



To enhance the understanding of the place as a cultural landscape, the proposed concept includes a programmed Path as an intersecting element. The Path will serve as a medium to disseminate local heritage values to community members and visitors alike. The Path's program will be developed through community participation and guided by professional expertise. Possible program items may include way-finding, contemplation platforms, seating, visitor information, heritage information, recycling stations, boundary defining elements, accessibility among others. The Path will be laid out to accomplish a balance of property owner's privacy as well as a valuable visitor experience.



ARCH 5114.03: Theory of Conservation Practice

Conservation of Culturally Significant Places

Fall 2024 - Course Outline

Dalhousie University

Faculty of Architecture and Planning - School of Architecture

Instructor
Rosa Milito, PhD
rosa.milito@dal.ca

Classes: Friday, 2:00 - 5:00 pm
Medjuck Building, Room 1202

On-line Platform:
<https://dal.brightspace.com>

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people

Description

CALENDAR DESCRIPTION

This course studies historical and contemporary principles of architectural conservation. It introduces philosophical questions through international charters, national policies, and practice documents. It also considers issues of heritage value and principles for making informed decisions in analyzing, documenting, and conserving historic buildings.

COURSE DESCRIPTION

The course explores sustainable development aligned with conservation principles through case studies and analysis of culturally significant places. Students will assess cultural values in the built and natural environment, including urban and territorial systems, and understand the history, social and political influences, theory, criticism, and urban studies.

Students will be introduced to the UNESCO Historic Urban Landscape approach and the processes for heritage conservation, focusing on architectural, urban, and cultural landscapes. The course covers theoretical, technical, and legislative aspects of cultural heritage, discussing the relationship between old and new, and the analytical and creative processes in conservation projects.

Lectures and seminars will highlight the multidisciplinary nature of cultural heritage projects and the interconnection between Cultural Heritage, Sustainable Development Goals (SDGs), and Climate Change targets. Students will propose discussion topics or case studies to foster a holistic approach to conservation principles and practices, including tangible and intangible values.

Students will individually prepare a Research Project involving theoretical, technical, and practical aspects of conservation, focusing on selected places within Annapolis Royal and surroundings. The course includes lectures, seminars, and assignments, with a detailed program and reading material provided in advance. Students are encouraged to take notes or record lectures (with guest lecturers' permission). Active participation in discussions is expected.

A site visit to Annapolis Royal will be organized as part of the course calendar. Students must arrange their own transportation. Attendance is highly encouraged, and time on-site will count toward total course hours.

LEARNING OBJECTIVES

At the end of this course, students will:

- Be familiar with key critical conservation principles.
- Have developed a better understanding of cultural heritage conservation approaches and methodologies as a result of philosophical, ethical and critical thinking.
- Have learned compatible approaches, methodologies and methods of analysis to analyze culturally significant places and their interconnection with territorial systems.
- Have learned the combined role of several disciplines and the interaction of theoretical, technical and planning skills within a conservation project.
- Been exposed to the current international debate on the interconnections between cultural heritage sustainable development, climate action and, risks impacting community values and identity.

RATIONALE FOR THE COURSE

The historic built environment is an integral part of our cities and communities' cultural identity. Architecture is entwined with urban fabric and its historic layers. The course aims to enrich students' background with the understanding of the historic urban environment and related approaches and methodologies of analysis. It provides tools to read and understand historic and cultural layers of culturally significant places, enabling students to integrate the historic built environment and its significant layers in architectural design projects.

"A city's architecture reflects the long-lasting values and socio-political dynamics of the society. The architecture of the city emerges from the continuity and permanence of its urban artifacts." (Aldo Rossi, *The Architecture of the City*, trans. Diane Ghirardo and Joan Ockman (Cambridge, MA: MIT Press, 1982)

LEARNING WORKLOAD

As a 3-credit-hour course, it is expected that students spend an average of 9 hours per week for all activities, including in-class and out-class time, not evenly distributed across the term. Weekly workload is expected to be approximately:

- 3 hours for class time and activities;
- 1 hours (participants) and 3 hours (leaders) to prepare for seminars;
- 58 hours for the term research project.

Attendance is expected and will be weighted towards final course marks.

MATRIX OF ASSIGNMENTS		
ASSIGNMENT	COMPONENT	WEIGHT
Research Project	Research Paper Outline	12%
	Research Paper/Magazine Article Interim submission	10%
	Research Paper/Magazine Article	14%
	Magazine Layout	12%
	Final Presentation	12%
Seminars	Preparation and Participation	28%

Course Schedule

COURSE WEEKLY ACTIVITIES SCHEDULE

Places of cultural significance: Theoretical Framework		
1	Sept 13	<p>Introduction Course introduction and assignments overview</p> <p>Class Discussion on places of cultural significance and the evolution of the conceptual framework (fundamentals)</p>
		<p>Lecture 1: Theoretical fundamentals: Places and Cultural significance.</p> <p>Research Project: Introduction to the selected area of study⁽¹⁾ Overview of process and expectations. Introduction to project specific approach and methodology - Stage 1 (Research outline) and stage 2 Student's selection of places for the research paper</p> <p><i>Note (1): a map of the selected area of study with potential cultural heritage places to select from will be posted on Brightspace the week before the beginning of the course.</i></p>
<p>NOTES: before coming to class, review study area material posted on Brightspace and tentatively identify place(s) of interest for your research project</p>		
2	Sept 17 1:00 pm	Seminar 1: Participants Upload
	Sept 20	<p>Seminar 1: Theoretical framework into practice Conservation principles and process (approaches and methodologies) and case studies discussion Readings: - Documentation of Selected World Heritage sites - Selected ICOMOS Charters - Excerpts from relevant publications</p> <p>Writing Workshop: Research paper</p>



Places of cultural significance: Built Heritage (Architecture)

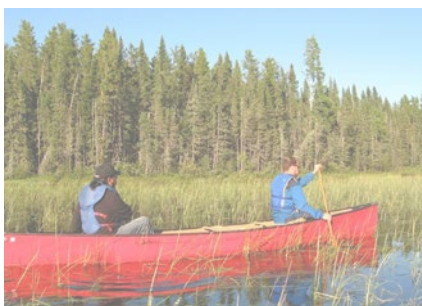
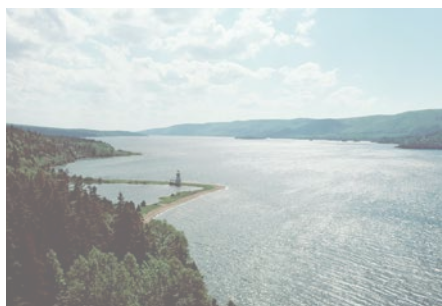
3	Tue Sept 24, by 1:00 pm	Seminar 1: Leaders Upload
	Wed Sept 25 by 1:00 pm	Seminar 2: Participants Upload
	Sept 27	<p>Seminar 2: Cultural Heritage interconnection: Climate Action and energy efficiency - case studies analysis</p> <p>Readings:</p> <ul style="list-style-type: none"> - Selected World Heritage sites documentation - Selected ICOMOS charters - Excerpts from relevant publications <p>Magazine Workshop 1/2: Magazine organization and graphic layout</p>
4	Tue Oct 1, by 1:00 pm	Seminar 2: Leaders Upload
	Oct 4	SITE VISIT WITH THE INSTRUCTOR TO THE SELECTED AREA OF STUDY
5	Mon Oct 7 by 8:00 pm	Research Paper Outline Submission.
	Oct 11	<p>Lecture 2: Historic Built Environment Heritage Documentation: approaches, methodologies and case studies. Historic Buildings/ Energy efficiency</p>
		<p>Guest Lecture: Building Conservation Case Studies. Guest lecturer: Christopher Borgal, OAA FRAIC CAHP, APT RP - Principal GBCA Architects</p>
		<p>Class Discussion w/Guest: Canadian Heritage Conservation Framework: Current challenges and opportunities in heritage conservation</p>

Climate Heritage Network, Culture COP 26, RaceToResilience. (Image from <https://www.climateheritage.org/buildings>, accessed on Nov 15, 2023)



Places of Cultural Significance: urban and natural Cultural Heritage

6	Tuesday Oct 15 (end of day)	Instructor Evaluation and Written feedback on Research Paper Outline
	Day and Time slots TBD	Individual discussions on written feedback on research outline
	Wed Oct 16 by 1:00 pm	Seminar 3: Participants Upload
	Oct 18	<p>Seminar 3: Places of cultural significance: architecture and urban environment: community values, Layers of significance, HUL approach- case studies discussion.</p> <p>Readings:</p> <ul style="list-style-type: none"> - Selected World Heritage sites documentation - Selected ICOMOS charters - Excerpts from selected relevant publications <p>Magazine Workshop 2/2: Magazine organization and graphic layout</p>
7	Tue Oct 22, by 1:00 pm	Seminar 3: Leaders Upload
	Oct 25	<p>Lecture 3: Historic Urban Landscape: Approach/methodology of study and case studies</p> <p>Cultural Landscapes: Theoretical framework and case studies</p>
		<p>Guest Lecture: Heritage Conservation Districts in Halifax Sustainable Urban Development Projects Challenges / opportunities. Guest lecturer: Seamus McGreal, MCIP, LPP CAHP -Principal Planner HRM</p>
		<p>Class Discussion with/guest:</p> <p>Current heritage themes and communities' values. Integration of culturally significant places in sustainable development planning.</p>



