



Demolition site, Bank Street, Ottawa, November 2019. Photo by Susan Ross

CDNS 4403 / 5403 Heritage Conservation & Sustainability

Thursdays, September 9-December 9, 2021, 11:35 am-2:25 pm-Online

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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 associated 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 approaches of the historic urban landscape, values-based conservation, decolonizing 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 environmental history, sustainable design, and urban studies. Lessons to be learned from organically evolved cultural landscapes, traditional stewardship and Indigenous land-based practices will be considered, as will the strategies emerging from recent scientific research and technological developments for addressing climate change, the need for renewable energy sources, and the circular economy.

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. These merit close analysis for lessons learned. 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 and materials 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, Indigenous land-based practices, historic urban landscapes
- Develop a case study framework that clearly assembles key information and concepts
- Select appropriate sustainability metrics --including from international sustainability goals -- 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.

Decolonizing heritage conservation

Article 11 of the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP) states, "Indigenous peoples have the right to practice and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artifacts, designs, ceremonies, technologies and visual and performing arts and literature" [United Nations General Assembly 2007]. Following the renaming of the School of Indigenous and Canadian Studies in 2016, and building on the Truth and Reconciliation Commission's Calls to Action from 2015 that directly and indirectly relate to heritage contexts, an emerging part of discussions in our classes is on approaches to decolonizing heritage and its conservation, as institutionalized, practiced, and taught in Canada. Furthermore, and more specifically related to this course's objectives:

"Whereas Carleton sits on the unceded lands of the Algonquin Nation. Whereas the university is an active participant in the extractive market economy. Finally, whereas Carleton has the capacity and decision-making capability to shift towards more environmentally sustainable practices in its operations **We call on Carleton University to incorporate environmental sustainability as a fundamental institutional value to guide its current operations and future development.**"

--Carleton University Centre for Indigenous Initiatives, 2020. "Call to Action no.30 " *Kinàmàgawin*.

For guidance on respectful and appropriate use of Indigenous sources, terminology, and editorial principles please refer to Gregory Younging *Elements of Indigenous Style* (2018), available online through the library.

Communication, course format and approach

This course is being offered in online synchronous format, meaning that each week there will be a block of video conferencing time corresponding to scheduled class time. This time will be used for short introductory lectures, discussions of readings and video-clips led both by the instructor and students, and other interactive activities. All resources will be available online. All course materials will be shared through Brightspace, Carleton's new Learning Management System that has replaced CULearn. Online class exchange will happen through a combination of Zoom, Big Blue Button and other tools. Additional time may be needed at the beginning of term to adjust to new technologies.

Virtual office hours will be held on Thursday from 3:00 to 4:00 pm or by appointment. I will communicate with you via email using your Carleton account. General emails will be sent out using Brightspace. You should carefully read all my emails; these may include additional information about assignments, readings or changes to schedule and classroom arrangements. Please personally acknowledge and answer any email that asks a question. Be sure to check Brightspace each week for any updates of shared content.

As a seminar, the course includes brief lectures and occasional videos. The focus is on discussion of readings and examples described in the readings, so doing the readings is essential. Students have the opportunity to direct their own learning by their engagement with suggested materials and the exchange with others through

shared insights, experiences and stories. You are expected to attend all student presentations and support your classmates with interest and feedback. A mid-term teaching feedback survey will allow students to provide early suggestions for improvements. The last two classes will be adapted to develop the discussion.

Student assessment – general remarks

- Assessment includes two assignments (20% and 60%) that allow students to explore individual areas of interest within a context that contributes to shared class learning, and the weekly contribution in reading discussions and other in-class activities (20%). See details below on each component.
- This class includes both upper-level undergraduates (in CDNS 4403) and graduate students (in CDNS 5403). Graduate students are required to complete both undergraduate and a few additional assigned readings. Assignment lengths differ for undergrads and graduates (e.g. 1000 U / 1500 G words).
- The course will make extensive use of Brightspace 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 texts should be correctly referenced with citations and works cited using MLA Style (8th edition). See https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/
- 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.
- There are many resources available to support student excellence. See this one for helping manage stress <https://www.workplacestrategiesformentalhealth.com/employee-resources/post-secondary-student-resilience>
- Please also review the section on Academic Accommodation below.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion, is listed below. Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

A+ 90-100%	B- 70-72%	D 55-56%
A 85-89%	C+ 67-69%	D- 50-52%
A- 80-84%	C 63-66%	F Less than 50
B+ 77-79%	C- 60-62%	
B 73-76%	D+ 57-59%	

Details on each assessment element

1) Localizing sustainable development goals (SDGs) - short response paper with slides (20%)

This assignment offers a preliminary understanding of possible sustainability-heritage relationships by review of international sustainability measures in Canadian contexts of heritage conservation. Students select one of the 17 United Nations 2015-2030 Sustainable Development Goals, review their targets, proposed indicators, and discuss how the SDGs might apply to specific contexts of natural/cultural heritage stewardship and or conservation in Canada, such as a Canadian site listed on the World Heritage List, on the Canadian Register of Historic Places. Results will be presented in a standardized format PowerPoint slide format in class on September 23. A related text of 500U / 750G words is to be prepared for the goal's application and discussion to two sites. Additional information, including the presentation template, will be introduced on September 9. The slides are due before the class on September 23, when they will be projected and discussed. The texts are due Sept.30, to allow for revision after the class lecture and discussion.

- United Nations. 2015. *Transforming Our World: the 2030 Agenda for Sustainable Development*. <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>
- Local 2030: Localizing the SDGs. <https://www.localizingthesdgs.org>
- World Heritage List – Canada <https://whc.unesco.org/en/statesparties/ca>
- Canadian Register of Historic Places <https://www.historicplaces.ca/en/pages/register-repertoire.aspx>

2) Sustainable heritage conservation case study (60% - with 4 separately graded parts)

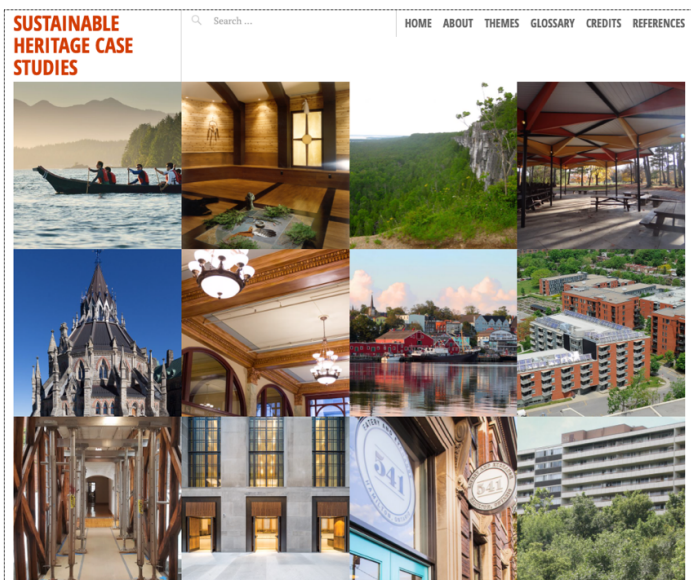
This assignment will provide students with an opportunity to research and analyze a site, project, or policy in Canada, that provides insight into some of the meaningful issues, theories and strategies discussed in the course lectures, readings, and discussions. The instructor will provide a list of possible subjects for consideration, but the student may select one on their own, with prior approval. Examples of case study topics, places and projects will be provided. 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.

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 assignment will be introduced in more detail on October 7, including a full discussion of the purposes and methodologies of case studies and their development, as well as a tutorial on how to use the Wordpress based web-platform on which the case studies will be “published”. The resources for the class on November 11 on “Sustaining and assessing cultural heritage” provide multiple examples of evaluation metrics.

For examples of earlier case studies by students in the 2014, 2017 and 2019 versions of this course, see <http://sustainableheritagecasestudies.ca>



Steps in the process will include:

- Introduction to the assignment including a discussion of case study models and methods, including web-based case study data-bases of related interest.
- Review and discussion in class of the existing SHCS case studies
- 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 4 of these stages*:

- October 14, 2021 - in class short report on an existing case study (10%)
- October 21, 2021 – proposed theme and place/project with draft references (20%)
- November 25 or December 2, 2021– presentation in class (20%)
- December 9, 2021 – edited content posted to webpage (50%)

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 2014/2017/2019 cases already online. 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.

