



Arab Academy for Science, Technology & Maritime Transport  
College of Engineering & Technology  
Architectural Engineering and Environmental Design Department

AR739

## Conservation of Architectural Heritage “Urban Revitalization & Community Development”

Fall 2019

### Course Instructors:

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### Course Description & Objectives

This postgrad course enhances the understanding of the complex characteristics of the heritage structure, values, authenticity, and opens up discussions to evaluate frameworks for planning and managing heritage conservation within the surroundings. The course also tackles the problem of cultural discontinuity and demonstrates contemporary trends towards re-assuring local cultural continuum development. Also, the course introduces graduate students to the concept of urban revitalization within the heart of the old cities, as well as, examine the largely untold history of the historic preservation movement, and explore how political and economic influences shape how we preserve or do not preserve the built environment. It develops a critical approach towards the current practice and opens a discussion on the means to enhance and to appropriate conservation methods according to the cases.

The course will help the students to analyze relevant international examples of different urban revitalization projects that involve the re-design of the surrounding spaces, as well as the area's socio-economic upgrading and the establishment of frameworks and processes that facilitate successful development. The course includes a rich collection of ideas and projects that urban designers are generating internationally, and notably the Aga Khan Historic Cities Program (AKHCP). The course shows that urban design can improve the human experience from the most local project to the broader environment.

The course attempts to realize its main aim through the following objectives as the student should be able to:

- Analyze relevant international examples of different urban design projects.
- Explore the art of making places.
- Identify ideas and projects that AKHCP are generating.
- Communicate with others, present ideas, and findings.
- Analyze problems, find alternatives, and choose the most appropriate.
- Verify an open-minded approach in the appraisal of urban design issues and requirements.
- Being able to represent problem analysis and solution of urban environment design.

### Content and Structure

The course is organized in workshop and field survey format, supplemented by lectures, readings and guest speakers, in addition to presentations, teamwork activities, assignments, and one urban project. Class sessions will consist of discussions on a variety of literature and



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analysis techniques and students' progress of their projects. They will also explore the potential for understanding design as a mode of research inquiry.

His Highness, the Aga Khan, once said: *"It is a society that is changing every day around the world. Our attempt, our aspiration, our prayer is to try to have the humility, but also the competence, to understand what is happening and to seek to influence it so that future generations can live in a better environment."*

In this context, Aga Khan Trust for Culture has conducted various revitalization projects throughout the Islamic world. The primary goal for these projects is to improve the inhabitants *"quality of life by activating culture as a springboard for economic and social development."* Accordingly, this course will adopt this approach by explaining and deeply analyzing a case study implemented under the AKHCP.

The course will help students to characterize the concept of urban revitalization through understanding its different physical, social & economic aspects. To describe the impact of professional urban solutions on the society & the environment locally, nationally & internationally. Students who take this course will learn how projects maintain or may lose their sustainability due to the efficiency of the management plan and its ability to face rising changes.

### Classroom Etiquette

Students are expected to adhere to the School's code conduct as listed below:

- Arrive to class on time.
- Mute your cell phone, and put it away.
- Close down your email and social media sites.
- Do not eat in class.
- Contribute to the discussion.
- Avoid side conversations and other distractions.
- Address the instructor and any guests professionally.
- Be attentive in class.
- Stay for the entire class.
- Bring what you need to be productive.
- Contact the instructor directly when you have to miss class.

### Course Assessment

All work submitted for this course must **be original and developed for this course only** unless prior approval is gained from the course instructor to build further existing work from previous or concurrent courses. Assessment will be based on the qualities of:

- Data collection;
- Analysis of information;
- A significant research methods
- Approaches to solving Urban Dilemmas;
- Creativity and Innovation;
- Final outcome and presentation.



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Assessment is based on a semester-long research project and class participation. The individual grades accumulated over the semester are averaged toward the final degree as follows:

- Participation (incl. readings, posts, discussion, creative interaction)	10%
- Assignments	35%
- Drafts of the Report	15%
- Final Report	40%

### Grade Descriptions

A/A- : excellent

The output surpasses expectations in terms of inventiveness, appropriateness, visual language, conceptual rigor, and personal development. Student pursues concepts and techniques above and beyond what is discussed in class. The research paper is complete on all levels.

