UNIVERSIDAD DE SEVILLA

CREhAR
UNESCO Chair

SPAIN

✕
Julia Rey-Pérez
Marta García-Casasola

course   02

///

2330038 [Historia, Teoría y Composición Arquitectónica 3]

UNIVERSITY LEVEL COURSE DETAILS
///

Institution
✕ University of Seville

Type of Institution
✕ Higher Education Institution

City
✕ Seville

Department
✕ Architectural History, Theory and Composition

Faculty
✕ Higher School of Architecture

Study program to which this course belongs
✕ Grado en Fundamentos de Arquitectura

Level
✕ Undergraduate

Year/Semester
✕ 4th year / 2nd semester (8th Semester)

Course Type
✕ Lecture
✕ Theoretical project
✕ Practical work

Elective or Compulsory Course
✕ Compulsory

ECTS
✕ 6

Lectures/week (hours)
✕ 2

Studios/labs/week
✕ 2

Academic/ Teaching Personnel
✕ Julia Rey-Pérez, Associate Professor, Marta García-Casasola, Associate Lecturer

Program of Study Content
✕ Design Project
✕ Written Thesis
✕ Research Methodology Course

A diagram that illustrates the position of the course in the structure of the study program:

1st year (10 compulsory courses)	60 ECTS
2nd year (10 compulsory courses)	60 ECTS
3rd year (10 compulsory courses)	60 ECTS
4th year (10 compulsory courses)	60 ECTS
Second Semester. Focus on topic: **Rehabilitation and heritage** **HTC038: Architectural History, Theory and Composition 3.** CA036: Construction 5 ST037: Structures 3 PA039: Projects 8 (Design Studio) IC040:Transdisciplinary workshop 6	
Specialization year Fifth year (6 compulsory courses)	36 ECTS
Elective Courses (the students choose 3) Offer of 25 elective courses 1 Engagement with practice and industry	
Total Elective Credits	18 ECTS
Graduate Thesis Project	6 ECTS
TOTAL Fifth Course	60 ECTS
TOTAL	300 ECTS

COURSE CONTENT AND STRUCTURE

The contents of the course address the evolution of the concept of heritage throughout the 20th and 21st centuries, incorporating all types of heritage, from monuments to the landscape as a container of heritage. It also reviews the strategies for managing cultural heritage in the 21st century and identifies new models of heritage city management based on urban governance and the heritage-sustainability binomial, as well as the challenges for the 21st century and the 2030 Agenda. The course is structured alternating sessions with a more conceptual and critical vocation with practical sessions where both group work and individual work are developed. In this practical part of the course, the students overturn the contents of the first part of the class. In both cases and on a different scale, students' work deals with a case study - a building with its surroundings, an area of the city or territory- in which they identify heritage values and attributes in order to define strategies and criteria for intervention. Basically, the course aims to introduce the student to methodologies of intervention in heritage, which can be structured in three phases: heritage identification (research and documentation), cultural values and conservation project.

THE COURSE PURPOSE AND OBJECTIVES IN GENERAL AS WELL AS IN RELATION TO SUSTAINABILITY AND CULTURAL HERITAGE

The course's aim is to ensure that students learn the historical and cultural knowledge necessary for carrying out diagnoses and heritage assessments of architecture, the city and those territorial elements that form part of the landscape. Likewise, students will be able to structure and apply the theoretical, critical and instrumental elements of the preliminary studies required for architectural interventions for the rehabilitation of built heritage. In addition, the course aims to make students aware that heritage and culture are current resources that contribute to local development and the local economy and are therefore considered key elements of urban, economic, and social sustainability.

THE LEARNING OUTCOMES IN GENERAL (SKILLS, ABILITIES, KNOWLEDGE) WITH REGARD TO SUSTAINABILITY AND CULTURAL HERITAGE

The student acquires an important ability in the study of cultural heritage in its multiple facets and dimensions, which fosters their critical capacity in relation to the identification of heritage values and attributes. The overcoming of the heritage object and the study of the context in which it is inserted, as well as its threats and opportunities, generates in the student an ability to relate the values and attributes of this heritage with the needs of the context, being able to identify the benefits and impacts generated in the urban context when using this heritage as a resource. Making this decision also enables him/her to define these intervention strategies in the aforementioned heritage.

