

**City University of Hong Kong
Course Syllabus**

**offered Division of Building Science & Technology
with effect from Semester B 2017/18**

Part I Course Overview

Course Title: Preservation and Revitalization of Buildings with Heritage Value inside City Environments

Course Code: GE2227

Course Duration: 1 semester

Credit Units: 3 credits

Level: A2, B2
 Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology

Proposed Area:
(for GE courses only)

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

“Heritage, Preservation, Revitalization” are some of the hot-issues being mentioned by public frequently in the recent years world-wide. For those practicing professionals, other than its cultural value and the technicality behind, this is also a business with high commercial potential. To certain extent, this may result in some cases that true meaning of heritage being distorted or even abused for marketing convenience.

In view of this, this course aims to provide some background knowledge for students to develop a better understanding on this topic. At the end, knowledge to grasp a better picture about the meaning and classification of heritages inside city environments, under what principles and practices it is operated, the technicality concerns, how these valuable assets are being utilized, as well as some representing cases which can be found from an international prospective, can be obtained by students after the completion of this course. After all, this is also a very interesting course for general education purpose for it covers a wide range of topics including architecture, development history of representative cities, as well as issues on culture, social, economic, and sometimes even political concerns.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting*	Discovery-enriched curriculum related learning outcomes		
			A1	A2	A3
1	Identify the meaning of buildings and other monumental structures with heritage value.	10	√		√
2	Identify the common classification of heritage buildings and the current conditions these buildings exist inside representing cities world-wide.	20	√	√	√
3	Describe the policies of government in developed countries in preserving these buildings	10	√	√	
4	Explain the fundamental principles, techniques* and experience to preserve, revitalize and reuse buildings with heritage value.	30		√	√
5	Describe the architectural style and construction* of these buildings	20	√	√	
6	Compare worldwide vision to comprehend the current developments in heritage buildings under city environment.	10	√	√	√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

- A1: *Attitude*
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
- A2: *Ability*
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
- A3: *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/wk (approx..)
		1	2	3	4	5	6	
Lecture	Regular class meeting with detail explanation/elaboration of the topics in the form of lecture (usually with class size up to 60-80 students)	√	√	√	√	√	√	2.5 hr/week
Seminar	Usually external experts with recognized experience and knowledge in a particular field will be invited for talks and sharing.			√	√	√	√	2 or 3 seminars per semester

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: <u>40%</u>								
Course work	√	√	√	√	√	√	40%	At least 3 coursework, in the form of <ul style="list-style-type: none"> • mini-project for a specific topic • class-test answering short questions.
Examination: 60% (duration: 2-hour; written examination covering the major areas within the course contents).								

* The weightings should add up to 100%.

100%

Note: A student must obtain a minimum mark of 35 in both coursework and examination, and an overall mark of 40 to pass the course.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Coursework	Ability to apply the principles and knowledge and make it presentable in the practicing of the topics in an international prospective	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Written examination	Do, but on a broader base to cover all the course topics	High	Significant	Moderate	Basic	Not even reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Criteria for buildings with notable heritage value, with illustrated examples, and Common classification of heritage buildings

Past and current conditions of heritage buildings exist inside representing cities world-wide.

Heritage assets in association with the social and economic fabric inside a city.

Common policies and practices adopted by representing municipal governments in preserving those heritage assets.

Fundamental principles, techniques and experience to preserve, revitalize and reuse buildings with heritage value.

Architectural style of historic buildings in various representing regions and historical periods.

General principles about the structure and construction of these buildings.

