



MED-QUAD ARCHEO Living Lab A Community Innovative Supply

Course Title: Conservation of Historic Areas

Course Duration: 15 weeks

Course Eligibility: Postgraduates Students

Course Description & Objectives

Conservation of Historic Areas is a postgraduate course that aims to provide students with an in-depth understanding of heritage structures, values, and authenticity. Through the course, students will be introduced to frameworks for planning and managing heritage conservation, including the challenges posed by cultural discontinuity. The course will also explore the largely untold history of the historic preservation movement and examine how we preserve the built environment.

Additionally, the course will expose students to the concept of urban revitalization within old cities and demonstrate contemporary trends towards re-assuring local cultural continuity development. The course emphasizes a critical approach towards current conservation practices, discussing ways to enhance and appropriate conservation methods for specific cases.

One of the course's main objectives is to enable students to analyze various international examples of urban revitalization projects that involve redesigning surrounding spaces, socio-economic upgrading, and establishing frameworks and processes that facilitate successful development. The course features a rich collection of ideas and projects that urban designers are generating globally.

Another key objective of the course is to introduce the use of KETs in conservation (3D laser scanner, VR, AR,..). To help students understand how surveying utilizing a 3D laser scanner can enhance Historic Urban Conservation decision-making, from the most local project to the broader environment. Moreover, emphasis the importance of the Quadro Helix (QH) approach,



the role of the civic university and the RRI in planning the conservation of historical areas. Additionally, to increase the technological transfer among different realities in the Mediterranean basin, in the field of new cultural heritage technologies and Key Enabling Technologies

Content and Structure

The course is structured in a workshop and field survey format, complemented by lectures, readings, guest speakers, presentations, teamwork activities, assignments, and one historic urban conservation project. During class sessions, students will explore various literature and analysis techniques and discuss their project progress. The course will also explore the potential for design to serve as a mode of research inquiry.

Throughout the course, students will gain a comprehensive understanding of the historic urban conservation concept, focusing on its physical, social, and economic aspects. They will also learn how professional urban solutions impact society and the environment locally and globally. Finally, the course will provide students with insights into how management plans can impact a project's sustainability and ability to adapt to rising changes.

Intended Learning Outcomes

a- Knowledge and Understanding	Through knowledge and understanding, students will be able to: <ul style="list-style-type: none"> • k1. Demonstrate a comprehensive understanding of the advanced scientific principles of architecture and related disciplines.
b- Intellectual Skills	Through intellectual skills, students will be able to: <ul style="list-style-type: none"> • I1. Integrate various fields to solve professional problems.
c- Professional Skills	Through professional and practical skills, students will be able to: <ul style="list-style-type: none"> • P2. Generate innovative solutions for unfamiliar problems.
d- General Skills	Through general and transferable skills, students will be able to: <ul style="list-style-type: none"> • G2. Independently seek knowledge, set aims, targets, objectives and effectively manage time.

Teaching and Learning Methods

The course comprises a combination of:

Lectures, class activities; seminars, examples analyzed, and research assignment.

Teaching and Learning Methods for Students with Special Needs

- Consulting with lecturer during office hours.
- Private Sessions for redelivering the lecture contents.
- For handicapped accessibility, please refer to program specification.



Course Assessment:

All work submitted for this course must be original and developed for this course only. Assessment is based on a semester-long assignments and class participation.

The assessment will be as follow:

Asses No.	Procedures used		Start Week No.	Subm. Week No.	Weighting of Asses.
	Type	To assess			
1	Research	All skills	1	7	30%
2	Research	All skills	7	12	20%
3	Research	All skills	12	15	10%
4	Final exam	Knowledge and Intellectual skills	--	16	40%
Total					100%



Grade Descriptions:

- **A/A-: Excellent**

The output surpasses inventiveness, appropriateness, visual language, conceptual rigor, and personal development expectations. Student pursues concepts and techniques above and beyond what is discussed in class. The project is complete on all levels.

- **B+/B/B-: above average**

The output is thorough, well presented, diligently pursued, and completed. The student seeks ideas and suggestions presented in class and tries to resolve the required dilemma. The project is complete on all levels and demonstrates the potential for excellence.

- **C+/C: average**

The output meets the minimum requirements. Suggestions made in class and not pursued with dedication and rigor. The project is incomplete in one or more areas.

- **C-/ D/ F -: poor/ fail**

The output is incomplete. A basic grasp of skill is lacking; visual clarity or logic of presentation logic level. The student does not demonstrate the required competence and knowledge base.

Project Description

For the final project, students will work in groups to develop a comprehensive proposal for a historic urban conservation project. The project should aim to revitalize an old city while preserving its cultural heritage and authenticity. Students should conduct a site analysis, evaluate the socio-economic impact of the proposed project, develop a design concept that prioritizes the preservation of the built environment, and present their proposal to the class. The project should also include a management plan that outlines how the project will be implemented, monitored, and sustained over time.

Course Timeline

Week 1: Introduction to historic urban conservation - definition, goals, and challenges
Readings:

- Lecture: Overview of the course and its objectives
- Reading:
 - "What is Heritage?" by Sharon Macdonald
 - Ashworth, G., & Tunbridge, J. E. (2017). *The Routledge Handbook of Planning for Heritage and Sustainability*.
 - Jokilehto, J. (2017). *History of Architectural Conservation*.
- Assignment: Write a reflection paper on what heritage means to you and why it's important to preserve it.