B+/B/B- : above average

The output is thorough, well presented, diligently pursued, and successfully completed. Student pursues ideas and suggestions presented in class and puts in the effort to resolve the required dilemma. The research paper is complete on all levels and demonstrates the potential for excellence.

C+/C: average

The output meets the minimum requirements. Suggestions made in class and not pursued with dedication and rigor. The project is incomplete in one or more areas.

C-/ F - : poor/ fail

The output is incomplete. A basic grasp of skill is lacking, visual clarity or logic of presentation are not level-appropriate. The student does not demonstrate the required competence and knowledge base.

### Course Readings

These Readings will be used throughout the term as illustrations of the concepts discussed in class. Students should be thoroughly familiar with them and will be expected to analyze a selection as part of several assignments. It is highly recommended referring to the following textbook:

- Jain, A., k. 2015, Conservation of Cultural Heritage, Discovery Publishing House PVT.LTD  
New Delhi, India

A list of readings by session is below in the calendar part, some of these texts are available online, other the instructor will provide it for you. Copies of other recommended readings on a specific topic will be available on the Course Google Drive.

### Project

Students will be asked to digging into the Post Occupancy Evaluation of the case study implemented under the AKHCP.

The chosen case study is the conservation and the revitalization of Al-Darb Al-Ahmar, Cairo, Egypt. This project will set the main guidelines to the course as it represents a successful example within the same context. Students will have the chance to visit the project and feel the community upgrading tangibly as part of the whole conservation and revitalization of the area.



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In this context, Al-Darb Al-Ahmar district will be documented and analyzed in an attempt to assess the urban renewal plan done by the AKTC. In addition to exploring the changes happened after the AKTC finished the project and left the area to the residents, as well as students will examine the impact of the Political and the Socio-Economic changes after 2011 until now.



### Assignments

Assignments will follow the different parts of the course, it will be about the Everyday Story of the place and how does it meet the users' needs. This section includes Assignments one to three.

However, the second part is a desktop review for all the documents of the Aga Khan project. In this phase, students are asked to go through all the provided documents from the instructors as well as add on them their research.

Students will work on these phases, develop and analyze the data in an attempt to reach the factors that affect the Aga Khan Project, either positively or negatively.

#### Assignment #1: Users' Observation

Each Group visit its area, with the camera, notebook, or mobile device in hand, observe people: Where do they gather; how do they walk, what are their activities? Preferably draw or sketch; you tend to look at things more closely then. Where is there an especially exciting and definable response to the built environment?



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**Assignment #2: Questionnaire**

Each Group will prepare a questionnaire based on the observation made at the 1<sup>st</sup> assignment and with the guidance of the Research Methods Course techniques and the book (Zeisel, J. 2006. Inquiry by Design. New York: W. W. Norton & Company). The questionnaire should assess the socio-economic changes that happened in the area, as well as the political changes, affect the urban transformation.

**Assignment #3: Urban Survey & Documentation**

Post-grad students will check the survey done from their colleagues of the undergrad. In this assignment will dig more to reach a deep stage of analysis for the stage of Al-Darb Al-Ahmar Revitalization project in 2010 and 2019, so it can be discussed and reviewed in the planned two workshops.

**Final Report**

Once all assignments are completed, each group has five weeks to develop them into a full report. The report must **not exceed twenty pages** included the photos, maps, and references. The font must be Time New Roman 12pt. With a single space between lines, except for the title be 16pt. Each report has to have a designed cover reflect the point of view of the authors in the area. Put one more extra space between paragraphs. References should follow “APA Style.” Please submit the report in a soft copy format and send it to the above providing E-mail.



