



## Teaching Guide

| Identifying Data           |   |               |                         |                | 2023/24 |
|----------------------------|---|---------------|-------------------------|----------------|---------|
| <b>Subject (*)</b>         | Architectural Heritage: Theory and Analysis   |               | <b>Code</b>             | 630548001      |         |
| <b>Study programme</b>     | Máster Universitario en Rehabilitación Arquitectónica   |               |                         |                |         |
| Descriptors                |   |               |                         |                |         |
| <b>Cycle</b>               | <b>Period</b>   | <b>Year</b>   | <b>Type</b>             | <b>Credits</b> |         |
| Official Master's Degree   | 1st four-month period   | First         | Obligatory              | 3              |         |
| <b>Language</b>            | SpanishGalician   |               |                         |                |         |
| <b>Teaching method</b>     | Face-to-face  |               |                         |                |         |
| <b>Prerequisites</b>       |   |               |                         |                |         |
| <b>Department</b>          | Proxectos Arquitectónicos, Urbanismo e Composición  |               |                         |                |         |
| <b>Coordinador</b>         | Paz Agras, Luz  | <b>E-mail</b> | luz.paz.agras@udc.es    |                |         |
| <b>Lecturers</b>           | Agrasar Quiroga, Fernando   | <b>E-mail</b> | fernando.agrasar@udc.es |                |         |
|                            | Paz Agras, Luz  |               | luz.paz.agras@udc.es    |                |         |
| <b>Web</b>                 | <a href="http://http://udccom.blogspot.com.es/">http://http://udccom.blogspot.com.es/</a>   |               |                         |                |         |
| <b>General description</b> | <p>Knowledge of the theory of restoration, the history of architectural thought and the theories that have supported the criteria and oriented</p> <p>Intervention actions over time. Reflection and practices applicable to the project process of rehabilitation, promoting the ability to</p> <p>analysis through knowledge of the recent evolution of political, social and economic approaches for the conservation of Heritage.</p> |               |                         |                |         |

## Study programme competences / results

| Code | Study programme competences / results  |
|------|--|
| A1   | E01. Aptitud o capacidade para acometer actividades de crítica arquitectónica, mediante el análisis del patrimonio edificado bajo diferentes ópticas, y la identificación de los precedentes formales, tipológicos y estilísticos  |
| A2   | E02. Aptitud o capacidade para realizar tareas vinculadas a la protección del patrimonio edificado, incluyendo la catalogación monumental, la definición de medidas de protección de edificios y conjuntos arquitectónicos, y la redacción de planes de delimitación y conservación                                |
| A4   | E04. Aptitud o capacidade para intervenir en el patrimonio edificado con valor histórico, aspecto que engloba la coordinación de su estudio e investigación documental, la elaboración de planes directores de conservación, y la redacción y dirección de ejecución de proyectos de restauración y rehabilitación |
| A8   | E08. Aptitud o capacidade para redactar informes técnicos y proyectos de rehabilitación del patrimonio edificado, incluyendo actividades de asesoramiento y consultoría  |
| B1   | CB6. Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación   |
| B2   | CB7. Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio   |
| B3   | CB08. Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios     |
| B4   | CB09. Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades   |
| B5   | CB10. Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.  |
| C1   | T01. Capacidad de análisis y síntesis  |
| C2   | T02. Capacidad de organización y planificación   |
| C4   | T04. Conocimientos de informática relativos al ámbito de estudio   |
| C5   | T05. Capacidad para la gestión de la información   |
| C6   | T06. Resolución de problemas   |
| C7   | T07. Toma de decisiones  |



|     |                        |
|-----|------------------------|
| C15 | T15. Cultura histórica |
|-----|------------------------|

| Learning outcomes   |                                       |                   |   |
|---|---------------------------------------|-------------------|---|
| Learning outcomes   | Study programme competences / results |                   |   |
| Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun xeito que haberá de ser en grande medida autodirixido ou autónomo  |                                       | BJ5               | CJ1<br>CJ4<br>CJ5<br>CJ6<br>CJ7<br>CJ15 |
| Establecer una reflexión fundada en el proceso proyectual de intervención en lo construido, además de facilitar la capacidad de análisis sobre obras referenciales para fundamentarlas en las bases teóricas en las que se apoyan.  | AJ1<br>AJ2<br>AJ4                     | BJ1               | CJ1<br>CJ6                              |
| Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornas novas ou pouco coñecidas dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo.  | AJ8                                   | BJ2<br>BJ4<br>BJ5 | CJ1<br>CJ5<br>CJ6<br>CJ7                |
| Que os estudantes sexan capaces de integrar coñecementos e enfrontarse á complexidade de formular xuízos a partires dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vencelladas á aplicación dos seus coñecementos e xuízos. |                                       | BJ3               |   |
| Capacidade de organización e planificación  |                                       |                   | CJ2                                     |
| Capacidade de xestión de información  |                                       |                   | CJ5                                     |
| Capacidade de análise e de síntese  |                                       |                   | CJ1                                     |
| Razoamento crítico  |                                       | BJ3               | CJ1                                     |
| Cultura histórica   |                                       |                   | CJ15                                    |

