

A photograph of a hillside with a small town and a large stone tower on the right. The hillside is covered in terraced fields and some trees. The town consists of several buildings, including a prominent white building with a dome. The stone tower on the right is tall and has several arched windows. The overall color palette is muted, with a mix of earthy tones and a slightly desaturated greenish-blue hue.

# ARQUITECTURA Y PAISAJE

transferencias históricas  
retos contemporáneos

VOLUMEN II

A B A D A E D I T O R E S





**ARQUITECTURA  
Y PAISAJE**  
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retos contemporáneos

**VOLUMEN II**

## LECTURAS

Serie **H.<sup>a</sup> del Arte y de la Arquitectura**

DIRECTORES Juan Miguel HERNÁNDEZ LEÓN y Juan CALATRAVA

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**El *sottoborgo* y la capilla-escuela: los servicios del poblamiento disperso planificado del siglo XX en Italia, Portugal y España**  
***The Sottoborgo and the Capilla-escuela: The Services of the Planned Dispersed Settlement of the 20th Century in Italy, Portugal and Spain***

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**Abstract**

Las políticas de colonización agrícola de los países del sur de Europa en el siglo XX, han producido una transformación territorial relativamente intensa en determinadas zonas. Este proceso creó la necesidad de instalar a los agricultores en territorios sin estructuras de poblamiento. Se estudiaron y fueron desarrolladas algunas tipologías urbanas y arquitectónicas, creando *borghi di servizi* en Italia, *colónias agrícolas* en Portugal y *pueblos de colonización* en España. Frente al poblamiento esencialmente disperso del modelo italiano y portugués, en España se optó abrumadoramente por el poblamiento concentrado, si bien para aquellos espacios alejados de los pueblos se pensó en disponer, en algunos casos excepcionales, una aldea de servicios sumarios similar al *sottoborgo* italiano que fue denominada *capilla-escuela*. Para este tipo de construcción se utilizaron proyectos estándar, con pequeñas variaciones en la distribución de los edificios, repetidos en el territorio según el plan de parcelación.

*The agricultural colonization policies of southern European countries in the 20th century have produced a relatively intense territorial transformation in certain areas. This process created the need to install farmers in territories without settlement structures. Some urban and architectural typologies have been studied and developed, creating borghi di servizi in Italy, colónias agrícolas in Portugal and pueblos de colonización in Spain. Faced with the essentially dispersed settlement of the Italian and Portuguese model, in Spain it was overwhelmingly opted for concentrated settlement, although for those areas far from the pueblos de colonización it was thought to have, in some exceptional cases, a summary services village similar to the Italian sottoborgo that was called capilla-escuela. For this type of construction, standard projects were used, with small variations in the layout of the buildings, repeated in the territory according to the plan of parcelization.*

**Keywords**

Colonización agraria, poblamiento disperso, servicios rurales, *sottoborgo*, capilla-escuela  
*Agrarian colonization, dispersed settlement, rural services, sottoborgo, capilla-escuela*

### **Introduction. The territorial planning of agrarian colonization**

The paper reports some results of the research entitled “Agrarian Colonization Policies in the Dictatorial Regime Countries of Southern Europe in the Twentieth Century”<sup>1</sup>.

The policies of agrarian colonization in southern Europe, particularly in Italy, Spain and Portugal, in the 20th century, produced deep transformation of the landscape, converting territories of low agricultural productivity into spice sowing fields.

Thanks to the control of water movements in the remediation processes and the water distribution nets from the dams, extensively cultivated fields with single crop were created, to produce high productivity cereals and forage to feed livestock in the meat production.

This process has created the need to settle farmers in the transformed countryside, in places that have never been inhabited before. Some architectural and urban planning typologies have been studied and developed, creating *service villages*, *colónias agrícolas* and *pueblos de colonización* in Italy, Portugal and Spain respectively.

Both the Italian Government and the Spanish one, with their respective entities over the years, have taken on the role of protagonists in territorial planning, especially in some areas. The planning processes, starting from common assumptions, followed different criteria for the various countries, from the initial reclaiming of the areas, to the construction of the related infrastructural works up to the definition of the settlement systems<sup>2</sup>.

