

Kabul university
Faculty of social Sciences
Undergraduate Degree Program
Building Archaeology (Heritage Conservation)
Syllabus

Heritage Conservation

Education is not neutral; the exchange between teacher and student does not take place in Vacuum. People bring with them their cultural experiences and expectations. Education Needs to take as its starting point the real life and experiences of people and both. Reinforces the social conditions that keep them as passive receivers of information and Knowledge, or directly challenges these conditions. Learners enter the process of Learning not by acquiring facts, but by constructing their reality in social exchange with others.

Paulo Freire and Ira Shor. A Pedagogy for Liberation:
Dialogues on Transforming Education, 1987

COURSE DATA

Instructors:

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COURSE CONTENT

CATALOGUE DESCRIPTION

The course is an overview of the interdisciplinary paradigms, principles, and players in the field of building Archaeology and heritage conservation ranging from local to international contexts. It addresses the conservation of cultural resources generally and the built environment specifically by introducing students to the terms, concepts, and philosophical foundations of heritage conservation, as well as the legal, regulatory, economic development tools, and treatment standards for historic properties. The course includes regular readings, field trips and follows a seminar format where everyone participates in discussion.

OBJECTIVES AND OUTCOMES

After taking this course, students should be able to:

1. To Gain knowledge about archaeology and its principles on Cultural Heritage conservation.
2. To be Familiar with the ancient, inhabited places/ Archaeological sites and Historical monuments in Afghanistan.
3. To gain information about Afghanistan Archaeological excavations, findings, and Afghanistan's Ancient Arts.
4. To understand the significance, Values, Hazard, and Resilience of Afghanistan' Cultural Heritages.
5. To make the best contributions in safeguarding of Cultural heritage while practicing on urban designing and new Constructions projects across the country.
6. Understand the terms, concepts, and philosophical foundations of heritage conservation.
7. Understand the legal, regulatory, and economic development tools of heritage conservation; Understand the treatment standards for historic properties. be aware of geographic, cultural, technological, economic, and political factors that shape the built environment and its preservation.

COURSE COMPONENTS + CRITERIA OF EVALUATION

Knowledge transfer occurs in a variety of formats. In addition to lectures and discussions, the content of this course will be disseminated through field work and field trips.

ASSIGNMENTS

Students will be responsible for completing three types of assignments:

Reading and Discussion. Students will be responsible for the assigned readings and to participate in a seminar discussion about their contents. Contribution to class discussion is a significant portion of your overall course grade. Students will be evaluated based on attendance, expressed knowledge of the required readings, and discussion activity level.

Field Trip Reports. Students will be required to submit a two- to five-page (minimum - maximum), single spaced report due on the Wednesday following the field trip. The field trip report shall be submitted to the Dropbox in Word or PDF format. The intent of these reports is to provide a vehicle to reflect on the critical issues addressed on the field trips and preparatory readings. Focus questions introducing these critical issues will be distributed prior to the field trip. The report must respond to these questions using rhetorical forms and technical language introduced in the class.

Research Paper. Each student will be required to write a research paper on an issue related to heritage conservation. Potential topics include, but are not limited to, the following:

- ✓ Recent Past Historic Landscapes
- ✓ International Conservation Neighborhood Preservation Zones
- ✓ Sustainability Preservation Technology
- ✓ Heritage Tourism Community
- ✓ Industrial Archaeology Materials Conservation
- ✓ Adaptive Use Heritage Corridors

- ✓ CRM Law Diversity

EXAMS

There will be two exams, a Mid-Term and a Final.

WEIGHT

The Course Components will be weighted as follows: Grading will be based on a combination of discussion, assignments, and examinations according to the following percentages:

UG Grad.

Discussion: 15%

Field Trip Reports 10%

Mid-Term Exam: 20%

Research Paper 15%

Final Exam: 40%

TOTAL 100%

Building Archaeology (Heritage Conservation) syllabus

Spring Semester	Topics	Teaching Methods	credits allocated
1st Week	1. Definitions <ul style="list-style-type: none"> I. What is Archaeology? II. What building -Archaeology dose? III. Link between Archaeology and Architecture: IV. What Cultural Heritage Conservation is? <ul style="list-style-type: none"> a. Tangible Heritage b. Intangible Heritage c. Natural Heritage 2. Traditional Architecture in Afghanistan <ul style="list-style-type: none"> I. Architectural Investigation and analysis <ul style="list-style-type: none"> a. the inventory b. condition survey c. recording the building d. preparation of final measured drawings and reports e. further analysis and laboratory tests of materials samples f. Prepare for presentation of data obtained in the field from the investigation and analysis. 	Lecture	3
2nd Week	1. Timeline Of Stone age <ul style="list-style-type: none"> I. Paleolithic (Old Stone Age, 2.5 million Years) 	Lecture Discussion group	2 1