The international vision and future trends in preserving these heritage assets inside cities

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

For Lecture topic	Referencing materials
Criteria for buildings with notable heritage value	Yahaya Ahma (2006), <i>The Scope and Definitions of Heritage From, Tangible to Intangible</i> . International Festival of Heritage Studies. Vol. 12, No. 3, pp. 292-300
Past and current conditions of heritage buildings exist inside representing cities world-wide	Raymond Wong, Study series of the Guangzhou City, http://personal.cityu.edu.hk/~bswmwong/contents/studies_city.html Raymond Wong, Study series of the Shanghai city, http://personal.cityu.edu.hk/~bswmwong/contents/studies_city.html
Appreciate the heritage assets	Bonnie Magness-Gardiner (2004), <i>Marketing Heritage, International Conventions and Cultural Heritage Protection</i> .
Common policies and practices adopted by representing municipal governments in preserving heritage assets.	Sir Alan Peacock (1998), <i>Does the past have a future? The political economy of heritage : A Review of the Issues</i> , PP. 1-26 Dick Netzer (1998), <i>Does the past have a future? International Aspects of Heritage Policies</i> , PP. 135-154
Fundamental principles, techniques and experience to preserve, revitalize and reuse buildings with heritage value.	Graham Fairclough, Rodney Harrison, John H. Jameson, Jr., and John Schofield (2008), <i>Heritage Management, Theory and Practice. In the Heritage Reader</i> , PP. 16-30. Routledge, London Yorke Rowan (2004), <i>Marketing Heritage, Repackaging the Pilgrimage : Visiting the Holy Land in Orlando</i> , PP. 249-268

<p>Appreciate the architectural style of historic buildings in various representing regions and historical periods</p>	<p>Mary-Catherine E. Garden (2009), <i>Heritage Studies, Methods and Approaches, The Heritagescape, Looking at heritage sites</i>. Pan Guxi (ed.), <i>History of Chinese Architecture**</i> (with CD), China Architecture and Building Press, 1999 Francis D K Ching, Mark M. Jarzombek, Vikramaditya Prakash, A <i>Global History of Architecture**</i>, Wiley and Sons, 2007 Gossel, Peter and Gabriele Leuthauser, <i>Architecture in the twentieth century**</i>, Koln: Taschen GmbH, 2001 Kostof, Spiro, <i>A History of Architecture: settings and rituals</i>, New York: Oxford University Press, 1985</p>
<p>Appreciate the general principles about the structure and construction of historical buildings.</p>	<p>Katrinka Ebbe, Donald Hankey (1999), <i>Case Study : Ningbo, China, Cultural Heritage Conservation in Urban Upgrading.**</i></p>
<p>The international vision and future trends in preserving these heritage assets inside cities</p>	<p>Xue, Charlie Q. L., <i>Building a Revolution: Chinese Architecture since 1980</i>, HK: Hong Kong University Press , 2006, PP. 116-155 Xue, Charlie Q. L., <i>World Architecture in China</i>, HK: Joint Publication Ltd., 2010, PP. 2-55 Modern Asian Architecture Network, www.m-aan.org Bernard M. Feilden, Jukka Jokilehto (2008), <i>Management Guidelines For World Cultural Heritage Sites, City Planning and World Heritage</i>, PP. 89-110</p>

2.2 Online Resources

Other Web-based reference/packages to substantiate teaching and learning

The following web-based information will be used to supplement/substantiate the lecture content:

1. Personal homepage of Raymond Wong under CityU server:
<http://personal.cityu.edu.hk/~bswmwong/>,
http://personal.cityu.edu.hk/~bswmwong/index_new.html

2. e-learning resource under homepage of Div. of Building Science & Technology :
http://bst1.cityu.edu.hk/e-learning/building_info_pack/index.html

3. Homepage of Antiquities and Monuments Office
<http://www.amo.gov.hk/en/main.php>

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	1, 2, 4, 5 & 6
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	1, 2, 4, 5 & 6
PILO 3: Demonstrate critical thinking skills	1, 2, 4, 5 & 6
PILO 4: Interpret information and numerical data	2, 3, 4 & 6
PILO 5: Produce structured, well-organised and fluent text	2, 3, 4, 5 & 6
PILO 6: Demonstrate effective oral communication skills	2, 3, 4 & 6
PILO 7: Demonstrate an ability to work effectively in a team	4 & 6
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	1, 2, 3, 4, 5 & 6
PILO 9: Value ethical and socially responsible actions	2, 3 & 6
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	1, 2, 3, 4, 5 & 6

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Written Examination