

Subject Description Form

Subject Code	ARCH602
Subject Title	History, Theory, and Critical Heritage Studies in Architecture
Credit Value	3
Level	6
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This subject will introduce how architectural history has been studied in the past (historiography), how spatial and architectural theories shape our interpretation of the built environment, and how these are utilised to construct values, identities, and power structures. Students will also examine the intersections of architectural theory, spatial theory and critical heritage conservation.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a) Analyse and critique the major historiographical movements in architectural history and history of architectural conservation from the 19th century to the present; b) Deconstruct the concepts of "heritage," "authenticity," and "value" using critical heritage theory (e.g., Authorized Heritage Discourse); c) Apply advanced spatial, postcolonial, feminist, and environmental theories to architectural and heritage sites; d) Formulate a rigorous, theoretically grounded research methodology for their own thesis projects; and e) Provide the research outputs and analytics through written reports.
Subject Synopsis/ Indicative Syllabus	This subject is structured around four thematic modules that ground advanced spatial, historiographical, and critical heritage theories within the built environment contexts of China, Hong Kong, and the wider East Asian region. Students will first interrogate Western and Chinese architectural historiographies and the history of architectural conservation through the study of early twentieth-century scholarship.

	It will be followed by critical analysis of the spatial and utilisation dimensions of vernacular, religion, urban and architecture, examining ritual aspects, Chinese lineage context, Feng Shui, and colonial-modern urban hybridities. Furthermore, the course contrasts Western conservation doctrines with East Asian paradigms of cyclic restoration, critically analysing localized practices—including the China Principles and Hong Kong's public-private conservation partnerships. Concluding with critical heritage politics, students will deconstruct the intersections of spatial activism, identity, and Authorized Heritage Discourse to formulate rigorous, interdisciplinary research methodologies for their own postgraduate theses.																																								
Teaching/Learning Methodology	This subject is delivered as an intensive, discussion-based research seminar designed to foster critical debate and original research development. Students will engage in highly interactive weekly seminar discussions to deconstruct assigned theoretical readings, which are systematically grounded through case study analyses of key physical and historical sites in Chinese Mainland, Hong Kong, and Asia. Furthermore, the curriculum incorporates collaborative methodology workshops, providing a peer-review forum where postgraduate researchers present, critique, and systematically refine each other's research designs, analytical reports, and thesis drafts under academic guidance.																																								
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th></tr><tr><td>1. Assignment</td><td>20</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>2. Presentation</td><td>40</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr><tr><td>3. Written Report</td><td>40</td><td>✓</td><td></td><td></td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Student will be assessed by three components: an Assignment (20%), Presentation (40%) and Written report (40%). The students will be required to conduct extensive reading after the lecture to complete an assignment. The assessment of the studies with respect to the understanding of the relevant subject matters, including the	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Assignment	20	✓	✓	✓			2. Presentation	40	✓	✓	✓		✓	3. Written Report	40	✓			✓	✓	Total	100 %					
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																					
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1. Assignment	20	✓	✓	✓																																					
2. Presentation	40	✓	✓	✓		✓																																			
3. Written Report	40	✓			✓	✓																																			
Total	100 %																																								

	principles, methodologies, and techniques, by providing answers to the assignment questions. Moreover, an individual written report is designed to assess the students' research knowledge of the historical movement from 19th century to the present. A letter grading system will be used to assess students' performance. Students must attain at least a grade of D in the final grade to achieve a passing grade.	
Student Study Effort Expected	Class contact:	
	▪ Lectures / Seminars	39 Hrs.
	Other student study effort:	
	▪ Written Report	30 Hrs.
	▪ Self-Study	36 Hrs.
	Total student study effort	105 Hrs.
Reading List and References	Fitch, James Marston: <i>Historic Preservation: Curatorial Management of the Built World</i>. Charlottesville: University Press of Virginia, 1990. Glendinning, Miles: <i>The Conservation Movement: A History of Architectural Preservation: Antiquity to Modernity</i>. New York: Routledge, 2013. Jokilehto, Jukka: <i>A History of Architectural Conservation</i>. London: Routledge, 2017 (2nd edition). Murtagh, William J: <i>Keeping Time: The History and Theory of Preservation in America</i>. New York: John Wiley & Sons, 2006. Orbaşlı, Aylin: <i>Architectural Conservation: Principles and Practice</i>. Oxford: Blackwell Publishing, 2008. Stipe, Robert: <i>A Richer Heritage: Historic Preservation in the Twenty-First Century</i>. Chapel Hill: University of Carolina Press, 2003. Tyler, Norman: <i>Historic Preservation: An Introduction to its History, Principles, and Practice</i>. New York: W W Norton & Co., 2000. Larsen, K.E. (ed.), <i>Nara Conference on Authenticity in Relation to the World Heritage Convention, Nara-Japan, Proceedings</i>, Trondheim: Tapir Publishers, 1995. Weiler, Katharina & Niels Gutschow (eds.), <i>Authenticity in</i>	

	<i>Architectural Heritage Conservation: Discourses, Opinions, Experiences in Europe, South and East Asia</i>. Switzerland: Springer International Publishing, 2017. Kapila D Silva, Ken Taylor and David Jones eds: <i>The Routledge Handbook of Cultural landscape Heritage in the Asia Pacific</i>. London: Routledge, 2022. Chitty, Gill ed., <i>Heritage, Conservation and Communities: Engagement, participation and capacity building</i>. Oxon: Routledge, 2017. Kryder-Reid, Elizabeth, 'Introduction: tools for a critical heritage', in <i>International Journal of Heritage Studies</i>, vol. 24, issue 7, 2018, 691-93. Waterton, Emma, <i>Politics, policy and the discourses of heritage in Great Britain</i>. Basingstoke: Palgrave Macmillan, 2010. Slack, Steve, <i>Interpreting heritage: a guide to planning and practice</i>. Oxon and New York, Routledge, 2021. LI Si-ming 李思名: <i>Housing and Urban development in Hong Kong: Political economy and Space</i>, Hong Kong, Centre for China Urban and Regional Studies, Hong Kong Baptist University, 2009. LUNG Bingyi 龍炳頤: <i>Xianggang gujin jianzhu</i> 香港古今建築, Hong Kong, Joint Publishing (H.K.) Ltd., 1992
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