

Adaptive Heritage Reuse: Policy and Practice

Instructors	Dóra Mérai and Volodymyr Kulikov
Level	MA
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Term	fall
Academic program	Cultural Heritage Studies Program
CEU credits	2
Crosslist	

Course overview

Buildings get used and re-used over time – this is a natural process, and usually, this comes together with various physical alterations. Traditionally this belonged to the sphere of interest of architecture, but recently the issue has been moved to the focus of disciplines such as heritage studies, urban planning, and sociology since the process equally concerns the built structure and humans as well as their communities. Moreover, many policymakers started to look at heritage reuse as a source of social empowerment and economic revitalization. The reuse of buildings brings many challenges: what is the acceptable level of change? What kind of new functions are acceptable for historical buildings? How to find a balance between the principles of heritage preservation and the needs of the community? Who should be involved into the decision-making process? How to create the financial basis of such projects? How to ensure the sustainability of historical buildings by giving them new functions?

The course aims to examine the concept and practice of adaptive heritage reuse in various social, political, economic, and cultural environments; its benefits and challenges. How does adaptive re-use contribute to the conservation of tangible and intangible heritage? How does it benefit the community? What aspects of the legal context are relevant for the stakeholders in these projects? What kind of policies are supportive, and which are discouraging adaptive heritage reuse? How does the concept of participatory governance benefit heritage? What is the role of adaptive reuse in urban and spatial planning? How can such projects be made sustainable in terms of financing and the environment?

The course participants will discuss these questions and problems through cases selected from various geographical, political, and social contexts. The course will have a special focus on the urban sphere and one of the most pressing issues today in many parts of the world, that of the heritage of the industrial era. However, we will analyze other types of heritage sites as well. Some of the cases will be examined via site visits in Vienna and Bratislava, and students will meet and interview in person some of the stakeholders in those projects.

The cases brought by the students will have an imperative role in the discussion. Each participant will choose a case to analyze and present during the course. Course participants will explore their cases based on the theoretical approaches covered during the sessions. They will offer an oral presentation accompanied by slides during the two final sessions. After incorporating the feedback received from the

peers and the course instructors, they will prepare a final presentation of the case in a poster format according to the instructors' guidelines. Two peers and the course instructors will review the posters, and the final versions will be presented as an exhibition on the Vienna campus of CEU.

The course will be based on an interactive discussion of actual adaptive heritage situations between all class members. Course participants will all share their knowledge with and learn from each other. Therefore, attendance and active contribution are expected from all students.

Learning outcomes:

By the end of this course, students will get familiar with the main theories in the field and will be able to

- identify opportunities and risks meant by adaptive heritage reuse
- analyze legislation and define policies relevant for adaptive heritage reuse in a broad cultural, social, economic, and political context
- understand the benefits and challenges of inclusive citizenship and participatory governance
- identify possible financial models of adaptive heritage reuse
- integrate sustainable development principles in urban planning, estimate risks and opportunities related to the sustainability of reused heritage sites
- link theoretical approaches with practices and cases
- make strategic and tactical decisions informed by the theoretical knowledge
- evaluate and defend their response for a range of adaptive heritage reuse issues

The course will develop the participants'

- ability to analyze cases in context
- skills in writing up projects
- skills in strategic thinking
- skills in the oral, written, and visual presentation of heritage and their research results

Assessment:

- Answers for the questions for each session based on the cases: 45 points
- Presentation of your case in a Sway Story: 35 points
- Active participation at the class: 20 points

The points will be transferred into grading points from 0.00 to 4.00, and the final grade will be calculated based on the guidelines of the Student Records Office's Manual, p. 3-4.

Grading system

Grade	Name	Points	Credit
A	Outstanding	95	Yes
A-	Excellent	90	Yes
B+	Very Good	83	yes

B	Good	75	yes
B-	Satisfactory	66	yes
C+	Minimum Pass	50	yes
F	Fail	0	no

What will the course participants do?

1. Under every session, you find a mandatory reading and a brief video, and some preparation questions. Please read the paper, watch the video. Then provide a brief answer for the questions in writing (we recommend around 150 words per answer) and upload it to the Assignment folder under the relevant session. The deadline is always 24 hours before the class. An answer contributes to the session if it addresses discussion points, engages with the reading or the video presentation, raises new insights, moves the discussion forward, offers relevant examples. The faculty member hosting the live session will use your answers when preparing the session. The sessions will be discussions of the readings, the questions, and your answers, so your prepared and active presence is very much needed.

How to read the case studies?

1. Check the location of the site on Google Maps.
2. Open the embedded links, explore the context.
3. Answer the questions you will find on the e-learning before the class. Upload your answers.
4. Bring the case study with yourself to the class either on your laptop or in printed form (also bring to previous cases, we will go back to those from time to time).

2. The **cases brought by the students** will have an imperative role in the discussion. Each participant will choose a case to analyze and present during the course. Course participants will examine their cases based on the theoretical approaches covered during the sessions. To allow the participants to familiarize themselves with each other's projects, we ask all participants to prepare a **Sway Story**. We provide guidelines and examples on how to do it below. The finalized stories were shared among the course participants. The final session will be dedicated to discussing these projects.

3. The course will be based on an interactive discussion of actual adaptive heritage situations between all class members. Course participants will all share their knowledge with and learn from each other. Therefore, **attendance and active contribution** are expected from all students.

Structure

Session 1: The concept of adaptive heritage reuse

Introduction into the course, essential terms, and methods.

OpenHeritage project: <https://openheritage.eu/>

Pre-class assignment: watch [The Potocki Palace in Radzyn Podlaski \(Eastern Poland\)](#).

Session 2: Analyzing adaptive heritage reuse

The Old Market Hall case study. Observatory case as a method. Research interview: preparation, conducting, analysis



Pre-class assignment.

1. Read the case and watch the 8-minute movie. 2. Answer the questions listed below. We expect around 150 words per answer. Please write your answer in the following format: Q1[Your name]: *your answer*

Read the case study and watch the video: Stara Tržnica, Bratislava (Slovakia),

<https://openheritage.eu/2018/11/22/stara-trznica/>

1. What can we learn from The Old Market Hall story?
2. What kind of data did the authors need to answer the research questions? Where did they find these data? What might be the challenges in obtaining this information, and how can you address these challenges?
3. How did the authors analyze the data?
4. What statements look unclear or suspicious in the paper and would require more empirical information?

Session 3: Built heritage and adaptive reuse

Conservationism versus reuse. Is built heritage tangible or intangible? Heritage values. Uses of heritage buildings.



Pre-class assignment

1. Read the case and watch the movie. 2. Answer the questions listed below. We expect around 150 words per answer. Please write your answer in the following format: Q1[Your name]: *your answer*

Case study: Jam Factory, Lviv, Ukraine, <https://openheritage.eu/2018/11/22/lviv-jam-factory/>

1. What heritage values can you identify in the case of the Jam Factory? (List them)
2. Who are the main stakeholders in the Jam Factory project? What are their motivations and aim? (List them)
3. How did/do they deal with the buildings?
4. Do you think the new use is suitable in the Jam Factory case and the case of Stara Trznica? Why?

Session 4: Policy, legal and procedural framework for adaptive heritage reuse

Relevant areas of legislation. Organizational structures. Adaptive heritage reuse in policies at local, regional, and national levels.



Pre-class assignment

1. Read the case and watch the movie. 2. Answer the questions listed below. We expect around 150 words per answer. Please write your answer in the following format: Q1[Your name]: *your answer*

Case study: Navy Yard, Amsterdam, The Netherlands, <https://openheritage.eu/2018/11/22/the-navy-yard-amsterdam/>

1. What was the policy context that influenced the most the project?
2. What were the main methods and tools to implement the policy?
3. Compare: Which areas of legislation apply in the case of Navy Yard and Jam Factory?
4. Compare: How did the national and local policy context influence the two projects, Navy Yard and Jam Factory?

Session 5: Financial models

Advantages and disadvantages of different financial models. Pooled investment: the ExRotaprint case. Adaptive heritage reuse as a social enterprise: benefits and challenges.



Pre-class assignment

1. Read the case and watch the movie. 2. Answer the questions listed below. We expect around 150 words per answer. Please write your answer in the following format: Q1[Your name]: *your answer*

Case study: ExRotaprint, Berlin <https://openheritage.eu/2018/11/22/exrotaprint/>

1. What was the goal of the ExRotaprint project? In what respect and to what extent did they achieve it?
2. How did ExRotaprint address the challenges during the renovation process?
3. How did heritage help ExRotaprint to achieve its mission?
4. Would the ExRotaprint financial-ownership model be applicable in your country?