Interconnections: Cultural Heritage / SDGs / Climate Action

8	Tue Oct 28 by 1:00 pm	Interim Research Paper submission
	Wed Oct 29, by 1:00 pm	Seminar 4: Participants Upload
	Fri Nov 1, by 1 pm	Final Draft of Magazine layout template
	Nov 1	<p>Seminar 4: Cultural Heritage interconnections: SDGs and Sustainable Cities Development</p> <p>Readings:</p> <ul style="list-style-type: none"> - Selected World Heritage sites documentation - Selected ICOMOS charters - Excerpts from selected relevant publications <p>Class Discussion and feedback:</p> <p>Draft research paper (content and illustrative components) collective review and class discussion. [Bring interim research paper hard copies to class]. Final Draft of Magazine Article layout template review [Print Final draft template to class review]</p>
9	Tue Nov 5, by 1:00 pm	Seminar 4: Leaders Upload
	Nov 8	Lecture 5: Cultural Heritage and SDGs: interconnections and perspectives
		Guest Lecture: Indigenous culturally significant places. Guest Speaker: TBD
10	Nov 15	Fall Study Break - NO CLASS



Culturally Significant Places: Risks and Future Perspectives

11	Wed Nov 20 by 1:00 pm	Seminar 5: Participants Upload
	Nov 22	Seminar 5 Cultural Heritage Places in danger: Readings: - Selected World Heritage sites documentation - Selected ICOMOS charters - Excerpts from selected relevant publications
		Activity: Class discussion and peer reviews on final drafts of magazine articles - [Each student brings 3 hard copies to class]
12	Mon Nov 26, by 8:00 pm	Final Magazine Article Submission
	Tue Nov 26, by 1:00 pm	Seminar 5: Leaders Upload
	Nov 29	Lecture 6: Cultural Heritage Risks, international efforts- Climate Adaptation Planning-Future perspectives and challenges
		Guest Lecture: Cultural Tourism African World Heritage and tourism case studies Guest Lecturer: Fergus Maclaren
		Activity: Final Draft of Magazine Issue Review. Discussion on research project experience, key findings and implications.
	SLEQs (Students Learning Experience Questionnaire)	
13	Wed Dec 4, by 1:00 pm	Final Magazine Issue Submission
	Dec 6	Final Project Presentation

ICOMOS
international council on monuments and sites



**Climate Heritage
NETWORK**



**INTERNATIONAL CO-SPONSORED MEETING ON
CULTURE, HERITAGE & CLIMATE CHANGE**



GENERAL REFERENCE SOURCES

- Jokilehto, Jukka. 1996. *A History of Architectural Conservation*. Rome: ICCROM.
- ICOMOS. 2013. *The Burra Charter*. ICOMOS Australia. Last modified 2013. (Available at: <https://australia.icomos.org/publications/burra-charter-practice-notes/>).
- Parks Canada. 2010. *Standards and Guidelines for the Conservation of Historic Places in Canada*. Last updated 2010. (Available at: <https://www.historicplaces.ca/en/pages/standards-normes.aspx>.)
- Bandarin, Francesco, and Ron van Oers. 2012. *The Historic Urban Landscape: Managing Heritage in an Urban Century*. Wiley-Blackwell, 2012.
- Brandi, Cesare. 2005. *Theory of Restoration*. Translated by Cynthia Rockwell. Rome: Istituto Centrale per il Restauro.
- Matero, Frank G. 2003. "Loss, Compensation, and Authenticity: The Contribution of Cesare Brandi to Architectural Conservation in America." *APT Bulletin: The Journal of Preservation Technology* 34 (2-3): 13-21.

On Line Resources

ICOMOS Charters and Documents:

Relevant International charters, and documents are available on the ICOMOS website at:

<https://www.icomos.org/en/resources/charters-and-texts>

UNESCO World Heritage Centre:

<https://whc.unesco.org>

Getty Conservation Institute

<https://www.getty.edu/research/publications/all.html>

A list of additional general resources will be provide on Brightspace at the beginning of the course.

Required readings for course topics and seminars:

- Specific excerpts from academic and scholarly publications will be posted on Brightspace at the beginning of the course

GUIDELINES FOR CITING SOURCES

The School's standard is Chicago Manual of Style: Author-Date Style.

Chicago quick guide: <https://tinyurl.com/quick-author-date>

Chicago Manual full guide: <https://tinyurl.com/full-author-date>

Research Project

TERM ASSIGNMENT (65%)



Area of Study:

Annapolis Royal and surroundings

The selected area of study is Annapolis Royal and its surroundings. It includes a range of categories of built and urban culturally significant places, settlement(s), industrial heritage and cultural landscapes.

Heritage Designation Status:

Initial background materials and/or references to existing heritage designated properties will be provided at the beginning of the course. Potential places of cultural significance include but are not limited to buildings and urban areas.

DESCRIPTION

Students will engage in an individual research project through a conservation research process, beginning with selecting a culturally significant place from a proposed list within the study area. Initially, research will focus on specific architecture or urban places, then expand to include immediate settings and broader contexts at the territorial scale. Each student will produce a 2500-word research paper, formatted as a magazine article, to highlight key findings. The chosen place may or may not have formal heritage status. The resulting articles will be compiled and published online and/or in area-specific media. The graphic format and layout will be discussed in workshops within the course.

