

Postgraduate Diploma Architectural Heritage





Postgraduate Diploma Architectural Heritage

- » Modality: **online**
- » Duration: **6 months**
- » Certificate: **TECH Technological University**
- » Dedication: **16h/week**
- » Schedule: **at your own pace**
- » Exams: **online**

Website: www.techtitute.com/pk/humanities/postgraduate-diploma/postgraduate-diploma-architectural-heritage

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01

Introduction

Architectural heritage has become a tangible component to any country's culture. They create, in many cases, the urban environments that over time become the identity of the inhabitants of a city. Likewise, they contain and preserve the memory of other eras. Therefore, their conservation and study must be carried out with extreme care, using techniques and tools to obtain information without damaging these structures. This program will present three online modules, in which you will learn the essential aspects of museology and the analysis of the various architectural theories that coexist in contemporary historical context.





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It is essential to preserve architectural cultural heritage because it is the legacy left by past societies”

Over the years, every country's most emblematic buildings have suffered various attacks. Many have faced wars, nuclear bombs, earthquakes and the like, but the passage of time can be the most aggressive of all. Therefore, it is imperative that today we do what we can to keep them intact and continue to communicate the grandeur and legacy of other times.

This Postgraduate Diploma will focus on providing students and specialists with archeology and art history functions, a different view of these structures through the approaches of museology, a science that studies the history and role of these institutions in society. To this end, the problems faced by museums today and how they have survived in the technological age will be thoroughly discussed.

Furthermore, students should know how urban activity interacts with cultural buildings. So, they will learn the main techniques and tools that allow them to obtain information about the geography and the buildings they are working on. Finally, they will analyze the construction materials used in contemporary times. This is necessary to be able to assist in the restoration work of the most important cultural works in each country.

With all the knowledge provided in this Postgraduate Diploma, students will find themselves ready to face new professional challenges. They will thus be able to work as art experts in a museum, planning collections and exhibitions or otherwise participate in a project that involves maintaining or restoring the Architectural Heritage of any city.

This **Postgraduate Diploma in Architectural Heritage** contains the most comprehensive and up to date educational program on the market. Its most notable features are:

- ♦ Practical cases presented by experts in Art History, Museology and Heritage Conservation
- ♦ The graphic, schematic, and eminently practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Access to content from any fixed or portable device with an Internet connection



You will enjoy an online program where you can learn and practice at the same time. Enroll now to access”

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Restoring a work of art is a challenge, but a building? It is a challenge that you will be able to face upon completing this Postgraduate Diploma”

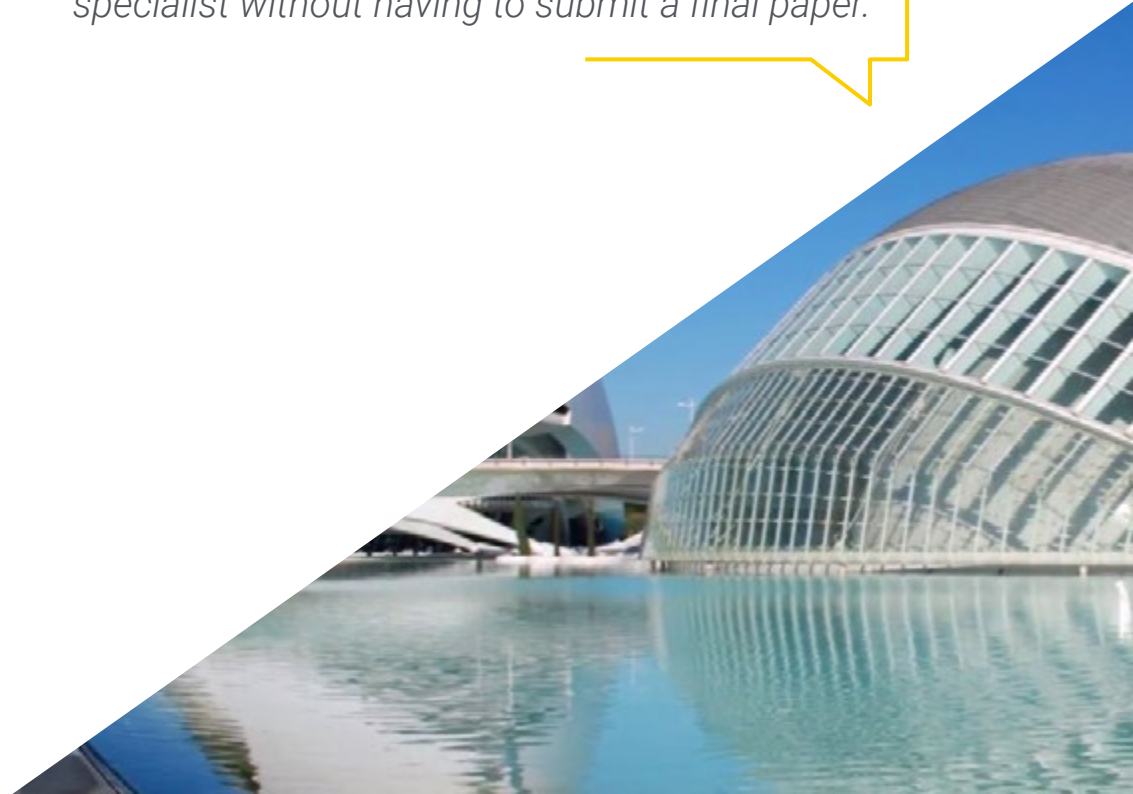
The program's teaching staff includes professionals from sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive training programmed to train in real situations.