Week 2: Understanding Heritage Structure and Values

- Lecture: The concept of heritage values and their role in conservation
- Reading:
 - "Values and Heritage Conservation" by Erica Avrami
 - English Heritage. (2008). *Conservation Principles, Policies and Guidance for the Sustainable Management of the Historic Environment*.

- UNESCO. (2011). Recommendation on the Historic Urban Landscape.
- Assignment: Choose a heritage site and analyze its values using Avrami's framework.

Week 3: Authenticity in Heritage Conservation

- Lecture: The importance of authenticity and its different interpretations in conservation
- Reading: "Authenticity in Cultural Heritage" by Randall Mason
- Assignment: Choose a heritage site and evaluate its authenticity based on Mason's four domains.

Week 4: Cultural Continuity in Heritage Conservation

- Lecture: The issue of cultural discontinuity and strategies for promoting cultural continuity in conservation
- Reading: "Cultural Continuity and Conservation" by Susan MacDonald
- Assignment: Research a conservation project that successfully promoted cultural continuity and present it to the class.

Week 5: Historic preservation movement and contemporary trends towards re-assuring local cultural continuum development

- Lecture: The evolution of the historic preservation movement and its impact on conservation practices
- Reading:
 - "The Roots of Modern Preservation Practice" by Richard Longstreth
 - King, T. F. (2015). Cultural heritage management: a global perspective. Routledge.
 - Jokilehto, J. (2017). A history of architectural conservation. Routledge.
- Assignment: Write a critique of Longstreth's argument on the roots of modern preservation practice.

Week 6: Urban Revitalization and Conservation within Historic Cities

- Lecture: The role of urban revitalization in conservation and its different approaches
- Reading:
 - "Urban Conservation and Revitalization" by Eugenie Birch
 - Burns, A. (2018). Urban renaissance? New Labour, community and urban policy. Routledge.
 - Carmona, M. (2010). Contemporary public space: unvolumetric architecture. Routledge.
- Assignment: Choose a conservation project that utilized an urban revitalization approach and analyze its impact on the surrounding area.

Week 7: Surveying Techniques for Conservation

- Lecture: Introduction to 3D laser scanning and its applications in conservation
- Reading:
 - "The Use of 3D Laser Scanning in Conservation" by Jacek Kozłowski
 - Remondino, F., & El-Hakim, S. (2006). Image-based 3D modelling: a review. The Photogrammetric Record, 21(115), 269-291.

- Campana, S., & Forte, M. (2011). From Space to Place: 3D GIS and the Documentation of Cultural Heritage. Springer.
- Boehm, J., & Kearsley, G. (2008). Human-computer interaction and management information systems: Foundations. M. E. Sharpe.
- Assignment: Conduct a 3D laser scan of a heritage structure and analyze the results.

Week 8: Case Study Analysis

- Lecture: Analyzing case studies of heritage conservation projects from around the world
- Reading:
 - "Heritage Conservation Case Studies" by Susan Buggey
- Assignment: Choose a case study and present a critical analysis of its conservation approach and outcomes.

Week 9: The Art of Making Places - Design Principles in Historic Conservation

- Lecture: Understanding the art of place-making in conservation and its importance
- Reading:
 - "Place-Making and Conservation" by Ken Taylor
 - Lynch, K. (1960). The image of the city. MIT Press.
 - Alexander, C., Ishikawa, S., & Silverstein, M. (1977). A pattern language: towns, buildings, construction. Oxford University Press.
- Assignment: Choose a conservation project and evaluate its success in place-making.

Week 10: Community Engagement in Conservation

- Lecture: The importance of community engagement in conservation and strategies for effective engagement
- Reading:
 - "Community Engagement in Heritage Conservation" by Laura Cleaver
- Assignment: Develop a community engagement plan for a heritage conservation project of your choice.

Week 10: Analyzing problems, finding alternatives, and choosing the most appropriate solutions

Readings:

Week 11: Planning and Managing Heritage Conservation

- Lecture: The role of sustainable management plans in ensuring the long-term sustainability of conservation projects
- Reading:
 - "Sustainability in Heritage Conservation" by Martha Demas
 - Simon, H. A. (1973). The structure of ill-structured
 - Feilden, B. M. (2013). Conservation of historic buildings. Routledge.
 - Ireland, T. R. (2015). Heritage, Conservation, and Communities: Engagement, Participation, and Capacity Building. Routledge.
- Assignment: Develop a sustainable management plan for a heritage conservation project of your choice.

Week 12: Guest Speaker

- Lecture: Guest speaker presentation on a relevant topic in heritage conservation
- Assignment: Write a reflection paper on the guest speaker's presentation.

Week 13-16: Project Work

- Project Description: For the final project, students will work in groups to develop a heritage conservation plan for a real-world site. The project will include a comprehensive analysis of the site
- Reading:
 - Van den Brink, A., & Brouwer, J. (2019). Group work in higher education: Its value and implications for practice. *Higher Education*, 78(5), 799-813.
 - Thomas, A., & Rohwer, G. (2015). *Student Teamwork: A Cooperative Approach to Learning*. Oxford University Press.