Casa de Pueblo, Spain
Bridging the Divide Between Built and Moveable Heritage Conservators Through Social Media

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In 1965, the last inhabitants of a seventeenth-century humble manor house in rural Spain left their home and moved to Zaragoza, a city some sixty miles away. The property lacked plumbing and proper electric wiring, and it soon became obsolete for ‘modern’ living standards: The family never returned, not even for vacation time. In 2017, when this dilapidated house was sold, it was a time capsule of different, overlapping historical layers, spanning several centuries of rural life in Spain.

From the beginning of the rehabilitation project, the initial documentation of the building and the cataloguing of the different artifacts found in every room were shared on the Instagram account ‘casadepueblo,’ which was created as a bilingual restoration diary. Attention from traditional media outlets resulted in increasing social media following for this account, particularly among both art aficionados and conservators. In fact, interactions on Instagram ultimately resulted in agreements to collaborate with two of the six Spanish institutions offering a professional degree in art conservation, Escuela Superior de Conservación y Restauración de Bienes Culturales de Aragón (ESCYRA) and Escuela Superior de Conservación y Restauración de Bienes Culturales de Madrid (ESCRBC). The social media sharing of the rehabilitation, conservation, and restoration activities carried out both at the house and the art conservation programs has greatly contributed to promoting the work of these professionals among the general public. It has also resulted in an exponential increase in followers for the Instagram profiles of the two art conservation schools. Instagram has also served to engage the general public in the restoration process, helping to raise awareness of the role of heritage professionals and facilitating the interpretation of conservation in action.

Overall, the Instagram conversations between all the agents involved and interested in the project have fostered the creation of a commons of conservation knowledge, where teaching, learning, and research are exchanged for the benefit of all the participants in these discussions.

To cite the full article: Alberto Sanchez Sanchez (2020): Casa de Pueblo, Spain: Bridging the Divide Between Built and Moveable Heritage Conservators Through Social Media, *Studies in Conservation*, DOI: 10.1080/00393630.2020.1758873

To learn more: https://doi.org/10.1080/00393630.2020.1758873

To link to the article: https://doi.org/10.1080/00393630.2020.1758873