



## **COURSE DESCRIPTION**

### **Integrated conservation and landscape protection**

**SSD: RESTAURO (ICAR/19)**

DEGREE PROGRAMME: ARCHITECTURE AND HERITAGE (P53)  
ACADEMIC YEAR 2023/2024

## **COURSE DESCRIPTION**

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## **GENERAL INFORMATION ABOUT THE COURSE**

INTEGRATED COURSE: U4010 - DESIGN STUDIO FOR LANDSCAPE  
MODULE: U4012 - Integrated conservation and landscape protection  
TEACHING LANGUAGE:  
CHANNEL:  
YEAR OF THE DEGREE PROGRAMME: II  
PERIOD IN WHICH THE COURSE IS DELIVERED: SEMESTER II  
CFU: 4

### **REQUIRED PRELIMINARY COURSES**

Design Studio for Urban Heritage;  
Integrated course of Heritage Management.

### **PREREQUISITES**

None

### **LEARNING GOALS**

The course aims to provide students with an educational background that will enable them to deal with the complexity of the landscape project. starting from the assumption that every landscape is historical, the course intends to provide the tools to understand and explore the issues of the historical and urban landscape meant as a palimpsest of material and intangible contents. through the knowledge of the most widely perceived international orientations and the different readings that can restore the system of landscape values, the course intends to provide students with the ability to autonomously interpret the landscape and assess its stratifications, identifying the

different contributions produced by the historical evolution of the territory and the methodological lines to conserve its authenticity and enhance its historical-aesthetic meanings.

## **EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)**

### **Knowledge and understanding**

At the end of the course and having passed the examination, the student will be able to use the methodology to manage an integrated conservation project, to be able to investigate and interpret the multidimensional values of the landscape, autonomously assessing its transformation and issues, identifying its material and intangible aspects and settlement systems, understanding the understanding its vulnerabilities and potentialities in order to valorize its historical and cultural features within the framework of a vision based on integrated conservation. The student will be able to apply this knowledge in the elaboration of a landscape project that is culturally aware and technically up-to-date with regard to the multiple aspects that constitute the landscape.

### **Applying knowledge and understanding**

The student must demonstrate:

- to be able to develop a critical-interpretative approach and understanding in relation to the history of urban and historic landscape transformations;
- to be able to apply methodological investigation methods for the knowledge of the physical, historical, cultural and intangible issues of the landscape;
- to be able to use advanced computer techniques and tools for the critical representation of the historic/urban landscape in its historical recognition and in its phenomena of vulnerabilities and criticalities;
- to be able to develop strategies to identify, recover, use and safeguard the environmental, cultural, social, economic and symbolic values of the landscape;
- to be able to elaborate a project for the protection, valorization and integrated conservation of the historical landscape that is culturally aware and in line with cultural orientations and regulatory guidelines.

The training pathway is oriented towards transmitting the operational skills necessary to concretely apply the knowledge acquired by the student in the definition of design strategies for the integrated conservation and project of the historic landscape.

### **Autonomy of Judgement**

The student must be able to elaborate and know how to critically apply methodologies and principles that subtend a culturally conscious project for the integrated conservation and protection of the historic landscape. The student has to arrive at an autonomous definition of a design solution consistent with these assumptions, evaluating the specificities of the individual case study. Autonomy of judgement is progressively verified and refined through classroom activities, field exercises, collegial reviews and the final examination.

### **Communication Skills**

The student must be able to present and argue his/her project proposals in discussion with other colleagues, with the teacher and his/her colleagues, as well as with any external lecturers on the occasion of intermediate and final juries. The student must be able to express his/her design proposals by means of papers, graphic works, representations and multimedia presentations that

are effective and clear even for a non-expert audience.

### Learning Skills

The student must acquire an adequate learning skills that will enable him/her to broaden his/her knowledge through the consultation of different bibliographic sources and participation in seminars, conferences, workshops, including international ones offered by the Department or externally. At the end of the course, the student must be able to continue his/her studies through third-level training programmes (School of Specialisation, Master's Degree, PhD) as well as to periodically update his/her knowledge independently.