In the Italian case, according to a pre-established hierarchy, service villages for farmers scattered throughout the farms were founded at a lower level the small *towns of foundation*. In these villages a series of public services were created, from the House of the Fascist Party, to the church, the school, the health clinic, etc. The *villages* had different sizes: large, medium and small, depending on the number and type of services necessary, according to the area where the farmhouses to be served were located. The three types of *villages* were connected together by a concept of hierarchical dependence, considering the medium and small villages as satellites of the large villages.

In the first phase of the Italian agrarian colonization, from the 1930s to the 1940s, large and medium-sized villages were built, while in the second phase, during the 1950s, with the laws on “Agrarian Reform”, the small or “reduced” type villages were also built (by ERAS, “Ente per la Riforma Agraria in Sicilia”), to complete the network of services for inhabitants scattered throughout the territory. Unlike the planning of Spanish agricultural settlements, these service units were built both in correspondence with farmhouses designed and built by the same territorial body, following the “Distribution plans”, and in areas with a strong agricultural value with existing houses.

In Portugal, the base of agricultural colonies has always been the dispersed agricultural house, or *casal de família* (following the Italian example of the farmhouse in its exploitation unit, the *podere*), generating a parcelization scheme comprising dispersed and partially

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<sup>1</sup> Developed by a group of European researchers of the Università degli Studi di Enna Kore (Facoltà di Ingegneria e Architettura), the Universidade do Porto (Faculdade de Arquitectura) and the Universidad de Valladolid (Instituto Universitario de Urbanística).

<sup>2</sup> Tiziana Basiricò and Rui Braz Afonso, “XXth century rural villages in Italy, Portugal and Spain. Knowledge and valorisation”, in *Small towns... from Problem to Resource. Sustainable Strategies for the Valorization of Building, Landscape and Cultural Heritage in Inland Areas*, ed. Pierfrancesco Fiore and Emanuela D'Andria (Milan: Franco Angeli, 2019), 123-134.

concentrated agglomerations. In general, the *Junta de Colonização Interna* -CCI- has gradually concentrated the dispersed model of its *colônias agrícolas*. These ones had grouped together some essential services, such as the school, the chapel, the technical office and the crop support warehouses<sup>3</sup>. As only a few colonies have been built, no institutional or architectural program and plan has been established.

In Spain, based on its and of other countries previous experience, particularly in Italy, by evaluating its positive and negative aspects, the colonization policy was based, on the other hand, mainly on a concentrated settlement system<sup>4</sup>. A system of centers was envisaged, *pueblos de colonización*, which were not only service centers, like the Italian villages, but also included farmhouses, constituting real autonomous inhabited centers in the middle of the countryside<sup>5</sup>. Furthermore, the range of influence of the various *pueblos* was smaller than that of the Italian villages. Even in Spain, although more rarely, dispersed farmhouses, *casas diseminadas*, were built or grouped into small nuclei for which a minimum service center was provided, called *capilla-escuela*. This was a very rare case, and brought the concentrated Spanish model closer to Italian sub-suburb solutions.

### **The *capilla-escuela* as an exceptional element for perfecting the concentrated population model**

The type of settlement, to complete the system of parcelization of the rural landscape, which this “paper” investigates, is the core of basic services: the church and the school, for farmers scattered on farms too far from the Spanish “pueblo” or the Italian “village”, called in Spain “*capilla-escuela*” and in Italy “*sottoborgo*” or “reduced village”.

The church and the school have, in fact, always been considered the main services for the social life of a community and points of reference and aggregation, especially for the rural population. They are, in fact, also the buildings around which the small Portuguese agricultural colonies, *aldeia* and *lugar*, develop, which, depending on the size and distance from the major centers, present both the church and the school or only the school, but without the definition of a specific building typology.

In Italy and especially in Spain, standard projects were prepared based, as it will be explained later, on a similar functional and spatial organization of the main services. These typical projects, with small variations in the layout of the buildings, were repeated throughout the territory according to the parcelization plan.

The aim of this study is to interpret the different types of settlement, paying attention to the *capilla-escuela* as an element built in its historical context of the Franco agrarian colonization and in conjunction with the landscape. In many areas of Spain, the distribution of *pueblos* in the territory was based on the *módulo carro* (wagon module), equal to 2.5 km, which was the maximum distance that the settler could travel to go from his home to the field to be cultivated, so as not to miss more than 45 minutes a day for this

<sup>3</sup> Filipa de Castro Guerreiro, “Colônias Agrícolas Portuguesas construídas pela Junta de Colonização Interna entre 1936 e 1960” (PhD dissertation, Universidade do Porto, 2015).

