GUÍA DOCENTE

ASIGNATURA

THE SPANISH ROYAL SITES AND THE NATIONAL CULTURAL HERITAGE

Grado en FUNDAMENTOS DE ARQUITECTURA Y URBANISMO

Universidad de Alcalá

Curso Académico 2019/20

Curso 4º – Cuatrimestre 2º
### 1. PRESENTATION

The aim of this course is to provide a deep knowledge of the buildings and estates of the Spanish Royalty that are currently managed by Patrimonio Nacional. They make up a unique set of Royal Sites dating back to the 12th century.

Additionally, the course will focus on the history of their construction, the development of their environment throughout the centuries, their neighbouring towns, and their ancient uses, some of which continue up until today. The continuous interaction between architecture and environment, together with the transformations caused by a range of processes and historic decisions, will be analysed in order to define major pathologies and functional changes.

The research will be carried out as team-work within a workshop.

Some important royal buildings suggested by Patrimonio Nacional will be visited and studied. An extensive report of both the building and its environment will be produced. It will be based upon the field work carried out and the study of the historical and contemporary sources located in various archives and libraries.
Traditional drawing techniques will be employed together with more modern instruments such as scanner lasers, GPS, and other geolocating devices, as well as building information systems.

Finally, a comprehensive proposal of partial restoration or rehabilitation should be produced based on the results of the research.

Pre-requisites and recommendations: a basic knowledge about the history of architecture and different architectural styles is required.

2. COURSE AIMS

Core aims:
1. To have an adequate and critical understanding of Spanish Cultural Heritage.
2. To gain knowledge and practice of available methods and their use for accurate survey, geo-referencing, and documentation of historic buildings.
3. To understand the diffusion capacities of cultural heritage from a multidisciplinary perspective.

Specific aims:
1. The ability to describe and diffuse cultural resources and their environment, covering issues such as spatial, formal, constructive, functional, and symbolic aspects of a building.
2. The ability to design and develop a research study on the complex system of a historic building.
3. The ability to understand and analyse all datasets related to the historic construction of a building within its environment.

Transversal aims:
1. The ability to work in a team.
2. The ability to clearly show findings and results of research work.
3. The ability to structure a research project on cultural heritage documentation and preservation.
3. COURSE CONTENTS

<table>
<thead>
<tr>
<th>Teaching blocks</th>
<th>ECTS credits</th>
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<tbody>
<tr>
<td>Patrimonio Nacional and Spanish Cultural Heritage: history and evolution.</td>
<td></td>
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<tr>
<td>• Graphic resources and documents.</td>
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<tr>
<td>• Analysis of architectural, urban and territorial scales.</td>
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<td>• Construction phases and restoration processes.</td>
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<td>• Changes in use.</td>
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<tr>
<td>The Habsburg and the Bourbon dynasties in Spain. Comparison with other European Royal Sites.</td>
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<tr>
<td>Palaces and estates in Madrid:</td>
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<tr>
<td>• The Alcázar and the Royal Palace.</td>
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<td>• The Casa de Campo.</td>
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<tr>
<td>• The Palace of Buen Retiro.</td>
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<td>The Royal Sites surrounding Madrid:</td>
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<td>• San Lorenzo de El Escorial.</td>
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<td>• Aranjuez.</td>
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<tr>
<td>• La Granja de San Ildefonso, Riofrío and Valsaín.</td>
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<tr>
<td>• Other minor palaces and estates.</td>
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<tr>
<td>Surveying methods and techniques applied to the understanding and dissemination of Cultural Heritage:</td>
<td></td>
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<tr>
<td>• Scanner laser, total stations, traditional measuring methods ...</td>
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4. TEACHING-LEARNING METHODOLOGIES. METODOLOGÍAS DE ENSEÑANZA-APRENDIZAJE. TRAINING ACTIVITIES

4.1. Credit distribution (specify hours)

<table>
<thead>
<tr>
<th>Number of teaching hours:</th>
<th>50, distributed as follows:</th>
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<tbody>
<tr>
<td></td>
<td>• 10 hours of theory and master classes</td>
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<tr>
<td></td>
<td>• 40 hours of practice at the workshop, visits to the Royal Palaces, and fieldwork</td>
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<tr>
<td>Number of hours of independent study:</td>
<td>100 hours</td>
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<tr>
<td>Total hours</td>
<td>150 hours</td>
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4.2. Methodological strategies, teaching materials, and resources

The teaching approach is based upon a workshop structure, with an emphasis on teamwork.