KEY FEATURES

//

TO WHAT EXTENT DOES THE COURSE ADDRESS ASPECTS OF SUSTAINABILITY AND PROMOTE CULTURAL HERITAGE AS A BASE FOR SOCIAL, ECONOMIC AND ENVIRONMENTAL DEVELOPMENT

SOCIAL

low	medium	**high**

ECONOMIC

low	**medium**	high

ENVIRONMENTAL

low	medium	**high**

THE EDUCATIONAL /TEACHING METHODOLOGY (GENERAL PRINCIPLES, PEDAGOGY AND MANAGEMENT STRATEGIES USED FOR CLASSROOM INSTRUCTION)

The teaching strategy used is one in which the student is the main character of the learning process, where in addition to acquiring responsibilities and critically approaching the contents provided in the subject, he/she exchanges points of view and experiences with his/her classmates. Derived from this reality, different methods are promoted, which combine: Problem-Based Learning (PBL), Service Learning (SL), Cooperative Learning (CL), lectures / expository method and case studies. This is the framework within which the learning of this programme is proposed, which is the result of combining different methodological strategies, each one is chosen according to the contents, teaching objectives and competencies to be developed. They are given various training activities, combining individual work with group work. Essentially, the phases of the heritage methodology can be summarised as follows: a collection of materials / representation or heritage identification / identification of the heritage problem or diagnosis / values / intervention strategy / lines of action / knowledge transfer. Making use of the following "Tools": documentary management, interpretation, graphic sources (photos, maps, films, among others)

TEACHING/LEARNING MATERIALS (DIDACTIC MATERIALS, RESOURCES, SOFTWARE, ETC.)

The materials provided to students in their learning process consist of an extensive bibliography according to the thematic contents mentioned, a wide range of case studies of heritage interventions (textual, graphic and photographic information), as well as films, videos, or press material that bring the student closer to different heritage areas. Students will usually work with historical images and historical cartography, as well as oral material collected from interviews with users of the heritage in question. This material is complemented by a study visit to a specific intervention or by attending a seminar or conference. The aim is to read of these materials to become the basis for defining values based on the understanding and interpretation of the heritage problem on which the project is working. We will make recurrent use of the interpretation of texts and images as working tools to achieve sufficient knowledge of study areas. The use of chronologies and interpretative cartographies will also form part of the learning outcomes.

OBSTACLES, IMPEDIMENTS, PROBLEMS AND CHALLENGES REGARDING TEACHING SUSTAINABILITY OR/ AND CULTURAL HERITAGE IN THIS COURSE (IF ANY). PLEASE MENTION THEM BRIEFLY

✕ Yes, both in sustainability and heritage

The main impediment to teaching concepts as broad as cultural heritage or sustainability is the need to work continuously with different disciplines and different approaches, which is known as an integrated curriculum, which does not occur at the university level. On the other hand, the student is not usually familiar with teaching methodologies that involve a very close connection with real problems. This situation poses the challenge of making students aware of urban needs and how heritage is the way to solve them.

PRACTITIONERS/PROFESSIONALS/ EXPERTS INVOLVED IN THE EDUCATIONAL PROCESS? IF YES, PLEASE MENTION THEIR EXPERTISE AND THEIR ROLE IN THE COURSE

✕ No

EXTERNAL PARTICIPANTS, VISITORS GUEST LECTURERS, ETC, INVOLVED IN THE EDUCATIONAL PROCESS? IF YES, PLEASE MENTION THEIR EXPERTISE AND THEIR ROLE TO THE PROGRAM OF STUDY

✕ Yes

Yes, we usually try to involve a technician from the City Council or architects with heritage interventions in the case studies. Their role in the course is to transfer knowledge from what is known as street work to academia. In addition, researchers and professors from different disciplines are always invited to participate in our courses to bring another point of view to heritage management from the perspective of sustainability. Sociologists, anthropologists, economists, environmentalists... have been invited. The aim is for their interventions to enrich the student's critical capacity

RELATIONSHIP BETWEEN THE COURSE AND THE CURRENT LOCAL NEEDS/ REQUIREMENTS OF LABOUR MARKET IN THE FIELD OF ARCHITECTURAL AND URBAN DESIGN IN RELATION TO SUSTAINABILITY AND HERITAGE

The possibility of the relationship depends on the areas of study chosen to work on in the course. Normally, case studies close to the student are selected, such as industrial heritage issues, degraded neighbourhoods with an interesting heritage, cultural and social component; obsolete heritage immersed in the urban context or spaces with an important landscape or intangible component that often goes unnoticed by any administration. Case studies are usually chosen to allow the student to experiment with all facets of cultural heritage. At the same time, research is also carried out on examples of good practice at the European level. From the end of the 20th century to the present day, there are great examples of heritage interventions that students should be aware of.