<sup>4</sup> Sete Álvarez Barrera, “Cinque esempi di spazi pubblici nelle nuove città dell’Estremadura (Spagna, 1950-1970)”, *Infolio*, n.º 35 (2020): 61.

<sup>5</sup> Antonio Álvaro Tordesillas, “Referencias internacionales en los pueblos de colonización españoles”, *Ciudades*, n.º 13 (2010): 183-200.

journey<sup>6</sup>. According to this rationalist territorial planning, each existing inhabited center and each new *pueblo* could cover almost all the cultivated territories with its own area of influence (fig. 1).

For those who remained outside the circles of influence, a dispersed or semi-dispersed settlement system was envisaged, based on isolated farmhouses<sup>7</sup> as they were arranged in plots of land to be cultivated or grouped in small nuclei of two to six units, close to each other, but without being adjacent, and arranged along the access roads to the plots. In such cases, since the distance between the houses and the civic centers was higher than 2.5-3 km, the construction of an *elemental* civic center was envisaged<sup>8</sup>.

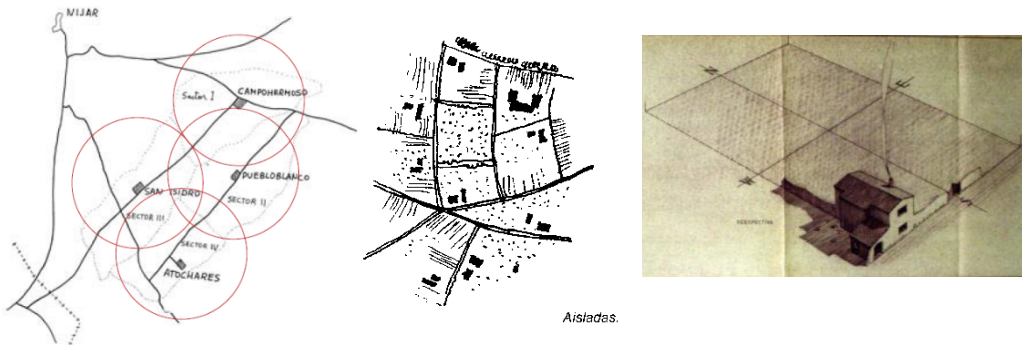


Figure 1: (left) Scheme of the Almería area with the application of the “wagon” module to each *pueblo* and each existing town (Centellas, Ruiz García and García Pellicer López, *Los pueblos de...*); (centre) Scheme of *viviendas diseminadas* (Tamés Alarcón, “Actuaciones de...”); (right) The typical settlement of an isolated farmhouse in the plot.

As an example of this planning, Figure 2 shows the plans of the “*Demarcación territorial de los pueblos de Vegaviana, La Moheda, Moraleja y Huélagá*”, designed in 1956 by the agricultural engineer Felipe Camisón Asensio; in the areas remaining outside the range of influence of the aforementioned *pueblos*, the construction of *viviendas diseminadas* was envisaged.

This territorial planning led to the identification in the Borbollón area (Cáceres), including the *pueblos* of Vegaviana, La Moheda and Moraleja<sup>9</sup>, at first of 5 areas of dispersed houses (fig. 2) and then of 8 ones (fig. 3), providing in each of them a “*capilla-escuela*”.

<sup>6</sup> Miguel Centellas Soler, Alfonso Ruiz García and Pablo García Pellicer López, *Los pueblos de colonización en Almería. Arquitectura y desarrollo para una nueva agricultura* (Almería: Instituto de Estudios Almerienses, 2009).

<sup>7</sup> The “*vivienda diseminada*” was outside the existing settlement. Several typical projects were conceived for it, varying in size, number of floors, etc., depending on the number of members of the family unit and the size of the plot of land. Germán Valentín Gamazo et al., “*Vivienda diseminada finca ‘Las Torres’*”, *Revista Nacional Arquitectura*, no. 83 (1948): 425-430.

<sup>8</sup> José Tamés Alarcón, “*Actuaciones del Instituto Nacional de Colonización 1939-1970*”, *Urbanismo COAM*, n.º 3 (1988): 4-12.

<sup>9</sup> Sara Espina Hidalgo and Rubén Cabecera Soriano, eds., *Pueblos de Colonización en Extremadura* (Badajoz: Junta de Extremadura, 2010).

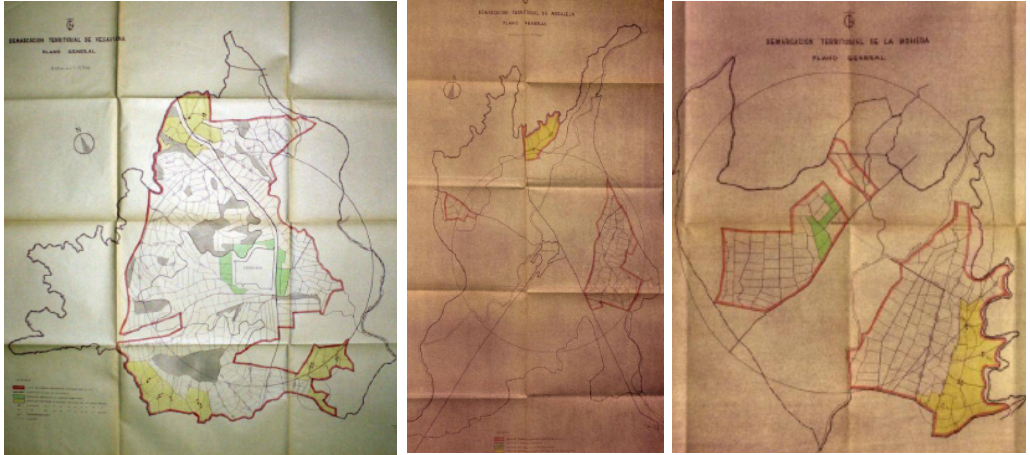


Figure 2: Territorial demarcation plans (1956). Isolated houses outside the range of influence of Vegaviana, Moraleja and La Moheda (Inventario y análisis sobre las potencialidades relacionadas con la arquitectura y el patrimonio en los pueblos de colonización de Extremadura).

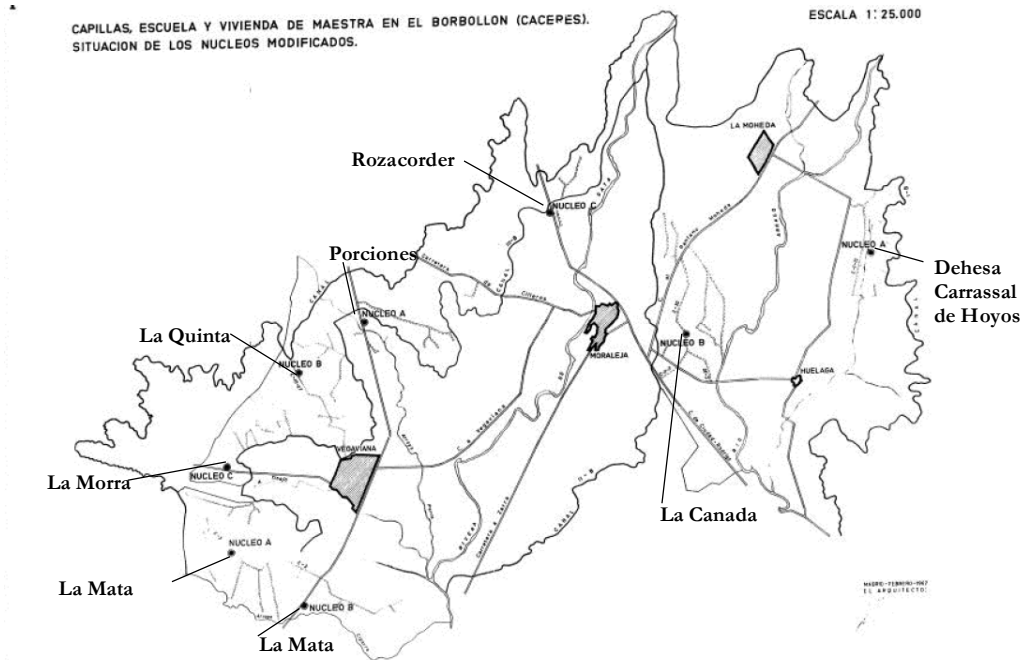


Figure 3: Distribution plan of the 8 nuclei (type A, B and C) of the *capillas-escuela* in the Borbollón area (designed in 1967 by José Luis Fernández del Amo Moreno, and in 1965-1966 by Manuel Jimenénez Varea) (Inventario y análisis sobre las potencialidades...).

Particularly, 5 *capillas-escuela* were planned around Vegaviana: La Mata Alta (in disuse), La Mata Baja, La Morra, La Quinta and Portiones (in disuse), 2 in the area of Moraleja: Rozacorderos (rehabilitation center for drug addicts) and Las Cañadas (reused as “Centro de Interpretación de la Naturaleza”) and one in the area of La Moheda: Dehesa Carrascal de Hoyos- Calzadilla. Three types were designed for these elementary service centers: Nucleo A, Nucleo B and Nucleo C<sup>10</sup>.

Like the *capillas-escuela* built in the area of the *pueblo* of El Torviscal (fig. 4), Castillo de la Encomienda and near Mérida, close to the houses scattered of the *pueblo* Valdeboáa (architect Manuel Rosado Gonzalo, 1961). Or the *capilla-escuela* de Santa María del Camino near the Guadiana del Caudillo *pueblo* and many others not built, such as the one around the La Bazana *pueblo* (designed by Alejandro de la Sota Martínez, 1954).

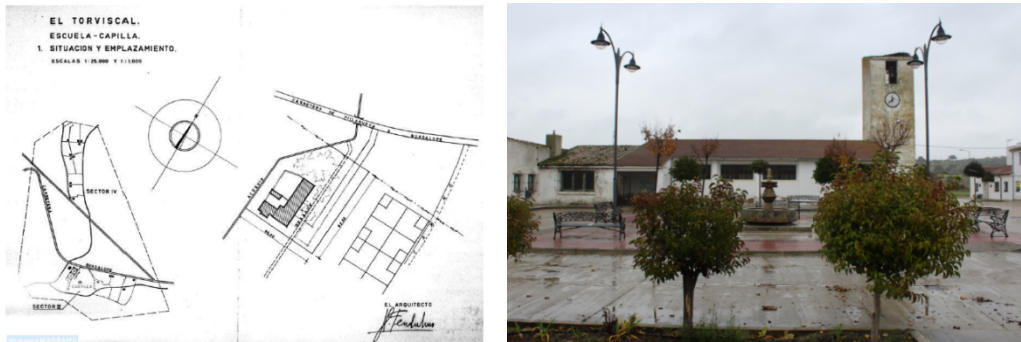


Figure 4: (left) Aggregated houses with corresponding *capilla-escuela* in El Torviscal area (Inventario y análisis sobre las potencialidades relacionadas...); (right) the *capilla-escuela* in Ivanrey (author's photo).

The *capilla-escuela*, or the *centro cívico elemental*, to use the expression of Tamés Alarcón, was also an important element of territorial planning in other areas of the country. In all these cases the *capilla-escuela* constitutes a singular, even unusual, element of the rural landscape. The *capilla-escuela* together with a small group of settler houses really responds to an intermediate situation between the *pueblo de colonización* and the *sottoborgo*.

Analyzing other areas of agricultural colonization in Spain, the presence of this type of building was also found in nuclei of grouped farmhouses. Sometimes, in fact, to facilitate the construction of the houses and above all the services, it was decided to group them in small nuclei. As in the case of the group of 154 isolated houses built in the Valdelacalzada district for the settlers, mostly around Puebla de la Calzada and Montijo. In order to guarantee the schooling of the children who lived in these villages and the religious services for the “isolated” settlers, a *capilla-escuela* was created in each nucleus.

<sup>10</sup> Junta de Extremadura, *Inventario y análisis sobre las potencialidades relacionadas con la arquitectura y el patrimonio en los pueblos de colonización de Extremadura*, accessed September 2, 2020, <https://ciudadano.gobex.es/web/arquitectura/publicaciones>.



Similarly, in the Las Vegas Altas del Guadiana region, in the south of the Cáceres' province, almost on the border with the province of Badajoz, the construction of 69 farmhouses was planned, partly grouped into two nuclei, currently known as the nucleus of Fernando V and the nucleus of Cristóbal Colón, and for the rest scattered.

The one of Fernando V, being very isolated from any main access road, was partially abandoned, thus currently maintaining its original urban structure. The one of Cristóbal Colón, about 7 km from Madrigalejos, is a particular case of *capilla-escuela*, constituting the aggregation center of a small pueblo. Also in this case, it is a grouping of houses that had to be initially built isolated. Just for this reason, the *capilla-escuela* presents the building typology typical of the other aforementioned cases, even if the project by Miguel Herrero Urgel differs from the others for shapes and materials, especially as regards the chapel, which was not built, leaving incomplete the general composition.

Even in San Rafael Olivenza, the building composition of the *capilla-escuela* assumes, in the context of the isolated houses grouped together, a predominant role and catalyst of the composition. It is clearly perceptible both in the access to the building aggregate and from every internal point of the aggregate itself, thanks to the Tower of the *Campanario*, characterising element for the surrounding landscape.

In the Águeda area (Ciudad Rodrigo, Salamanca) around the *pueblos de colonización* in the 1960s, the IRYDA (National Institute of Reforma Y Desarrollo Agrario) built 3 groups of farmhouses grouped with the related services concentrated in the *capilla-escuela*: the nucleus of Arrabal de San Sebastián, the one of Conejera and the one of Ivanrey. Figure 4 shows the *capilla-escuela* defining the square of the small inhabited nucleus.

The *sottoborgo* or reduced village or type C village had the same role as the *capilla-escuela* in the agricultural planning in Italy, as defined by the law on the Agrarian Reform, 1950s dated. This type was found mainly in Sicily when, after the Second World War, being the fascist regime ended, the policy of agrarian colonization was continued by the government<sup>11</sup>. Although the Sicilian experience predates the Spanish one, it was chosen to describe it later as it was less significant and incisive on territorial planning than in the Spanish case. However, its analysis is relevant since many similarities can be found, leading to think that the Italian planning may have been a reference for the Spanish one.

Some cases of isolated “service centers” were found in the countryside, serving scattered houses, and cases of their inclusion in groups of farmhouses of the same distribution plan in a single area equipped with urbanization works.

The example of the first case were the four small villages planned in Sicily in the Tumarrano valley, outside the area of influence of Borgo Callea, a large type, not offering services to assignees of plots included in the distribution plans, but to those who already lived in the valley with a strong agricultural vocation: Borgo Pasquale, Borgo Ficuzza, Borgo Cugno Lungo and Borgo Montoni Nuovo<sup>12</sup>.

<sup>11</sup> Tiziana Basiricò, *Architettura e tecnica nei borghi della Sicilia occidentale* (Palermo: Edizioni Fotograf, 2009).

<sup>12</sup> Paola Barbera, “I borghi rurali tra gli anni Trenta e gli anni Cinquanta in Sicilia. Un progetto per il territorio?”, *Infolio*, n.º 35 (2020): 39-47.

On the other hand, the villages of the Contessa Entellina area belong to the second case: Borgo Pizzillo, Borgo Roccella (school for 20 farmhouses), Borgo Piano Cavaliere (service center for 40 farmhouses), Borgo Cozzo Finocchio and Borgo Castagnola. Although, except for Borgo Pizzillo, in the other villages the essential services (church, school and teacher accommodation, medical clinic with nurse accommodation and accommodation for the village caretaker) were no longer merged into a building complex, but in separate buildings.

While in the Sicilian *sottoborghi* built in the late 1950s and early 1960s, the nuclei of services, always based on typical projects, excluded the church from essential services, while included the headquarters of the cooperative and a kindergarten beyond the school, as in the cases of Borgo Runza, Borgo Desisa and Borgo Cuticchi.

The study made it possible to identify and compare the morphological and typological characteristics of the Spanish *capilla-escuela* nucleus and the Italian *sottoborgo*, as well as to deepen the knowledge of the conservation state, related to the territorial context.

### **Building typology**

In the less important rural nuclei or in the case of dispersed or grouped houses, the civic center was made of a grouping of buildings with the social services considered essential: chapel and school. For this nucleus, as previously mentioned, a type-model was defined.

The *capilla-escuela* model is made up of buildings grouped around an open space accessible from all buildings, delimited by a fence, so as to define a single building complex.

In addition to the essential spaces, the services also included accessory spaces for religious and school activities. Attached to the chapel there is always the sacristy and the house of the priest. In the school, in addition to one classroom, there is an area for the school canteen, the kitchen and the toilets. To complete the core of services, there is always the house for the teacher.

From the analysis of the standard project of the INC (fig. 5), reported by its President, Mr. José Tamés Alarcón<sup>13</sup>, it was found that the services also included a cooperative warehouse, a shop-bar and in some cases housing for craftsmen (mechanics or blacksmiths). These intended uses were not found in any of the real cases analysed.

