



William, Kentridge, Wolf from the story of Romulus and Remus depicted on the retaining walls along the Tiber River in Rome. Murals made by selectively removing dirt from the surfaces. Photograph by Jerzy Elzanowski, 2018.

Instructor: Dr. Jerzy (Jurek) Elzanowski

Location: 1216 Dunton Tower

Time: Thursdays, 17:35-20:25

Office hours: by email appointment

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Heritage Conservation I: The 'Heritage' of Heritage Concepts

While heritage conservation is a highly specialized field, formalized around local, national, and transnational legal and social frameworks (enacted by governments, professional advisory groups, interest groups, and non-profits), there is little agreement across disciplines as to the meanings and implications of the two constitutive terms. 'Heritage' and 'conservation' prove ambiguous when considered from the vantage point of different disciplines, languages, and knowledge systems. Heritage can be a noun that describes the monetary or cosmic inheritance of individuals, societies, and nations, but it can also act as a modifier—an adjective that specifies a *kind* of conservation or preservation. Heritage and conservation can separately be linked to other compound terms such as heritage studies, heritage tourism, and dissonant heritage, as well as architectural conservation, art conservation, and nature conservation. Each of these

terms or fields of inquiry and action has a different relationship to theory and practice. Each is defined, conditioned, and propagated within specific systems of reciprocally legitimized and relational networks of knowledge and power.

As a seminar group, we need to find a story, a path through this complicated terrain of systems, terms, and philosophical concepts. **This year, I suggest that we focus on figuring out how World Heritage came to be conceptualized, and how the terms 'authenticity' and 'value' have been deployed** in both local and national attempts to create a sense of continuity in a world perceived to violently and quickly move *forward* through history. The hope is that by engaging with, and by (re)positioning, normative notions in heritage conservation, we will begin to discover the tools to research and practice ethically, innovatively, and experimentally.

Class Participation, Assignments, and Evaluation

Students will be evaluated on the basis of class participation (including peer review of final project proposals), discussion facilitation, a creative assignment *OR* a comparative public lecture review, a final presentation, and a final paper. **I will distribute detailed written instructions for each assignment in class and post them on cuLearn.** These documents will explain the nature of the creative assignment, how peer review works, and outline expectations for the final paper.

This is a reading-intensive graduate seminar; regular attendance and thoughtful, informed, and generous participation in discussions is crucial to success. Each week, two students will be responsible for facilitating that day's discussion. Students will have different roles. One student will be asked to briefly summarize the assigned articles in a comparative manner, while their partner will research and briefly present one person and one site (or practice) mentioned in the readings. Both student will prepare questions / an interactive activity for the class, and moderate the group discussion. Four students will moderate the final presentation sessions instead of facilitating a discussion. A sign-up sheet will be circulated.

The entire group will help the facilitators/moderators by uploading three to four questions or discussion points that they intend to raise in class to the following Google Drive Folder:

https://drive.google.com/drive/folders/1V2kYeFaDZlclwwug_PXeY8C8ufjKqtv?usp=sharing

Discussion questions must be uploaded by 10pm every Tuesday night. They are a way for you to organize your thoughts in relationship to assigned readings, and they give students less comfortable with public speaking the chance to share their ideas with the group in advance. They facilitate more coherent discussion and allow both the facilitators and the instructor to direct the discussion towards topics most relevant for the group.

Important Notes: *Discussion leaders must keep their summaries/presentations to 10 minutes each! Final project presentations must also not exceed 10 minutes!*

Course Requirements and Grade Distribution

- Participation: 25%, including:
 - Attendance and contribution to class discussions: 10%
 - Discussion facilitation: 10% (1 session)
 - Regular submission of discussion questions: 5%
- Peer review participation (for final project proposals): 5%
- Revised (post-peer review) final project proposal and annot. bibliography: 10%
- Creative assignment + written reflection *OR* attendance at two public lectures + comparative written review: 20%
- Final project presentation: 10%
- Final project: 30%

I will be meeting with each of you individually to provide an informal assessment of progress in the course during the week of February 11-15. Please remember to schedule an appointment with me.

Information about “peer review” will be circulated in class.

Assignment Deadlines

- Proposals for final paper delivered to colleagues for peer review: Tuesday, January 29, 2019.
- Peer reviews returned to colleagues: Tuesday, February 5, 2019 by 5pm at the latest.
- Brief in-class discussion of proposals: Thursday, February 7, 2019.
- Revised proposals: Tuesday, February 12, 2019 (Assessed).
- Creative assignment *OR* comparative public lecture review: Tuesday, March 12, 2019 (Assessed).
- Creative Assignment ‘Show and Tell’: Thursday, March 14, 2019.
- Final project conference-style presentations, Thursday March 28, 2019 and Thursday April 4, 2019 (Assessed).
- Final paper due Saturday, April 27, 2019 (Assessed)

Under regular circumstances, I will not consider or grade late submissions. If you expect that you will need an accommodation, please let me (as well as your peer review partners) know at least 1 week in advance. See below for University accommodations.

