



COURSE DETAILS

"THEORIES AND HISTORY OF RESTORATION"

SSD ICAR 19 RESTAURO*

DEGREE PROGRAMME: MASTER'S DEGREE IN ARCHITECTURE (LM-4 SINGLE CYCLE)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

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GENERAL INFORMATION ABOUT THE COURSE

INTEGRATED COURSE (IF APPLICABLE):

MODULE (IF APPLICABLE):

SSD OF THE MODULE (IF APPLICABLE):

CHANNEL (IF APPLICABLE): A

YEAR OF THE DEGREE PROGRAMME (I, II, III): IV

SEMESTER (I, II, ANNUAL): 2ND SEMESTER

CFU: 6

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

History of Architecture

PREREQUISITES (IF APPLICABLE)

None

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 restoration, on the codifications of the 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)

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.

Knowledge and understanding

The student must:

- Show to know and be able 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 to know the main projects and interventions that witness the evolution of theories and practices of the architectural and urban restoration during centuries;*
- Show to be 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 to 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 restoration 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 fluency 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, with fluency and understanding of specific terms, the evolution of the theories and practices of architectural and urban restoration, 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 seminars, 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

The Architectural restoration: the current orientations of method in Italy. The architects of the past and the built heritage: the architects of Middle Ages and Renaissance and the instances of conservation during Baroque. The critique to the tradition in the Enlightenment period. The protection of cultural heritage in the first half of the 19th Century. The codification of the restoration in the 20th Century: the stylistic restoration by E. E. Viollet le Duc, The Anti-Restoration Movement by J. Ruskin, Morris, and the S.B.A.P.; the embellishment restoration, Boito and the vote of the 3rd Convention of Engineers and Architects in Italy, the restoration as the research of the historical truth, the restoration in Italy in 20th Century (G. Giovannoni, A. Avena, G. Chierici, R. Pane, C. Brandi).

READINGS/BIBLIOGRAPHY

- S. Casiello, *Restauro a Napoli nei primi del Novecento*, in "Restauro", nn. 68-69, 1983, pp. 7-30 *.
- R. Picone, *Il pensiero di Roberto Pane come contributo al moderno criterio di tutela ambientale*, in "Napoli nobilissima", vol. XXVI, fasc. I -VI, gennaio-dicembre 1987, pp. 144-148.
- R. Picone, *Federico Travaglini. Il restauro tra 'abbellimento' e ripristino*, Electa Napoli, Napoli 1996.
- G. Carbonara, *Gli orientamenti attuali del restauro architettonico*, in *Restauro dalla Teoria alla Prassi*, a cura di S. Casiello, Electa, Napoli, ivi 2000, pp.9-26 *.
- La cultura del restauro. Teorie e fondatori*, a cura di S. Casiello, Marsilio, Venezia 2005.
- R. Picone, *Roberto Pane (1897-1987)*, in *Che cos'è il restauro? Nove studiosi a confronto*, da un'idea di B. P. Torsello, Marsilio, Venezia 2005, pp. 81-87.
- Verso una storia del restauro. Dall'età classica al primo Ottocento*, a cura di S. Casiello, Alinea, Firenze 2008.

TEACHING METHODS

The course is divided into frontal lectures (80% circa) and site inspections (20% circa).

EXAMINATION/EVALUATION CRITERIA

a) Exam type:

For *integrated courses*, there should be one exam.

Exam type	
written and oral	
only written	
only oral	x
project discussion	
other	

In case of a written exam, questions refer to: (*)	Multiple choice answers	
	Open answers	
	Numerical exercises	

(*) multiple options are possible

b) Evaluation pattern:

Students are evaluated throughout a final oral exam based on the theoretical knowledge acquired on the contemporary debate on conservation and protection of architectural heritage, with focuses on the origins of modern restoration, the codifications of the restoration during centuries, the restoration in Italy during 20th Century.