Joanna, 2011, "Chapter Three: The Social Production of a Canadian Urban Forest," in Genevieve Massard-Guilbaud and Richard Rodger, *Environmental and Social Justice in the City, Historical Perspectives,* Cambridge: White Horse Press, 67-87.

Built heritage, modernity and sustainable rehabilitation

Elefante, Carl, 2012 (2007), "The Greenest Building Is…One That Is Already Built," *Forum Journal* 21.4. 67-72.

Parks Canada, 2016, "Appendix C: Case Studies," *Building Resilience, Practical Guidelines for the Sustainable Rehabilitation of Buildings in Canada,* Parks Canada, 135-150.
http://historicplaces.ca/media/49493/resilience_en_june%202016.pdf

Ross, Susan, 2008, "How Green Was Canadian Modernism, How Sustainable will it be?" *Docomomo Journal: Canada Modern* 38: 67-72.

Sanders, Russell, et al, 2011, "Sustainable Restoration of Yale University's Art + Architecture Building," *APT Bulletin* 42.2/3: 29-35.

Wakelin, Brian, 2005, "Curtain wall versus energy upgrades at Buchanan Building, UBC," in Susan Algie and James Ashby editors, *Conserving the Modern in Canada, Conference Proceedings*, 191-198.
http://www.winnipegarchitecture.ca/wp-content/uploads/2012/10/CMC-Proceedings_Eng_a.pdf

Sustaining and assessing cultural heritage

De Silva, Megan and Jane Henderson, 2011, "Sustainability in Conservation Practice," *Journal of the Institute of Conservation* 34.1, 5-15.

Simms, S. Jordan, "A Polluting Concept of Culture: Native Artefacts Contaminated with Toxic Preservatives," *International Journal of Heritage Studies* 11.4 (September 2005): 327-339.

Stubbs, Michael, 2004. "Heritage-Sustainability: Developing a Methodology for the Sustainable Appraisal of the Historic Environment." *Planning, Practice and Research* 19:3, pp. 285-305

United Nations, 2015, "SDG 11: Make Cities and Human Settlements Safe, Resilient, Sustainable," *Transforming Our World: the 2030 Agenda for Sustainable Development*, 26.
https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf

Economics, tourism and local strategies

Dobson, Stephen, 2011 "Sustaining Place Through Community Walking Initiatives," *Journal of Cultural Heritage Management and Sustainable Development* 1.2: 109-121.

Landorf, Christine, 2009, "Managing for Sustainable tourism: A Review of Six cultural World Heritage Sites," *Journal of Sustainable Tourism* 17.1: 53-70.

Throsby, David, 2003, "Sustainability in the Conservation of the Built Environment: An Economist's Perspective," in Teutonico, .M. and Frank Matero, editors, *Managing Change: Sustainable Approaches to the Conservation of the Built Environment,* Los Angeles: Getty Conservation Institute, 3-9.

* Barthel-Bouchier, Diane L. 2013, "Cultural Tourism and the Discourse of Sustainability," *Cultural Heritage and the Challenge of Sustainability*, Walnut Creek, California: Left Coast Press, 153-176.

Reserved Book List

The following books are on reserve at MacOdrum Library for two hours, or available as electronic copies. Should any books with required readings go missing, please notify the instructor as soon as possible.

Students are expected to use these books as part of expanding class readings, to support assignments, and develop personal areas of interest.

Addis, Bill, 2006, *Building with Reclaimed Components and Materials, A Design Handbook for Reuse and Recycling,* London, UK: Earthscan.

Albert, Marie-Theres, Roland Bernecker and Britta Rudolff, editors, 2013, *Understanding Heritage, Perspectives in Heritage Studies,* De Gruyter.

Asquith, Lindsay, and Marcel Vellinga, eds. 2006, *Vernacular Architecture in the Twenty-first Century: Theory, Education and Practice*. London: Taylor & Francis.

Bandarin, Francesco and Ron van Oers, 2014, *The Historic Urban Landscape: Managing Heritage in an Urban Century,* Wiley-Blackwell.

Banham, Reyner, 1969, *Architecture of the Well-Tempered Environment*, Chicago: U. Chicago Press.

Barthel-Bouchier, Diane L. 2013, *Cultural Heritage and the Challenge of Sustainability*. Walnut Creek, California: Left Coast Press.

Borasi, G. and M. Zardini, 2007, *Sorry Out of Gas, Architecture's Response to the 1973 Oil Crisis*, Montreal: CCA.

Brand, Stewart, 1995, *How Buildings Learn: What Happens After They're Built.* Penguin Books: New York.

Campbell, Claire, 2011, *A Century of Parks Canada, 1911-2011,* U.Calgary Press.

Carroon, Jean, 2010, *Sustainable Preservation, Greening Existing Buildings*, Wiley.

Crumley, Carole L. editor, 1994, *Historical Ecology: Cultural Knowledge and Changing Landscapes*, U. Washington Press.

Fairclough, Graham, et al, editor, 2008, *The Heritage Reader*, New York: Routledge.

Fitch, J.M. and W. Bobenhausen, 1999, *American Building: The Environmental Forces That Shape It*, rev. edition, Oxford, UK: Oxford University Press.

Galla, Amareswar, editor, 2012, *World Heritage: Benefits Beyond Borders,* Cambridge, University Press/UNESCO.

Gelfand, Lisa and Chris Duncan, 2012, *Sustainable Renovation, Strategies for Commercial Building Systems and Envelope,* Wiley.