Students will conduct a heritage values analysis of the place, its settings, and context using appropriate conservation methodologies. Referring to UNESCO Historic Urban Landscape recommendations, they will identify layers of cultural significance and relationships between the place and its broader context. The analysis will assess both tangible and intangible heritage values and cross-reference cultural significance at localized and territorial scales, including geographical, cultural, natural, historical, economic, and social contexts.

Students must analyze vulnerabilities and risks associated with

preserving heritage values and identify compatible mitigation approaches. They will explore the interconnections between cultural significance and Sustainable Development Goals, focusing on opportunities for heritage places to contribute to sustainable development. The research will include relevant illustrative and graphic materials such as maps, photos, and diagrams, demonstrating changes over time to the place, the urban fabric, and the evolving cultural/natural landscape, as well as mutual relationships with its communities. The project aims to tell the story of the place and its communities, identifying overarching themes and interconnections at both architectural/urban and larger territorial scales.

The approach and methods will reference national and international heritage conservation frameworks. Approaches and methodologies to study places of potential cultural significance will be introduced at the beginning of the course. Case studies and references will be provided during seminars and lectures. Students are encouraged to expand the breadth of their research papers.

A site visit with the instructor will be organized tentatively within week 4. Attendance is highly recommended. Students must undertake at least two site visits during their research, including the one with the instructor.

Assignment Submissions: All submissions are to be made in Brightspace.

The Blue Rocks Project, Summer term 2021
Students: Marcel Correia, Mark Drennon and Anna Sawicki



SUBMISSION #1: RESEARCH PAPER OUTLINE

Evaluation weight: 10%

Due to: End of week 3 (date TBD)

Format: approx 500 words, not including citations.

Description

The outline is the roadmap for your research paper. It explains why the place is being researched, highlights key goals and objectives, and describes the process you will follow to understand and assess the cultural significance of the chosen site, including potential risks and opportunities related to its preservation.

A clear outline should identify the approach and methodology, detailing the research process and its stages. It is essential to include the following elements:

- **Research Purpose:** Identify the central issue, research goals, objectives, topics, and their relevance to the current cultural context. Provide questions/hypotheses and outline how you will explore these topics to find answers. Topics must include overarching themes to be explored in the wider context, interconnections of the historic place with local and broader contexts, and opportunities and risks related to sustainable development.
- **Literature Review:** Identify relevant literature that supports the research approach, methodology, and expected outcomes. Include annotated references of at least 10 sources (5 scholarly, 5 place-specific), each with a brief description. Ensure sources are well-researched and from reputable academic publications. Use the Chicago Style format for annotations and references.
- **Structure and Organization:** Provide a clear structure and organization for the research paper, detailing the approach and methodology for analysis and assessment, process, and interconnections of key components. Outline expected outcomes, discussion points, and implications of findings. Note any limitations and opportunities for further research.
- **Draft Graphic/Illustrative Material:** Include maps, photos, and/or diagrams related to the place, supporting the research objectives. Illustrations should be relevant and cross-referenced to the content.

Format: Word file containing the written content and selected illustrative material and PDF.

Resubmission Policy: Outlines receiving a grade of C or less may be resubmitted within three days of the mark being posted in Brightspace. The final mark will be an average of the original and the revised mark.

SUBMISSION #2A AND 2B: RESEARCH PAPER (MAGAZINE ARTICLE FORMAT)

Evaluation weight: 24%

2A: Interim Research Paper Submission (10%)

Due to: Oct 28

Format: Word file containing the written content and selected illustrative material and PDF.

Resubmission Policy: Interim submissions receiving a grade of C or less may be resubmitted within three days of the mark being posted in Brightspace. The final mark will be an average of the original and the revised mark.

2B: Research Paper Submission (14%)

Due to: Nov 26

Paper Format: The submission is to be formatted as a magazine article, consisting of 8 to 10 spreads and approximately 2500 words, not including citations. It must include a title page with the student's name and an abstract of 150-200 words.

Digital format: InDesign File (package) and PDF

Description

Students will develop a detailed research paper, formatted as a magazine article, demonstrating critical and analytical skills. This integration of meticulous academic research with the compelling narrative style typical of magazines aims to make the content accessible and engaging for both academic and general audiences.

Research paper components :

- **Comprehensive Background Analysis and Illustrative Documentation:** Students are expected to conduct an in-depth analysis using literature reviews, primary, and secondary sources to contextualize the selected place historically, culturally, and socially. The paper must include visual representations such as maps, diagrams, and photographs from site visits.
- **Methodology and Thematic Exploration:** Students should outline their research methods, aligned with best conservation practices, and engage with local communities to gain deeper insights on heritage values. The paper will focus on both tangible and intangible dimensions of values, exploring vulnerabilities and risks and leveraging aspects for the place's role in sustainable development.
- **Synthesis and Source Material:** Synthesize findings into a compelling narrative that highlights key themes and discusses the interplay of heritage values, alongside assesses conservation challenges. Graphic materials should be effectively used and accompanied by explanatory captions.
- **Glossary of Key Field-Specific Terms:** Include a glossary of key terms with definitions sourced from reputable sources to aid understanding and enhance the accessibility of the narrative.