Some complex buildings and estates that are managed by Patrimonio Nacional will be selected in order to develop an exhaustive study of their particularly interesting aspects. These include their construction materials and techniques, restoration decisions, historical uses, and urban and environmental construction.

Master classes will provide the theoretical foundations that will be complemented by: 1/ some specific recommended readings, 2/ short practices, and 3/ visits to the Royal Palaces and Sites. The teamwork will be also split into several parts that will constitute the final task.

In addition, there will be the chance to practice in the laboratory with various surveying devices (GPS, Scanner laser, total station, thermographic cameras, stereoscopic models etc.).

| In-person classes               | - Master classes in large groups will provide theoretical lessons about the main subjects of the course and guidelines both for teamwork development and laboratory practices.  
|                                | - Visits to the Royal Palaces and other associated sites.  
|                                | - Students’ talks and presentations of their findings.  
|                                | - Sessions where students can review the various stages of the final task and are given the chance to practice.  
| Student workload               | - Readings from selected set texts.  
|                                | - Short reports on tours and visits to the Royal Palaces and Sites.  
|                                | - Data collection from accompanying sources.  
| Individual coaching            | Individual tutoring or small group tutoring in order to track the students' progress.  

5. EVALUATION: Evaluation procedure, assessment, and qualification criteria

Evaluation criteria are based on:

1/ The scientific accuracy and the varying range of the tasks and practices carried out by the student.
2/ The student’s analytical skills relating to cultural heritage documentation and assessment.

The course will use continuous assessment in order to grade each student, taking into account each piece of formal work stipulated by the course.
Teaching is centered around the development of certain topics related to Spanish Royal Sites. These will be addressed in successive stages, focusing on particular aspects of cultural heritage knowledge, preservation, and diffusion. Various points of view will be explained in class each week, and will be seen as a chance to practice for the final research project.

The final research project, when completed, should incorporate the smaller pieces in a structured and critical way. The overall work must demonstrate the knowledge and skills acquired, as well as the understanding of cultural heritage that will have been developed throughout the whole course.

**Grading criteria**

Grades will be calculated according to the following scale of values, which should be considered as an open reference until the end of the course. Once the research project is assessed by a group of teachers, a final mark will be awarded according to the criteria detailed below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>How to achieve this grade</th>
</tr>
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<tbody>
<tr>
<td>High</td>
<td>Full continued work, showing a reflective attitude. Development of a critical and reflective attitude towards interventions on heritage buildings. Interesting and engaging work carried out throughout the course and for the final research project. Perfect attendance to all theoretical lessons and practice sessions, as well as to scheduled fieldwork and visits to the Royal Sites.</td>
</tr>
<tr>
<td>Medium</td>
<td>Fully completed work, showing a reflective attitude, but lacking finesse. Development of a critical and reflective attitude towards interventions on built heritage. Some interesting work carried out throughout the course and for the final research project. Attendance to almost all theoretical lessons and practice sessions, as well as to scheduled fieldwork and visits to the Royal Sites.</td>
</tr>
<tr>
<td>Low</td>
<td>Lack of interest, lack of work or poor class attendance.</td>
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</table>

**Assessment procedures:**

If you choose the continuous assessment option, it is mandatory to deliver every piece of work on the planned date, as well as to take part in all scheduled activities. Those students who cannot attend all scheduled activities are unable to complete the course. However, they can take the ordinary exam in May. Those who cannot pass the course nor the ordinary exam will still have the opportunity to sit the additional exam in June.
Both exams will require the development of a similar research methodology as those favoured throughout the course.

6. BIBLIOGRAPHY

Basic References
(Some specific literature will be provided throughout the course)

Almagro, A (ed) 1988, Fotogrametría y representación de la Arquitectura, (ICOMOS-CIPA X Symposium Internacional), Granada, Comité Nacional del ICOMOS.


Brandi, C 1988, Teoría de la restauración, Madrid, Alianza.


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Jiménez, A & Pinto, F 2003, Levantamiento y análisis de edificios, Universidad de Sevilla, IUCC.

Latorre, P 2012, El monumento como un todo. El plan director de restauración, Informes de la Construcción vol. 64, nº extraordinario (diciembre): 45-56.


Marino, L 1990, Il rilievo per il restauro, Milano, Hoepli.

Maza, F 2008, Introducción a la topografía y la cartografía aplicada, Alcalá de Henares, Publicaciones UAH.

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Patrimonio, Alcalá de Henares, Publicaciones UAH.


Ojeda, JL 2000, Métodos topográficos y Oficina Técnica, Ed. Autor-Editor.

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