## **COURSE CONTENT/SYLLABUS**

### **DEBATES AND APPROACHES ON THE CONSERVATION AND PROTECTION OF THE CULTURAL LANDSCAPE (1 CFU)**

The evolution of the landscape concept: early approaches and insights into the protection of the natural and built landscape. The issues and interpretation of the historical landscape in international and Italian orientations: the contribution of Alois Riegl and Cesare Brandi. From aesthetic and historical issues to psychological and experiential aspects in the perception of historical and contemporary landscapes. Aesthetics, landscape and integrated conservation: some contemporary positions. The notion of historical urban landscape and cultural landscape. Guidelines and approaches in international conventions: Convention for the Protection of the World Cultural and Natural Heritage (Paris 1972), Granada Convention (1985), European Landscape Convention (Florence 2000), Convention on Intangible Heritage (2003), Faro Convention (2005) and the proceedings of the Commissions for guidelines in relation to the interpretation of cultural sites, of the criterion of authenticity and integrity. Regulatory guidelines on landscape protection and conservation. Operational Guidelines for the Implementation of the World Heritage Convention. Landscape heritage as a common good and case studies.

### **DESIGN METHODOLOGY FOR INTEGRATED CONSERVATION AND LANDSCAPE PROTECTION (1,5 CFU)**

The methodology and criteria for designing the integrated conservation and protection of landscape and historic gardens. The concepts of minimal intervention, reversibility, compatibility and authenticity. The methods of mapping landscape values and peculiarities, graphic representation of the landscape palimpsest: collection of physical and geo-historical data, readings of historical iconography, data processing and use for the design concept. The relationship of the landscape with stratified urban cores and pre-existing architectural and archaeological sites: survey tools for landscape knowledge and protection, design of instrumental surveys, archaeological prospections.

### **TECHNIQUES INTEGRATED CONSERVATION AND LANDSCAPE PROTECTION (1.5 CFU)**

Techniques and methods of analysis and intervention in different landscape contexts: rural, historic urban, natural, ecomuseum, historic parks and gardens, etc. Identification of value matrixes and landscape patterns. The role of data comparison: geomorphological, historical-climatic, regulatory, settlement and structural arrangements, vocations, point and linear landscape elements, intangible values, risk maps and intangible heritage. Management plans and programmed maintenance.