Please note that students are not required to post their work themselves, however they are encouraged to edit it online, and the decision to 'publish' the individual case studies will follow the instructor's assessment.

3) Contribution and readings discussion forum (20%)

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 readings discussion forum on Brightspace, as well drafting a question for discussion in class. Quotations and questions are to be posted to Brightspace by midnight of the Wednesday directly before each class. In addition, each week 1 or 2 students will be tasked with leading the discussion by presenting their question, following a brief critical preamble on the text. Keeping a 'notebook' in which you track reading specific questions and quotations is encouraged. I will also be looking for evidence of understanding the readings in your work on the case study.

4) CILB response (ungraded)

A number of themes addressed in this course will consider Indigenous perspectives on heritage and sustainability. In order to better frame a key text on Métis knowledge that will be discussed on September 30 the course will include one of the Collaborative Indigenous Learning Bundles developed by Dr. Kahente Horn-Miller entitled "An Introduction to Metis Peoples and the Metis Nation," with Benny Michaud and Tony Belcourt. Completing the online response to this module is required, however it is set up and reviewed by the Education Development Centre (EDC) and it is not graded.

Draft schedule (subject to change)

Date	Theme	Student work
September 9	Contexts of sustainability and heritage <i>SDG assignment intro</i>	Short text reading prep Review course outline
September 16	International ideals: Sustainable Development Goals, World Heritage, Indigenous Rights	Reading prep
September 23	Bridging natural/cultural heritage conservation and sustainability	Reading prep <u>SDG response slides</u>
September 30	Indigenous and land-based knowledge and planning <i>CILB module – Intro to Metis People and Metis Nation</i>	Reading prep <u>SDG response text</u>
October 7	Historic cities/suburbs and sustainable planning/regulation <i>Case studies introduction</i>	Reading prep CILB response
October 14	Resilient and inclusive landscapes in changing climates	Reading prep
October 21	Sustaining and assessing cultural heritage <i>Review of case study methods</i>	Resource review <u>Case study proposals due</u>
October 28	FALL BREAK- No classes or office hours	
November 4	Reuse and adaptation of the built environment	Reading prep
November 11	Rehabilitation of modern built heritage	Reading prep
November 18	Keeping heritage circulating	Reading prep
November 25	Addressing exclusion, environmental impacts and conflict - open themes TBD	<u>Case study presentations</u>
December 2	Economics, tourism and walkability - open themes TBD	<u>Case study presentations</u>
December 9	Last class - TBD	<u>Edited case study due</u>

Weekly readings by themes

Readings will be identified from the following resources each week, at least one week ahead of the respective class. These include book chapters, articles, policies, and websites, which are all available online. Links to related videos will be added through Brightspace. **Additional texts for students in CDNS 5403.*

Introduction: Contexts of heritage and sustainability

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.

Laduke, Winona, 1992, "Minobimaatisiwin, The Good Life," *Cultural Survival Quarterly Magazine*.
<https://www.culturalsurvival.org/publications/cultural-survival-quarterly/minobimaatisiwin-good-life>

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.

Video:
LaDuke, Winona. *Seeds of Our Ancestors, Seeds of Life*, TEDxTC. 2011.
https://www.youtube.com/watch?time_continue=3&v=pHNlel72eQc

International ideals: Sustainable Development Goals, World Heritage and Indigenous Rights

Labadi, Sophia, 2018, "Historical, theoretical and international considerations on culture, heritage and (sustainable) development," 37-50, in Larsen, Peter Bille and William Logan, editors, *World Heritage and Sustainable Development, New Directions in World Heritage Management*. London: Routledge. E-book

Turner, Michael, 2012. "World Heritage and Sustainable Development." *World Heritage* 65, 8-15.

