

13.00 credits

104.0 h

Q2

Language :	French
Place of the course	Autre site
Main themes	<p>Intervention philosophy(ies). Theoretical approaches and concepts for intervention in existing structures</p> <p>Conversion : architectural and urban planning approaches. The courses address the constraints and challenges of converting monuments and sites (listed, classified, etc.). All architectural typologies are covered (urban, rural, military, civil, religious, modern, and industrial)</p> <p>Management of archaeological sites. The courses address the constraints and principles that dictate the conservation and restoration of an archaeological property in situ or a ruined monument. Pathologies, methods, and techniques for protection, consolidation, maintenance, and monitoring are addressed within the decision-making framework for the enhancement, conservation, and restoration of archaeological remains.</p> <p>Heritage assessment. The course covers different methods of heritage assessment (perspective, inclusivity, and economic approach).</p> <p>Parks and gardens, sites, and landscapes. Inventories, preliminary studies, and investigation methods (including archaeological) for the conservation, restoration, and management of historic parks and gardens.</p> <p>Economic approach. The objective is to raise awareness of the economic context of conservation as advocated by UNESCO. The paradigm of sustainable development in conservation, based on the four pillars of culture, economy, society, and environment, will be addressed in particular in relation to its Recommendation on the Historic Urban Landscape.</p>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <ol style="list-style-type: none"> 1 Understand the fundamentals of a philosophy of intervention in existing structures and analyze its theoretical principles and concepts; 2 Understand and analyze the challenges and uses of conversions according to different typologies at the monument and site level; 3 Understand the specificities of preventive conservation on an archaeological site, as well as the conditions for implementing and ensuring the success of a decision-making process aimed at conserving ruined remains. They will understand the challenges of dialogue between all stakeholders in a development and maintenance project. 4 Evaluate the heritage value of existing structures using several methods. 5 Understand economic reasoning by raising awareness of economic principles and methods. 6 Understand and define the preliminary studies and specific diagnostics necessary for the proper conservation and/or restoration of the tangible and intangible values of historic parks and gardens in a context of climate change and the increasing scarcity of natural resources.
Evaluation methods	<p>Written examination (exam, assignment with possible presentation) and/or oral examination, in June or August, in the event of failure.</p> <p>The weighting of the unit's teaching activities depends on the number of credits for each of them.</p>
Teaching methods	Lectures, seminars, practical exercises, opportunities for conferences and site visits.
Content	<p>Intervention philosophy(ies). The course covers the various approaches, principles, theoretical concepts, and strategies for interventions in existing structures. The evolution of theoretical approaches related to heritage conservation and restoration, the process of heritage designation, and its recognition are explored.</p> <p>Conversion: architectural and urban planning approaches. The courses address the constraints and challenges of possible new uses for monuments and sites (listed, classified, etc.). All architectural</p>

	<p>typologies are covered (urban, rural, military, civil, religious, modern, and industrial) through existing examples, field visits, etc.</p> <p>Management of archaeological sites. The course covers the theoretical and regulatory principles governing the conservation and enhancement of archaeological sites, addressing in turn charters, conventions, regulations, and legislation at the international level, the risks and pathologies threatening archaeological remains and sites, preservation conditions and solutions, and the scales of enhancement and integration into the landscape and built environment, including technical interventions in conservation, maintenance, museumization, and monitoring. Numerous examples illustrate each of these topics.</p> <p>Heritage assessment. The course covers multiple methods of heritage assessment from several perspectives (sociological, economic, environmental, cultural, etc.).</p> <p>Parks and gardens, sites and landscapes. The course addresses the concept of the historic garden as a "living monument" (Florence Charter, 1981), in all its components (monumental, plant and landscape) and its various values (tangible and intangible), and other international texts dealing with historic urban public parks (Icomos-Ifla Document, 2017), rural landscapes as héritage (Icomos-Ifla Document, 2017) or European Landscape Convention (2000). Introduction to inventory methods, disciplines associated with preliminary studies (historical and technical), and the concept of management plans through French and Flemish examples (no "model" in Wallonia). Ecological and environmental findings (erosion of biodiversity, water scarcity, emergence of new diseases, etc.) and the already noticeable effects of climate change are leading to a review of the logic behind (re)planting programs and to the consideration of integrated management methods that combine the preservation of cultural heritage and the protection of nature in accordance with legislative frameworks.</p> <p>Economic approach. The course provides a brief introduction to economic principles and the concept of heritage as a resource and cultural capital to be protected and preserved. It is structured around a sustainable conservation business model and its four key questions: WHAT? (Creation of cultural values and their expression in economic terms); HOW? (Use of conservation resources from a circular economy and historic urban landscape perspective) ; FOR WHOM? (Stakeholder analysis and participatory approach based on collective intelligence models) ; WHY? (Context of the United Nations Sustainable Development Goals). Each part includes a presentation of the concepts, a description of tools applied to case studies, and documentation on studies by UNESCO, the Getty Conservation Institute, the World Bank, the Aga Khan Trust for Culture, and Europa Nostra. Students are encouraged to integrate the economic approach developed into their own multidisciplinary work</p>
<p>Other infos</p>	<p>Course materials for teaching activities (including relevant visual resources) and recommended or required reading (reading lists, texts, and core works specific to each teaching activity, as well as subject-specific or thematic bibliographies) are made available electronically by each instructor, in accordance with the procedures established by their home institution or as determined and communicated by the instructor during the course. They are also made available at the La Paix-Dieu Center for Heritage Professions and in the libraries of partner universities and educational institutions.</p>
<p>Faculty or entity in charge</p>	<p>FIAL</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Advanced Master in Heritage Conservation and Restoration	PATR2MC	13		