## READINGS/BIBLIOGRAPHY

- A. Riegl, *The Modern Cult of Monuments: its Characters and Its Origin*, trans. Kurt W. Forster and Diane Ghirardo, in «Oppositions», n. 25, 1982, pp. 21-56. - C. Brandi, *Theory of restoration*, edited by Giuseppe Basile, translated by Cynthia Rockwell, Nardini Editori, Firenze 2005.
- B.G. Marino, *Brandi and architecture: "astanza" and "recognition" of work of art/architecture*, in J. Delgado Rodriguez e J.M. Mimoso (a cura di), *International Seminary Theory and Practice in Conservation. A tribute to Cesare Brandi*, Lisbon 2006, pp. 79-87.
- P. Zumthor, *Atmospheres. Architectural environments: surrounding objects*, Birkhauser, Basel 2006.
- M.A. Giusti, *Materials and symbols : garden vs landscape*, ETS, Pisa 2010.
- B.G. Marino, A. Piezzo, *The identities of Luxembourgish landscape: the Echternach site and a challenge for an integrated perspective of its protection and valorization*, in "I Quaderni di Careggi", *The 5th Careggi Seminar Landscape Observatories in Europe From the ELC Recommendations to the Local Initiatives (27-28 June 2013)*, 2013, pp. 89-91 (ISSN: 2281-3195).
- B.G. Marino, *Landscape and Image: Perception of Authenticity and Identity of Places*, in *Landscape as Architecture. Identity and Conservation of Crapolla cultural site*, a cura di V. Russo, Nardini Editore, Firenze 2014, pp. 281-287.
- B.G. Marino, *Dynamic Landscapes: an Approach for the Conservation and Valorization of the River Landscapes*, in «Quaderni di Careggi», a. I, n. 3, 2016, pp. 36-39.
- A. Aveta, B.G. Marino, J. Rouhi, *A Comparative Analysis (SWOT) of Technical Intervention Plans Carried Out in Sistani House and Payambar Mosque of Bam Citadel*, in *Mediterranean Journal of Social Sciences*, vol. 8, n. 1, January 2017, pp. 431-440.
- A. Aveta, B.G. Marino, R. Amore (a cura di), *La Baia di Napoli. Strategie integrate per la conservazione e la fruizione del paesaggio culturale*, 2 voll., artstudiopaparo, Napoli 2017, vol. 2, pp. 280-286.
- P. D'Angelo, *On the relationships between Agriculture and Landscape*, in A. Kahlhoff, M. Di Paola, M. Schorngenhumer *Plant Ethics. Concepts and Applications*, London-New York, Routledge, 2018, pp. 131-142.
- E. Avrami, Erica, R. Mason, S. MacDonald, D. Myers (eds.), *Values in Heritage Management: Emerging Approaches and Research Directions. Autres*. Getty Conservation Institute, Los Angeles, 2019.
- B. G. Marino (a cura di), *Across the Stones. Images, landscapes and memory. The interdisciplinary knowledge for the conservation and enhancement of the Girifalco Fortress*, Collana FREQUENZE2\_ conservazione|restauro|architettura, artstudiopaparo, Roma 2019.
- N. J. Mitchell, S. Brown, L. Scazzosi, J. Lennon, B. Barrett, (2019) *Knowledge Café 4.2: Principles Text. In Action in Outstanding and Ordinary Landscapes*, in *ICOMOS 2019 Advisory Committee Scientific Symposium - Rural Heritage - Landscapes and Beyond*, 17 October 2019, Marrakesh, Morocco 2019.
- B. G. Marino, *El sentido y los límites de la autenticidad: el caso de Arg-é Bam (Irán)| The sense and boundaries of authenticity: the case of Arg-e Bam (Iran)*, in «Loggia. Arquitectura e restauraciòn», n. 33, 2020, pp. 58-75.

- B. G. Marino (con R. Catuogno e R. Marena), Restoration, representation, project: a dialogue-like approach for the Compsa palimpsest, in Proceedings ARQUEOLÓGICA2.0 &3rd GEORES, Valencia (26–28 April 2021), pp. 399-407.

[<http://ocs.editorial.upv.es/index.php/arqueologica20/arqueologica9/paper/view/12161>].

- R. Amore, B. G. Marino, *Coastal cultural heritage and sustainability. Cultural issues and development scenarios of the archaeological site of Herculaneum*, in «SMC», n. 13, 2021, pp. 38-47.

## TEACHING METHODS OF THE COURSE (OR MODULE)

The course is divided into ex cathedra lectures (about 40 percent), application exercises (about 50 percent) and inspections at landscape sites (10 percent), focusing on the topics explained during the course. The exercises are aimed at developing the design of integrated conservation and protection of a landscape context. They are conducted on-site through instrumental surveys, literature searches, and investigations, also making use of equipment in departmental laboratories (e.g., mLAB - Monitoring Laboratory\_Technologies for Monitoring the Built Environment).

Collective exercises constitute the tools for monitoring the degree of understanding of the topics dealt with and their operational fallout. The papers required for the exercise to be conducted by groups consisting of 3-4 students and varying according to the specificity of individual topics, should follow, as a method address, the list of papers on the lecturer's website.

## 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

The final grade, by reason of the outcomes and skills demonstrated in the discussion of the project work as well as the topics and papers from the different modules, will be weighted on the CFUs of each teaching and thus composed as follows: Landscape design 20%; Integrated conservation and landscape protection 20%; Territorial and landscape planning 20%; Environmental design 20%; Landscape architecture 20%