| Contents   |   |
|--|---|
| Topic  | Sub-topic   |
| 1 Origins of Heritage concept, processes and theories of restauration.                                   | 1.1 Alberti and the restauration concept.<br>1.2 From Renaissance to Neoclassicism: monument as inspiration source.<br>1.3 French Revolution and preservation.  |
| 2 France, England, Italy and Spain. Theories and experiences, the Restauration Charters and legislation. | 2.1 Vitet y Merimée<br>2.2 Canova<br>2.3 Ponz and Bosarte   |
| 3 Industrial Revolution and typological and thecnical conflict.  | 3.1 Viollet: Restauration Stylistique<br>3.2 Morris: Anti-restauration<br>3.3 Beltrami: Restauo Storico<br>3.4 Botto: Restauo Moderno   |
| 4 Modern Architecture: the annihilaton of History. Heritage musealization.                               | 4.1 Ahistorical Modernity<br>4.2 Giovanoni and the Restauo Scientifico<br>4.3 Pane, Bonelli and Brandi: The Restauo Critico   |
| 5 Postmodern experience: collage and fragmentation. Last theoretical reflections.                        | 5.1 From Venice Charter to Cracovia Charter<br>5.2 Modernity as Heritage<br>5.3 Creative personalities and referential in restauration: Scarpa and Grassi<br>5.4 Rem Koolhaas or the Architect as &quot;Curator&quot; |

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|----------|
| Planning |
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| Methodologies / tests          | Competencies / Results                 | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
|--------------------------------|--|--------------------------------------|-------------------------------|-------------|
| Guest lecture / keynote speech | A1 A2 A4 A8 B1 B3<br>B5 C15            | 18                                   | 0                             | 18          |
| Case study                     | A1 A2 A4 A8 B2 B3<br>C1 C2 C4 C5 C6 C7 | 3                                    | 0                             | 3           |
| Events academic / information  | C1 C4 C5 C6 C15                        | 0                                    | 3                             | 3           |
| Supervised projects            | A1 A2 A4 A8 B2 B4<br>C1 C2 C4 C5 C6 C7 | 0                                    | 47                            | 47          |
| Personalized attention         |  | 4                                    | 0                             | 4           |

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies                  |   |
|--------------------------------|---|
| Methodologies                  | Description   |
| Guest lecture / keynote speech | <p>Oral presentation complemented with the use of audiovisual media and the introduction of some questions directed at students, in order to transmit knowledge and facilitate learning.</p> <p>The master class is also known as "lecture", "expository method" or "master lesson". This last modality is usually reserved for a special type of lesson taught by a teacher on special occasions, with a content that involves an original elaboration and based on the almost exclusive use of the word as a means of transmitting information to the audience.</p>   |
| Case study                     | <p>As a complement to the lectures and in order to promote students' autonomous learning, practical classes will be held in parallel. In them, the students will face the resolution of specific cases in which to put into practice the contents explained in the lectures and that, at the same time, serve as a reference to the subjects under study in the assigned supervised work.</p>   |
| Events academic / information  | <p>Attendance at cultural events (congresses, lectures, conferences, etc), organized by the ETSAC, DPAUC, etc, indicated by the teaching staff of the subject, as part of the teaching content of the course, with the aim of providing students with knowledge and current experiences on the subject.</p> <p>Preparation of material synthesis of the work carried out in the subject for its joint exhibition at the end of the course, in the event organized by the Department of Architectural Projects, Urbanism and Composition: "Arquitecturas en Curso DPAUC" (panels, models, drawings, videos, texts , performances, ...)</p> |
| Supervised projects            | <p>Methodology designed to promote the autonomous learning of students, under the tutelage of the teacher and in varied settings (academic and professional). It refers primarily to learning "how to do things". It is an option based on the assumption by students of responsibility for their own learning.</p> <p>This teaching system is based on two basic elements: the independent learning of the students and the follow-up of this learning by the teacher-tutor.</p>   |

| Personalized attention   |  |
|--|--|
| Methodologies  | Description  |
| Events academic / information<br>Case study<br>Supervised projects | Monitoring of the supervised works by the teacher-tutor. |

| Assessment          |  |   |               |
|---------------------|--|---|---------------|
| Methodologies       | Competencies / Results                 | Description                               | Qualification |
| Supervised projects | A1 A2 A4 A8 B2 B4<br>C1 C2 C4 C5 C6 C7 | Axeitado desenrolo dun traballo tutelado. | 100           |

| Assessment comments |
|---------------------|
|                     |



It is a necessary condition to attend a minimum of 80% of the hours of scheduled face-to-face sessions.

The delivery of the work, proposed in a personalized way, is a necessary condition to pass the subject.

The assessment of the participation in the face-to-face classes and the qualification of the work make up the grade for the subject.

Examination in advance: To be examined in advance, general conditions are the same of the previous course.

Part time students and exemption of attendance: In this case, having the official recognition, minimum attendance could be not considered.

Plagiarism. Regarding plagiarism, the rules of Art. 14th of the Normas de avaliación, revisión e reclamación das cualificacións dos estudos de grao e mestrado universitario da UDC, should be followed.

## Sources of information

|                      |   |
|----------------------|---|
| <b>Basic</b>         | RIEGL, Aloïs, El culto moderno a los monumentos, Visor, Madrid, 1987RIVERA BLANCO, Javier, De varia restauracione. Teoría e historia de la restauración arquitectónica, Abada, Madrid, 2008SOLÀ-MORALES, Ignasi de, Intervenciones, GG, Barcelona, 2006O resto da bibliografía será facilitada ao inicio do curso, xa que variará en función dos temas de estudo do traballo. |
| <b>Complementary</b> | Será presentada con cada uns dos temas a desenrolar.  |

## Recommendations

### Subjects that it is recommended to have taken before

### Subjects that are recommended to be taken simultaneously

Architectural Research and Documentation Skills/630567104

### Subjects that continue the syllabus

### Other comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.