SUBMISSION #3: MAGAZINE/ARTICLES GRAPHIC DIGITAL FORMAT PREPARATION

Evaluation weight: 12 %

Team Project: Each student is required to actively participate in the development of both the graphic layout and general content of the magazine. This teamwork is crucial for ensuring a professional and cohesive final product.

Submissions:

Draft Layout Due to: Nov 1

Final Magazine Issue Due to: Dec 4

Format: Digital layout in Adobe InDesign (IDML format) and finalized versions in PDF/EPUB for distribution.

Workshops and Planning:

- **Workshops:** Two workshops are dedicated to establishing and refining the magazine's graphic layout and content. Key elements such as the cover page, table of contents, list of contributors, editorial, introduction, and acknowledgements will be designed during these sessions.
- **Draft Work Plan:** The instructor will propose an initial work plan with milestones and tasks during the first workshop. This plan will be collaboratively refined to ensure all students are clear on their responsibilities and deadlines.
- **Execution:** The execution of tasks will follow a priority and phased approach, ensuring timely completion of each magazine component. While some tasks will be completed during class, additional work will be required outside class hours. Tasks will be distributed among individual students and small groups to maintain a balanced workload.

Compliance and Collaboration:

- **Task Compliance:** All components, whether graphic or textual, must adhere to the established schedule and quality standards. Submission dates will remain as outlined, with no changes allowed.
- **Collaborative Effort:** This project is a collective effort, requiring effective collaboration and communication among all team members. Contributions from every student are essential for the successful publication of the magazine.

SUBMISSION #4: FINAL PRESENTATION

Evaluation weight: 12%

Due to: Dec 6

Venue: School of Architecture, Exhibition room (or similar alternative),

Presentation format:

- **Visual Materials:** Hard printed excerpts from the magazine issue will be displayed on physical panels. These should include key visual and textual highlights from each student's article.
- **Digital Presentation:** Each student will use excerpts from their magazine articles in a digital format to present. The presentation will last approximately 10 minutes per student and will focus on the major themes and findings from their research.

Expected audience: peers, professors, professionals and community members.



On the Left: Aires Mateus Installation at the Biennale Venice 2012 - An evocative spatial intervention by Aires Mateus, capturing the interplay of light and shadow. This installation, showcased at the Biennale Venice 2012, invites viewers to explore the essence of architectural form and experience. (Photo by Rosa Milito)



On the Right: The Arsenale at the Biennale di Venezia 2012- The historic Arsenale, a centerpiece of the Biennale di Venezia 2012, stands as a testament to Venice's rich maritime heritage and its enduring role in the contemporary art world. (Photo by Rosa Milito)

Seminars

CONSERVATION THEORY AND CASE STUDIES (35%)



Visitors Exploring the Arsenale at the Biennale di Venezia 2012 - One of the evocative spaces within the Arsenale, where visitors engage with contemporary art installations, blending history with modern creativity. (Photo by Rosa Milito)

Assignment weight: 28%

Missed submissions and/or missed in-class activity participation, without an SDA, will be subject to applicable course policy.

Submissions

Letter size; Digital PDF; Uploaded in Brightspace.

Due Date

Participants: by 1:00 pm of the Wednesday before the seminar

Leaders: By 1:00 pm of Tuesday following the seminar

DESCRIPTION

In the first class, students will be presented with five conservation-related seminar topics along with a list of readings for all seminars. Each student will choose a topic they wish to explore as a seminar leader. Two or three leaders will be assigned per seminar. These leaders will coordinate among themselves and with the instructor to divide the source material and compile questions and answers from participants at least one week before the seminar. All leaders are required to have read all the source material.

STRUCTURE

Duration: 2 hours

Participants: All Students

Seminar Preparation

LEADERS

Responsibilities include:

- **Readings:** Thoroughly read all source material and be conversant with it.
- **Compile Questions and Answers:** Prepare for and lead the dis-

- discussion by compiling participants' questions and answers;
- **Discussion preparation:** Develop additional questions and answers for each selected source to stimulate and guide the discussion;
- **Reading summary :** Prepare a summary of selected source material highlighting key points for use during the discussion;
- **Leaders coordination:** Organize the seminar agenda to ensure a balanced distribution of contributions during collective discussions.

During the seminar:

Ensure all readings are covered, moderate discussions to explore transition points between readings, and ensure all participants contribute to the discussion.

Post Seminar:

- **Seminar notes:** Prepare notes summarizing key discussion points that emerged during the seminar.
- **Submission Requirements:** Each leader must upload an introduction to the topic, questions and answers, reading summary, and discussion notes and key points on Brightspace by 1:00 PM the Tuesday following the seminar.

PARTICIPANTS

- Students are expected to have read all source materials and have uploaded one question with answer on the relevant Brightspace forum by 1:00 pm of the Wednesday before the seminar.
- Submit peer evaluation of the seminar Leaders including constructive feedback, shortly after the seminar. This is part of the participation marks.