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### Schedule & Submissions

Lec.	Lecture Contents	Submissions	Readings
Lec. 1	09/10 Introduction to the course scope & Rules Urban Revitalization (Lecture)		Ibrahim, K., (2009), Extract from a Diary: Marginal Notes on the Soft Dialectics of Historic Cairo. Ed. Singerman, D. Cairo Contested: Governance, Urban Space, and Global Modernity
Lec. 1	13/10 Revitalization of Al-Darb Al-Ahmar and Al Azhar Park Projects <u>G.S. Ashraf Boutros, Ph.D.</u>	Site Visit 1'	The Historic walls: Bridge and Barrier
Lec. 2	16/10 Urban Renewal, Sense of Community and Social Capital Site Visit 1'		Al-Darab Al-Ahmar: Urban Rehabilitation
Lec. 3	23/10 <u>G.S. Kareem Ibrahim, B.Sc.</u>	Assignment 1	Approaching Cairo;
Lec. 4	30/10 Darrasah Hills from 1984 up to 2019 <u>G.S. Ziad Amer, M.Arch.</u>		Siravo, F., Urban Rehabilitation and Community Development in al-Darb al-Ahmar
Lec. 5	06/11 Follow Up Site Visit 2	Assignment 2	Abouelmagd, Doaa, Assessing the Aga Khan Conservation and Urban Revitalization (November 24, 2017). 1st International Conference on Towards a Better Quality of Life, 2017.
Lec. 6	13/11 Follow Up	Assignment 3	Aga Khan Development Network, (2011), Quality of Life Survey.
Lec. 7	20/11 <b>Workshop 1: Assessment of 2010 Situation</b> <u>Guests: Ashraf Boutros, Ph.D., Mona Farouk, M.Sc.</u>		Impact Evaluation – the project in Ten Years
Lec. 8	27/11 Urban Regeneration or Urban Renewal (Lecture) Follow Up: Report El-Darab El-Ahmar situation until 2010		
Lec. 9	04/12 <b>Workshop 2: Assessment of the Current Situation</b> <u>Guests: Ashraf Boutros, Ph.D., Dina Shehayeb, Ph.D.</u>		



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Lec. 10	11/12	Site Visit 2'	1 <sup>st</sup> Draft	
Lec. 11	18/12	Follow Up: Report Human Behavior before & after 2010, Socio-Economic insights		
Lec. 12	25/12	Follow Up: Report Al-Darb Al-Ahmar Past & Current Situation	2 <sup>nd</sup> Draft	
Lec. 13	01/01	New Year Day Off		
Lec. 14	08/01	Follow Up: Report Comparison Between 2010 & 2019	3 <sup>rd</sup> Draft	
Lec. 15	15/01	Follow Up	Pre-Final	
Lec. 16	22/01	Final Submission		





### Extra Readings:

- Ghariv, R., (2011), "Revitalizing Historic Cairo: Three Decades of Policy Failure," ArchNet IJAR, Volume 5, Issue 3, pp. 40-57.
- Zayyad, S., (2012), "Socio-Economic Revitalization in Old Cairo: A Heritage Initiative in the contemporary Muslim World", Athabasca, Alberta.
- Inclusive Cities Observatory, (2010), "Al-Darab Al-Ahmar Housing Rehabilitation Programme."
- McKoy, D. & Vincent, J., (2007), "Engaging Schools in Urban Revitalization," Journal of Planning and Research 26:389-403.
- The Aga Khan Historic Cities Programme: Green Open Space in the Historic Built Environment.
- Clark, J. & Wise, N., 2018, Urban Renewal, Community and Participation "Theory, Policy and practice," Switzerland, Springer.
- Carmona, M., Tisdell, S., Heath, T., & Oc, T. (2010), "Public Places Urban Spaces: The Dimensions of Urban Design," 2nd Edition, Architectural Press, Routledge, New York.
- Lefebvre, H. (2003). The Urban Revolution. USA: U of Minnesota Press.
- UN-Habitat, (2017), "New Urban Agenda". 1st Edition, Habitat III, Quito, Ecuador.

### Acknowledgment

I would like to thank the Aga Khan Trust for Culture (AKTC), Education Program for funding this course. I would like to thank our Guest Speakers for giving us the honor to be present within the course.