This program is designed around Problem Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the academic year. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will be able to participate in any restoration project after finishing this Postgraduate Diploma.

You will obtain a direct qualification at the end of the program, allowing you to practice as a specialist without having to submit a final paper.



02 Objectives

The study and conservation of historical heritage helps to understand the civilizations that produced them, to understand the reason for some of the modern ways of life and to value the journey that has brought us to today. Therefore, the objective of this Postgraduate Diploma is clear: to help students become professionals capable of participating in any restoration and maintenance project of these buildings. To this end, they will enjoy a complete syllabus taught by the best specialists in the field.





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Help slow the effects of the passage of time on the most important buildings in the country or the world”



General Objectives

- ♦ Possess a level of knowledge necessary to master all aspects of Art History and its influence on the present
- ♦ Develop critical thinking with respect to the different artistic movements and stages
- ♦ Gain in depth knowledge of the influence of Classical and Christian Iconographies and their projection in contemporary times
- ♦ Know how to identify reliable historical and artistic sources
- ♦ Integrate the conceptual foundations of Art History in the areas of Museology and Heritage Conservation
- ♦ Identify the most relevant Figures and Iconographies in universal and Christian history



Enroll now in this Postgraduate Diploma and be part of a select group of professionals devoted to cultural heritage”





Specific Objectives

Module 1. Museology and Heritage

- ◆ Distinguish between museography and museology
- ◆ Recognize some of the most relevant museums in Art History
- ◆ Understand the problems museums have to face and the inconveniences that can arise during the assembly of an exhibition
- ◆ Become acquainted with the different types of exhibitions and how they differ

Module 2. Urbanism

- ◆ Attain the necessary level of knowledge to master geography, at the physical and human level, from a regional and global perspective, with special emphasis on the European and Spanish context, and a vision of the urban organization of the territory
- ◆ Know the conceptual foundations of Geography
- ◆ Manage the main techniques and tools to obtain and process geographic information
- ◆ Understand the interrelation between geographic phenomena at different levels of analysis
- ◆ Understand the formation and evolution of geographic thought within the framework of scientific knowledge
- ◆ Become familiar with the basic aspects of humanized space

Module 3. Contemporary Architecture

- ◆ Analyze the different types of construction materials in contemporary times
- ◆ Approach and understand the ideology of great contemporary thinkers
- ◆ Analyze the different architectural theories that coexist in the contemporary historical context

03

Structure and Content

The Postgraduate Diploma in Architectural Heritage has been designed for students to master and learn the techniques used in the most important contemporary constructions of today. And all this in order to facilitate their professional development in the field. Thus, they will have a team of experts in charge of teaching the syllabus contents and a series of practical examples that will help them consolidate their theoretical knowledge. In this way, they will obtain a complete and in depth training that will lead them to immediate success.



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Content prepared, selected and taught by the best experts in the field awaits you when you enroll in the course”

Module 1. Museology and Heritage

- 1.1. The Origins of Museums
 - 1.1.1. Near East
 - 1.1.2. Far East
 - 1.1.3. Ancient Greece
 - 1.1.4. Ancient Rome
 - 1.1.5. Middle Ages
 - 1.1.6. Renaissance, Mannerism and Baroque
 - 1.1.7. The 16th century
 - 1.1.8. The 17th Century
 - 1.1.9. The 18th Century
- 1.2. Exhibitions
 - 1.2.1. Introduction
 - 1.2.2. Exhibition Limitations and Intricacies
 - 1.2.3. Types of Exhibition
 - 1.2.4. Processions
- 1.3. Heritage
 - 1.3.1. Ecclesiastical Heritage
 - 1.3.2. Institutional Frameworks, Cultural Identification Sectors and Cultural Policies
 - 1.3.3. Cultural Assets and Cultural Management
- 1.4. French Museums
 - 1.4.1. Old System
 - 1.4.2. The Enlightenment
 - 1.4.3. The National Assembly
 - 1.4.4. French Museums before and after the Revolution
- 1.5. Museum Typologies Promoted by the French National Constituent Assembly
 - 1.5.1. The French National Museum of Natural History
 - 1.5.2. The Musée des Monuments Français
 - 1.5.3. The Louvre
 - 1.5.4. Luxembourg Palace





- 1.6. From Napoleon I to the Second World War
 - 1.6.1. Napoleon I or Napoleon Bonaparte
 - 1.6.2. Covered Passages
 - 1.6.3. Palace of Versailles
 - 1.6.4. The 19th Century
 - 1.6.5. The 20th century
 - 1.6.6. Germany, Italy, Russia and the United States
 - 1.6.7. The Second World War Disruption
- 1.7. Museology and Museography
 - 1.7.1. Museology and Museography
 - 1.7.2. New Museology
 - 1.7.3. Expanding the Concept of Museum
 - 1.7.4. Museum Strategies
 - 1.7.4.1. Anglo-Saxon Strategy
 - 1.7.4.2. Mediterranean Strategy
- 1.8. North American Museums
 - 1.8.1. Features of North American Museums
 - 1.8.2. Funding System
 - 1.8.3. Trust Forming Museums
- 1.9. Museums and Relevant Figures
 - 1.9.1. Whitney Museum of American Art
 - 1.9.2. Isabella Stewart Gardner Museum
 - 1.9.3. Albright-Knox Art Gallery
 - 1.9.4. Key Sponsorship Figures
 - 1.9.4.1. Gertrude Stein
- 1.10. Museums in History
 - 1.10.1. Ancient Art Museums
 - 1.10.2. Middle Ages Art Museums
 - 1.10.3. Modern Age Art Museums
 - 1.10.4. Contemporary Art Museums

Module 2. Urbanism

- 2.1. Introduction
 - 2.1.1. What Is Urbanism?
 - 2.1.2. Cities in History
 - 2.1.3. The Urbanization Process
- 2.2. Cities and Lands
 - 2.2.1. Geographical Conditions
 - 2.2.2. Cultural Situation
 - 2.2.3. Results: Cultural Identity and Land
- 2.3. Urban Morphology
 - 2.3.1. Urban Morphology Analysis
 - 2.3.2. Plans
 - 2.3.3. Urban Construction
 - 2.3.4. Land Use
- 2.4. Urban Interventions
 - 2.4.1. General Characteristics
 - 2.4.2. Urban Regeneration and Rehabilitation
 - 2.4.3. Urban Renewal and Redevelopment
 - 2.4.4. Other Concepts
- 2.5. Urban Areas
 - 2.5.1. Concept of Urban Area
 - 2.5.2. Characteristic Features of Urban Spaces
 - 2.5.3. Types of Urban Areas
- 2.6. Population and Urban Economic Activity
 - 2.6.1. Urban Populations
 - 2.6.2. Urban Economic Activity
 - 2.6.3. Urban Economic Strategies

- 2.7. Internal City Structure Models
 - 2.7.1. Urban Morphology and Internal City Structures
 - 2.7.2. Classical Theories on Urban Structures
 - 2.7.3. Recent Theories on Urban Structures
- 2.8. Urban Planning
 - 2.8.1. Introduction
 - 2.8.2. Municipal Urban Planning: Plans and Programs
 - 2.8.3. Planning City Expansion Areas
- 2.9. Climate Change
 - 2.9.1. What Is Climate Change?
 - 2.9.2. Urban Phenomenon and Climate Change
 - 2.9.3. Local Sphere: Towns and Cities against Climate Change
- 2.10. Sustainable Urbanism
 - 2.10.1. Environmental Sustainability
 - 2.10.2. Economic Sustainability
 - 2.10.3. Social Sustainability

Module 3. Contemporary Architecture

- 3.1. Technological and Sociological Foundations
 - 3.1.1. Introduction and Historical Context
 - 3.1.2. Fundamental Materials and Elements
 - 3.1.3. Georges-Eugène Haussmann, Camillo Sitte and Urbanism
- 3.2. Utopian Architecture
 - 3.2.1. Introduction
 - 3.2.2. Étienne-Louis Boullée
 - 3.2.3. Claude-Nicolas Ledoux
- 3.3. Chicago School
 - 3.3.1. Introduction
 - 3.3.2. William Le Baron Jenney and Louis Henry Sullivan
 - 3.3.2.1. Adler & Sullivan
 - 3.3.3. Frank Lloyd Wright

- 3.4. Architectural Modernism
 - 3.4.1. Introduction
 - 3.4.2. Belgium: Víctor Horta and Henry van de Velde
 - 3.4.3. France: Hector Guimard
 - 3.4.4. Great Britain: Charles Rennie Mackintosh
 - 3.4.5. Secession: Otto Wagner and Josef Hoffmann
 - 3.4.6. Spanish Modernism
- 3.5. Protorationalism and Architectural Expressionism
 - 3.5.1. Introduction
 - 3.5.2. Deutsche Werkbund: Peter Behrens and Walter Gropius
 - 3.5.3. Adolf Loss and Gottfried Semper
 - 3.5.4. Expressionist Architecture
 - 3.5.4.1. Introduction
 - 3.5.4.2. Rudolf Steiner, Bruno Taut and Erich Mendelsohn
- 3.6. Bauhaus
 - 3.6.1. Introduction
 - 3.6.2. Bauhaus Phases
 - 3.6.2.1. Initial or Mystical Phase
 - 3.6.2.2. Second or Technical Phase
 - 3.6.2.3. Marxist Phase
 - 3.6.2.4. Final or Survival Phase
 - 3.6.3. Key Figures
 - 3.6.3.1. Walter Gropius
- 3.7. Avant-garde Architectures
 - 3.7.1. Influential Figures
 - 3.7.1.1. Ludwig Mies van der Rohe
 - 3.7.1.2. Tony Garnier
 - 3.7.1.3. Auguste Perret
 - 3.7.2. Russian Constructivism
 - 3.7.3. Italian Futurism
 - 3.7.4. Dutch Neoplasticism
- 3.8. International Style
 - 3.8.1. Le Corbusier
 - 3.8.2. Giuseppe Terragni, Heinrich Tessenow and Albert Speer
 - 3.8.3. Alvar Aalto
- 3.9. Theory of Modernity in Architecture I
 - 3.9.1. Life and Thought of John Ruskin
 - 3.9.2. Life and Thought of William Morris
 - 3.9.3. The Arts & Crafts Movement
- 3.10. Theory of Modernity in Architecture II
 - 3.10.1. Life and Thought of Oscar Wilde
 - 3.10.2. Life and Thought of Eugène Viollet-le-Duc
 - 3.10.3. Life and Thought of Gottfried Semper



*The architectural heritage
of a city tells a story.
And you will be able to
discover and preserve it
thanks to this program”*

04

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

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At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"



You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.



A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career*”

The student will learn to solve complex situations in real business environments through collaborative activities and real cases.

The case method has been the most widely used learning system among the world's leading Humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

In 2019, we obtained the best learning results of all online universities in the world.

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Practising Skills and Abilities

They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.



Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



05 Certificate

The Postgraduate Diploma in Architectural Heritage guarantees, in addition to the most rigorous and up to date training, access to a qualification issued by TECH Technological University.





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Successfully complete this training and receive your university degree without travel or laborious paperwork”

This **Postgraduate Diploma in Architectural Heritage** contains the most comprehensive and up to date program data the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional from career evaluation committees.

Title: Postgraduate Diploma in Architectural Heritage

Official N° of hours: 450 h.



*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present quality
development language
virtual classroom



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