Seminar Discussion Overview

Introduction (10 minutes): Leaders provide a brief overview of the seminar structure and objectives and introduce the seminar topic

Presentation by leaders (15 minutes): Each leader presents key points from their chosen source material, highlighting discussion points for breakout groups (7 minutes each), with short transition times between presentations (1 minute)

Small group discussions (15 minutes): In breakout groups, each leader facilitates discussion on assigned key discussion points and compiled Q&A. Each leader joins a group to facilitate discussion.

Groups Presentations (15 minutes): Each group presents their key insights or questions (5 minutes per group), facilitated by the leaders

Case Study Analysis (30 minutes): Leaders present one or more relevant case studies that tie together the seminar topic (10 minutes), followed by a class Q&A session (20 minutes). Leaders ensure the discussion stays on topic and all students have a chance to participate.

Open Discussion (15 minutes): Open floor for any remaining questions or insights, guided by the leaders.

Conclusion (10 minutes): Leaders summarize key points and insights from the seminar, gather participant feedback, and introduce the next seminar topic and readings.

FORMAT AND SUBMISSION

File Format: PDF, letter size format. File size, max 2MB.

Participants: Questions and Answers and Peer Evaluation are to be uploaded on the relevant Brightspace forum.

Leaders: Seminar leaders must clearly identify themselves when uploading on Brightspace.

Assessment Criteria and Standards

COMPONENTS AND WEIGHT

Assignments will be evaluated by the instructor according to academic rigour, appropriate use of sources and references, originality and accuracy. Students will receive grades and written comments after each submission of the research project. Additional feedbacks will be provided individually within scheduled allocated time slots. Oral feedback and advice on Seminars participation and leadership will be provided during the course. Attendance is required.

Research Project: 60%

- Research Outline (Individual): 12 %
- Research Paper/Magazine Article format (Individual): 24% (note: including Interim Submission 10%)
- Magazine Issue Preparation (collective and individual): 12%
- Final Presentaion: 12%

Seminars (Individual): 28 %

Classes and Activities Attendance and Participation: 12%

STANDARDS FOR INDIVIDUAL ASSIGNMENTS

Assignments will be evaluated by the instructor. Letter grades for individual assignments will be converted to their mid-point percentage, multiplied by their weight, added, then converted to a final letter grade according to the University Graduate Grade Standards Chart for the Course.

The criteria below provide a comprehensive framework for evaluating the research project at each stage, from the initial research outline to the final presentation and publication of the magazine article.

Evaluation Criteria: Research Paper Outline (12%)

Components and weight distribution

- 12% of Total Course Marks, distributed as follows:

Breadth (35%):

- **Goals and Objectives Coverage:** Adequate coverage of proposed goals, objectives, topics, and themes, demonstrating an understanding of the cultural and historical context of the chosen place.
- **Research Goals:** Clear indication of broad and multidisciplinary goals, showing preliminary engagement with diverse perspectives and sources.
- **Initial Framework Engagement:** Outline of intended use of methodologies and frameworks, illustrating preliminary planning for comprehensive exploration..

Depth (30%):

- **Preliminary Analysis:** Depth of initial analysis shown through detailed objectives and a clear explanation of the importance of each chosen topic.
- **Source Planning:** Preliminary identification of high-quality primary and secondary sources that will be used in the final paper.
- **Rationale for Selection:** Early critical insights into the selection of the place and its heritage values, demonstrating the groundwork for a thorough investigation.

Clarity (20%):

- **Clear Objectives and Structure:** Clarity in the articulation of research objectives, the structure of the planned research, and initial hypotheses or questions.
- **Logical Flow:** Logical organization of the outline, showing how various components of the research will be integrated.
- **Conciseness and Precision:** Conciseness in writing, with precise descriptions of what each part of the research will cover.

Format (15%):

- **Preliminary Citation and Referencing:** Use of appropriate preliminary citations in adherence to The School's standard is Chicago Manual of Style: Author-Date Style.
- **Outline Format:** Organization and presentation of the outline in a structured format, potentially including initial graphical elements as placeholders.
- **Collaborative Planning:** Evidence of preliminary collaboration efforts, particularly in how the student plans to integrate and contribute to the overall magazine layout.

Resubmission Policy: Outlines receiving a grade of C or less may be resubmitted within three days of the mark being posted in Brightspace. The final mark will be an average of the original and the revised mark.

Evaluation criteria: Interim submission of the Research paper (10%)

Components and weight distribution

- 10% of Total Course Marks, distributed as follows:

Content Requirement: The interim submission must contain at least 75% of the final research paper content. This includes preliminary findings, analysis, and illustrative materials.

The evaluation criteria are the same as those for the final research paper/magazine article, with more emphasis placed on breath, depth and clarity.

Resubmission policy: Interim submissions receiving a grade of C or less may be resubmitted within three days of the mark being posted in Brightspace. The final mark will be an average of the original and the revised mark.

Evaluation Criteria: Final Submission of the Research Paper (Magazine Article Format) (14%)

Components and weight distribution

- 14% of Total Course Marks, distributed as follows:

Breadth (35%):

- **Comprehensive Coverage:** Extensive research on the architectural, historical, cultural significance, and broader urban and cultural landscapes of the chosen place.
- **Multidisciplinary Approach:** Effective use of diverse research methods and consideration of multiple perspectives, including cross-sectoral insights.
- **Engagement with Frameworks:** Application of appropriate conservation methodologies and engagement with relevant conservation frameworks.
- **Community and Sustainable Development:** Exploration of the place's relationship with its broader context and contributions to sustainable development goals.

Depth (30%):

- **Analytical Rigour:** Thorough analysis of both tangible and intangible heritage values, vulnerabilities, and mitigation strategies.
- **Critical Assessment:** Comparative and critical analyses of research findings, assessing the depth and rationale behind heritage values assessments.
- **Source Quality:** Utilization of high-quality primary and secondary sources and effective integration of comprehensive literature reviews.
- **Creativity and Originality:** Demonstration of creativity and originality in the presentation of the research and findings.

Clarity (20%):

- **Clear Objectives and Justifications:** Well-articulated research objectives and clear justification for the selection of the cultural significant place.
- **Structured Presentation:** Logical organization of the research paper/magazine article, with coherent argument flow and clear, concise writing.

- **Effective Communication:** Ability to convey complex ideas clearly and concisely during oral presentations, with professional use of visual aids.
- **Cohesive Narrative:** Presentation of a cohesive and integrated perspective on research findings.

Format (15%):

- **Citation and Referencing:** Adherence of citations to the Chicago Manual of Style: Author-Date Style, and, well-annotated references, including captions for illustrations and well-referenced glossary.
- **Visual and Graphic Integration:** Quality and relevance of maps, photographs, diagrams, and other illustrative materials in supporting and enhancing the research findings.
- **Magazine Layout Collaboration:** Effective contribution to and collaboration in the magazine layout preparation, ensuring the distribution of tasks and integration of elements align with the magazine's goals.
- **Professionalism in Submission:** Quality of abstract, organization, and structure of submissions, including adherence to academic and presentation standards.

Evaluation Criteria: Magazine Layout (12%)

Components and weight distribution

12% of Total Course Marks for all Magazine Layout preparation activities, distributed as follows:

Preparation and participation: 6%

- 3 pt: Active participation in workshops
- 3 pt: Completion of Assigned Tasks

Preparation and Submission of Draft Layout and Final Magazine : 6%

- 3 pt: Draft layout submission on Brightspace .
- 3 pt: Final magazine preparation and submission on Brightspace.

Evaluation Criteria: Final Presentation (12%)

Components and weight distribution:

12% of Total Course Marks, distributed as follows:

Content and Coverage:

- Comprehensive and concise presentation of key research findings.
- Clear explanation of the place's significance.

Visual and Graphic Quality:

- Effective and professional use of visual aids.
- Engaging presentation design.

Presentation Skills:

- Clarity and coherence in delivering the presentation within the allotted time.
- Engagement with the audience and effective communication skills.

Response to Questions:

- Confident and insightful answers
- Effective engagement in discussion.

Time Management:

- Adherence to the allocated time for the presentation.
- Balanced coverage of all key points.

Evaluation Criteria: Seminars (28%)

Components and weight distribution

28% of total marks for all seminar activities will be distributed as follows:

Preparation and participation: 16%

- 8pt: discussion participation and submission of peer evaluations
- 8pt: submission of questions and answer

Seminar Leadership: 12%

- 6 pt: written submissions on Brightspace
- 6 pt: come prepared, leadership and management of discussion to ensure all students have the opportunity to contribute.

Criteria

- Active Participation in class discussions on the week topic and related reading material.
- Ability of capturing the main concepts of readings, understanding perspectives, making well thought cross-references demonstrating analytical and critical thinking and cross-course connections.
- Ability to keep discussion focused on the text/topic and to facilitate discussion by respectful attitude to allow participation and debate.
- Time management within the agenda framework.
- Submission of the seminar questions and answers on the Brightspace forum.

UNIVERSITY GRADUATE GRADE STANDARDS FOR THE COURSE

For the whole course, a final grade below B- will be recorded as an F.

Letter	Grade Point	Percent	Description
A+	4.3	90–100%	
A	4.0	85–89%	
A-	3.7	80–84%	
B+	3.3	77–79%	
B	3.0	73–76%	
B-	2.7	70–72%	
F		0-69%	
INC			Incomplete
W			Withdrew after deadline
ILL			Compassionate reasons, illness

Applicable Policies and Resources

COURSE SPECIFIC POLICIES

Attendance and Participation

Attendance is essential to get the most of this course. Deep understanding of components and topics is gained connecting information across lectures, readings, seminars, activities and class discussions. Students participation is also essential to class activities and seminars. If there in an emergency and a student cannot attend seminars or other assignments activities, the one must present a **student declaration of absence** (SDA) form and contact the Instructor as soon as possible, to make alternative arrangement. Classes missed or assignments handed in late without a SDA will be penalized by 5% per weekday.

Seminars

A detailed program with specific source material will be provided on Brightspace before the course starts. Group work may be included from time to time to support collective discussions during seminars. Students are expected to be prepared and actively contribute to class discussions and activities.

Due Dates and Late Submissions

Deductions for late submissions encourage time management and maintain fairness among students.

FACULTY POLICIES

Equity, Diversity, and Inclusion

The Faculty of Architecture and Planning is committed to recognizing and addressing racism, sexism, xenophobia and other forms of oppression within academia and the professions of architecture and planning. We, the faculty, are working to address issues of historic normalization of oppressive politics, segregation, and community disempowerment, which continues within our disciplines today.

Assessment Component	Due Date	Is a Late Submission Accepted?	If so, what is the deduction per day?	Is there a final deadline for a late submission?	What does happen after that?
Attendance	Friday classes/site visit	No	5%	N/A	
Seminars: Participants submission	Wednesdays before Seminars	No	Receive 0 Pt for that seminar	N/A	
Seminars submission (Leaders)	Tuesdays after Seminars	Yes	3%	One week after the seminar (Fridays at 6 pm)	Receive 0%
Research Paper Outline (Individual)	Oct 7	Yes	5%	Oct 16	Receive 0%
Research Paper interim submission	Oct 28	Yes	5%	Nov 1	Receive 0%

Magazine Issue Layout template Final Draft submission (Class work)	Nov 1	No	N/A		
Research Paper Format - Magazine Article- (Individual work)	Nov 26	Yes	5%	Nov 28	Receive 0%
Magazine Issue ready for publication	Dec 5	No			
Presentation	Dec 6	No			

For example, if an assignment is evaluated at 75% before applying a 3%-per- weekday deduction, it would receive 72% for being 1–24 hours late; 69% for 25–48 hours late; etc.

Notes:

The following University or School policies take precedence over course-specific policies:

- No late assignments are accepted after the last day of weekly classes (the Friday before review week).
- With a *Student Declaration of Absence* (maximum two per course), an assignment may be submitted up to three weekdays late without penalty. An SDA cannot be used for the final assignment.
- With a medical note submitted to the School office, a course assignment (including a final assignment) may be submitted more than three weekdays late without penalty. The number of weekdays depends on how long you were unable to work, as indicated in the medical note. If more than one course is affected, you should consult with the Undergraduate/Graduate Coordinator to set a new schedule of due dates.
- A student with an accommodation plan that allows for deadline extensions does not need to submit an SDA.

UNIVERSITY STATEMENTS

Territorial Acknowledgement

The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people. The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Internationalization

At Dalhousie, “thinking and acting globally” enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and oriented toward solving problems that extend across national borders.”

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact the Student Accessibility Centre (for all courses offered by Dalhousie with the exception of Truro). Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.

Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

Code of Student Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Fair Dealing Policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

UNIVERSITY POLICIES, GUIDELINES, AND RESOURCES FOR SUPPORT

Dalhousie courses are governed by the academic rules and regulations set forth in the Academic Calendar and the Senate.

- <https://academiccalendar.dal.ca/catalog/viewcatalog.aspx>
- https://www.dal.ca/dept/university_secretariat/university_senate.html

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates)
 - https://www.dal.ca/academics/important_dates.html
- Classroom Recording Protocol
 - https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html
- Dalhousie Grading Practices Policy
 - https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Grade Appeal Process
 - https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html
- Sexualized Violence Policy

- https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-policy.html
- Scent-Free Program
 - <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

- Academic Support - Advising https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html
 - https://www.dal.ca/campus_life/academic-support/advising.html
- Student Health & Wellness Centre
 - https://www.dal.ca/campus_life/health-and-wellness.html
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond)
 - https://www.dal.ca/campus_life/academic-support/On-track.html
- Indigenous Student Centre and Indigenous Connection
 - https://www.dal.ca/campus_life/communities/indigenous.html
 - <https://www.dal.ca/about-dal/indigenous-connection.html>
- Elders-in-Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.
- Black Student Advising Centre
 - https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Centre
 - https://www.dal.ca/campus_life/international-centre.html
- South House Sexual and Gender Resource Centre
 - <https://southhousehalifax.org/about-us>
- LGBTQ2SIA+ Collaborative
 - <https://www.dal.ca/dept/vpei/edia/education/community-specific-spaces/LGBTQ2SIA-collaborative.html>
- Dalhousie Libraries
 - <https://libraries.dal.ca/>
- Copyright Office
 - <https://libraries.dal.ca/services/copyright-office.html>
- Dalhousie Student Advocacy Service (DSAS)
 - <https://www.dsu.ca/dsas>
- Dalhousie Ombudsperson
 - https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/

ombudsperson.html

- Human Rights & Equity Services
 - <https://www.dal.ca/dept/vpei.html>
- Writing Centre
 - https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Study Skills/Tutoring
 - https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Safety

- Faculty of Architecture and Planning: Work Safety
 - <https://www.dal.ca/faculty/architecture-planning/current-students/inside-building/work-safety.html>