Session 6: Adaptive heritage reuse as a catalyst for urban development

Spatial and urban planning. Processes catalyzed by adaptive heritage reuse projects. Social relevance. Gentrification.



Pre-class assignment

1. Read the case and watch the movie. 2. Answer the questions listed below. We expect around 150 words per answer. Please write your answer in the following format: Q1[Your name]: *your answer*

Case study: Jewish District, Budapest, Hungary <https://openheritage.eu/2018/11/22/jewish-quarter-budapest/>

1. What are the main problems now in the district?
2. What were the factors that have led to these problems?
3. What do you think, how could have been these problems avoided/ reduced by the district municipality? What should have they done differently?

4. Whose task would it be to handle the problems now? What do you think, what should they do?

Session 7: Adaptive reuse in post-industrial neighborhoods

Industrial heritage, post-industrial revitalization, regional identities. Case study: Industrial Heritage Trail / Route der Industriekultur.

Discussing the paper: Berger, Stefan, Christian Wicke, and Jana Golombek. "Burdens of eternity?: Heritage, identity, and the "great transition" in the Ruhr." *The Public Historian* 39, no. 4 (2017): 21-43.

Abstract: The industrial past has become an inescapable and fundamental component of the identity of the Ruhr region. Throughout the twentieth century, the Ruhr acquired a diverse public self-perception—incorporating multiculturalism, football, nationalism, urbanity, and nature—that was strongly imbued by images of the industrial past. Over recent decades, representations of Ruhr's industrial heritage have been driven by a desire to build the region's future on a proud sense of its past. However, there have also been signs of an increasing touristification and commercialization of industrial heritage that is sometimes presented in a self-congratulatory way. The authors argue that the development of a critical "historical culture" involving the region's industrial past remains a constant challenge.



Pre-class assignment

1. Read the paper. 2. Answer the questions listed below. We expect around 150 words per answer. Please write your answer in the following format: Q1[Your name]: *your answer*

The paper: Berger, Stefan, Christian Wicke, and Jana Golombek. "Burdens of eternity?: Heritage, identity, and the "great transition" in the Ruhr." *The Public Historian* 39, no. 4 (2017): 21-43. URL: <https://online.ucpress.edu/tph/article/39/4/21/90108/Burdens-of-Eternity-Heritage-Identity-and-the>

Questions:

1. The authors of the paper state that one of the main threats of deindustrialization was the loss of regional identity. Why is it so essential to preserve such an identity? Provide examples of the opposite situation (from your country or another one).
2. How did different stakeholders, such as businesses, unions, the government, and the intellectuals, approach redundant industrial remains in the Ruhr region? How did they use the past to support their arguments?
3. How did the movement to preserve industrial heritage in the Ruhr evolve? Why did they choose the model of "conservation through development" over traditional conservationist approaches? Compare the model of industrial heritage preservation in the Ruhr with that in your country.

Session 8: Environmental challenges, environmental sustainability

Economy. Environment. Society.

Discussing the paper: Eiringhaus, Pia. "Inventing the Green Metropolis Ruhr, Germany: Postindustrial Greening Narratives and Critical History Culture." In *Located Research: Regional Places, Transitions and*

Challenges, eds Angela Campbell, Michelle Duffy, and Beth Edmondson, 253-277. Singapore: Palgrave Macmillan, 2020.



Pre-class assignment

1. Read the paper. 2. Answer the questions listed below. We expect around 150 words per answer. Please write your answer in the following format: Q1[Your name]: *your answer*

The paper: Eiringhaus, Pia. "Inventing the Green Metropolis Ruhr, Germany: Postindustrial Greening Narratives and Critical History Culture." In *Located Research: Regional Places, Transitions and Challenges*, eds Angela Campbell, Michelle Duffy, and Beth Edmondson, 253-277. Singapore: Palgrave Macmillan, 2020. URL: https://link.springer.com/chapter/10.1007/978-981-32-9694-7_14

Preparation questions:

1. What are the advantages and disadvantages of reusing (instead of demolishing) old buildings from the point of environmental sustainability?
2. What kind of image did the authorities promote about the Ruhr region when the coal and metallurgy industry plummeted? What is the image/public perception of former industrial regions in your country?
3. The creators of the Duisburg Nord Landscape Park intended to "harmonize the damaged relationship between the Ruhr Valley and its environment." In what respect did they achieve this goal?
4. To what extent do sites like Duisburg Nord Landscape Park invite visitors to rethink the industrial past critically? How?