**Disko, Stefan and Max Ooft, 2018, "The World Heritage and Sustainable Development Policy – A turning point for Indigenous peoples?" 101-119, in Larsen and Logan, World Heritage and Sustainable Development. E-book*

Policies:

United Nations. 2015, *Transforming Our World: the 2030 Agenda for Sustainable Development*.
<https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

United Nations. 2007. *United Nations Declarations on the Rights of Indigenous Peoples*.
https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

UNESCO/ World Heritage Committee. 2015. *Policy Document for the Integration of Sustainable Development Perspective into the Processes of the World Heritage Convention*.
<https://whc.unesco.org/en/sustainabledevelopment/>

Bridging natural-cultural heritage conservation and sustainability

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

Byrne, Denis and Gro Birgit Ween. 2015. "Bridging Cultural and Natural Heritage." pp.94-111. In Meskell, *Global Heritage: A Reader*. Wiley Blackwell. E-Book.

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.

**Pollock-Ellwand, Nancy, 2011. "Common ground and shared frontiers in heritage conservation and sustainable development: partnerships, policies and perspectives." International Journal of Sustainable Development & World Ecology 18.3, 236-242.*

Indigenous- and land-based knowledge and planning --Intro to the Metis People and Metis Nation

Jojola, Ted. 2013. "Indigenous Planning Towards a Seven Generations Model." pp.457-472. In Walker, Jojola, Natcher, CDNS 4403 / 5403 FALL 2021 - 2021-08-31

eds. *Reclaiming Indigenous Planning*. McGill-Queen's University Press. E-Book.

Rose, Debora Bird. "Decolonizing the Discourse of Environmental Knowledge in Settler Societies." pp.53-72. In Hawkins, Gay and Stephen Muecke, editors. 2003. *Culture and Waste, The Creation and Destruction of Value*. Rowman & Littlefield. E-Book.

Vowel, Chelsea. 2016. Who are the Métis? *âpihtawikosisân: Law. Language. Culture*.
<https://apihtawikosisan.com/2016/05/who-are-the-metis/>

*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.

Online resource on Brightspace:

Horn-Miller, Kahente, Benny Michaud and Tony Belcourt, 2018. "Introduction to the Metis People and the Metis Nation" Collaborative Indigenous Learning Bundle, Carleton University.

Historic cities, suburbs, and sustainable planning/regulation

Araoz, Gustavo F. 2011. "Preserving heritage places under a new paradigm." *Journal of Cultural Heritage Management and Sustainable Development* 1.1, 55-60.

Bigio, Anthony Gad. 2015. "Historic Cities and Climate Change," pp.113-125. In Bandarin, F. and R. van Oers, eds. *Reconnecting the City: The Historic Urban Landscape Approach and the Future of Urban Heritage*. Wiley-Blackwell. E-book.

Dagenais, M. 2019. "Imagining the City." pp. 185-202. In Coates, C.M. and G. Wynn, eds. *The Nature of Canada*. UBC Press. E-book.

Fowler, Edmund P. 2007, "Heritage in the 'Burbs, How to make suburbs a lasting legacy." *Alternatives, Canadian Environmental Ideas + Action* 33, 2-3.

*Jessiman, Stacey R. 2015. "Challenges for implementing UNESCO's Historic Urban Landscape Recommendations in Canada." 80-92. In Labadi, Sophia and William Logan, ed. *Urban Heritage, Development and Sustainability*. Routledge. *Instructor will provide PDF*.

Policy:

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 and inclusive 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*, University of Delaware Press, 43-56.

Megarry, Will, 2018, "Cultural heritage has a lot to teach us about climate change," *The Conversation*, Oct.16, 2018.
<https://theconversation.com/cultural-heritage-has-a-lot-to-teach-us-about-climate-change-103266>.

Piper, L. 2019. "Climates of Our Times." pp.319-334. In Coates, Colin M. and Graeme Wynn, editors. *The Nature of Canada*. UBC Press. E-book.

Ross, Susan, 2019, "Water works in a changing climate: the R.C. Harris filtration plant, Toronto, Canada," *International Council of Engineers- Engineering History and Heritage* 172.3, 125-135. *Instructor will provide PDF*.

*Wiggins, Meredith, 2018, "Eroding Paradigms, Heritage in an Age of Climate Gentrification." *Change Over Time* 8.1, 122-130.