Course Correspondence

Please communicate with me using your Carleton email accounts *only*. I will do my best to respond to student emails within 24 hours and ask that students follow the same rule when responding to my queries. I usually do not check email messages on the weekends or in the evenings. Emails received on Friday will likely be answered the following Monday.

Scheduling

Please note that although I will do my best to follow the schedule provided below, certain activities, including guest speaker appearances and the accompanying discussions, may need to be rescheduled. I will announce any changes to the reading schedule at least two weeks in advance. As such, this is a **draft schedule**. **Readings, class topics, and presentation schedules may change with reasonable notice.**

Readings

The library will make most of the assigned articles available on ARES. For copyright reasons, some books (and book chapters) may be accessible at the library reserves only. I will be signing out some books from my personal library if necessary, and posting some articles on cuLearn. Please make sure to plan your readings in advance, and to coordinate with me if needed. I find that using printed/hard rather than electronic copies of reading material in class is more productive for sharing and learning. Unless this is very difficult to do (e-books), I would ask that you print, mark up, and bring physical copies of assigned articles to class.

Two books will act as general references for this course. This means that while only one or two chapters from each book will be assigned in class, I encourage you to use the texts to help contextualize the main historical and theoretical material in the course:

Miles Glendinning, *The Conservation Movement: A History of Architectural Preservation* (London: Routledge, 2013).

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

Since many people prefer to use electronic versions, I will not be ordering the books for you. If you intend to continue with heritage studies or to work in the heritage field, you are welcome to purchase the books as hard copies or in your preferred electronic format. For those who do not wish to buy the books, there will be copies of both books on reserve at the library, available to borrow at my office, and some sections scanned and available on ARES. Make sure to look at the schedule of assigned readings closely, and to order or otherwise source books far in advance of the scheduled discussion.

Neither of these books should be seen as 'guides' to conservation. Different sections of both occupy different nodes on the spectrum that lies between professional heritage planning/conservation and critical heritage studies. There are, naturally, other texts that are more entrenched in what heritage professionals call "doctrine," as well as literature that is far more radical in its critique of heritage conservation practice and language. Our job will be to position these readings within a broader history and philosophical critique of knowledge.

As graduate students you are expected to read beyond the assigned literature, and to consistently demonstrate a level of curiosity, and a research sensibility. **Reading broadly and consistently throughout the semester will prepare you for the final assignment, and will help you do well in class discussions and workshops.**

Please remember to read consistently throughout the semester, and use the 'lighter' weeks to read ahead. We will talk about a 'layered' approach to reading that allows

students to reliably maintain an overview of the main arguments of an article or book. For weeks with a particularly large number of assigned readings, I may suggest specific sections of articles or book chapters that demand close reading, and equally point out sections that can be read for general content, with less attention to detail.

Reading Schedule

Week 1 – 10/01/19: Introductory Class

Week 2 – 17/01/19: Heritage and Inheritance

Facilitation: *Patricia and Michelle*

- Kahente Horn-Miller, “How Did Adoption Become a Dirty Word? Indigenous Citizenship Orders as Irreconcilable Space of Aboriginality,” *ArterNative*, October 22, 2018: 1-9.
- Jordan Sand, “Japan’s Monument Problem: Ise Shrine as Metaphor,” *Past & Present* 226, suppl.10 (2015): 126–152.
- Brian Graham, Greg Ashworth, John Tunbridge, *A Geography of Heritage: Power, Culture and Economy* (London: Routledge, 2000), 1-19.
Download here: <https://www.taylorfrancis.com/books/9781317836247>

Optional Reading:

- David C. Harvey, “Heritage Pasts and Heritage Presents: Temporality, Meaning and the Scope of Heritage Studies,” *International Journal of Heritage Studies* 7, no.4 (2001): 319–38.

Week 3 – 24/01/19: Why do we save things?

Guest Discussant: Enrique Muñoz-Maza, Furniture Restoration

Facilitation: *Jeannine and Alice*

- Tim Ingold, “The Textility of Making,” *Cambridge Journal of Economics* 34, no.1 (2010): 91-102
- David Garneau, “Imaginary Spaces of Reconciliation and Conciliation,” *Reconcile This! West Coast Line* 74, 46, no.2 (Summer 2012): 28-38.

Week 4 – 31/01/19: Architectural Conservation and its History in European Modernity

Facilitation: *Stephanie and Nansen*

- Leo Schmidt, *Architectural Conservation: an Introduction* (Berlin: Westkreuz-Verlag, 2008). *Please read the whole book.*
- Alois Riegl, “The Modern Cult of Monuments, Its Essence and Its Development,” 1903.

Optional Reading:

- Miles Glendinning, "International Revolutions and National Heritages," in *The Conservation Movement: A History of Architectural Preservation* (London: Routledge, 2013), 65-115.
- Harold Kalman, "The Setting for Heritage Planning," in *Heritage Planning: Principles and Process* (New York: Routledge, 2014), 3-21.