	II. Mesolithic (Middel Stone Age, 15000 years ago) III. New Lithic (New stone Age, 1000 years ago)		
3rd Week	I. Introduction to Ancient Afghanistan from Prehistoric to the Medes (20000-551BC) II. Prehistoric Archaeological Sites in North, South, East and West III. The first Inhabited places in Afghanistan <ul style="list-style-type: none"> a. Qara Kamer (prehistoric Site in North) b. Aquapark c. Dara-e-Kur d. Chenar Gunjeshkan e. Hazarsum f. Dara-e-Kalan g. Shamshir Ghar h. Dara-e-Chamaq i. Dasht-e-Nower Ghazni 	Lecture Site Visiting	2 1
4th Week	1. Introduction to the ancient civilizations in Afghanistan (Historic period, 1500 BC-) <ul style="list-style-type: none"> I. Awesta Civilization 1500CB II. Bakhter Civilization (250-175 CB) III. Mandigak civilization (3000BC) IV. Sistan Civilizations (1000 AD) V. Kowita civilization 	Lecture Discussion group	2 1
5th Week	1. Introduction to Historic Archaeological Sites of Afghanistan <ul style="list-style-type: none"> I. Dawlat Abad (name of Archaeological Site) II. Farooq Abad (name of Archaeological Site) III. Citadel of Balkh province IV. Temple of Now-Bahar V. Delbarjin Tepe (Hill) 	Lecture Discussion group	2 1
6th week	1. Archaeological Excavations in Afghanistan <ul style="list-style-type: none"> I. Legal Excavations 	Lecture Discussion group	2 1

	II. Illegal Excavations 2. Alexandria in Afghanistan I. Alexandria Axose II. Alexandria Arachosia III. Alexandria Bagram IV. Alexandria Qafqaz V. Alexandria Nika		
7th Week	1. Introduction to Buddhist Civilizations (175BC- 600 AD) 2. Buddhist Archaeological Site I. Hada (Nangahar Province) II. Surkh-Kotal (Baghlan Province) III. Mes-e-Aynak (Logar Province) IV. Shuturak (Kapisa Province) V. Buddhist Temple and Stupa in Konduz Province VI. Buddhist Temple and Stupa in Miadan-Wardak Province VII. Buddhist Sites in Bamiyan VIII. Buddhist sites in Kabul Province a. Chakari Minaret b. Kabul Citadel c. Qala-e-Hashmat Khan Lake d. She-Topan Stupa e. Shiwaki Stupa	Lecture	3
8th week	1. Midterm Exame (20%)	Exam Site visiting	1 2
9th Week	1. Buddhist Archaeological Site in Kabul I. Buddhist Stupa in KhakJabar district II. Maranjan Hill (Buddhists Archaeological Temple) III. Gull-Dara Temple and site map IV. Qule-Kandahri Archaeological Site V. The Kabal Walls	Lecture Site visiting	2 1
10th Week	1. Islamic Civilization and Arts I. Minaret of Jam II. Heart Musala I. Hazrat Saleh Minatare II. Ghazni Minarets III. Isteqlal Minaret	Lecture	3