Video:

Kunuk, Zacharias and Ian Mauro, *Inuit Knowledge and Climate Change*, Isuma tv. <http://www.isuma.tv/inuit-knowledge-and-climate-change/movie>

Sustaining and assessing cultural heritage - resources for case study analysis

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

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

Landorf, Chris, 2011, "Evaluating social sustainability in historic urban environments." *International Journal of Heritage Studies* 17.5: 463-477.

Oldekorp, J.A., et al. 2015. "A global assessment of the social and conservation outcomes of protected areas." *Conservation Biology* 30.1: 133-141.

Re-use and adaptation of the built environment

*Boccardi, Giovanni. 2015. "From Mitigation to Adaptation: A New Heritage Paradigm for the Anthropocene." pp.87-97. In Albert, Albert, Marie-Theres, editor. 2015. *Perceptions of Sustainability in Heritage Studies*. De Gruyter. E-book

Carroon, Jean. "Buildings and Environmental Stewardship, Understanding the Issues." *Sustainable Preservation, Greening Existing Buildings*. Wiley, 2010. pp.3-18.

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.

Latham, Laura. 2018. "The Rise of the Meanwhile Space: How Empty Properties are Finding Second Lives." *The Guardian*. <https://www.theguardian.com/cities/2018/nov/28/the-rise-of-the-meanwhile-space-how-empty-properties-are-finding-second-lives>

Rehabilitation of modern built heritage

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

McClelland, Michael, Alexis H. Cohen & Christine Pagliarunga. 2017. "Towers: a comparison in evaluation, context, and conservation." *Journal of Architectural Conservation*, 23:1-2, pp. 106-115, DOI: 10.1080/13556207.2017.1312762

Ross, Susan. 2021 "Addressing Climate Change by Retrofitting Canada's Existing Buildings." <https://policyoptions.irpp.org/magazines/june-2021/addressing-climate-change-by-retrofitting-canadas-existing-buildings/>

*Webb, Amanda L. 2017. "Energy Retrofits in Historic and Traditional Buildings: A Review of Problems and Methods." *Renewable and Sustainable Energy Reviews*, 77, pp. 748-759, doi:10.1016/j.rser.2017.01.145.

Policy:

Brandt, Mark T./FPTMCC. 2016. *Building Resilience. Practical Guidelines for the Sustainable Rehabilitation of Buildings in Canada*. <https://www.historicplaces.ca/>

Keeping heritage circulating

Bohlin, A. 2019. "'It will Keep Circulating': Loving and Letting Go of Things in Swedish Second-hand Markets." *Worldwide Waste: Journal of Interdisciplinary Studies* 2.1 Art. 3,1-11, Doi: <https://doi.org/10.5334/wwwj.17>

Rudolf-Meier, Hans. 2011. "Spolia in Contemporary Architecture, Searching for Ornament and Place." In Brilliant, R. and D. Kinney, editors. *Reuse Value: Spolia and Appropriation in Art and Architecture from Constantine to Sherrie Levine*. Routledge, 2011. E-book.

Lynch, Kevin. 1990. "The Waste of Place." pp.81-117. *Wasting Away*. Sierra Club. PDF from instructor.

Ross, Susan. 2017. "Keyword-Deconstruction Waste (Building)," *Discard Studies* (Nov.27, 2017). <https://discardstudies.com/2017/11/27/keyword-deconstruction-waste-building/>

Video:

NSERC Create Heritage and Engineering: "Heritage and Waste: Values, Circular Economy and Deconstruction." <https://www.youtube.com/watch?reload=9&v=xTC8rCJumRE>

Additional resources related to open themes that may be addressed in the last two classes:

Avrami, Erica et al. "Confronting Exclusion: Redefining the Intended Outcomes of Historic Preservation." *Change Over Time* 8.1 (2018): 102-120.

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.

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

Keeling, A. and J. Sandlos. 2019. "Never Just a Hole in the Ground." pp.203-222. In Coates, Colin M. and Graeme Wynn, editors. *The Nature of Canada*. UBC Press. E-book.

