The idea of architectural heritage acquires its current form after the French Revolution and has survived the profound critical revision imposed by the Modern Movement. At present, the habitual oscillation of the debate between conservatism and interventionism (heir of the opposition between Ruskin and Viollet-le-duc) is evolving towards a more active, dynamic and broad reflection of the concept of heritage.

Technical and material considerations are integrated with others of a social, urban and ecological nature, within the framework of a more sustainable vision of the reality of our cities and landscape, seen as a story that never reaches a defined ending and to which the project does nothing but add another layer. The subject proposes a theoretical journey through the most recent evolution of the debate, with specific approaches on concrete architecture and public space projects in the Barcelona area.

Teaching methodology

The famous article interpreted by the contemporaries as a manifesto written by Adolf Loos circa 1908, Ornament and Crime, will constitute the key around which the lessons will be developed.

The title of this article has been much quoted as much as it has been misunderstood, or simply not read. We can say actually that this fundamental and foundational text is more than 100 years after its publication still largely unknown but, paradoxically, very influent, even today. We are interested in this paradox.

From our point of view the merit of this article is that it was able to link architecture with its great enemy: a modernity that no longer needs the traditional eloquence of architecture, precisely that is to say that doesn’t need ornament in the broad sense that Alberti and other classic authors gave it, but only self publicity the modern succedaneum or alibi of eloquence, mainly based in photography and more particularly published and manipulated photography.

We will study some of the most notable and contradictory cases of interpretation of the binomial ornamentation-desornamentation through the work of Gaudí, Loos, Le Corbusier and Mies, and under the light of Ornament and Crime.

Learning objectives of the subject

The idea of architectural heritage acquires its current form after the French Revolution and has survived the profound critical revision imposed by the Modern Movement. At present, the habitual oscillation of the debate between conservatism and interventionism (heir of the opposition between Ruskin and Viollet-le-duc) is evolving towards a more active, dynamic and broad reflection of the concept of heritage.

Technical and material considerations are integrated with others of a social, urban and ecological nature, within the framework of a more sustainable vision of the reality of our cities and landscape, seen as a story that never reaches a defined ending and to which the project does nothing but add another layer. The subject proposes a theoretical journey through the most recent evolution of the debate, with specific approaches on concrete architecture and public space projects in the Barcelona area.
## Study load

| Total learning time: 125h | Hours large group: 15h 12.00% | Hours medium group: 0h 0.00% | Hours small group: 30h 24.00% | Guided activities: 0h 0.00% | Self study: 80h 64.00% |
Description:
CALENDAR (note: movies and visits can be changed under previous note)
The course will be divided as follows:
- First session: presentation of contents, definition of the theoretical framework, formation of workgroups and clarification of logistic doubts.
- First block, PAST:
  o Theoretical lecture: the notion of heritage; History vs Time; Past vs. Memory; relation between materiality and the theory of heritage; Past as matter of project.
  o Movie: Alejandro Amenábar The Others, 2001.
  o Visit: Ciutat Vella, the old center of Barcelona.
  o Architectural lecture: Carlo Scarpa in Verona; the old Sassi in Matera; architecture and punishment, the prisons.
  o Presentation of the first exercise: topic and location.
- Second block, FUTURE:
  o Theoretical lecture: how the Future arrived in our lives; the Futurism avant-gardes; the world of the possible world; the promise of a better world between imposition and opportunity; “in the long term, we’re all dead”.
  o Visit: the former power station in Sant Adrià (Les tres xemeneies).
  o Architectural lecture: Boullé and the visionary ideas of Enlightenment; dystopia, or the future turned out bad; comics and movies as playground for design.
  o Presentation of the second exercise: topic and location.
- Third block, DESTRUCTION:
  o Theoretical lecture: fire as the maximum purifier; big disasters in history: Chicago, Lisboa, Tokyo; some wiped out city: Beirut, Dresden, Coventry; destruction as a project; aggressive urban planning; Speer, Piacentini, Haussmann; martyr architecture?
  o Visit: the area of the Sants railway station in Barcelona.
  o Architectural lecture: the disturbing appeal of destruction; movies and books celebrating the lost of cities and architectures; Hiroshima, WTC, Chernobyl.
  o Presentation of the third exercise: topic and location.
- Forth block, CONSTRUCTION:
  o Theoretical lecture: to build is a superior task; the never ending overlap of time and material; construction, a game of possibilities: is possible to think in terms of an ideal city?
  o Visit: the park of Plaça De Les Glòries and the “22@” District.
  o Architectural lecture: to build is an endless task; old buildings still alive, examples from interventions on Roman ruins; scenography and landscape; military and engineering for a better future; the convenient ambiguity between real and virtual architecture: heritage as a tool of mass distraction.
  o Presentation of the forth exercise: topic and location.

Last session: presentation of the final exercises of the participants. Other professors from the Master will be invited.

Specific objectives:
210769 - PP - Architectural Project and Thought

The first lessons will be "master's lessons" divided in two parts. In the first one the professor will present a topic as indicated in the schedule below. In the second one a debate between the professor and students will be open, starting on the base of the topic of the day and of the readings proposed for the occasion — see also the schedule. The involvement of students in this dialogue will be valued as part of the course qualification.

During the rest of the lessons each student should propose and present their own original topic related to problems studied before, and discuss them with the rest of the class, leading class discussion.

**Qualification system**

**Bibliography**

**Basic:**