TO WHOM IT IS ADDRESSED (TARGET AUDIENCE)

Fourth-year students / second semester (8th Semester)

Workload/weekly study hours
✕ 4 hours

Language
✕ English and Spanish

Evaluation Methods
✕ Written Exam
✕ Project
✕ Project Presentation
✕ Coursework

Grading System
✕ Numerical

Employment influence evaluation (alumni feedback about employability)
✕ Employed in Private Sector
✕ Employed in Public Sector
✕ Self Employed

RESULTS

As has been seen in the teaching methodologies mentioned above, in our case the result is not so much the end product but the learning process in which the student approaches the concept of heritage.
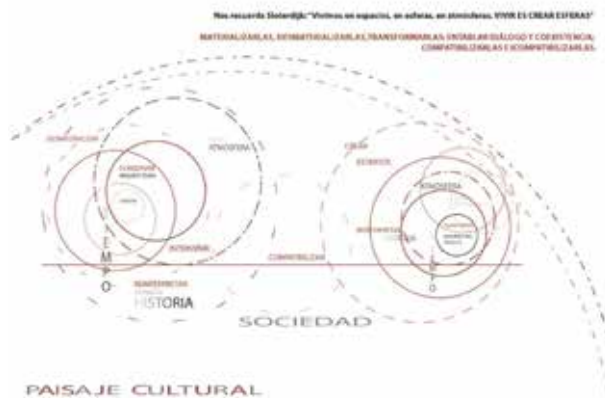

Figure 1. Representation of the definition of cultural landscape: time, society, history... preserve, demate-rialise, reinterpret, create new layers, etc. Case study: northern part of the historic centre of Seville. *Students: Javier Miranda Díaz, Silvia Richter Martínez, Cristina Ungur y Geraldine Zúñiga Delgado. Course 2016/2017, group 4.08. Professor: Marta García-Casasola*
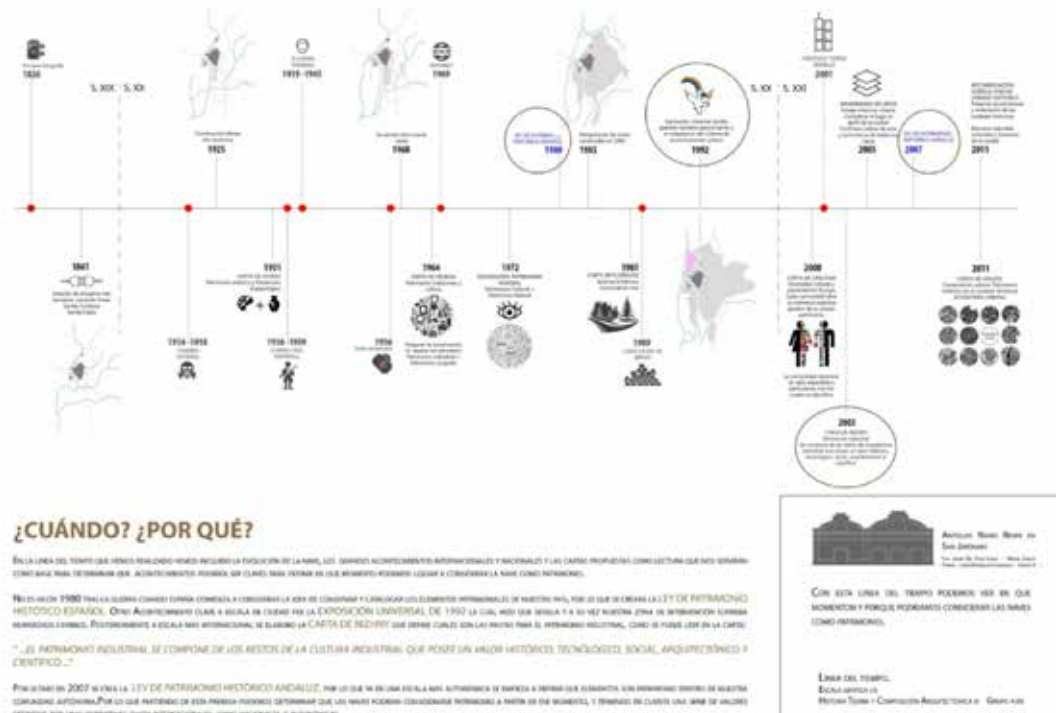
Figure 2. Timeline for the historical contextualisation of industrial heritage based on the Renfe Warehouses.
Case study: Renfe warehouses located in the San Jerónimo neighbourhood, Seville.
Students: Fco. Javier del Pozo López, Marta García Torres and Jorge Rodríguez Chinchilla. Course 2017/2018, group 4.09. Professor: Julia Rey Pérez

Figure 3. Identification of the strengths, weaknesses , opportunities and threats (SWOT) of Renfe Warehouses.
Case study: Renfe warehouses located in the San Jerónimo neighbourhood, Seville.
Students: Fco. Javier del Pozo López, Marta García Torres and Jorge Rodríguez Chinchilla. Course 2017/2018, group 4.09. Professor: Julia Rey Pérez