	IV. Maiwand Minatare V. Taq-e-Zafar VI. Elm-Jahl Minareted 2. Islamic Centers (Mosque) I. Jeme Mosque Harat Province II. Aroselfuk Mosque III. Ayaran Tower IV. Shahr-Ara Tower V. Paghmn Arch VI. Khowja-Abo Naser Parsa Mosque VII. Noh-Gunbad Mosque VIII. Noor-e-Islam Mosque IX. Eid-Gah Mosque X. Pol-e-Kheshte Mosque XI. Shah-e-Doshamshira Mosque XII. Sakhi Shrine		
11th Week	1. Historical Castles of Afghanistan I. Bagh-e-Bala Castle II. Darla-Aman Castle III. Nak-Bagh Castle IV. Koti-Baghcha Castle V. Shar-Ara Castle VI. Jahan-Numa Castle VII. Bagh-e-Bala Castle VIII. Paghman Castle IX. Arg-Shahi (the Afghanistan presential palace) X. Dilkash Palace XI. Chehil-soton Palace XII. Sultan Masood Palace XIII. Ghazni Citadel XIV. Qale-Ekhteyardun Citadel	Lecture Site Visiting	1 2
12th Week	1. Historical Gardens of Afghanistan I. Namla Garden II. Bagh Babur Gerden III. Takht-e-Safar Garden IV. Bagh-e-omoi Garden V. Saraj-Alamarat Garden 2. Historical Bridge I. Malan Bridge II. Hartan Bridge	Lecture	3

13th Week	<ul style="list-style-type: none"> I. Documentation & Expropriation of Exotic Cultures II. Renaissance of Classical Antiquity III. Reinforcing National or Cultural Identity IV. Early Restorations Association with Historical Events V. Association with Historical Figures VI. Association with Aesthetic & Architectural Values VII. Paradigms of Heritage Conservation Intervention 	Lecture Lecture and Field work	3
14th Week	<ul style="list-style-type: none"> 1. Assignments Evaluation: Select one research Topic about one of Cultural Heritage (Sites and Monuments) in Afghanistan. The topic must address and respond to the main following issues: <ul style="list-style-type: none"> I. Relationship between natural and cultural environments II. Traditional Cultural Places III. Cultural Landscapes IV. Reading the Landscape V. Tucson as protected conservation city 	Lecture and Field work	3
15th Week	<p>Cultural Resources: Some Definitions</p> <ul style="list-style-type: none"> I. Competing Values II. Emergence of a National Preservation Ethic and Laws III. Local Preservation Laws Complement Federal Laws IV. Historic Preservation Bond Projects <p>Heritage Conservation Programs – International</p> <ul style="list-style-type: none"> I. Characteristics of Early International Efforts II. Limited Recognition of Values III. National Control Over Private Property IV. International Legislation V. Other International Efforts 		3

16th Week	Heritage Conservation Tools – Intervention Treatments <ul style="list-style-type: none"> I. Review of Secretary of Interior Standards II. Preservation III. Rehabilitation IV. Restoration V. Reconstruction HERITAGE CONSERVATION PLANNING & SITE MANAGEMENT <ul style="list-style-type: none"> I. Conservation Planning Elements II. Site Management III. Planning Tourism IV. ICOMOS Scientific Committee on Cultural Tourism: Charter V. Planning for Safety VI. Benefits of Being a world heritage site VII. Field Trip 1 VIII. Field Trip 2 Historic Buildings and Contemporary Additions <ul style="list-style-type: none"> I. The Elements of a Cohesive Design Relationship II. Examples 	Lecture and Field work	
17th Week	1. Students' seminars (Each individual shall present her findings through 15-20 mints presentations to the class.	Presentations	3
End of Semester	1. Final Exam	Final Exam	

RECOMMENDED References:

These readings serve as background material for the lecture and discussion aspects of the course and are taken from key supplementary texts, listed below. The breadth of readings is intended to give the student exposure to seminal and current literature in the field of preservation studies and students are encouraged to study the entire book for information which time could not allow further study.

1. Allison, Eric and Lauren Peters. *Historic Preservation and the Livable City*. Hoboken (NJ): John Wiley & Sons, 2011.
2. Afghanistan, *une histoire millénaire*. Paris; Game Museum.2002.
3. Afghanistan National Legislations for Cultural Heritage Protections.2004.

