



COURSE DESCRIPTION THEORIES AND HISTORY OF RESTORATION

SSD: RESTAURO (ICAR/19)

DEGREE PROGRAMME: ARCHITETTURA (N14)
ACADEMIC YEAR 2022/2023

COURSE DESCRIPTION

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GENERAL INFORMATION ABOUT THE COURSE

INTEGRATED COURSE: NOT APPLICABLE
MODULE: NOT APPLICABLE
CHANNEL: 02 Cognome A - Z
YEAR OF THE DEGREE PROGRAMME: IV
PERIOD IN WHICH THE COURSE IS DELIVERED: SEMESTER II
CFU: 6

REQUIRED PRELIMINARY COURSES

History of Architecture.

PREREQUISITES

Any requirement.

LEARNING GOALS

The course aims to provide the students with the necessary knowledge on current orientations on architectural restoration in Italy, on the relationship between architects of the past and the built heritage, on the origins of modern conservation, on the codifications of restoration in 19th Century, on the restoration in Italy in 20th Century, focusing on the critical knots of the discipline.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Knowledge and understanding

At the end of the course and after passing the exam the student will be able to acknowledge the evolution of the theories and practices of architectural and urban restoration, relating it to the

contemporary disciplinary debate and applying these knowledges to the historical heritage in progress.

The student must:

- show that he/she has acquired the knowledge and the ability to understand the historical contexts and the protagonists who marked the theories and practices of the architectural and urban restoration since the ancient classical epoch to the current debate;
- show that he/she knows the main projects and interventions that witness the evolution of theories and practices of the architectural and urban restoration during centuries;
- show that he/she is able to take part in complex discussions dealing with the process that led to a progressive understanding of the values of the cultural heritage during centuries;
- show that he/she has critically perceive the current orientations of the debate on restoration.

The training path of the course aims to provide students with the knowledge and the methodology base tools necessary to analyze and understand the evolution of theories and practices of the architectural and urban conservation relating to the contemporary subject debate. These instruments, sided by examples and focuses of case studies among centuries, will allow students to understand that each layered fabric is made up of historical signs for the conservation and transformation interventions, realized with different degrees of knowledge of its cultural values due to the progressive evolution of the consciousness toward the built heritage. This will help the students to understand each single fabric in its progress, providing the basis for further operative focuses of the Laboratory of Restoration.

Applying knowledge and understanding

The students must show:

- to be able to understand the origin of the fabric and its evolution, relating to the time and distinguishing the transformation interventions, restoration and conservation in relation to the degree of awareness of the different epochs.
- to be able to understand the palimpsest and the historical values of the layers of a fabric, highlighting the different tracks and relating them to the historical context that produced them, in order to transmit them to the further generations.

The training path is oriented to transmit the critical abilities useful to understand the tangible and intangible values of the built heritage in its palimpsest and among its witnessing meanings, in order to define conservation and enhancement strategies, too.

Autonomy of Judgement

The student must be able to elaborate critically and with good handling of the historical chronology the evolution of theories and practices of architectural and urban restoration, acquiring the ability to elaborate a critical vision among the current orientations of restoration and the methodology shared by the scientific community of restoration. The autonomy of judgement is progressively refined and checked via laboratory activities, inspections on sites and the final exam.

Communication Skills

The student must be able to talk and argue, and with good handling and understanding of specific terminology, the evolution of the theories and practices of architectural and urban conservation, relating with the historical and geographical contexts, and, in a wider sense, with the general

history. The student must be able to speak clearly and to expose the acquired knowledge related to the contemporary issues on restoration and conservation.

Learning Skills

The student must acquire an adequate learning skill allowing him or her to widen his or her knowledges via bibliographical sources, participation in seminaries, conferences, international workshops provided by the Department or abroad. At the end of the path the student must be able to apply his or her knowledge profitably and critically to the further laboratory of Restoration scheduled by the didactic system of the CdS.

COURSE CONTENT/SYLLABUS

"Restoration" and "architectural restoration." Definitions and terminological aspects: restoration, conservation, rehabilitation, recovery, maintenance.

Restoration before restoration: the relationship between past and present from Antiquity to the 18th century.

Pre-existence and transformation from Antiquity to the Age of Enlightenment. Restoration between architecture and science in two emblematic cases: the Roman dome of St. Peter's and the question of the dome of the Panthéon in Paris.

Toward the modern vision of conservation and restoration. The revolutionary French context and the birth of restoration in style. Neoclassical, neo-Gothic and the work of L. Vitet, P. Mérimée, A. C. Quatremère de Quincy. The figure and work of E. E. Viollet-le-Duc. The English context: from the neo-Gothic movement to J. Ruskin's "restoration is destruction" and the social vision of conservation by W. Morris and the S.P.A.B. The Italian context between the nineteenth and twentieth centuries: archaeology, restoration and urban interventions. C. Boito and the Voto of 1883, L. Beltrami and the *dov'era* and *com'era*.

The 20th century and the broadening of conservation horizons. Monuments and city aesthetics: the Belgian case with Ch.Buls and V. Horta. The Austro-Hungarian context: conservation and restoration in A. Riegl and M. Dvoák. The Italian culture of restoration: G. Giovannoni, G. Chierici and A. Annoni. The debate of the 1930s between Restoration Charters and conservation laws: Athens Charter (1931), 1932 Charter, C.I.A.M. Charter (1933), 1938 Instructions.

The post-World War II period and Italian culture. Monuments and cities in the postwar period: reconstructions and restorations. C. Brandi: recognition of the work and The theory of restoration. The 1972 Restoration Charter. Restoration and critical judgment: the contribution of R. Pane and R. Bonelli. The international dimension: the Venice Charter and the work of P. Gazzola.

