

CAH2507: HISTORICAL BUILDINGS AND PRESERVATION

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Historical Buildings and Preservation

Subject Code

CAH - Chinese and History

Course Number

2507

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course is an introduction to historical buildings and the protection of those valuable buildings physically. It is a study of tangible heritage in architectural perspectives, aiming to guide students to understand styles and features of historical buildings in various culture and different periods, and the principle, procedure, method and technology of building preservation. Such knowledge will enable students to discuss and relate existing built heritage to preservation practice.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Undertake basic skills and methodology in the profession of historical building preservation.	25	x	x	
2	Identify key features of iconic building styles in history and their cultural meanings.	25	x	x	
3	Interpret architectural heritage and its value, role and function in our modern society.	25	x	x	
4	Evaluate and draft a reasonable schematic proposal for rehabilitating a particular old building according to the concept, theory and technique of preservation practice.	25		x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures & In-class activities	Besides the scheduled lectures, in order to promote active and discovery learning, students will engage in in-class group activities, e.g. group discussion, simple quizzes and debate.	1, 2, 3	
2	Reading	Students will critically engage in reading books, articles and websites related to the course topics.	1, 2, 3	

3	Field Study	Students will form small study groups and visit historical buildings or preservation projects, for completing group oral presentations and case-study reports upon on-site investigations and research.	1, 2, 3	
4	Tutorial Presentation & Discussion	Students will engage in studying the recommended readings in advance, and all will have a chance to act as presenter and discussant throughout the course.	3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Group Oral Presentation Students will form small study groups and to make a presentation of the investigation/ research part of their case-study based on the field study. This task will assess students' understanding of a particular historical building physically.	1, 2, 3, 4	35	Finding information for the topic. Generating non-textual materials (such as images, PowerPoint slides, videos)	Yes
2	Final Report Each student will carry out a reflective written proposal of the evaluation/ planning part of the case-study based on the field study. This task will assess a student's ability of applying preservation knowledge on a particular historical building practically.	3, 4	20	-	No

3	In-class Discussion Students will discuss, clarify, and debate key arguments and concepts in historical preservation. This task will assess students' analytical skills and their understandings of assigned readings.	1, 2	15	-	No
4	Test 1 - Mid-term Test 2 - Term-end In the two tests, students will be tested on topics and study material, and related preservation principles discussed in the course.	1, 2, 3, 4	30	-	No

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Group Oral Presentation

Criterion

- Information and discovery derived from the field-study;
- Skill of oral communication;
- Teamwork spirit.

Excellent (A+, A, A-)

Strong evidence of

- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- rigorous organization, coherent structure, balanced composition;
- critical analysis, convincing statement and creative comment;
- superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.
- close collaboration.

Good (B+, B, B-)

Some evidence of

- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- rigorous organization, coherent structure, balanced composition;
- critical analysis, convincing statement and creative comment;
- superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

- close collaboration.

Fair (C+, C, C-)

Limited evidence of

- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- rigorous organization, coherent structure, balanced composition;
- critical analysis, convincing statement and creative comment;
- superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.
- close collaboration.

Marginal (D)

Weak evidence of

- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- rigorous organization, coherent structure, balanced composition;
- critical analysis, convincing statement and creative comment;
- superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.
- close collaboration.

Failure (F)

Lack of evidence of

- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- rigorous organization, coherent structure, balanced composition;
- critical analysis, convincing statement and creative comment;
- superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.
- close collaboration.

Assessment Task

Final Report

Criterion

- The knowledge to evaluate feasibilities of rehabilitating a particular historical building technically and economically;
- The creativity to propose a reasonable program for revitalizing the building functionally, socially and culturally;
- The skill to employ methods of preservation practice.

Excellent (A+, A, A-)

Strong evidence of

- rich content, ability to integrate various resources into primary and secondary levels based on demand ;
- rigorous organization, coherent structure, systematic composition;
- clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- sufficient and organized references which can be utilized in accordance with the topic.
- exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Good (B+, B, B-)

Some evidence of

- rich content, ability to integrate various resources into primary and secondary levels based on demand;
- rigorous organization, coherent structure, systematic composition;
- clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- sufficient and organized references which can be utilized in accordance with the topic.
- exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Fair (C+, C, C-)

Limited evidence of

- rich content, ability to integrate various resources into primary and secondary levels based on demand ;
- rigorous organization, coherent structure, systematic composition;
- clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- sufficient and organized references which can be utilized in accordance with the topic.
- exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Marginal (D)

- Fragmented content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;
- loose organization;
- ability to express relevant points to the subject matter;
- references are insufficient, ability to provide some reasonable personal comments, but no clear demonstration;
- sentence fluency and diction is acceptable.

Failure (F)

- Vague and devoid of content, weak ability to integrate limited resources;
- loose organization, without distinct primary and secondary levels;
- unsystematic ideas which cannot express the subject matter or relevant themes;
- summary of references, no personal idea and/ or unreasonable comment;
- seriously insufficient/ no reference;
- over use of existing quotations and relevant research.

Assessment Task

In-class Discussion

Criterion

- Completion of reading assignments;
- Participation in group discussion;
- Expression of critical thinking.

Excellent (A+, A, A-)

Strong evidence of:

- Active pre-class preparation and in-class participation, positive and interactive learning.
- Adequate ability to engage in group tutorials, express ideas, and elaborate on comments based on familiarity with class materials.

Good (B+, B, B-)

Some evidence of:

- Active pre-class preparation and in-class participation, positive and interactive learning.
- Ability to engage in group tutorials, express ideas, and elaborate on comments based on familiarity with class materials.

Fair (C+, C, C-)

Limited evidence of:

- Active pre-class preparation and in-class participation, positive and interactive learning.
- Ability to engage in group tutorials, express ideas, and elaborate on comments based on familiarity with class materials.

Marginal (D)

Marginally satisfies the basic requirements of participation in classes and tutorials.

Failure (F)

Fails to meet minimum requirements of participation.

Assessment Task

Tests

Criterion

- Understanding of essential terminologies, styles and features of historical buildings;
- Understanding of basic concepts, principles, and theories of building preservation;
- Understanding of the subject matter of lecture topics.

Excellent (A+, A, A-)

85% to 100% correct answers to all test questions.

Good (B+, B, B-)

70% to 84% correct answers to all test questions.

Fair (C+, C, C-)

55% to 69% correct answers to all test questions.

Marginal (D)

40% to 54% correct answers to all test questions.

Failure (F)

Less than 40% correct answers to all test questions.

Part III Other Information

Keyword Syllabus

Architecture, architectural styles, features;

Building methods, materials;

Historical building, tangible heritage;

Preservation, revitalization, rehabilitation, adaptive reuse, restoration, renovation, reconstruction;

Authenticity, integrity;

Preservation philosophy, the history of the movement, the role of national, state, and local government, the designation and documentation of historic structures, establishing a historic district, sensitive architectural design and planning, preservation technology, the economics of building rehabilitation.

Reading List

Compulsory Readings

Title	
1	Norman Tyler. Historic Preservation: An Introduction to Its History, Principles, and Practice (W. W. Norton & Company; 2 edition, 1999)
2	Robert E. Stipe. A Richer Heritage: Historic Preservation in the Twenty-First Century (The University of North Carolina Press; New edition, 2003)
3	Cyril M. Harris. Illustrated Dictionary of Historic Architecture (Dover Architecture, 1983)
4	Stephen Calloway, Elizabeth Cromley. The Elements of Style: A Practical Encyclopaedia of Interior Architectural Details from 1485 to the Present (Simon & Shuster, 1991)
5	Liang Ssu-cheng. A Pictorial History of Chinese Architecture: a Study of the development of its Structural System and the Evolution of its Types (MIT Press, 1984)
6	The Hong Kong Institute of Architects. Guide to Architecture in Hong Kong (Pace Publishing Ltd., 1998)

7	Ho Puay-Peng, 100 Traditional Chinese Buildings in Hong Kong (AMO, Leisure and Cultural Services Department, Hong Kong SAR, 2009)
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Additional Readings

Title	
1	Virginia O. Benson. Historic Preservation for Professionals (The Kent State University Press, 2008)
2	Spiro Kostof. A History of Architecture (Oxford University Press, 1985)
3	James Marston Fitch. Historic Preservation: Curatorial Management of the Built World (University Press of Virginia, 1990)