Session 9: Governance models in adaptive heritage reuse

Stakeholders and decision-making processes, top-down and bottom-up models, participatory approaches, governance models.

Guest: [Eutropian](#).

Session 9: Adaptive heritage reuse and communities

Communal identity, collective memory, senses of place, placemaking.



Pre-class assignment

1. Read the case and watch the movie. 2. Answer the questions listed below. We expect around 150 words per answer. Please write your answer in the following format: Q1[Your name]: *your answer*

Case study: La Fabrika detodalavida, Los Santos de Maimona, Spain
<https://openheritage.eu/2018/11/22/la-fabrika-de-toda-la-vida/>

Questions:

1. What is the role of the factory in the collective memory of the local community?

2. What are the forms of community participation?
3. How do you see the significance and impact of the project on the local community?

Session 11: Adaptive reuse to promote social values: The Case of Sargfabrik, Vienna



Pre-class assignment

1. Read the case and watch the movie. 2. Answer the questions listed below. We expect around 150 words per answer. Please write your answer in the following format: Q1[Your name]: *your answer*

The case study: Sargfabrik, Vienna <https://openheritage.eu/2018/11/22/sargfabrik/>

Questions:

1. What are the social and heritage values attributed to the site? How does the community preserve it?
2. How did the project impact the local communities and business environment?
3. Imagine that you are interviewing a potential tenant of Sargfabrik. What would be your top three questions to her or him?
4. Would it be possible to emulate the Sargfabrik model in your city?

Session 12: Impact on local communities



Pre-class assignment

1. Read the case and watch the movie. 2. Answer the questions listed below. We expect around 150 words per answer. Please write your answer in the following format: Q1[Your name]: *your answer*

The case study: Färgfabriken, Stockholm, Sweden <https://openheritage.eu/2018/11/22/fargfabriken/>

1. Can you think about a context in your own country where the Färgfabriken method could be successfully applied?
2. How did the project shape heritage in the Lövhölmens neighborhood?
3. What was the impact of Färgfabriken on urban development?

Recommended literature

Berger, Stefan, and Peter Alexander, eds. *Making Sense of Mining History: Themes and Agendas*. Routledge, 2019.

Berger, Stefan. *Constructing Industrial Pasts: Heritage, Historical Culture, and Identity in Regions Undergoing Structural Economic Transformation*. Berghahn, 2019.

Dobraszczyk, Paul. *The dead city: urban ruins and the spectacle of decay*. Bloomsbury Publishing, 2017.

Douet, James, ed. *Industrial heritage re-tooled: The TICCIH guide to industrial heritage conservation*. Left Coast Press, 2013.

Louw, Michael. *Industrial Heritage Protection and Redevelopment*. Images Publishing Dist Ac., 2018.

- Merlino, Kathryn Rogers. *Building reuse: Sustainability, preservation, and the value of design*. University of Washington Press, 2018.
- Meurs, Paul, Marinke Steenhuis, Jean-Paul Corten, Sander Gelinck, and Frank Strolenberg. *de la source Reuse, redevelop and design: how the Dutch deal with heritage*. Distributeur Nail publishers, 2017.
- Morrison, Ian and Merlin Waterson. *Rescue and reuse: Communities, heritage and architecture*. RIBA Publishing, 2019.
- Plevoets, Bie, and Koenraad Van Cleempoel. *Adaptive Reuse of the Built Heritage: Concepts and Cases of an Emerging Discipline*. Routledge, 2019.
- Robiglio, Matteo. *RE-USA: 20 American Stories of Adaptive Reuse, a Toolkit for Post-industrial Cities*. Jovis Verlag GmbH, 2017.
- Starr, Fiona, 2013. *Corporate responsibility for cultural heritage: conservation, sustainable development, and corporate reputation*. Routledge.
- Stone, Sally. *UnDoing Buildings: Adaptive Reuse and Cultural Memory*. Routledge, 2019.