Hawkins, Gay and Stephan Mueck, editors, 2003, *Culture and Waste, The Creation and Destruction of Value,* Rowman and Littlefield.

Hessing, Melody, Rebecca Raglon and Catriona Sandilands, editors, 2005, *This Elusive Land: Women and the Canadian Environment,* UBC Press.

Hough, Michael, *Cities & Natural Process: A Basis for Sustainability*, 2nd edition, Routledge, 2004. electronic

Kermoal, Natalie, and Isabel Altamirano-Jiménez, editors, 2015, *Living on the Land, Indigenous Women's Understanding of Place,* AU Press.

Knox, Paul L. and Heike Mayer, 2013, *Small Town Sustainability: Economic, Social, and Environmental Innovation,* Basel, Switzerland: Birkhauser Verlag.

Larsen, Knut Einar and Nils Marstein, 2000, *The Conservation of Historic Timber Structures, An Ecological Approach,* Butterworth-Heinemann.

Longstreth, Richard W., editor, 2008, *Cultural Landscapes: Balancing Nature and Heritage in Preservation Practice,* Minneapolis, MN: University of Minnesota Press.

Longstreth, Richard, editor, 2011, *Sustainability & Historic Preservation, Towards a Holistic View*, Lanham, Maryland: University of Delaware Press.

Luginbuhl, Yves, et al, editors, 2015, *Landscape and Sustainable Development: The French Perspective,* Ashgate.

Maddex, Diane, editor, 1981, *New Energy from Old Buildings,* Washington: National Trust for Historic Preservation.

Massard-Guilbaud, Genevieve and Richard Rodger, editors, 2011, *Environmental and Social Justice in the City, Historical Perspectives,* Cambridge: White Horse Press.

Mieg, Harald A. and Heike Oeverman, editors, 2014, *Industrial Heritage Transformed, Clash of Discourses,* Routledge.

Oxley, Richard, 2003, *Survey and Repair of Traditional Buildings, A Sustainable Approach*, Donhead.

Plieninger, Tobias, and Claudia Bieling, editors, 2012, *Resilience and the Cultural Landscape, Understanding and Managing Change in Human-shaped Environments*, Cambridge U.P.

Porteous, Colin, 2002, *The New Eco-Architecture, Alternatives from the Modern Movement*, SPON.

Prizeman, Oriel, 2015, *Sustainable Building Conservation: Theory and Practice of responsive Design in the Heritage Environment*, London: RIBA Publishing.

Rodwell, Dennis, 2007, *Conservation and Sustainability of Historic Cities,* Wiley-Blackwell.

Rose, William B., 2005, *Water in Buildings: An Architect's Guide to Moisture and Mold,* New York, NY: John Wiley & Sons.

Steele, James, 2005, *Ecological Architecture: A Critical History,* London: Thames and Hudson.

Stein, Carl, 2010, *Greening Modernism, Preservation, Sustainability and the Modern Movement*, Norton.

Taylor, Ken and Jane L. Lennon, editors, 2012, *Managing Cultural Landscapes*, Routledge.

Taylor, Ken, et al, 2015, *Conserving Cultural Landscapes: Challenges and New Directions*, Routledge.

Teutonico, Jeanne Marie and Frank Matero, 2003, *Managing Change: Sustainable Approaches to the Conservation of the Built Environment,* Getty Conservation Institute.

Thayer, Robert L. 1994, *Gray World, Green Heart: Technology, Nature, and Sustainable Landscape*, Wiley.

Von Droste, Bernd, et al, 1995, *Cultural landscapes of universal value: components of a global strategy,* Gustav Fischer/ UNESCO

West, Susie, editor, 2010, *Understanding Heritage in Practice,* Manchester University Press.

Whiston Spirn, Anne, 1984, *The Granite Garden: Urban Nature and Human Design*, Basic Books.

Wilson, Alexander, 1991, *The Culture of Nature, North American landscape from Disney to the Exxon Valdez,* Between the Line.

Young, Robert A., 2012, *Stewardship of the Built Environment: Sustainability, Preservation, and Reuse*, Island Press.

IMPORTANT UNIVERSITY POLICIES

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable). Note: This course does not have a test or exam, however you are asked to make a brief in class presentation.

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: http://www2.carleton.ca/equity/

Pregnancy: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: http://www2.carleton.ca/equity/

Off campus student activities: Please see me at the beginning of term if you expect to miss a class to participate in a national competition, performance, sporting or other event related to your academic career.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at http://www2.carleton.ca/equity/

Academic Integrity

Plagiarism is a very serious academic offence. It occurs when someone tries to pass anyone else's work as his or her own. It occurs when a student either
> a) Directly copies more than one of two sentences of another's written work without acknowledgement; or
> b) Closely paraphrases the equivalent of a short paragraph or more without acknowledgement; and
> c) Borrows, without acknowledgement, any ideas in a clear and recognized form, in such a way, as to present them as the student's own thoughts, where such ideas, if they were the student's own would contribute to the merit of his or her work.

Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Department Chair, who will refer the case to the Dean. Students are reminded that plagiarism can result in a range of penalties including failure in the course. It is in the student's best interests to keep all of their research papers intact after handing in papers.

Resubmission of Work: Prior approval of the instructor must be obtained if you intend to submit work that has previously or concurrently been submitted, in whole or in part, for credit in any other course.

For more details see the *Academic Integrity Policy* http://www1.carleton.ca/senate/ccms/wp-content/ccms-files/Academic-Integrity-Policy.pdf