**Week 5 – 07/02/19: Constructions of Authenticity and Nationhood 1: Canada and Japan
Session held at the Carleton University Art Gallery (CUAG)**

Facilitation: Kate and Thomas

- REVIEW: Jordan Sand, "Japan's Monument Problem: Ise Shrine as Metaphor," *Past & Present* 226, suppl.10 (2015): 126–152.
- Jonathan Franklin, "Documenting Inuit Prints from the Canadian Arctic," *Art Documentation: Journal of the Art Libraries Society of North America* 24, no.2 (2005): 29-33.
- Deborah Root, "Inuit Art and the Limits of Authenticity," *Inuit Art Quarterly* 23, no.2 (2008): 18-26.

Optional Reading:

- Herb Stovel, "Origins and Influence of the Nara Document on Authenticity," *APT Bulletin* 39, no.2/3 (2008): 9-17.

Week 6 – 14/02/19: NCC Special Event: Reuse and Renewal: Designing Futures for Historic Places

Readings TBA

Week 7 – Reading Week – 18-22/02/19 – No Class

Week 8 – 28/02/19: Constructions of Authenticity and Nationhood 2: Germany

Facilitation: Casandra and volunteer

- Rebecca Dolgoy, "Berlin's *Stadtschloss-Humboldtforum* and the Disappearing Glass: The Museum as Diorama," *European Journal of Cultural and Political Sociology* 4, no. 3 (2017): 306-335.
- Christina Cameron, "From Warsaw to Mostar: The World Heritage Committee and Authenticity," *APT Bulletin* 39, no. 2/3 (2008): 19–24.
- David Chipperfield, "Neues Museum Berlin: Restoration, Repair, Intervention," *Jahrbuch BDA* (2008): 10-11.

Optional Reading:

- Kerstin Barndt, "Working through Ruins: Berlin's Neues Museum," *The Germanic Review: Literature, Culture, Theory*, 86, no.4 (2011): 294-307.

Week 9 – 07/03/19: World Heritage and the Evolution of Charters

Guest Discussant: Christina Cameron, Canada Research Chair on Built Heritage

Facilitation: Robin and Otmar

- Cari Goetcheus and Nora Mitchell, "The Venice Charter and Cultural Landscapes: Evolution of Heritage Concepts and Conservation Over Time," *Change Over Time* 4, no. 2 (2014): 338-357.
- Cameron, Christina and Mechtild Rössler, "The Creation of the World Heritage Convention," in *Many Voices, One Vision: The Early Years of the World Heritage Convention*. Farnham, Surrey: Ashgate, 2013
- Christina Cameron, "The Spirit of Place: the Physical Memory of Canada," *Journal of Canadian Studies* 35, no. 1 (2000): 77-94.

Conventions and Charters:

- *International Charter for the Conservation and Restoration of Monuments and Sites* (Venice Charter), 1964.
- UNESCO, *Convention Concerning the Protection of the World Cultural and Natural Heritage*, 1972.
- ICOMOS Australia, *The Burra Charter*, 1999 revision.
- *Quebec Declaration on the Preservation of the Spirit of Place*, 2008.

Optional Reading:

- Harold Kalman, "Standards and Guidelines," as well as "Heritage Value," in *Heritage Planning: Principles and Process* (New York: Routledge, 2014), 163-174; 199-210.
- Laurajane Smith, "Authorizing Institutions of Heritage," in *Uses of Heritage* (London: Routledge, 2006), 87-114.

Week 10 – 14/03/19: Creative Assignment 'Show and Tell'

No Readings

Week 11 – 21/03/19: Heritage, Power, Land

Facilitation: Sidney and Jayme

- Marie Battiste and James Sa'ke'j Youngblood Henderson, "The Concept of Indigenous Heritage Rights," in *Protecting Indigenous Knowledge and Heritage: A Global Challenge* (Saskatoon, Purich: 2000), 66-79.
- Kurt E. Dogonoske and Theresa Pasquale, "Steps Toward Decolonizing the National Historic Preservation Act," in *Bending the Future: Fifty Ideas for the Next Fifty Years of Historic Preservation in the United States*, ed. Max Page and Marla R. Miller (Amherst: University of Massachusetts Press, 2016), 67-71.

- Laurajane Smith, "The Issue of Control: Indigenous Politics and the Discourse of Heritage", in *Uses of heritage*, (London: Routledge, 2006), 276-298.

Week 12 – 28/03/19 // Week 13 – 04/04/19: Final Presentations

Facilitation: Josh, Kiersten, David, Meighen

Guest will be invited and you we will organize papers in sessions, following a conference format.

Academic Integrity

The following texts are part of Carleton's academic integrity and equity policies.

Plagiarism: Plagiarism is a very serious academic offence. It occurs when someone tries to pass anyone else's work as their 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>

Academic Accommodation

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

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 visit the Equity Services website:
<http://www2.carleton.ca/equity/>

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/>

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*).

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/>