Khalaf, Roha. "Cultural Heritage Reconstruction after Armed Conflict: Continuity, Change and Sustainability." *The Historic Environment: Policy & Practice* vol.no. (2019). 1-17. (ahead of print pagination)

Rypkema, Donovan. 2015. "Devising Financial Tools for Urban Conservation," pp.284-290. In Bandarin, F. and R. van Oers, eds. *Reconnecting the City: The Historic Urban Landscape Approach and the Future of Urban Heritage*.

Additional online references

Students are expected to use these additional references--all available as E-Books from the library--as part of expanding class readings, to support assignments, and develop personal areas of interest.

- Albert, Marie-Theres, editor. 2015. *Perceptions of Sustainability in Heritage Studies*. De Gruyter. E-book.
- Asquith, Lindsay, and Marcel Vellinga, eds. 2006, *Vernacular Architecture in the Twenty-first Century: Theory, Education and Practice*. London: Taylor & Francis. E-Book.
- Avrami, Erica, ed. 2019. *Preservation and the New Data Landscape*. Columbia University Press. E- Book
- Bandarin, Francesco and Ron van Oers, 2014, *The Historic Urban Landscape: Managing Heritage in an Urban Century*, Wiley-Blackwell. E-Book.
- Barthel-Bouchier, Diane L. 2013, *Cultural Heritage and the Challenge of Sustainability*. Walnut Creek, California: Left Coast Press. E-Book.
- Brilliant, Richard and Dale Kinney, editors. *Reuse Value: Spolia and Appropriation in Art and Architecture from Constantine to Sherrie Levine*. Routledge, 2011. E-book.
- Carroon, Jean, 2010, *Sustainable Preservation, Greening Existing Buildings*, Wiley. E-book.
- Coates, Colin M. editor. *Canadian Countercultures and the Environment*. University of Calgary Press, 2016. E-book.
- Coates, Colin M. and Graeme Wynn, editors. *The Nature of Canada*. UBC Press, 2019. E-book.
- Gelfand, Lisa and Chris Duncan, 2012, *Sustainable Renovation, Strategies for Commercial Building Systems and Envelope*, Wiley. E-Book
- Hawkins, Gay and Stephan Mueck, editors, 2003, *Culture and Waste, The Creation and Destruction of Value*, Rowman and Littlefield. E-Book.
- Hessing, Melody, Rebecca Raglon and Catriona Sandilands, editors, 2005, *This Elusive Land: Women and the Canadian Environment*, UBC Press. E-Book.
- Hough, Michael. 2004. *Cities & Natural Process: A Basis for Sustainability*, 2nd edition, Routledge. E-Book
- Kalman, Harold and Marcus Létourneau. *Heritage Planning: Principles and Process*, 2nd edition. Routledge, 2021. E-Book.
- Kermoal, Natalie, and Isabel Altamirano-Jiménez, editors, 2015, *Living on the Land, Indigenous Women's Understanding of Place*, AU Press. E-Book.
- Knox, Paul L. and Heike Mayer, 2013, *Small Town Sustainability: Economic, Social, and Environmental Innovation*, Basel, Switzerland: Birkhauser Verlag. E-Book.
- Larsen, Peter Bille and William Logan, editors, 2018. *World Heritage and Sustainable Development, New Directions in World Heritage Management*. London: Routledge, 2018. E-book.
- Longstreth, Richard W., editor, 2008, *Cultural Landscapes: Balancing Nature and Heritage in Preservation Practice*, Minneapolis, MN: University of Minnesota Press. E-Book.
- Longstreth, Richard, editor, 2011, *Sustainability & Historic Preservation, Towards a Holistic View*, Lanham, Maryland: University of Delaware Press. E-Book.
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IMPORTANT UNIVERSITY POLICIES

COVID-19 prevention measures and mandatory public health requirements

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Academic accommodation

You may need special arrangements to meet your academic obligations during the term. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <https://devsite.carleton.ca/equity/accommodation/>. 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.

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.

Pregnancy 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 see: <https://carleton.ca/equity/accommodation/pregnancy-accommodation-form/>

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, see: <https://carleton.ca/equity/sexual-assault-support-services>

Off campus student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. 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. See <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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. Examples of this include when a student:

- a) Directly copies more than one or 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 School 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.

For more details on plagiarism and other conduct that violates the standards of academic integrity, see the *Academic Integrity Policy* <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf>