

Summer Field School in Built Heritage and Cultural Landscapes
Documentation, Interpretation and Intervention in the Architecture and Landscapes of Gaspé, Québec, Canada

Undergraduate: **ARC-4103**
 Graduate: **ARC-6060**
 Continuing Education: **ARC-U001**

School of Architecture, Faculty of Urban Planning, Architecture, Arts and Design, Université Laval

Cap-des-Rosiers
 Gaspé, Québec, Canada

Summer 2016

3 course credits

From Monday 9 May to Friday 27 May 2016

Professors: **Tania Martin** (coordinator), Full Professor at the School of Architecture and formerly Canada Research Chair in Built Religious Heritage, Université Laval, Quebec; **Stéphanie Harnois**, Professor in Geography, Cégep de la Gaspésie et des Îles, Campus de Gaspé; **Antoine L'Italien-Savard**, architect, Public Works and Gouvernement Services, Canada, Québec; **Jean-François Spain**, Professor in Tourism and the Outdoors, Cégep de la Gaspésie et des Îles, Campus de Gaspé; **Nancy van Dolsen**, Architectural and Landscape Historian and Adjunct Professor in Public History at North Carolina State University, Raleigh; other scholars and professionals.

Course Description

This intensive, three-week field course invites participants to experience the process of studying cultural landscapes *in-situ* and to develop their abilities to record, interpret and propose innovative ways of preserving these resources. The course presents the process of documenting and interpreting a cultural landscape, introduces conventional and avant-garde field recording techniques such as photogrammetry and GPS positioning (depending on the interests of students and as time permits), and lets participants put these techniques into practice. Working closely with course instructors and other professionals, participants will first document the case study site as it exists today, paying close attention to geographical, architectural, social, economic, cultural and religious dimensions. After conducting interviews with local experts and citizens and analysing archival documents (plans, maps, newspapers, photographs, paintings, etc) and pertinent material culture (statuary, secondary buildings, field patterns, crops, etc.), they will then interpret these places in their socio-cultural, economic, and historical context using interpretive frameworks from such disciplines as cultural geography, typomorphology, the history of architecture, social history, and ethnography. Finally, participants will engage local stakeholders, government authorities, representatives of heritage groups and cultural organisations and community members in discussions concerning the future of their built heritage in relation to the development of their community and work with them to develop appropriate and sustainable historic preservation strategies that are in keeping with the needs and values of the population.

Through discussion-based lectures, seminars, on-site research, in-class or studio sessions, and public participative roundtables and workshops, participants will work closely with local stakeholders, professionals (architects, urban planners, historians, geographers) and renowned university scholars working in cultural landscapes studies.

This year we will explore the buildings and landscapes characteristic of Cap-des-Rosiers, a village amputated of half of its territory and its fishing harbour in 1970 when Forillon national park of Canada was created. This “great disturbance” affected half of the inhabitants. Today, the school is neglected and church attendance is in decline. For how much longer will parishioners be able to ensure the building’s upkeep? The lighthouse and the community recreation centre, sites of social and cultural activities, bookend the village core.

How might we imagine the future of the village in a manner that maintains a certain level of vitality in the village center? How do we reinvent rural life in ways sustainable and dynamic?

While tourism is an important development avenue for Cap-des-Rosiers, as it is for other communities situated on the Forillon Peninsula, it struggles to survive since a great number of services in the area have disappeared. Given fluctuations in the numbers of annual visitors, often according to the value of the Canadian dollar, and unpredictable weather, the recreation and tourism industry offers little long-term economic stability. In light of this observation what are the local projects (a term used by Alberto Magnaghi, of the Italian territorialism school of thought) that can take root in the region and in the locality?

Our mission is to:

- examine the ways in which Cap-des-Rosiers can generate complementarity and synergies between various community-led initiatives*
- attempt, in collaboration with the community, to envision new strategies or initiatives, both in terms of projects and in terms of community engagement

that sustain and stimulate the development of the village and its viability while also interpreting and showcasing its built heritage and cultural landscapes.

Sustainable reterritorialisation projects, modest though they may be, stem from profound knowledge of past and presently existing conditions of the territory and its inhabitants. They require exhaustive understanding of the cultural landscapes of the region and local society. Participants in the 2016 Field School will begin to undertake this work with key stakeholders and Cap-des-Rosier residents.

Cultural landscapes of the Gaspé

Combined works of nature and humankind, they express a long and intimate relationship between peoples and their natural environment (UNESCO). This field course takes a cultural landscape approach to this work, defined here not just as buildings but also as the reciprocal relationships between social groups and their buildings and spaces, and how these relationships have changed over time. All modifications humans make to the environment at a given moment and in a given place speak to the ways a society structures itself. A place embodies the social and economic relationships established between members of a group as well as the cultural and religious values they hold dear. The resulting organisation of space is the sedimentation of those historically-made choices and the built forms we see today constitute a veritable archive. As John Brinckerhoff Jackson said «cultural landscapes make history visible». Sometimes, when evidence of a particular period disappears, that history is carried instead in peoples' heart, memory and imagination.

Reputed since the beginning of the twentieth century for its majestic natural landscapes, the Gaspé Peninsula remains a region to study and comprehend through the lens of cultural landscapes. The meeting ground of Micmac, French, Basques, English, Jersey, as well as Acadians, American Loyalists, Scotch, Irish and French-Canadian colonisers, its landscapes are subtly marked by modest settlements whose economy turned towards sea and forest. A string of villages and hamlets hug the coastline, evidence of a landscape shaped by human action. How can we accurately describe these settlements and their diverse component structures? What do they teach us about the successive inhabitants who lived there and the consequences of their actions? How have the civic priorities, economic decisions, and religious practices of the different cultural groups forged these places up until the present-day? How can we preserve the particularities of the Gaspé while also responding to the needs of current and future generations? These are the types of questions that this course addresses.

Learning Objectives and Competencies

- 1) To document and interpret the evolution of certain elements of a cultural landscape in their geographic (spatial), architectural, social, economic, cultural and religious contexts.

* Private enterprises, the public sector, and community initiatives.

- 2) To learn to use a variety of sources, including: archival documents; maps and plans; interviews and oral histories conducted with key stakeholders and local residents; field recordings
- 3) To propose new appropriate historic preservation strategies for the case-study site using participative design processes.
- 4) Develop research abilities overall and best practices expected of professionals in the field.

Assignments

Participants, working in teams, will produce:

- Field notes (including photodocumentation) and measurements
- Transcripts of discussions with community members
- Existing condition drawings and proposed strategies
- Exhibition boards interpreting field data, oral histories, and primary sources
- Preliminary intervention strategies through participative design processes
- Public presentations and exhibition of work

All participants are expected to contribute to this hands-on research project to the best of their abilities. They are expected to be fully engaged in the work of the overall project from approximately 8am to 6pm during weekdays, with extended hours during the final few days as the team prepares for the final public presentation and exhibition. Past experiences have shown that students, enthusiastic about the hands-on work, put in longer hours in their free time, on evenings and weekends, with good humour.

Course activities lend themselves well to continual feedback from the instructors and peers. This feedback aims to facilitate assimilation of new knowledge and skills, and rectify learning problems or deficiencies.

Participants will receive one final grade from the instructors, and this grade will be based on participation, enthusiasm, contributions to the group project, and personal development of skills and abilities. In addition, each participant will submit a copy of their course diary and a reflective report of a maximum of 2500 words on one's learning for evaluation.

While the course diary's primary use is for daily note-taking, reflection on one's discoveries, the obstacles and challenges encountered in one's learning process, the solutions found, etc., the reflective report recounts, in hind sight, the lessons learned through participation in course activities.[†] Retrospective, it enables him or her to measure the extent of his or her learning and skill acquisition. Prospective, it helps the student identify the elements he or she might incorporate into his or her future practice.

Particular conditions

All work produced during the field course including a copy of the course diary must to be submitted to the course instructors and all assignments completed **before** the student leaves the study site, except for the reflective report, which must be sent in at the very latest one week after the last day of the course, **in order to receive a final grade**. He or she may have additional assignments depending on the conditions set by his or her home university and is responsible for setting the due dates with that institution.

Note that all data collected and work produced in the field school will be used, in whole or in part or in modified form in future publications, exhibitions, and conference materials, etc. By taking the course, participants give their tacit permission to use the work in any of these ways; their contributions will be acknowledged.

[†] Attention, the expectation here is that the student will take inventory and self-evaluate his or her learning, not evaluate the course. Nonetheless, if one has suggestions that might help the instructors improve the course, please feel free to include them in an appendix to the reflective report.

Evaluation criteria

Quality and rigor of field notes, measurements and drawings, interviews and transcripts	30%
Quality and pertinence of analyses et interpretation of data, archival documents et other primary and secondary sources as presented in graphic and written work (preparation of round tables, workshops with local community, and exhibition), oral public presentations	30%
Depth of involvement and consistency of participation (during exchanges in the field and in the classroom, and with local residents and stakeholders), daily preparation, team work, attitude	25%
Quality of course diary, frequency of entries, pertinence of observations	15%
TOTAL	100%

All work completed in the course must be properly referenced and presented according to the highest academic standards:

- Properly formatted;
- Impeccable spelling and grammar;
- Captions must accompany illustrations and proper credit given to authors;
- All references to documents consulted will be indicated (e.g. footnotes), whether it is because one is borrowing the author's ideas or directly citing him or her;
- Regardless of their importance, direct quotations or excerpts of a work must be put between quotation marks with the reference, including the page number, well indicated in a footnote or another academically accepted format.

Plagiarism is, in all cases, unacceptable and goes against university policy. The *Règlement des études de l'Université Laval* contains provisions to this effect: www.ulaval.ca/sg/reg/Reglements/Reglement_disciplinaire.pdf.

ASSESSMENT OF THE QUALITY OF PRESENTATION OF WORK (WRITTEN, ORAL AND GRAPHIC)

Great importance is given to the quality of French (and, in this case, English), thus appropriate care must be given to language expression in the work produced (article 238 du *Règlement des études*). Course assessment takes into consideration the quality of written, oral and graphic expression. Penalties of up to a full letter grade (e.g. from A to B) can be applied for deficiencies in these areas. Work judged to have significant weaknesses in the structuring of ideas, argumentation, spelling or syntax will have to be rewritten or reworked before final evaluation; they will systematically be downgraded by one full letter grade. Students are therefore strongly encouraged to have their peers or competent persons in their circle of acquaintances.

GRADING SCALE

Letter grade and its numeric weight		Admissible range when converting numerical grade into letter grade		Interpretation of the result
A+	4,33	4,17 à 4,33	91,67 à 100,00	The work produced is excellent and convincingly meets all of the learning objectives set for the course.
A	4,00	3,84 à 4,16	88,34 à 91,66	
A-	3,67	3,50 à 3,83	85,00 à 88,33	
B+	3,33	3,17 à 3,49	81,67 à 84,99	The work produced is very good and meets the majority all of the learning objectives set for the course.
B	3,00	2,84 à 3,16	78,34 à 81,66	
B-	2,67	2,50 à 2,83	75,00 à 78,33	
C+	2,33	2,17 à 2,49	71,67 à 74,99	The work produced is satisfactory although it is deficient with regards a number of the learning objectives set for the course.
C	2,00	2,00 à 2,16	70,00 à 71,66	
E	0,00	moins de 2,00	00,00 à 69,99	The work produced is unsatisfactory and does not meet the learning objectives set for the course.

LATE SUBMISSION PENALTIES

All work must be submitted on the day and at the time indicated in the course calendar. Assignments or work submitted after that time, without justification or prior agreement with the instructor, will be penalised by one third of a grade (e.g. A- to B+) every day submission is delayed.

STUDENTS HAVING A HANDICAP, LEARNING DISABILITY OR MENTAL DISORDER:

Students who have a bona fide attestation of academic accommodation (*Attestation d'accommodations scolaires*) from a counsellor from the appropriate office in their university (at Université Laval it is the secteur Accueil et soutien aux étudiants en situation de handicap (ACSESH)) must meet with the instructor at the beginning of the course in order to negotiate appropriate measures, whether for in-class work or for exams or other work submitted for assessment. Those who have a functional deficiency or handicap, and who do not have such an attestation in their possession must contact the appropriate office immediately.

The ACSESH at Université Laval (and presumably the equivalent office in other universities) strongly encourage students to take advantage of their services, to which each student has a right, in order to succeed in their studies free of discrimination and without special privileges. More details on the office's services can be found on their website : https://www.aide.ulaval.ca/cms/Accueil/Situations_de_handicap.

For more information on assessment, consult the appropriate procedures available at: https://www.aide.ulaval.ca/cms/site/aide/lang/fr/Accueil/Situations_de_handicap/Ressources_enseignants/Passati_on_examens

IMPORTANT REMARKS

The course coordinator reserves the right to modify the course at any time; however, she will consult students and instructors beforehand.

Required Readings (please read before arriving on site)

Some of the following have been ordered and are available for purchase at Coop Zone, La Fabrique location (the Université Laval bookstore). Please procure them as soon as they arrive in stock.

- Bernier, Lionel. *La bataille de Forillon : roman* (Montréal : Fides, 2009).
- Byrne, Denis. « Heritage as Social Action » in *The Heritage Reader* eds. Graham Fairclough, Rodney Harrison, John H. Jameson Jr., John Schofield (London and New York : Routledge, 2008) : pages 149-173.
- Carter, Thomas and Elizabeth Cromley. *Invitation to Vernacular Architecture* (Knoxville: University of Tennessee Press, 2005).
- Chappell, Edward. *Looking at Buildings* (pdf. Disponible à partir du site web du cours).
- Magnaghi, Alberto. *Le projet local* (Sprimont, Belgique : éditions Pierre Mardaga, 2003)
- Mimeault, Mario. *Gaspésie, Regions of Quebec Collection A brief history 6* (Québec : Presse de l'Université Laval, 2005)

Recommended Readings

- Bouchard, Roméo. *Il y a-t-il un avenir pour nos régions.* (Montréal : Les Éditions Écosociété, 2013)

- Desjardins, Marc, Yves Frenette, Jules Bélanger et al., *Histoire de la Gaspésie* (Québec : Institut québécois de recherche, 1999).
- Domon, Gérald, and Julie Ruiz. *Paysages ruraux: Méthodes d'état des lieux at de diagnostic*. (Montréal: Les Presses de l'Université de Montréal, 2015).
- Jackson, John Brinckerhoff. *Discovering the vernacular landscape*. (New Haven : Yale University Press, 1984).
- Meinig, Donald William and Jackson, John Brinckerhoff, eds. *The Interpretation of Ordinary Landscapes: Geographical Essays* (New York : Oxford University Press, 1979).
- Williams, Ron. *Landscape Architecture in Canada* (McGill-Queen's University Press, 2014).

Course bibliography:

- Birnbaum, Charles A., ASLA National Park Service Briefs #36. *Protecting Cultural Landscapes: Planning, Treatment and Management of Historic Landscapes*. (<http://www.cr.nps.gov/hps/tps/briefs/brief36.htm>)
- Carter, Thomas, *Images of An American Land* (Albuquerque: University of New Mexico Press, 1997).
- Grady, Clay. chapter 7 "Crossing the American Grain with Vesalius, Geddes and Jackson" in eds. Chris Wilson et Paul Groth, *Everyday America: Cultural Landscape Studies after J.B. Jackson* (Berkeley: University of California Press, 2003) : 109-129.
- Grady Clay, *Close-up: How to Read the American City* (Chicago: University of Chicago, 1973)
- Cosgrove, Denis. Introduction and chapter 1 "The Idea of Landscape" in *Social Formation and Symbolic Landscape* (Madison: University of Wisconsin, 1998): 1-38.
- Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England* (New York: Hill and Wang, 1983).
- Desjardins, Marc, Yves Frenette et Jules Bélanger et al., *Histoire de la Gaspésie* (Québec : Institut québécois de recherche, 1999).
- Foy Jessica H. and Thomas J. Schlereth, *American Home Life, 1880-1930* (Knoxville: University of Tennessee Press, 1992).
- Garvin James. *A Building History of Northern New England*. (University Press of New England, 2002).
- Groth, Paul and Todd W. Bressi, *Understanding Ordinary Landscapes* (New Haven: Yale, 1997).
- Herman, Bernard and Gabrielle Lanier. *The Everyday Architecture of the Mid-Atlantic*. (Baltimore: The Johns Hopkins University Press, 1997)
- Hudson, John C. *Across This Land: A Regional Geography of the United States and Canada* (Baltimore: Johns Hopkins, 2002).
- Jackson, John Brinckerhoff. *Landscape in Sight* (New Haven, London : Yale University Press, 1997).
- Lewis, Pierce F. "Axioms for Reading the Landscape," in ed. D. W. Meinig, *The Interpretation of Ordinary Landscapes: Geographical Essays* (New York: Oxford University Press, 1979) : 11-32.
- Monmonier, Mark. *How to Lie with Maps* (University of Chicago Press, 1996).
- Vernez Moudon, Anne. "Urban morphology as an emerging interdisciplinary field," *Urban Morphology* 1, 3-10, 1997.
- St. George, Robert Blair, ed. *Material Life in America, 1600-1860* (Boston: Northeastern University Press, 1988).
- Schlereth, Thomas J. *Victorian America: Transformation in Everyday Life, 1876-1915* (New York: Harper Collins, 1991).
- Upton, Dell. "Architectural History or Landscape History?" *Journal of Architectural History*, 44 no. 4 (August, 1991): 195-99.
- Williams, Michael Ann. *Homeplace: The Social Use and Meaning of the Folk Dwelling in Southwestern North Carolina* (Charlottesville: University of Virginia Press, 2004 reprint).
- Wilson, Chris and Paul Groth. chapter 1 'The Polyphony of Cultural Landscape Study' in eds. Chris Wilson and Paul Groth, *Everyday America: Cultural Landscape Studies after J.B. Jackson* (Berkeley: University of California Press, 2003): 1-26.
- Zelinsky, Wilbur. *The Cultural Geography of the United States*. (Prentice Hall, 1996)

National Park Service Briefs at <http://www.cr.nps.gov/hps/tps/briefs/presbhom.htm>, numbers 14, 17, 18, 24, 31, 35, 36, and 43 especially

National Park Service Heritage Preservation Services <http://www.cr.nps.gov/hps/index.htm>

Buildings and Landscapes, formerly *Perspectives in Vernacular Architecture*

Standards and Guidelines for the Conservation of Historic Places in Canada

: <http://www.pc.gc.ca/eng/docs/bib-lib/docs3.aspx>.