The 'ancient center' and the 'landscape': from the postwar debate to the concept of 'cultural landscape'. The urban dimension of conservation: The Gubbio Charter. The 1970s debate, urban restoration and 'recovery'. From monument to 'cultural good' between new historiographical visions and the Charters and Documents: Franceschini Commission, Venice Charter (1964). From the historic center to the historic city: Amsterdam Declaration (1975). Granada Convention (1985); Washington Charter (1987). From natural beauty to the concept of cultural landscape: evolution of the concept of landscape in the 20th century through the reading of restoration charters and international documents. UNESCO Paris Convention (1972). The theme of authenticity and the Nara Declaration (1994). European Landscape Convention (2000). The concept of HUL and

Vienna Memorandum (2005). UNESCO Recommendations (2011).

Some themes of the current debate and design issues. Critical-conservative restoration, conservation, 'restoration'. Restoration and design in the ancient-new relationship and the theme of restoration of the modern.

READINGS/BIBLIOGRAPHY

BIBLIOGRAPHY OF REFERENCE

- C. Aveta, *Piero Gazzola. Restauro dei monumenti e tutela ambientale*, ESI, Napoli 2007.
- A. Bellini [et al.], *Che cos'è il restauro? Nove studiosi a confronto; da un'idea di B. Paolo Torsello*, Marsilio, Venezia 2005.
- C. Brandi, *La teoria del restauro*, Einaudi, Torino 2000 (p. ed. 1963).
- G. Carbonara, *Gli orientamenti di metodo attuali del restauro architettonico*, in S. Casiello, (a cura di), *Restauro. Dalla teoria alla prassi*, Electa Napoli, Napoli 2000.
- Carte e Documenti sul Restauro.
- C. Dezzi Bardeschi (a cura di), *Abbecedario minimo, 'ANANKE. Cento voci per il restauro*, Altralinea Edizioni, Firenze 2017.
- A.M. Di Stefano, *Viollet-le-Duc. Un architetto nuovo per conservare l'antico*, ESI, Napoli 1994.
- R. Di Stefano, *La cupola di S. Pietro*, ESI, Napoli 1980.
- R. Di Stefano, *John Ruskin. Interprete dell'architettura e del restauro*, ESI, Napoli 1983.
- M. Dvoák, *Catechismo per la tutela dei monumenti*, trad.it. a cura di M. Bacci, in «Paragone» *Arte*, n.257/1971.
- J. Le Goff, *Documento/Monumento*, Enciclopedia Einaudi, Torino 1978.
- B.G. Marino, *William Morris. La tutela come problema sociale*, ESI, Napoli 1993.
- B.G. Marino, *Victor Horta. Conservazione e restauro in Belgio*, ESI, Napoli 2000.
- B.G. Marino, *Abbellimenti e conservazione in Belgio tra fine '800 e inizio '900: riflessioni sulla visione estetica di Charles Buls*, in "BDC", n. 3/2002.
- B.G. Marino, *Restauro e autenticità. Nodi e Questioni critiche*, ESI, Napoli 2006, pp. 356-372.
- B.G. Marino, *Luoghi esterni, immagini interne: attualità del percorso della conservazione dell'architettura in Roberto Pane*, in *Atti del Convegno Roberto Pane tra storia e restauro. Architettura, città, paesaggio*, (Napoli, 27-28 ottobre 2008), Marsilio, Venezia 2010.
- B.G. Marino, *Cupole e restauro. Il Panthéon di Parigi tra scienza, architettura e conservazione*, ESI, Napoli 2012.
- B.G. Marino, *Il restauro dopo e durante i Moderni: un autentico valore di novità*, in «Confronti», numero monografico "Il restauro del Moderno", n. 1, 2012.
- B. G. Marino, *Lussemburgo, conservazione dinamica negli anni '60: Piero Gazzola e Jean Bernard Perrin ad Echternach*, in 'ANAKH 74, Gennaio 2015.
- B.G. Marino, *Restauro, storia, progetto: una questione da affrontare*, in Fiorani D. (a cura di), *RICerca/REStauo*, Edizioni Quasar, Roma 2017.
- B.G. Marino, *Sugli impossibili margini della conservazione*, in M. Dezzi Bardeschi, *La conservazione accende il progetto*, Artstudiopaparo Edizioni, Napoli 2018.
- R. Pane, *Attualità e dialettica del restauro*, Antologia a cura di M. Civita, Solfanelli, Chieti 1987.

- A. Riegl, *Il culto moderno dei monumenti. Il suo carattere i suoi inizi*, a cura di S. Scarrocchia, Nuova Alfa Editoriale, Bologna 1990.

- M. P. Sette, *Il restauro in Architettura. Quadro storico*, UTET, Torino 2001.

Note: Specific literature references will be indicated and provided during the course.

TEACHING METHODS OF THE COURSE (OR MODULE)

Teaching will be carried out through the delivery of face-to-face lectures and with field trips and guided tours.

EXAMINATION/EVALUATION CRITERIA

a) Exam type

- Written
- Oral
- Project discussion
- Other

In case of a written exam, questions refer to

- Multiple choice answers
- Open answers
- Numerical exercises

b) Evaluation pattern

Through a final oral interview, the theoretical knowledge acquired by the student on the contemporary debate on the conservation and protection of architectural heritage will be evaluated, with insights into the origin of modern restoration, codifications of restoration over the centuries, and restoration in Italy and Europe.

Note: The course may include an (optional) inter-course test.