The proposed model recalls, both for the planimetric scheme and the main intended uses, the typical projects used for the small-scale villages built in Sicily. As can be seen from the plans shown in figure 5, relating to Borgo Pasquale (re-proposed for Montoni Nuovo and Borgo Pizzillo) and Borgo Ficuzza (re-proposed for Cugno Lungo), unlike the Spanish case, there was also a small health center, i.e. a medical clinic with accommodation for the nurse and the caretaker. Also, in the Sicilian case, there are two typical projects repeated in several areas. A courtyard type closed on 3 sides by the buildings and open on the 4<sup>th</sup> side, accessible through a portico. The other type, on the other hand, has a wider courtyard with one side completely open (fig. 5).

The typical projects, designed by José Luis Fernández del Amo for the Borbollón area, called Nucleo A, B and C (fig. 6) have 3 blocks: the chapel with adjacent sacristy and

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<sup>13</sup> Tamés Alarcón, “Actuaciones del ...”, 4-12.

accommodation for the priest, the school with a classroom, a canteen and services and a block with the house for the teacher and external annexes.

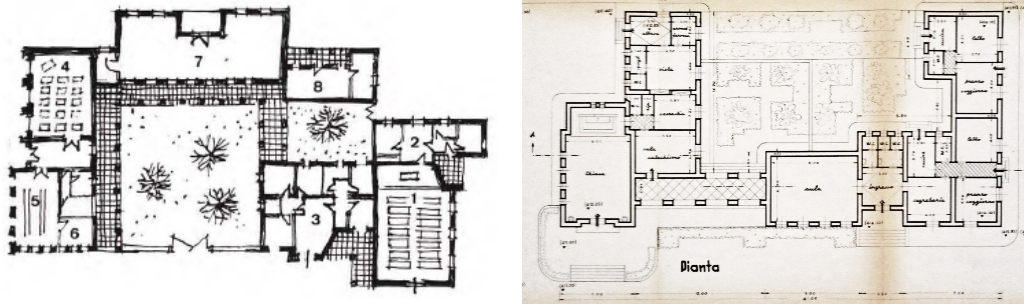


Figure 5: (left) INC type project (Tamés Alarcón, “Actuaciones del...”); (right) Projects for Borgo Pasquale (ERAS’ Archive).



Figure 6: Plan of the nucleus A (Porciones), nucleus B (La Cañada, El Torviscal) and nucleus of Valdebótoa (Inventario y análisis sobre las potencialidades...).

These 3 blocks variously aggregated together in the 3 types (A, B and C) constituted a single complex, thanks also to the fence delimiting the outdoor courtyard, also divided into 3 parts of exclusive relevance to the 3 functional blocks.

The space in the internal courtyard is divided differently: smaller for the priest’s house, a little larger for the teacher’s house, also allowing agricultural activities, and finally, the remaining part much larger for outdoor recreation of school pupils.

This last open space is always for the most part uncovered and for a smaller one, near the building, presents a portico. In the Spanish types, the accesses to the various buildings take place through small arcades on one of the external facades.

Typical projects were re-proposed in different areas, such as the nucleus A, designed for the Vegaviana area and also adopted for El Torviscal. For the various cases analysed, different variants of the standard project were found.

In some cases, as in the variant of nucleus B and in the project of the Valdebótoa nucleus (designed in 1961 by Manuel Rosado Gonzalo) the teacher’s house is built in a block completely separate from the two joint blocks of the chapel and the school (fig. 6).

This has sometimes led to the non-construction of the teacher’s house, as in the nucleus of Arrabal de San Sebastián.

In both Spanish and Italian cases, the general image of the building complex, being made up of the aggregation of different volumes, is very heterogeneous.

Since the buildings have different uses, the volume is very varied, the body of the chapel always has higher elevation than the other bodies and is generally defined by a sloping roof, with one or two slopes, and a very higher bell tower, which stands out from the other buildings and characterizes the entire composition.

The houses of the priest and the teacher, on the other hand, have regular shapes and volumes, positioned on the back or on the main side, however, remaining subdued compared to the chapel and the school. The latter, in particular, is evident on the facade thanks to the large windows, necessary for the natural lighting of the classroom.

Often the projects of the *capilla-escuela* were carried out by the same designers of the *pueblo*, they belonged to, as in the case of those near Vegaviana, designed by Fernández del Amo himself. In these ones, there are clear rationalist and modern movement influences, especially in the composition of the facades which are combined with vernacular aspects linked above all to the use of traditional materials typical of the place, both in the construction elements and in the finishes. In some cases, the vernacular aspect is enhanced by the use of specific materials of the place as in the case of the fair-faced stones in the nuclei of Conejera and Arrabal de San Sebastián (fig. 7).



Figure 7: (bottom) Current state of Arrabal de San Sebastián and view of La Cañada; (left down) The abandoned nucleus of Valdeboítoa and the used one (centre down); (right down) Valdelaalzada (author’s photos).

### Current status and conclusions

The *capilla-escuela*, like the *sottoborghi*, are places that very soon became dysfunctional, especially as a result of the motorization of the sixties and seventies. They stopped providing services, more typical of the villages and larger towns, and their decline was complete.

At the end of the 1950s in Italy and at the beginning of the 1970s in Spain, following the development of the automotive industry, the travel times of farmers from the field to the house decreased, losing one of the principles on which agricultural planning was based on<sup>14</sup>.

Due to the unavailability of the teachers who did not want more to live in such small nuclei, the children were taken by bus every day to the schools of the neighbouring centers. The suppression of teaching in elementary schools in minimal population settlements contributed to consolidating this phenomenon.

These ones, together with the location more or less close to inhabited centers or connecting roads, were the causes that led to the different destiny of the service centers, *capilla-escuela* and *sottoborghi*. In conclusion, they were both design tools to qualify the isolation deriving from the widespread settlement, which has become obsolete in a few decades.

In those cases where the nucleus is at the service of scattered houses, it was mostly abandoned and now it is in a state of increasing decay, such as the nucleus of Torviscal and one of the nuclei of Valdeboítoa (fig. 7).

In other analysed cases, the schools and the teacher's houses no longer used have been occupied by the farmers of the area, such as the nucleus of Porciones, where internal spaces have become barns and the external courtyard, once belonging to the school, field for horses.

The church is the only structure that in many cases is still used and therefore is kept in fair condition. This is especially true for the *capilla-escuela* built in the small nuclei of the grouped farmhouses, such as Conejera, Arrabal de San Sebastián and the Ivanrey nucleus.

The vast majority of buildings are empty or continue to be used for different purposes from the original one.

These small building complexes, however, have a significant architectural and urban planning value, such as to make recovery and redevelopment interventions necessary. Although they are in an advanced state of decay, we believe that they are places of opportunity for a revitalization of the territory.

Recent interventions such as those carried out by the Junta de Extremadura in the nucleus of La Cañada, recovered and destined for the "Centro de Interpretación de la Naturaleza" and in the nucleus of Valdelcalzada with the transformation project of the "Asociación Espacio Joven" into a center for recreation and coexistence, show the possibilities that some little used complexes present today, but architecturally interesting and located in privileged enclaves.

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<sup>14</sup> Tiziana Basiricò, *Progetti e costruzioni per la colonizzazione agraria del '900. Italia Spagna Portogallo* (Rome: Aracne Editrice, 2018).



El paisaje es hoy un tema crucial en el debate arquitectónico, urbanístico, artístico, territorial, político, ecológico y antropológico. En la pregunta sobre qué es un paisaje se entrecruzan muchas de las grandes cuestiones que tienen que ver con la construcción y con la percepción de nuestro entorno, en un momento determinado por una crisis global que convierte a la mirada sobre nuestro hábitat en un asunto marcado por la urgencia. La centralidad del paisaje en la cultura contemporánea es un fenómeno tan reconocido que ha dado lugar a elaboraciones teóricas específicas tendentes a dar cuenta del mismo. Está claro que hoy las cuestiones relacionadas con el paisaje, en su sentido más amplio, constituyen uno de los núcleos conceptuales en los que en mayor medida se entrecruzan naturaleza, cultura, historia y contemporaneidad.

La complejidad y variedad de temas que el paisaje convoca solo puede abordarse desde una mirada transversal y desde la complementariedad de diferentes saberes y disciplinas. Tal fue el objetivo que se propuso el Congreso Internacional *Arquitectura y paisaje: transferencias históricas, retos contemporáneos*, celebrado en Granada del 26 al 28 de enero de 2022, cuyas aportaciones se recogen en el presente volumen.



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