5. Anna Boato, Daniela Pittaluga. *Building Archaeology: A Non-Destructive Archaeology*, 15th World Conference on Non-Destructive Testing 15-21 October 2000 in Rome; D.S.A., Dipartimento di Scienze per l'Architettura - Department of Sciences for Architecture, University of Genova, ITALY., <https://www.ndt.net/article/wcndt00/papers/idn365/idn365.htm>.
6. Brand, Stewart. *How Buildings Learn*. New York: Viking, 1994.
7. Bawari M, Rasol. *Afghanistan's Archaeology*. Kabul: Kabul University. 2016.
8. Bawari M, Rasol. *Archaeology Resources*. Kabul: Kabul University. 2016.
9. Bernard M, Feilden. *Center for Conservation ICCROM*. Room: 1979.
10. Behbodi, Murtaza. *Afghanistan's Archaeology Findings*. Kabul:2013.
11. Bucher, Ward. *Dictionary of Building Preservation*. New York: Preservation Press, 1996.
12. Byard, Paul. *Architecture of Additions: Design and Regulation*. New York: W.W. Norton & Co,1988.
13. *Celebrating Tucson's Heritage*. Tucson: City of Tucson, Arizona, 1996.
14. Gale, Frances, ed. *Preservation Technology Primer: Readings from the APT Bulletin*.
15. Springfield, Ill.: Association for Preservation Technology International, 2008.
16. King, Thomas. *Cultural Resource Laws and Practice: An Introductory Guide*. Walnut Creek: Alta
17. Mira Press, 1998.
18. King, Thomas (King 2000). *Federal Planning and Historic Places: the Section 106 Process*.
19. Walnut Creek: Alta Mira Press, 2000.
20. Murtagh, William J. *Keeping Time: The History and Theory of Preservation in America*. 3rd ed.
21. New York: John Wiley & Sons, 2005.
22. Officer, James E., ed. *The PimeríaAlta: Missions & More*. Tucson: Southwestern Mission
23. Research Center, c1996.
24. Price, Nicholas S. *Historical and Philosophical Issues in the Conservation of Cultural Heritage*.
25. Los Angeles: Getty Conservation Institute, c1996.
26. *Catalogue des sites archeologiques d'Afghanistan*: Archaeological gazetteer of Afghanistan). Paris: Warwick Ball. 1982. SBN 2-86538-040-8.
27. Hiebert, F, Cambon, P. *AFGHANISTAN Hidden Treasures from the National Museum*. Washington: National Geography. 2008.
28. Halmos, Balázs / Marótyi,Katalin (2010) *The adaptations of the true-to-form survey method*, periodica polytechnica , Architecture, 41/1 (2010) 9–17, DOI: 10.3311/pp.ar.2010-1.02, web: <http://www.pp.bme.hu/ar>
29. Fagan, Brain. *Archaeology*. Santa Barbara University.2002.
30. Osmani, Esmatullah. *General Archaeology of Afghanistan*. Kabul: Kabul University press. 2014.
31. *The Monuments of Afghanistan: History. Archaeology and Architecture*. Newyork: Warwick Ball.2008. SBN 8-436-850-4978-1-13.
32. Tissot, Francine. *Catalogue of the National Museum of Afghanistan*. 1931-1985. UNSCO. 2006.
33. *Standard and guidance for the archaeological investigation and recording of standing buildings or structures* 2014.
34. Mumtaz,Babar. *Development of Kabul. Reconstruction and planning issue*. Switzerland: Monte Verita.2004. ISBN 2-940075-09-3.
35. Najimi, Abdul Wasay. *Built Heritage in Afghanistan: Threats, Challenges and Conservation*. International Journal of Environmental studies. Vol. 68, No.3, June 2011. Pp; 343-361.

36. Najimi, Abdul Wasay. The Restored Mausoleum of Abul-Walid in Herat: *Challenges in heritage restoration in Afghanistan*. Edenborough University Press. 2018. DOI: 103366/Afg20180019.
37. Najimi, Abdul Wassay (2016): Studies in vernacular architecture in Afghanistan: *training in conservation of historic structures in Kabul Old City*, International Journal of Environmental Studies, DOI: 10.1080/00207233.2016.1178985.
38. Cultural Heritage Charters and Standards
39. The-Athens charter for the restoration of historic monuments.1931.
40. The Venice Charter for the Conservation and Restorations of sites and Monuments.1964.
41. The Florance Charter for Historic Gardens.1981.
42. ICOMOS Charter: Principles for the analysis, Conservation and Structural restorations of architectural heritages. 2003.
43. UNESCO declaration concerning the international destruction of cultural heritage and other documents: <https://www.ltrr.arizona.edu/~cbaisan/Vermont/Erica/AED.pdf>, Accessed: April 5, 2020.

CHANGES

This syllabus is subject to change with notice, as deemed appropriate by the instructor.

The purpose of a detailed syllabus is to make the course as transparent and as objective as possible, and thus to empower students to understand and earn the grades to which they aspire. It is not the intention of such a system to be used against learning or fairness.