

Course Code - Name	: RES 521 THEORY AND HISTORY OF ARCHITECTURAL RESTORATION
Term	: FALL
Department(s)	: DEPARTMENT OF CONSERVATION AND RESTORATION OF CULTURAL HERITAGE
Weeks / Hours	: 14 / 3 Thursday 13.30-16.15
Course Credit / ECTS	: 3 / 3
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Course	
Description and aims	: The practice of architectural restoration is inseparable from the theory of architectural restoration. This is equally valid for understanding the values of the architectural artefact studied. In order to understand contemporary conservation theory, it is indispensable to grasp the historical developments in the field starting with the ancient civilizations around the Mediterranean and continuing through the developments in Enlightenment Europe. Thus, this course consists of the reading of significant texts on architectural conservation with an eye to the documentation techniques, research methods, conservation approaches, intervention types, and organization manners considering different cultures and periods. Related theoretical terminology also will be discussed.
Content	: Review of the historical background of heritage conservation and related international documents. Discussion of conservation concepts related with historical buildings and environments. Evaluation of heritage value, conservation problem and intervention approach relations.
List of Concepts	: The course addresses fundamental inquiries surrounding the conservation and restoration of architectural heritage, encompassing several key concepts, including: <ul style="list-style-type: none"> • How are “heritage” and “heritagisation” understood in contemporary practice? • What are the historical origins and evolution of concepts such as "conservation," "restoration," "heritage values," "palimpsest," "authenticity," "integrity," "world heritage," "shared heritage," "intangible heritage," and "adaptive reuse"? • What are the foundational theories guiding conservation and restoration efforts? The course places particular emphasis on current international charters and guidelines that inform these practices.
Learning Objectives	: By the end of this course, students will be able to: <ol style="list-style-type: none"> 1. Articulate the Historical Context: Trace and articulate the evolution of cultural heritage conservation practices from antiquity to the present, highlighting the socio-political, economic, and technological influences that have shaped this field over time. 2. Employ Terminology with Precision: Accurately define and apply key terminologies and concepts related to architectural conservation, demonstrating a comprehensive understanding of the language and discourse within the field. 3. Recognize Diverse Values of Heritage: Develop an awareness of the multifaceted values associated with cultural heritage, recognizing how these values can vary significantly across different cultural contexts and scales, from local to global. 4. Critically Analyse Philosophical Perspectives: Evaluate and compare philosophical arguments presented by various scholars, articulating the implications of these perspectives on contemporary conservation practices.

5. Interpret Key Texts with Insight*: Engage critically with seminal texts on conservation theory, drawing nuanced conclusions that reflect an understanding of their relevance to current practices and debates.

6. Assess Paradigms and Parameters: Analyse and assess the prevailing paradigms and parameters that guide conservation efforts, critically examining their effectiveness and the rationale behind their application across diverse contexts.

7. Develop a Critical Framework: Establish a sophisticated critical framework for reflecting on how theories and principles of conservation inform actual practices and policies in different countries, with a particular focus on Turkey, fostering a comparative understanding of global conservation strategies.

These outcomes aim to equip students with both theoretical knowledge and practical insights that will enhance their ability to engage meaningfully in the field of architectural conservation.

Teaching Method(s) and Technique(s) :

Some of the following methods and techniques, or their combination are used in teaching.

1. Lectures and Presentations: Use of structured lectures to introduce key concepts, historical frameworks, and theoretical foundations, incorporate multimedia presentations, including images, videos, and case studies, to enhance engagement.
1. Discussion Seminars: Facilitating small-group or class-wide discussions to encourage students to articulate their thoughts on readings, theories, and concepts, enhancing critical thinking and allowing for diverse perspectives.
2. Case Study Analysis: Assigning specific case studies of architectural conservation projects. Analysing these examples in detail to understand the application of theoretical principles in real-world scenarios.
3. Guest Speakers and Workshops: Inviting professionals from the field of architectural conservation to share their insights and experiences. Workshops to provide hands-on exposure to conservation techniques and theories.
4. Research Projects: Assigning students to conduct independent or group research projects on specific topics within architectural conservation, in order to encourage deeper exploration of the subject matter and the development of research skills.
5. Comparative Analysis: Have students compare different conservation practices or theories from various cultural contexts, emphasizing how historical and regional factors influence approaches to conservation.
6. Critical Text Analysis: Assign key texts in conservation theory for in-depth analysis. Students can be tasked with presenting their interpretations and critiques based on theoretical frameworks.
7. Online Discussion Forums: Utilize online platforms to facilitate discussions outside of class. This allows students to engage with each other asynchronously and reflect on course materials in greater depth.
8. Visual Analysis: Encourage students to analyze architectural works visually, focusing on aspects like design, materials, and context, and relate these observations back to theoretical principles.
9. Reflective Journals: Maintaining journals by students to reflect learning experiences, insights from readings, and how theoretical concepts relate to current issues in conservation.
10. Role Play and Simulations: Incorporating role-playing activities where students must advocate for different positions within the conservation debate, or simulate decision-making processes in conservation scenarios.

By combining these methods, students will benefit from a diverse and engaging learning environment that deepens their understanding of architectural conservation theory.

WEEKLY SCHEDULE			
Week	Date	Subject (Content Topic)	Reading Assignment/Activity
1	Oct 3, 2024	Introductory Meeting: Overview of Course Content and Requirements	Course syllabus distribution and discussion.
2	Oct 10, 2024	No Class (Site Survey of RES 501)	
3	Oct 17, 2024	What do We Conserve?	Reading: Stubbs, J.H. (2009). "Chapter 2: What Is Architectural Conservation" and "Chapter 3: What Do We Conserve".
4	Oct 24, 2024	Heritage Values and Statement of Significance	Reading: Orbaşlı, A. (2008), de la Torre (2013), Fredheim & Khalaf (2016).
5	Oct 31, 2024	Basic Concepts and Terminology in Conservation of Cultural Heritage I	Group discussion: Define and discuss key concepts.
6	Nov 7, 2024	Why Do We Conserve?	Reading: Stubbs, J.H. (2009). "Chapter 4: Why Conserve Buildings and Sites?"
7	Nov 14, 2024	Basic Concepts and Terminology in Conservation of Cultural Heritage II	Collaborative activity: Create a glossary of important terms.
8	Nov 21, 2024	Authenticity and Integrity	Reading: Jokilehto (2006) and Boccardi (2019).
9	Nov 28, 2024	Content of an Architectural Restoration Project & Different Restoration Approaches	Case study assignment: Analyze different restoration approaches.
10	Dec 5, 2024	Midterm Student Presentations	Present findings on conservation topics assigned previously.
11	Dec 12, 2024	Submission of Reports & NGOs and IGOs in Conservation	Presentation of reports on the role of NGOs/IGOs in conservation.
12	Dec 19, 2024	International Documents and Doctrines Concerning Conservation	Reading: Stubbs (2009), ICOMOS Venice Charter, The Burra Charter (2013).
13	Dec 26, 2024	International Documents and Doctrines Concerning Conservation - Continuation	In-depth discussion of key charters and their implications.
14	Jan 2, 2025	History of Architectural Conservation	Reading: Stubbs, J.H. (2009). "Chapter 14: The Forging of a Discipline".
15	Jan 9, 2025	Final Exam Review	Review session for final exam preparation.
16	Jan 16, 2025	Final Exam	Comprehensive assessment of course content.

Assessment and Evaluation

Midterm I: 40% Reading assignments and participation to class discussions
Midterm II: 30% Presentation and report submission

Each student is expected to do research on one of the concepts listed below. The results of personal research and evaluation will be presented in class. Each presentation should last about 15 minutes. The outcomes of the research should be submitted as a report. The report should be submitted in MS Word format. The text should be set in 10-point Arial, using single-line spacing. The text should not exceed 5 pages in length. Additional pages are acceptable for images and references. Please support your paper with visual data and obey to academic writing ethics and rules.

Building archaeology, Rural Heritage, Cultural landscape, Living heritage approach, Conservation of Modern heritage, Digital heritage, Industrial heritage Underwater cultural heritage, Intangible heritage, Urban heritage,

Final exam: 30% Written exam

Be sure to pay attention to deadlines. There will be no make-up exams. Late reports will not be accepted.

Resources

- 1. Printed Resources (Textbook, Paper etc.):**
- Asatekin, G. (2004). *Kültür ve Doğa Varlıklarımız Neyi, Niçin, Nasıl Korumalıyız?*, Ankara: Kültür ve Turizm Bakanlığı Yayınları.
- De la Torre, M. (Ed.). (1997). *The Conservation of Archaeological Sites in the Mediterranean Region: An International Conference Organized by the Getty Conservation Institute and the J. Paul Getty Museum*, Los Angeles: The Getty Conservation Institute.
- De la Torre, M. (Ed.). (2002). *Assessing the Values of Cultural Heritage*, Los Angeles: The Getty Conservation Institute.
- De la Torre, M. (Ed.). (2005). *Heritage Values in Site Management: Four Case Studies*, Los Angeles: The Getty Conservation Institute.
- Feilden, B. (1994). *Conservation of Historic Buildings*, Boston: Architectural Press.
- Feilden, B. M., Jokilehto, J. (1998). *Management Guidelines for World Cultural Heritage Sites*, Rome: ICCROM.
- Glendinning, M. (2013). *The Conservation Movement: A History of Architectural Preservation*, Taylor and Francis.
- Insall D. (2008). *Living Buildings: Architectural Conservation, Philosophy, Principles and Practice*, Images Publishing.
- Jokilehto, J. (1999). *A History of Architectural Conservation*, Oxford: Butterworth-Heinemann Series in Conservation and Museology.
- Latham, D. (2000). *Creative Re-use of Buildings*, Shaftesbury, Dorset: Donhead.
- Madran, E., Özgönül, N. (Eds.). (1999) *International Documents Regarding the Preservation of Cultural and Natural Heritage*, Ankara: METU Faculty of Architecture Press.
- Madran, E., Özgönül, N. (2005). *Kültürel ve Doğal Değerlerin Korunması*, Ankara: TMMOB Mimarlar Odası.
- Orbaşlı, A. (2008). *Architectural Conservation*, Oxford: Blackwell.
- Papanicolaou, S, Low, M. (2019). *Buildings Reimagined: A Dialogue Between Old and New*, Images Publishing.
- Price, N.S. (Ed.). (2005). *Conservation on Archaeological Excavations: with particular reference to the Mediterranean area*, Rome: ICCROM.
- Smith, L. (2006). *Uses of Heritage*. Abingdon: Routledge.
- Stubbs, J.H. (2009). *Time Honored: A Global View of Architectural Conservation*, John Wiley & Sons Inc, United States.
- Vit-Suzan, I. (2014). *Architectural Heritage Revisited: A Holistic Engagement of its Tangible and Intangible Constituents*, Routledge.
- Worthing, D., Bond, S. (2008). *Managing Built Heritage: The Role of Cultural Significance*, Oxford, UK; Malden, MA, USA.

2. Required Other Readings and Articles (will be specified by weeks):

1. Gentry, K., & Smith, L. (2019). Critical heritage studies and the legacies of the late-twentieth century heritage canon. *International Journal of Heritage Studies*, 25(11), 1148–1168. <https://doi.org/10.1080/13527258.2019.1570964>

3. Web Resources:

1. <https://www.icomos.org/en>
2. <https://whc.unesco.org/en/list/>
3. <https://www.icomos.org.tr/>
4. <https://www.iccrom.org/>
5. <https://ticcih.org/>
6. <https://www.erih.net/>
7. <https://www.ktb.gov.tr/>
8. <https://www.tarihiKentlerBirligi.org/>
- 9.

Library and Study Room Facilities: