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**E** Landscape  
**D** Education for  
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# Online Seminar

## Landscape and Democracy

Session 1

**Section A: Landscape and Democracy: Mapping the Terrain**

A.1: Concepts of democracy: Evolution and perspectives

**Wednesday, March 28, 2018**

**14 00 – 15 30 PM CET**



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# Agenda

- 1. Welcome and introduction to the LED Project**  
*Dr Deni Ruggeri, NMBU Norway, NO*
- 2. Concepts of democracy: From representation to deliberation**  
*Dr Ellen Fetzer, HfWU Nürtingen-Geislingen, DE*
- 3. Seminar process and assignments**
- 4. Outlook on the next session**

# LED Project | partners

Norwegian University  
of Life Sciences

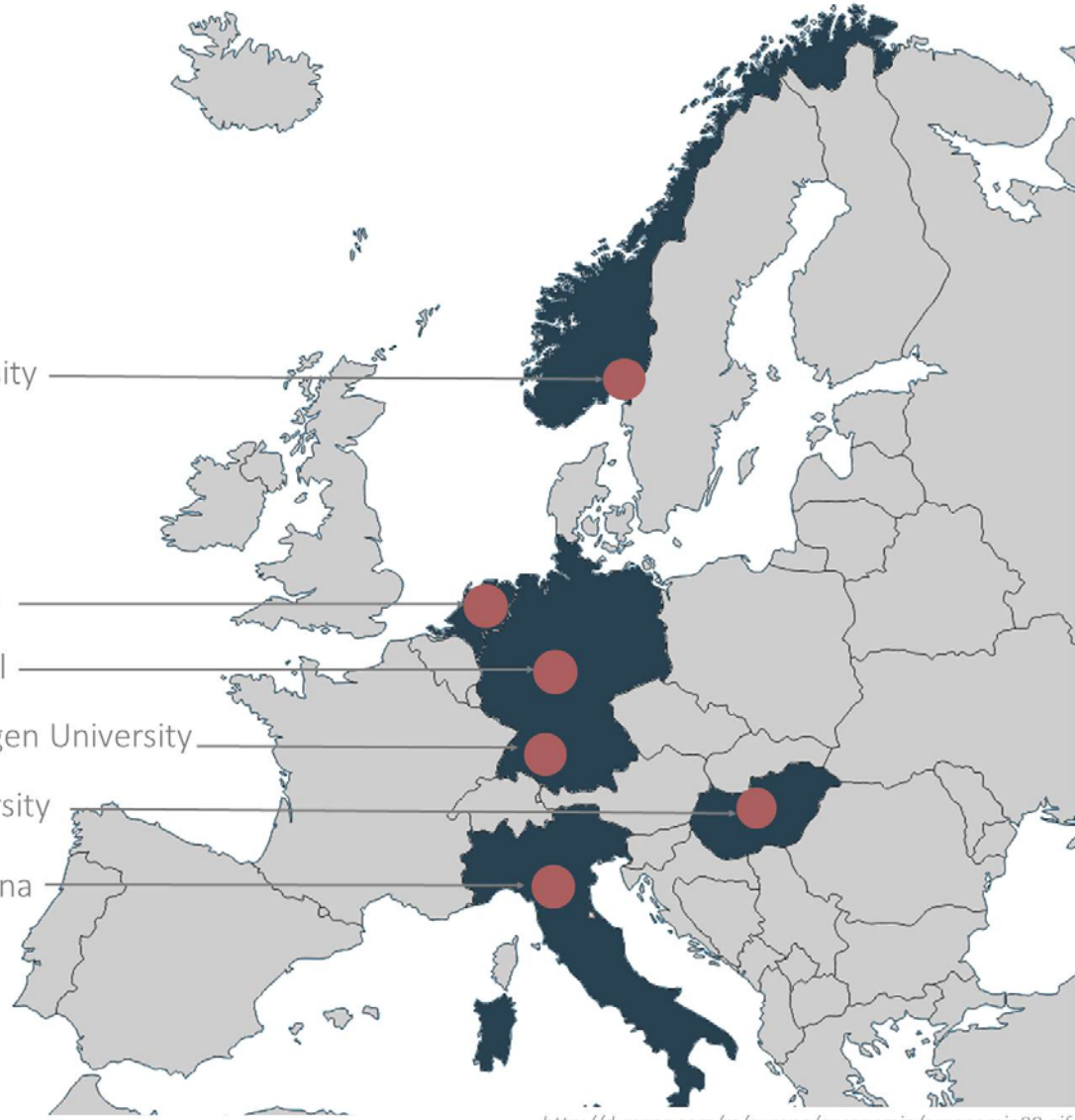
LE:NOTRE Institute

University of Kassel

Nürtingen- Geislingen University

Szent István University

University of Bologna



<http://d-maps.com/m/europa/europemin/europemin09.gif>



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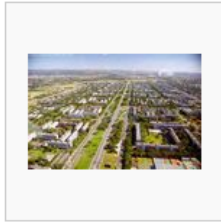
# Our Global LED Classroom



# Your Landscape Democracy Manifestoes.....



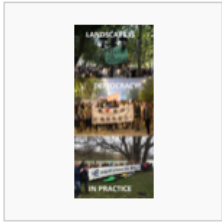
'Landscape Democracy...  
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22:55, 27 March 2018  
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22:15, 27 March 2018  
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Manifesto.jpg  
Atiyea  
22:11, 27 March 2018  
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21:55, 27 March 2018  
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File.png  
Souleimad  
21:49, 27 March 2018  
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Design- art -gallery.jpeg  
Mozhdehj  
21:27, 27 March 2018  
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Giuliac manifesto.jpg  
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Sanja Budinski LD  
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Manifesto Sabine  
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Led.jpg  
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LED Manifesto.jpg  
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LED Manifesto Patrizia...  
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18:55, 27 March 2018  
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Challenges.jpg  
Saraj  
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Petar Jurički Manifes...  
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MANIFESTOLuisAquino1  
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Mastaneh Mahfouzi.jpg  
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17:49, 27 March 2018  
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LED Bruna.png  
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Manifesto  
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Landscape Democracy  
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Sudaraj  
16:28, 27 March 2018  
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Visual manifesto lands...  
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Ebrahimi.jpg  
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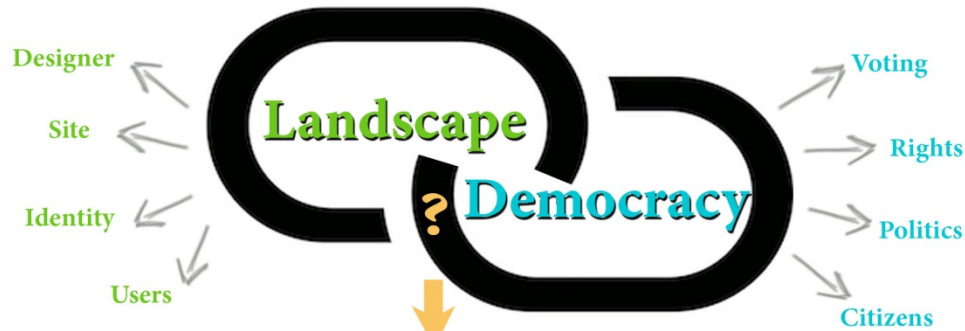


Manifesto1.jpg  
Jonasl  
14:57, 27 March 2018  
326 KB



The.City.Is.Ours.jpg  
Gerleip  
14:12, 27 March 2018  
176 KB

# Salma Malak Bennasser



**The People** at the core of the design process

Considering  
People's needs, aspirations and culture



**HOW**  
**If not**



Including them in  
the planning, implementation and protection  
of their daily landscape

many malfunctions:

**In my city: Lack of trees and urban furniture**

**Lack of development of open spaces and play areas**

**River banks turned into dumping sites**



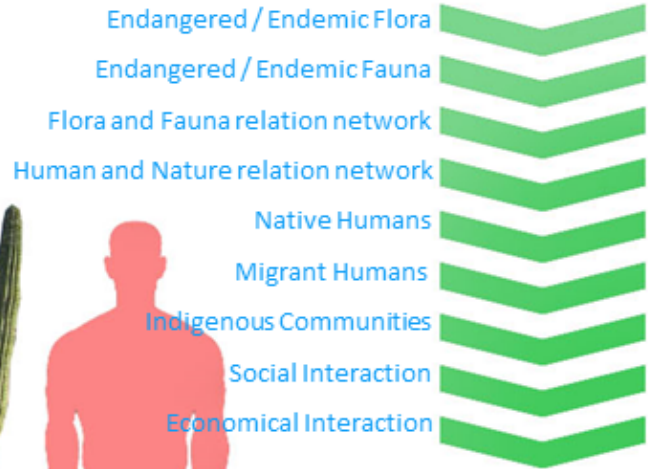
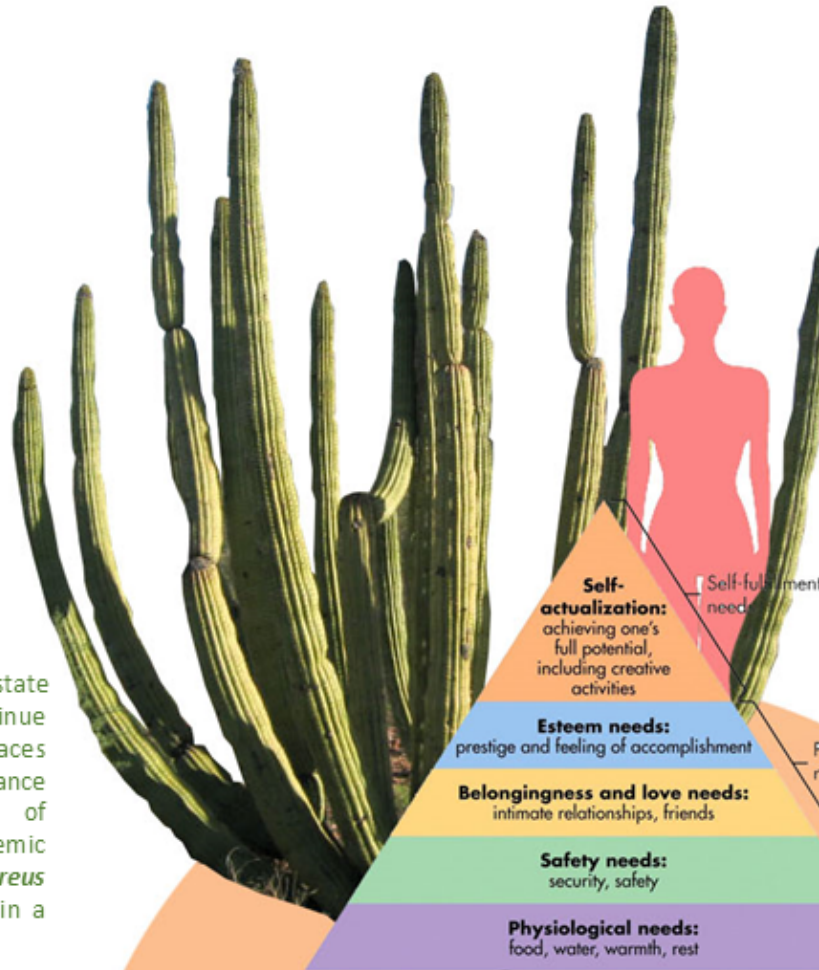
# Luis Aquino

The Sustainable Development Goals should lead the initial design of every master plan or design for any community at any level.

**INHABITANT:** the definition takes into consideration native flora and fauna.



Back in Mexico, real state developers continue designing the green spaces with easy maintenance elements instead of introducing native endemic species, like this *Stenocereus queretaroensis* which is in a vulnerable condition.

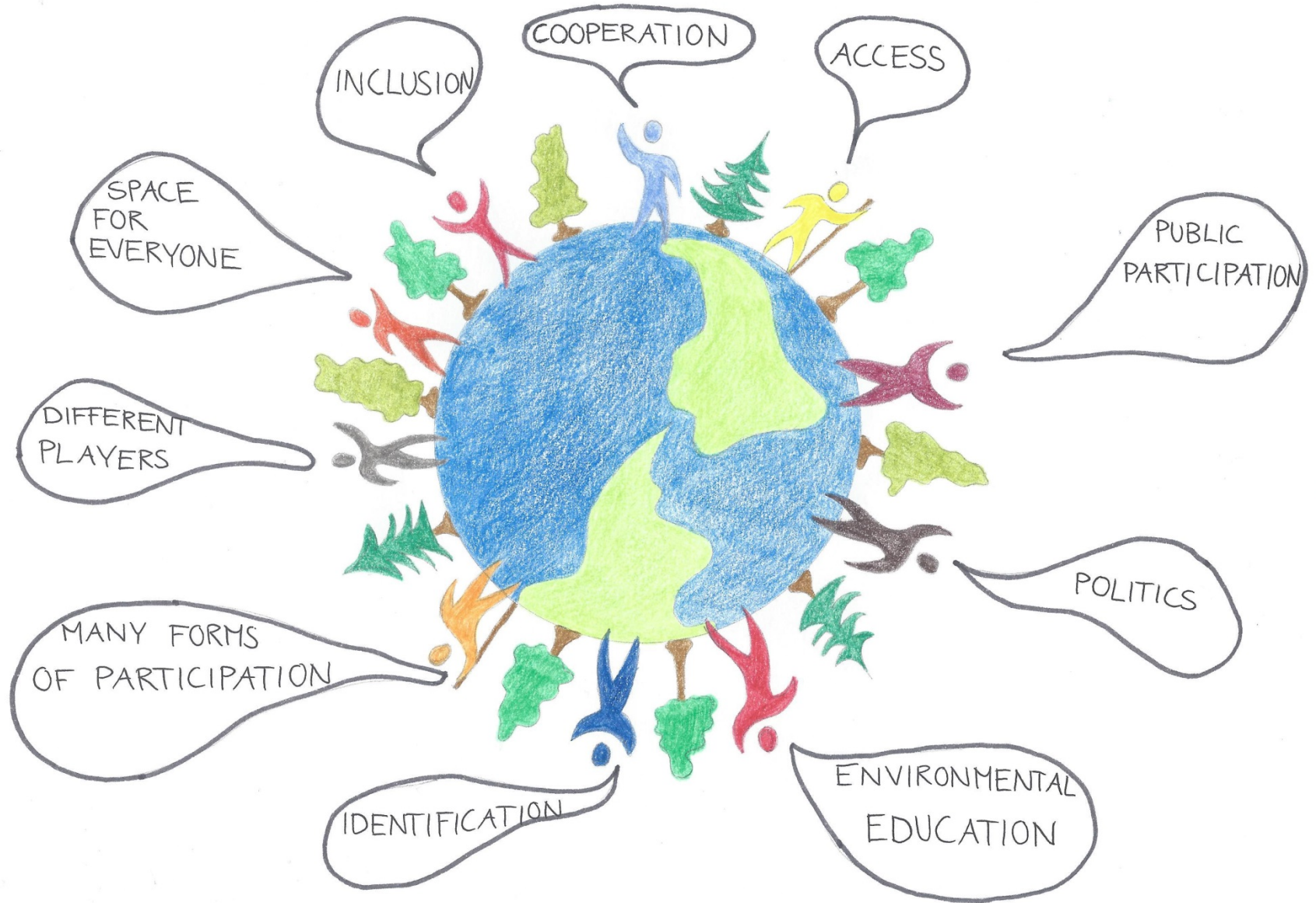


Politic administration and economics should promote the restoration of nature as a Self-Actualization goal.

The Landscape Architecture is a discipline that integrates into an equitable and harmonious symbiosis the welfare of each inhabitant of a selected zone. It is the process of manifesting the dwellers the possibility to satisfy their basic needs through a sustainable path. (Abraham Maslow pyramid)

Based on actual conditions master plans should work as inspirational keyframes to produce a change in the perception of the citizens, to figure as a guideline to illustrate the path that society should move on in order

# LANDSCAPE AND DEMOCRACY







Manifesto: It is sunflower, like every day rising up his head and following the sunlight.



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## THE GLOBAL CONTEXT

Cities today occupy approximately **only 2%** of the total land, however:

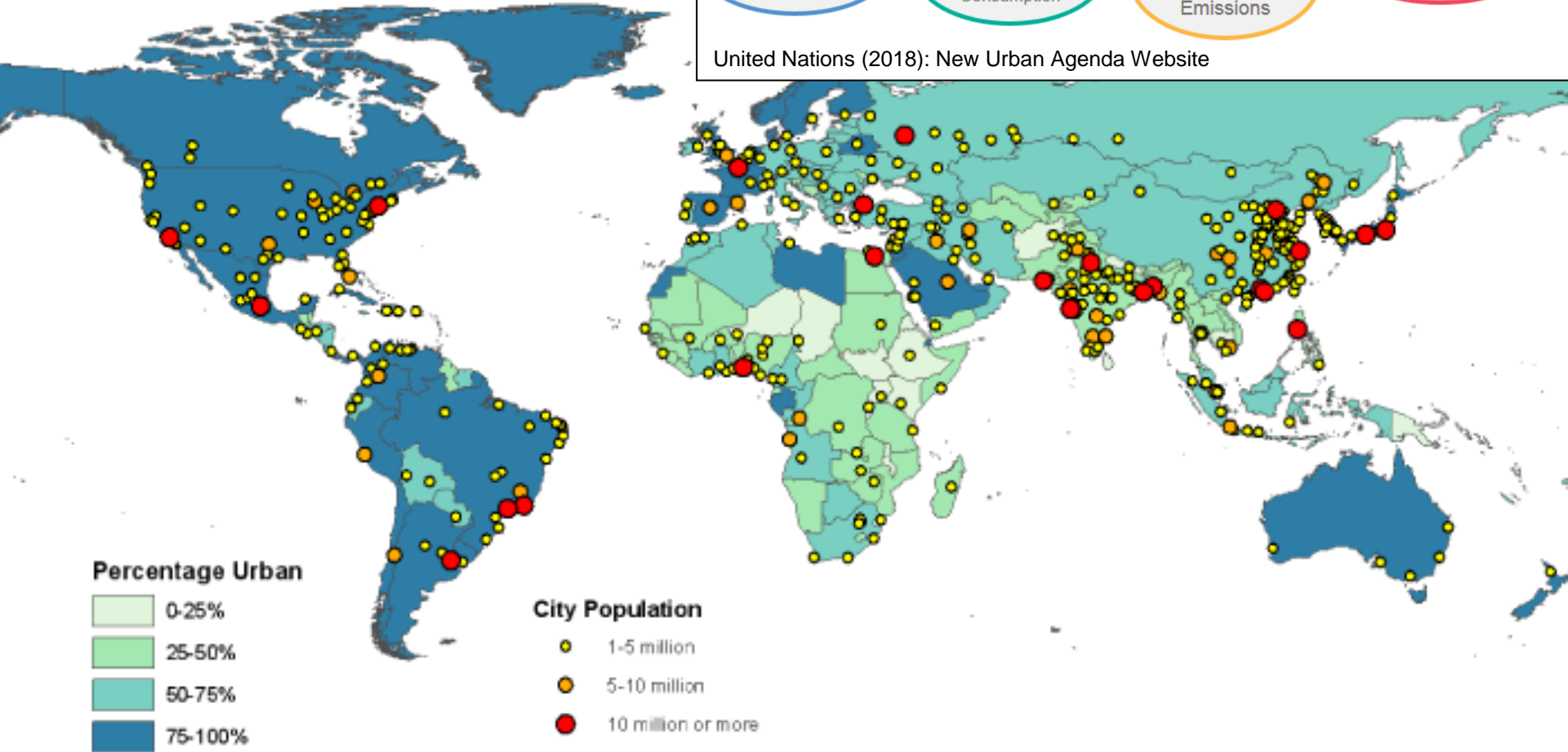
**70%**  
Economy (GDP)

**Over 60%**  
Global Energy  
Consumption

**70%**  
Greenhouse Gas  
Emissions

**70%**  
Global Waste

United Nations (2018): New Urban Agenda Website



United Nations (2012), *World Urbanization Prospects, 2011 Revision*. New York



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# Landscapes are site-specific.

...but do they also have a global agenda?

>>> *Interactive poll no 1*

# 17 goals to transform our world



“All countries and all stakeholders, acting in collaborative partnership, will implement this plan.”  
Transforming our world: the 2030 Agenda for Sustainable Development, United Nations 2015

Visual Source: UN Communication Material

>>>Interactive polls no 2 + 3



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## ***Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable***

### **11.3**

**By 2030**, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries

### **11.7**

**By 2030**, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities

<https://sustainabledevelopment.un.org/sdg11>



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# The New Urban Agenda



## Rethinking the Urban Agenda is:

Integrating equity to the development agenda. Equity becomes an issue of social justice, ensures access to the public sphere, extends opportunities and increases the commons.

<http://habitat3.org/the-new-urban-agenda/>



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COUNCIL OF EUROPE



CONSEIL DE L'EUROPE



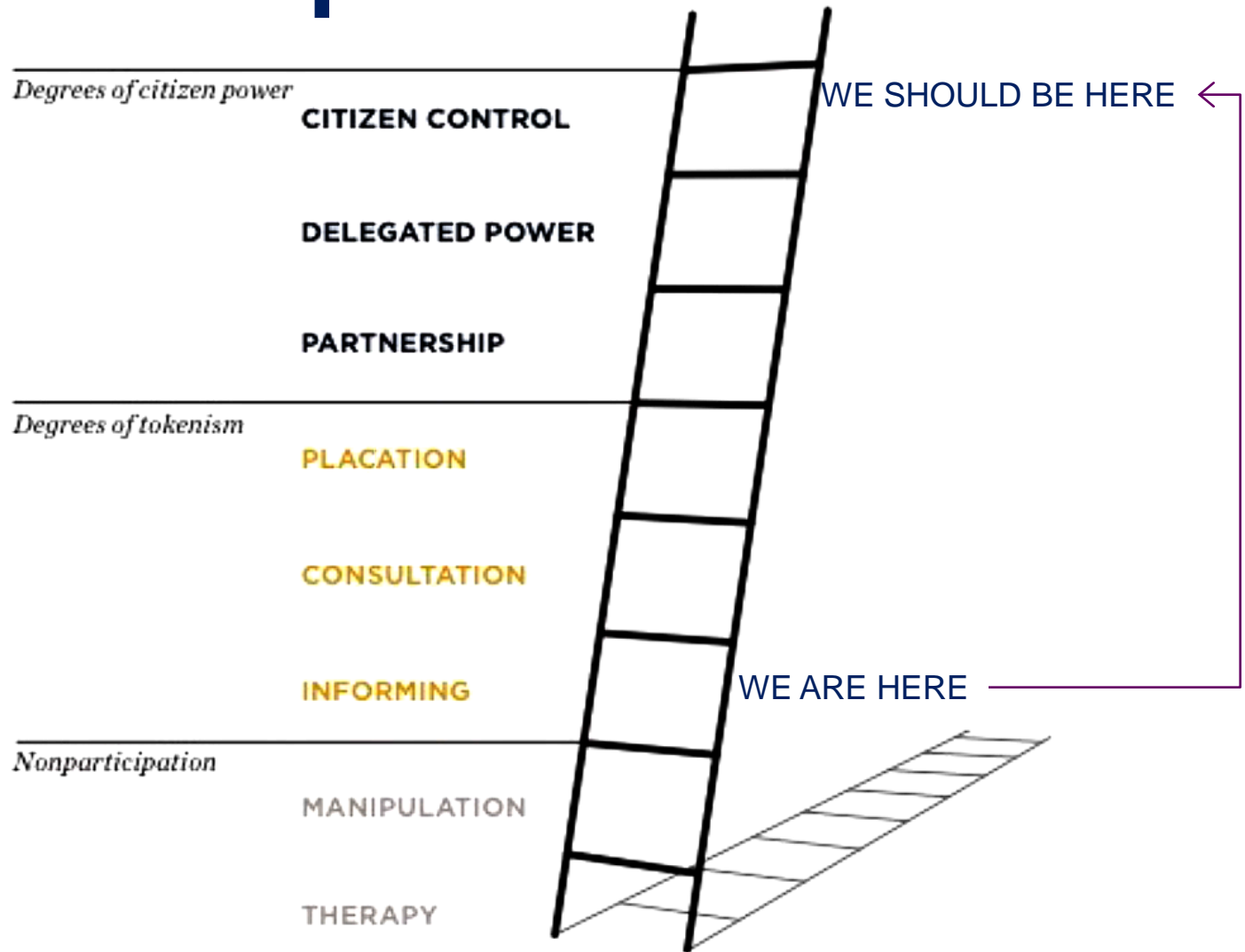
# European Landscape Convention

*'Landscape' means an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors.*

Council of Europe (2000). *European Landscape Convention and reference documents.*



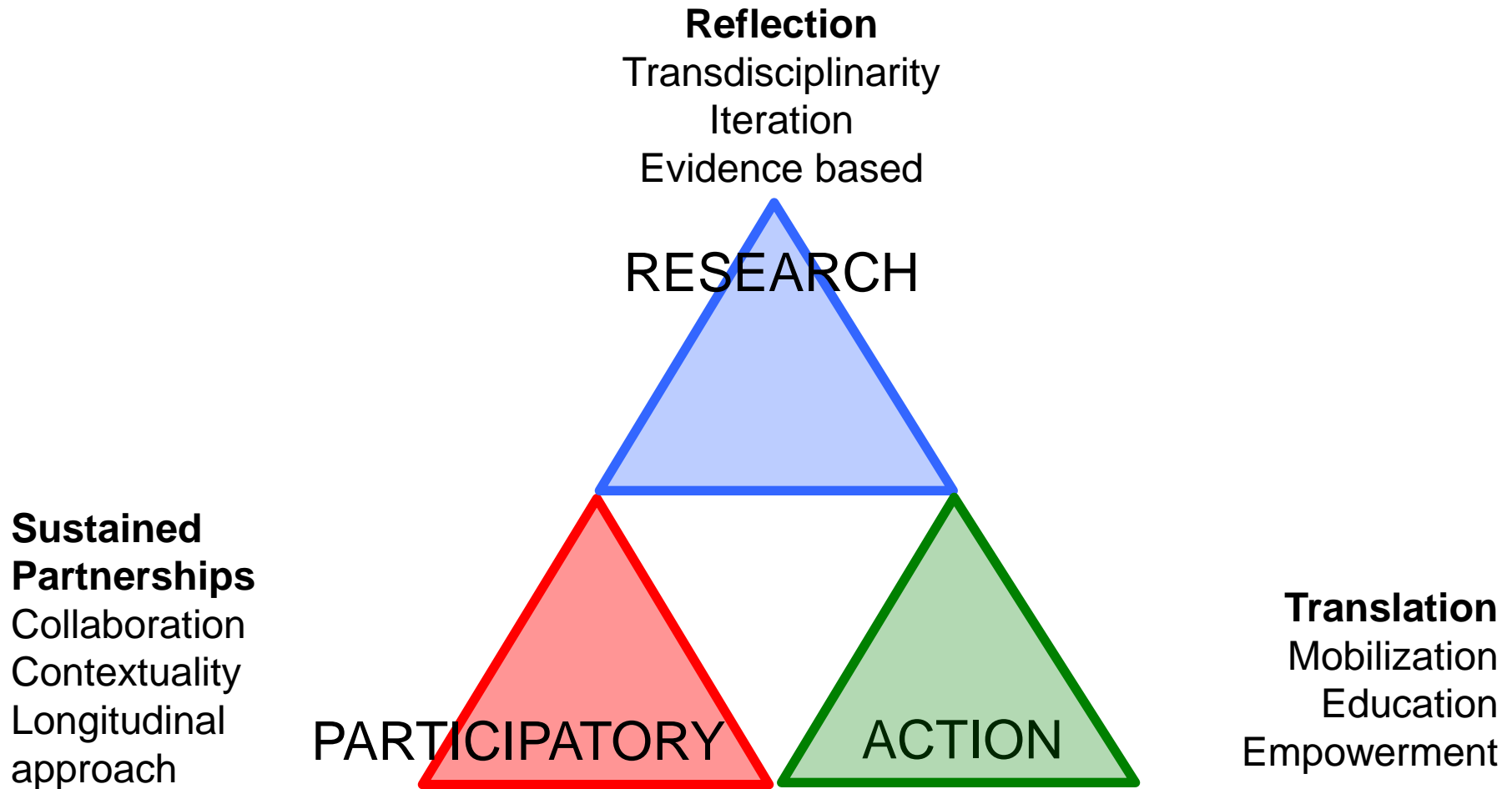
# Participation



Arnstein, S, A Ladder of Citizen Participation (1969)



# Participatory action research

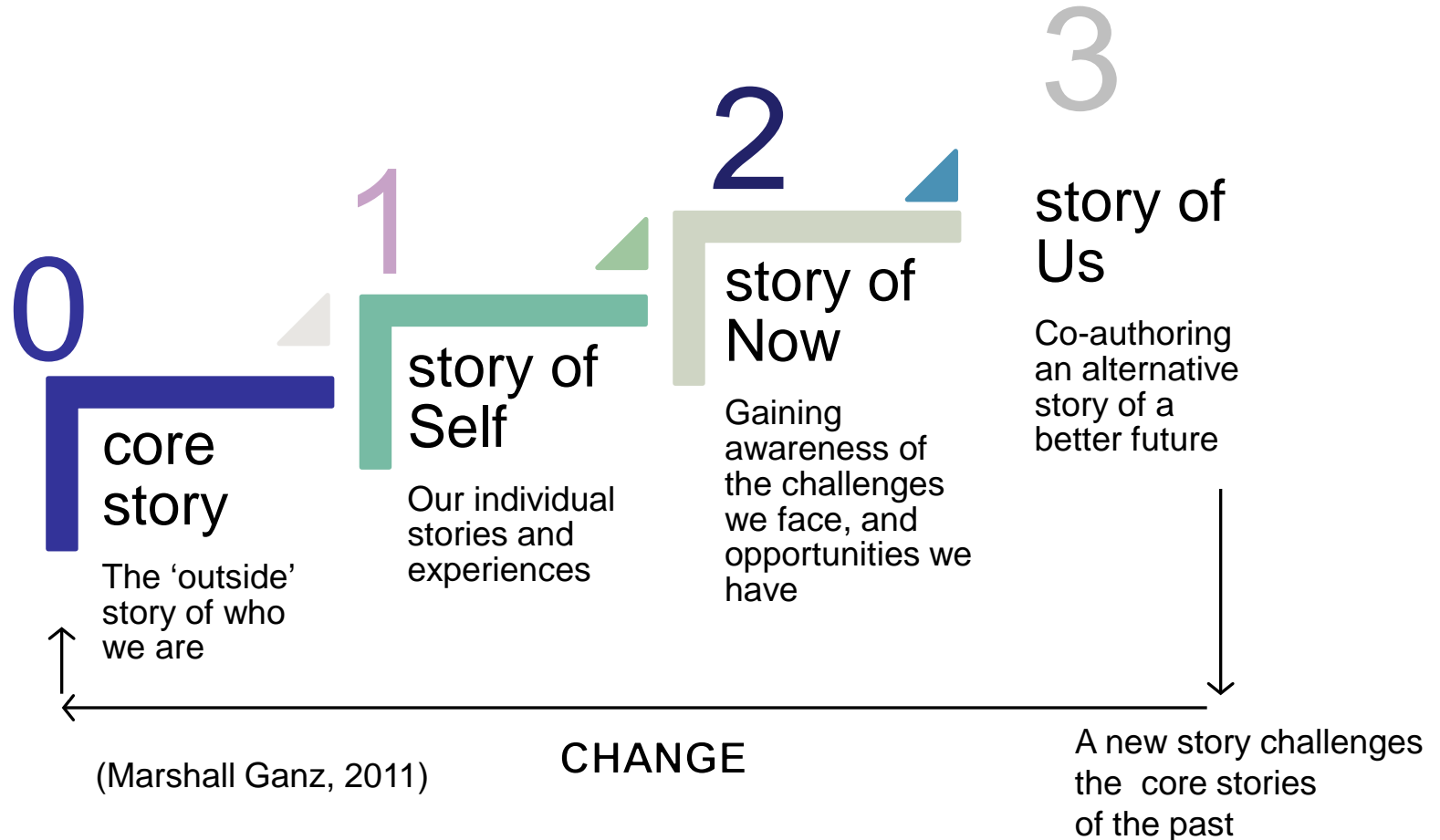


Stokols, D. (2006) Toward a Science of Transdisciplinary Action Research. *Am J Community Psychol.* 38: 63–77



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# Stories as catalysts for change



Ganz, M. (2011). Public narrative, collective action, and power. From Inertia to Public Action, 273.

# Pedagogy of freedom

A photograph of a group of children and two adults in a parking lot. One adult in a red shirt is talking to a group of children. Another adult in a dark shirt is holding papers. A yellow tricycle is in the center.

“Education either functions as an instrument [to] bring about conformity, or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”

(Paulo Freire, *Pedagogy of the Oppressed*, 2000)



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***As landscape architects we vow to create places that serve the higher purpose of social and ecological justice for all peoples and all species. We vow to create places that nourish our deepest needs for communion with the natural world and with one another. We vow to serve the health and well-being of all communities.***

***To fulfill these promises, we will work to strengthen and diversify our global capacity as a profession. We will work to cultivate a bold culture of inclusive leadership, advocacy and activism in our ranks. We will work to raise awareness of landscape architecture's vital contribution. We will work to support research and champion new practices that result in design innovation and policy transformation***

The New Landscape Declaration Philadelphia, PA June 10-11, 2016 (<http://lafoundation.org>)

A large group of people is gathered on a grassy field at dusk, engaged in a picnic. In the foreground, several individuals are sitting on a green blanket, some eating and talking. The middle ground is filled with more people, some standing and others sitting on blankets. The background shows a line of trees and a few streetlights that are beginning to glow. The overall atmosphere is relaxed and social.

# TRANSFORMATIVE LANDSCAPE SCIENCE



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# The LED Seminar

**Thematic overview of our seminar topics**

**Phase A: Landscape and Democracy - Mapping the Terrain**

**Phase B: Concepts of Participation**

**Phase C: Community and Identity**

**Phase D: Designing**

**Phase E: Communicating a Vision**

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***Phase F: On site Intensive Programme/Workshop in Törökbálint, Hungary***

# Meet the LED Team!

Intensive Study Program  
Törökbálint



## LED Intensive Study Programme Törökbálint – Hungary

June 24 - July 3, 2018

The on-site design workshop will focus on the application theories and methods from the on-line course to envision sustainable community redevelopment solutions to a landscape challenge. The workshop will engage an international, cross-disciplinary group of students to work in partnership with municipalities, community groups and residents



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## Section A: Landscape and Democracy: Mapping the Terrain

### A.1: Concepts of democracy: Evolution and perspectives







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## ***Etymology of the term 'democracy':***

Greek: δημοκρατία (*dēmokratía*) "rule of the people"

from δῆμος (*dêmos*) "people"

and κράτος (*krátos*) "power" or "rule"

***>>>Interactive poll no 4:***

***How would you describe the political system in which you have grown up?***



*Collective decision-making started with humans having a common concern about their resources – in the landscape*

# Pre-modern forms of collective decision-making: the Greek Agora

## From *polis* to politics: the urban landscape as collective framework



By A.Savin (Wikimedia Commons · WikiPhotoSpace) - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=27948211>

# Pre-modern forms of collective decision-making: the thing place



Reconstructed Thing in Gulde, northern Germany, Image by Clemens Franz, creative commons, share alike

# Pre-modern forms of collective decision-making: Uthiramerur

*Democracy is not a European invention*

The inscriptions on the Uthiramerur temple in India reveal the existence of a rural self-governance system between 900 -1100 AD.



Source: Wikimedia Commons



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# Landscape and territory

The German term *Landschaft* (*landscape*) referred in the Middle Ages to the *people living in a territorial unit* and the related territorial estates.

Landscape was thus **both** a territorial **and** a political term.

Its cultural/geographical meaning developed later

→ *we will come back to this next week*



*Bauern bei der Heumahd, aus dem Stundenbuch des Simon Bening (um 1483-1561)*  
<http://www.rheinische-geschichte.lvr.de>

# Culmination of centralised power in the 17th century

A landscape built on forced labour and slavery: ethics or aesthetics?



# A common will for the common good?

In the middle of absolutism Jean-Jacques Rousseau suggests us an **ideal state**.

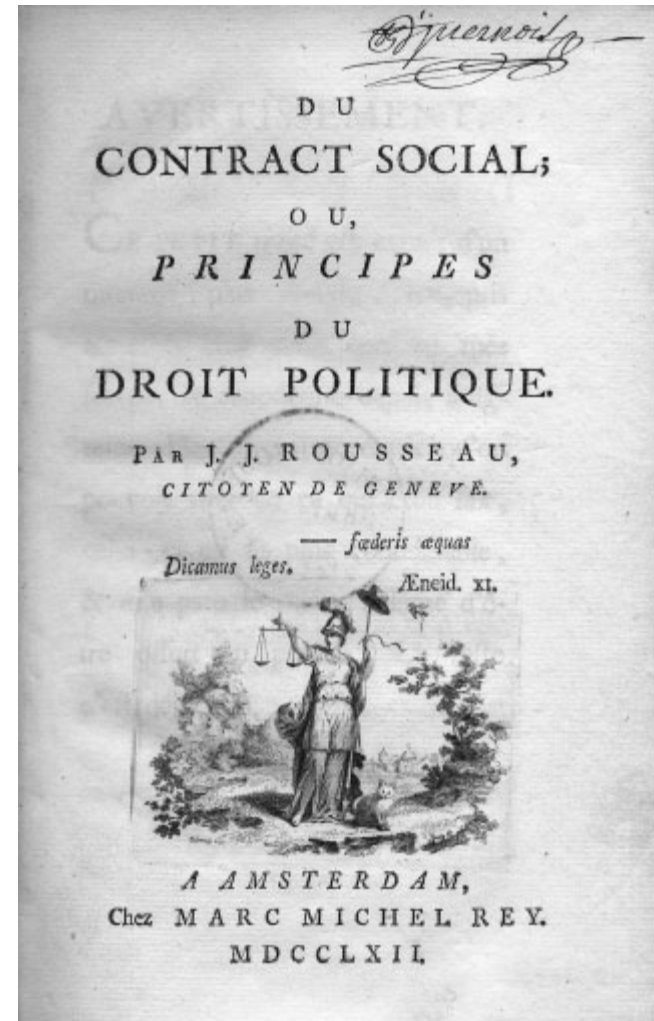
The **social contract** assumes that:

- The ‚general will‘ is absolute and given
- The ‚general will‘ protects the common good and is therefore always fair and justified
- Everybody freely accepts the social contract

Rousseau still believes in the lot.

Rousseau’s approach is idealistic with the **common good** as the core value.

However, contemporary (liberal) democracy theories will place the **discourse of controversies** at their core.



**Of the Social Contract,  
or Principles of Political Right**  
Jean-Jacques Rousseau 1762



# At the eve of 'freedom and equality'

The image of nature reveals the dream of a new society



Petworth Park, England, designed by Capability Brown around 1750  
The ideal landscape reminds of the ,commons', but the boundlessness is an illusion



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# *The long path...*

The idea of the **nation state** predominates the 19th and 20th centuries

Democracy becomes an **ongoing political project** with varying success, following the US, British and French lead examples

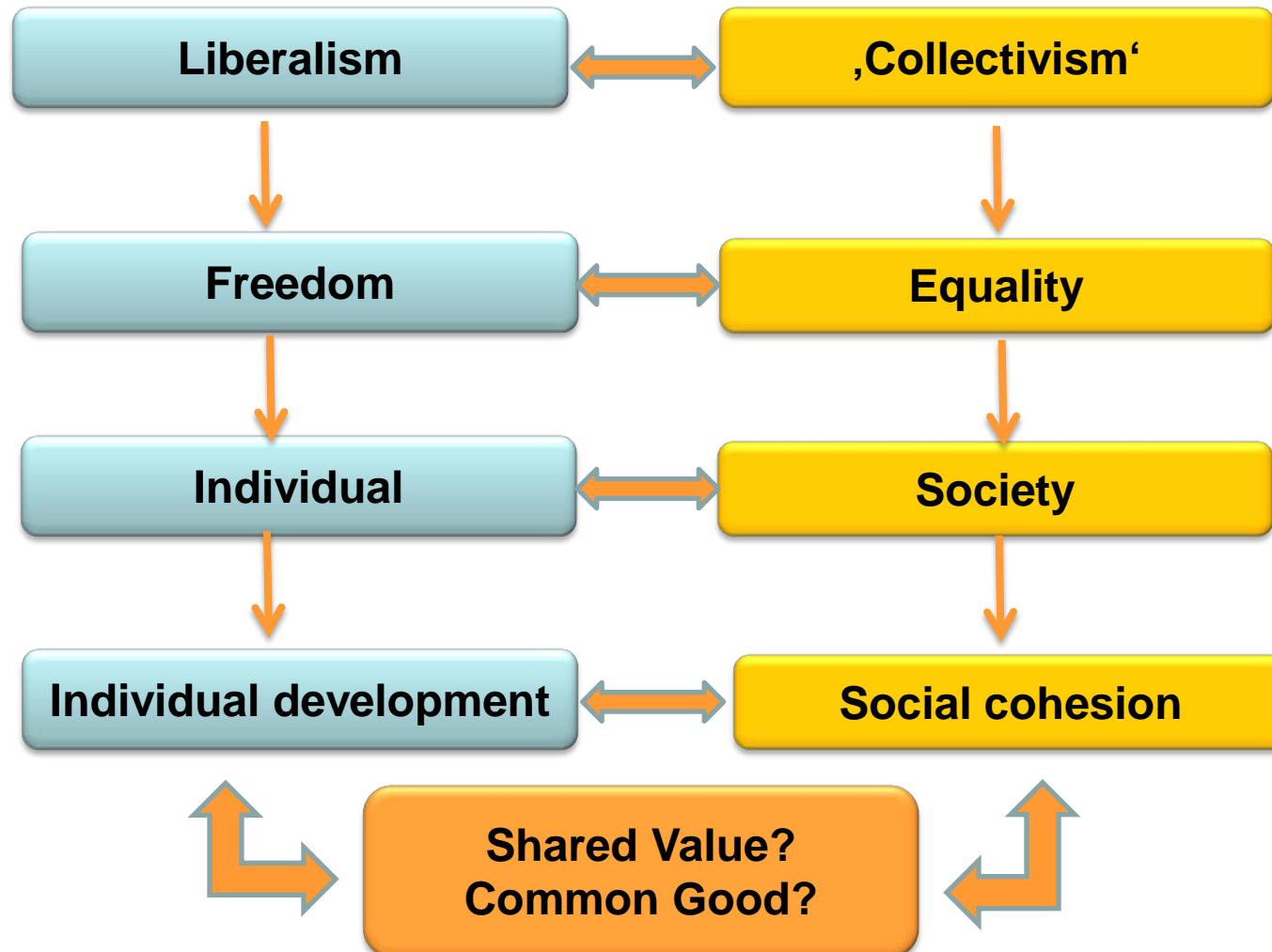
The Universal Declaration of Human Rights (1948) finally builds the **common ground** for all democratic UN members

→ Democracy gradually transforms into a system **related to the national state** only

→ The former notion of **‘coexistence + codecision’** in a territory has become less evident due to the complexity of these systems



# The compromise of liberal democracy





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## Core characteristics of contemporary democracies

- Free, equal and secret votes
- Separation of powers
- Freedom of association and expression, free media



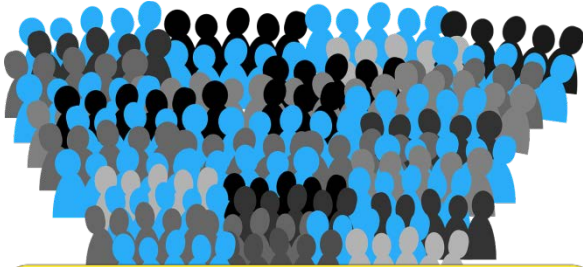
*But: the role of participation? → ,under construction‘*





## Contemporary democracy types

Source: pixabay



### Representative democracy

Citizens delegate decisions for a certain period to representatives.

Representation at national, Regional, local and European level.

Advantages?	Disadvantages?



## Contemporary democracy types

### VOTE

YES  NO



**Direct democracy**

Citizens decide directly  
Eg. Referendum

Mostly at municipality level,  
but also regional and national level

**Advantages?**

**Disadvantages?**



## Contemporary democracy types

Source: pixabay



### **Deliberative democracy**

Decisions are only taken upon deliberation of all possible viewpoints

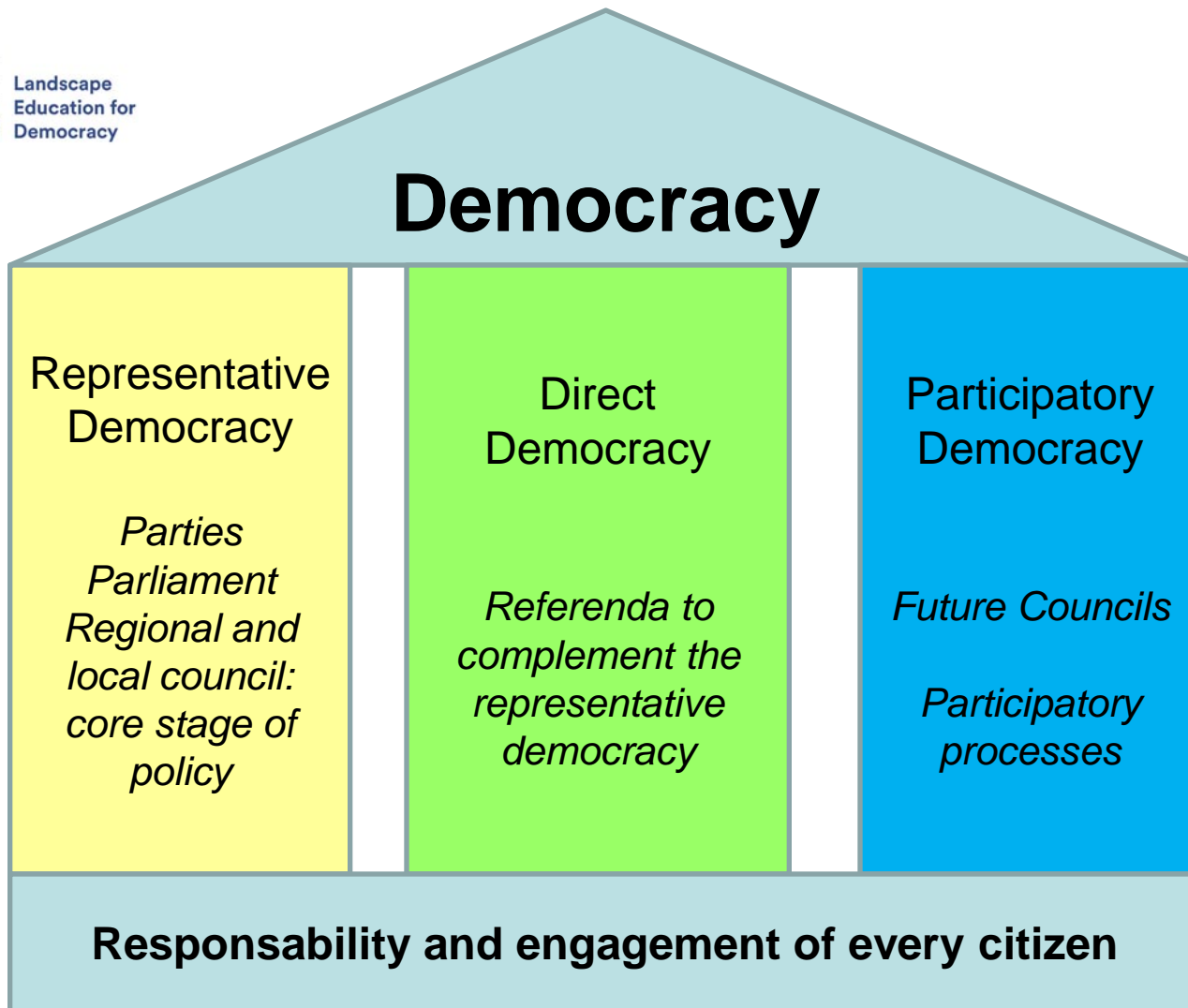
Decisions are taken on the basis of a synopsis of arguments, not by vote.

This requires: information, active listening, reflexive value construction

<b>Advantages?</b>	<b>Disadvantages?</b>



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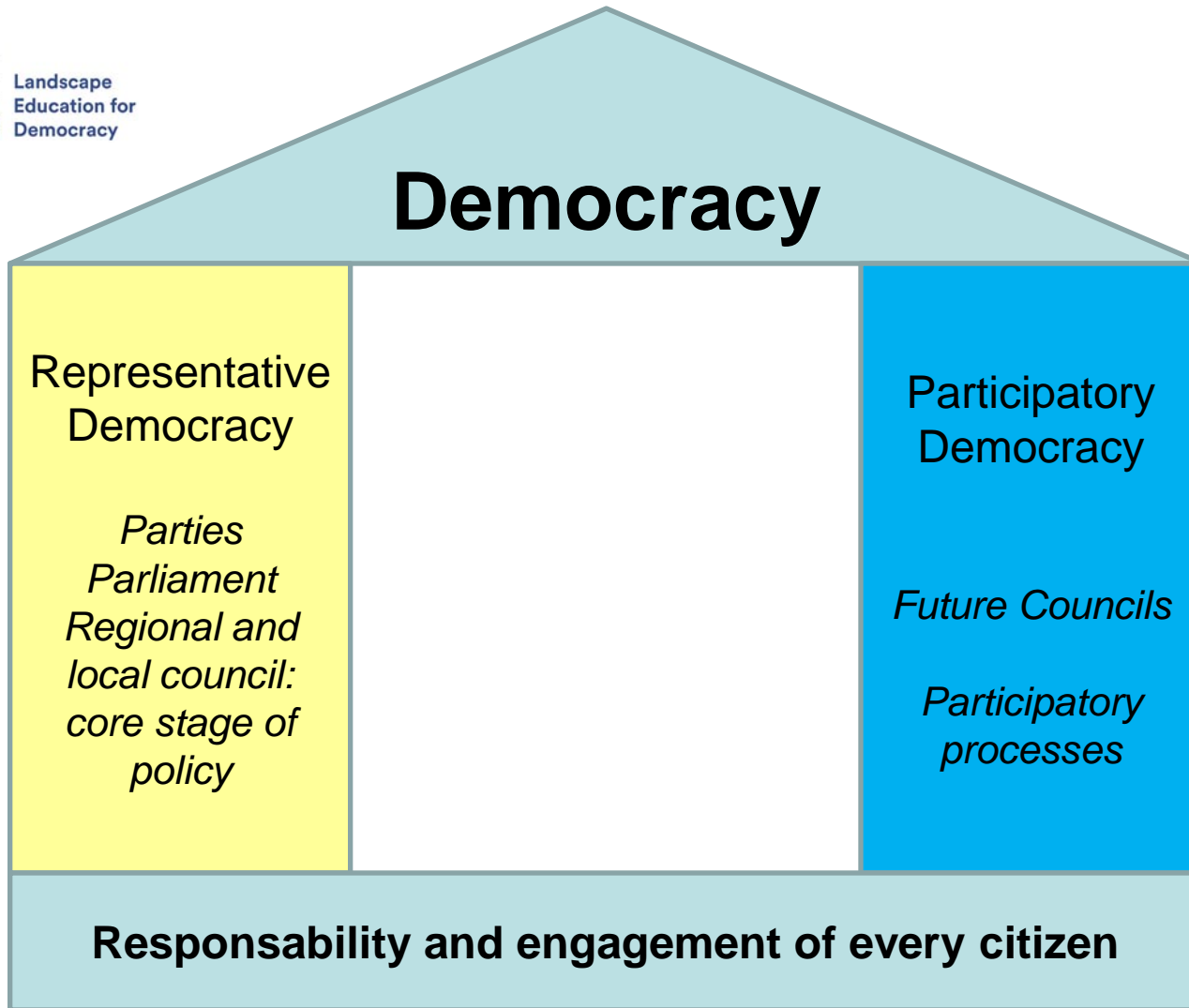
### Three columns model of contemporary democracy

Christian Felber: The economy of the common good (Gemeinwohlökonomie), 2010, p. 109





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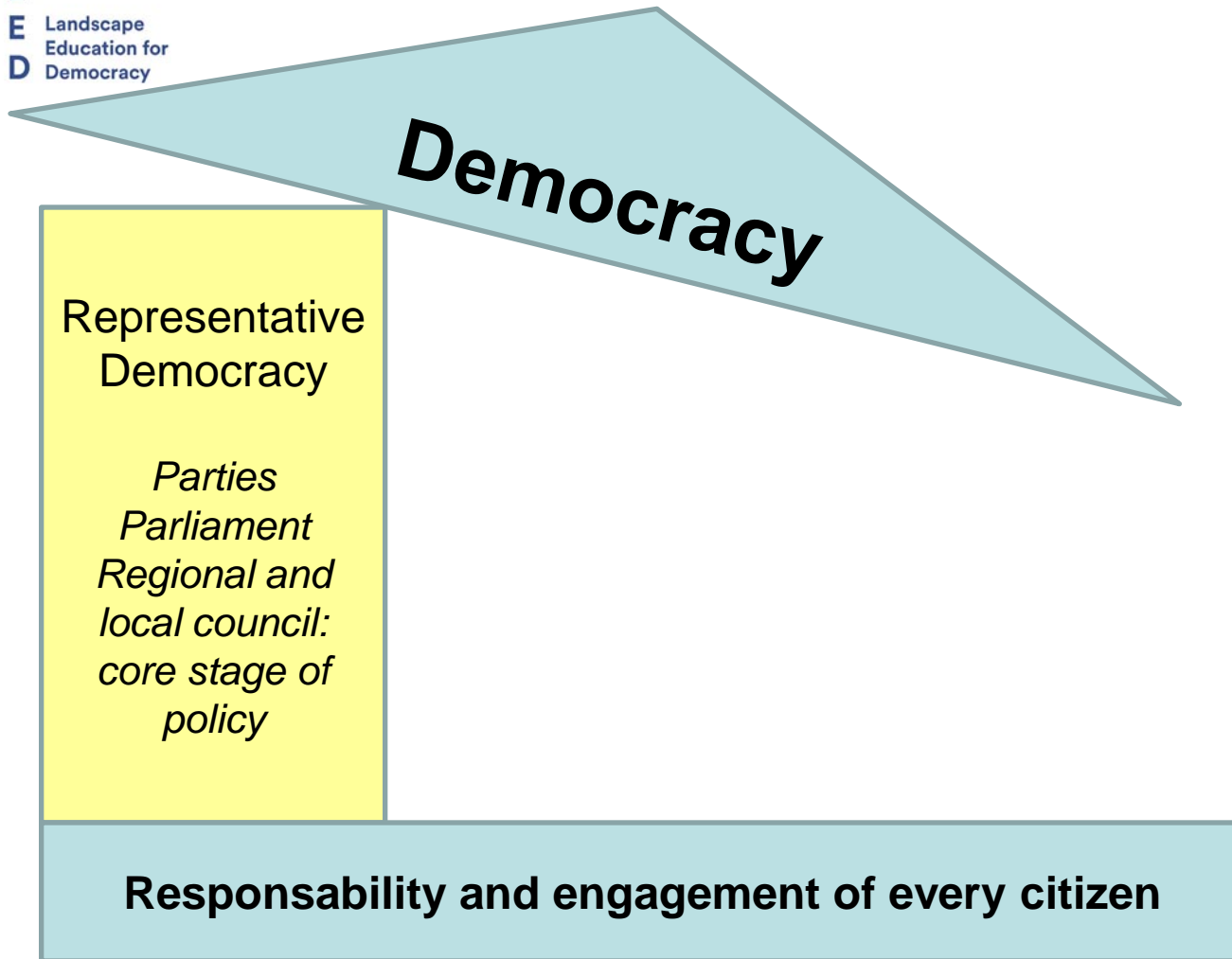


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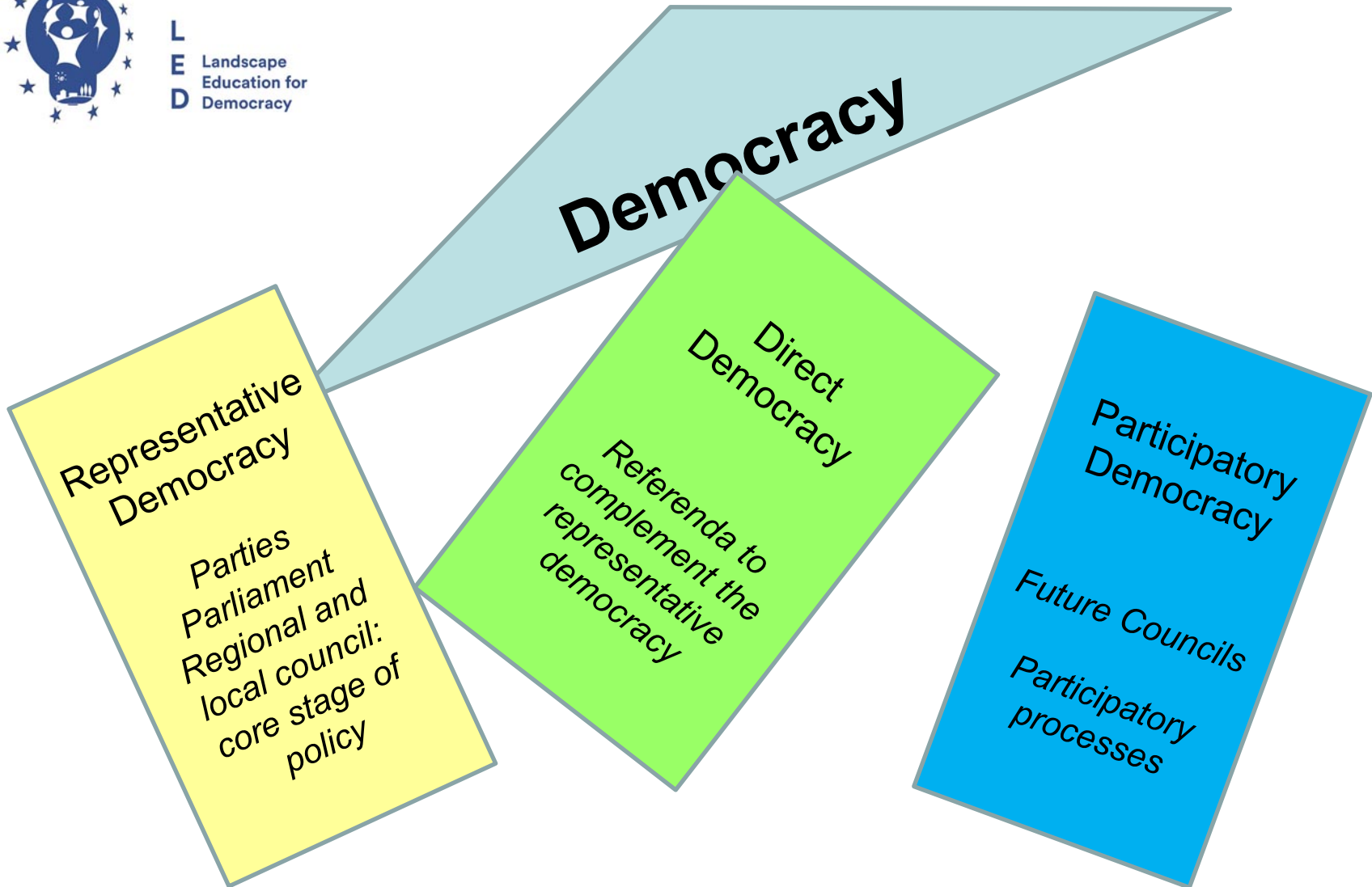


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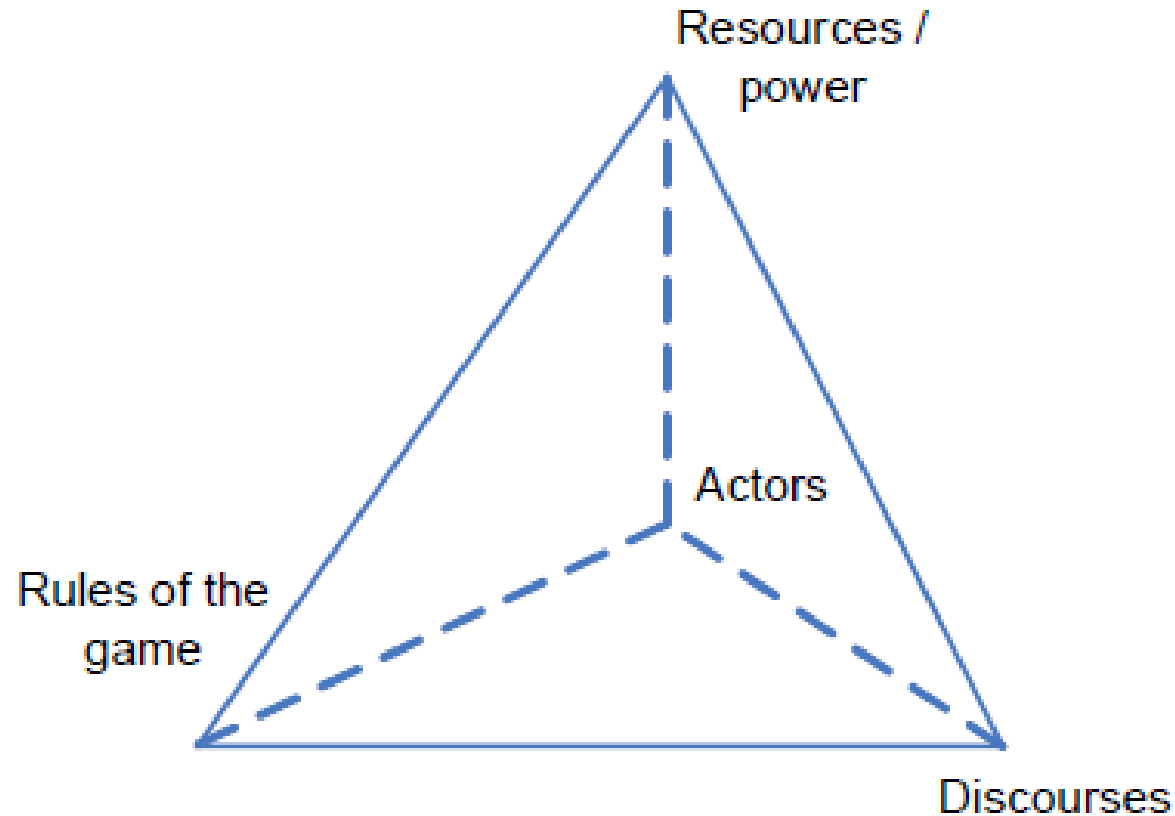


### Three columns model of contemporary democracy

Christian Felber: The economy of the common good (Gemeinwohlökonomie), 2010, p. 109



# Landscape action as policy arrangement

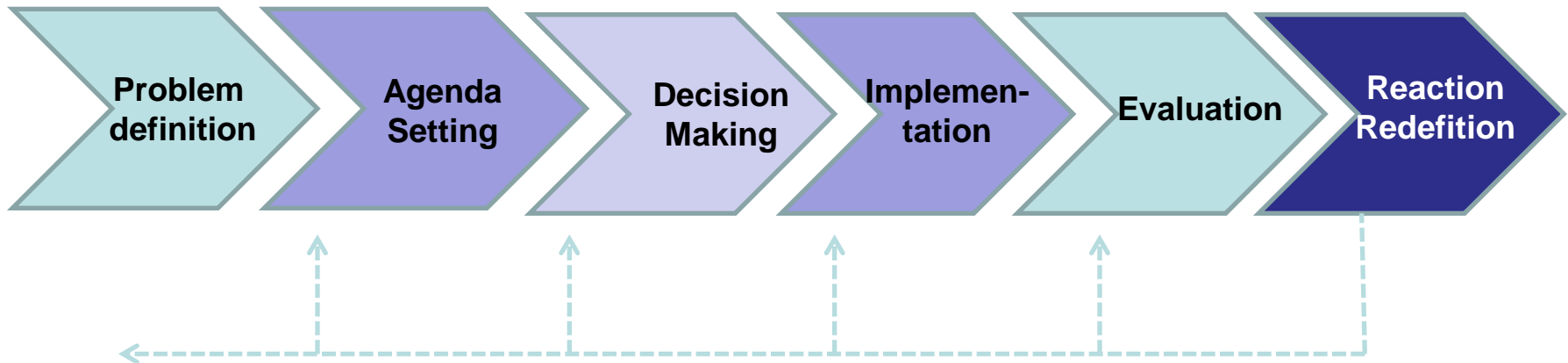


Policy arrangement visualized as a tetrahedron from Duncan Liefferink (2006).



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# The political cycle



## Basic model of the political cycle

Demokratietheorie und Partizipationspraxis  
*Sophia Alcántara, Nicolas Bach, Rainer Kuhn, Peter Ullrich, 2016*



The 1960's and 1970's in Germany:  
„The solutions of the past became the problems of today.“

*Lucius Burckhardt, image: <http://www.urbanophil.net>*

Germany 2013: Stuttgart 21 protests were a result of lacking involvement of the public  
- and yet: the referendum result was in favour the project.

[www.bei-abriss-aufstand.de](http://www.bei-abriss-aufstand.de)





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# Criticism of the representative democracy

A strong criticism of the representative democracy was introduced by Benjamin Barber in 1984 in his book ***Strong Democracy: Participatory Politics for a New Age***.

He considers representative democracy as 'thin', individualistic, 'liberal' - preventing the numerous possibilities for **self-governance** and **co-definition of the common good**.

***“At the heart of strong democracy is talk.”*** p 173



Benjamin Barber

Source: Wikimedia commons  
by Erich Habich, CC BY-SA 3.0



# The limits of democracy:

Landscapes have become the arena of global challenges

*But: Who wins and who loses? And who decides?*





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# What is a fair decision?

## Difficult negotiations each year at the Climate Change Summit



UN Climate Change Conference COP21 in Paris on 30 November 2015.

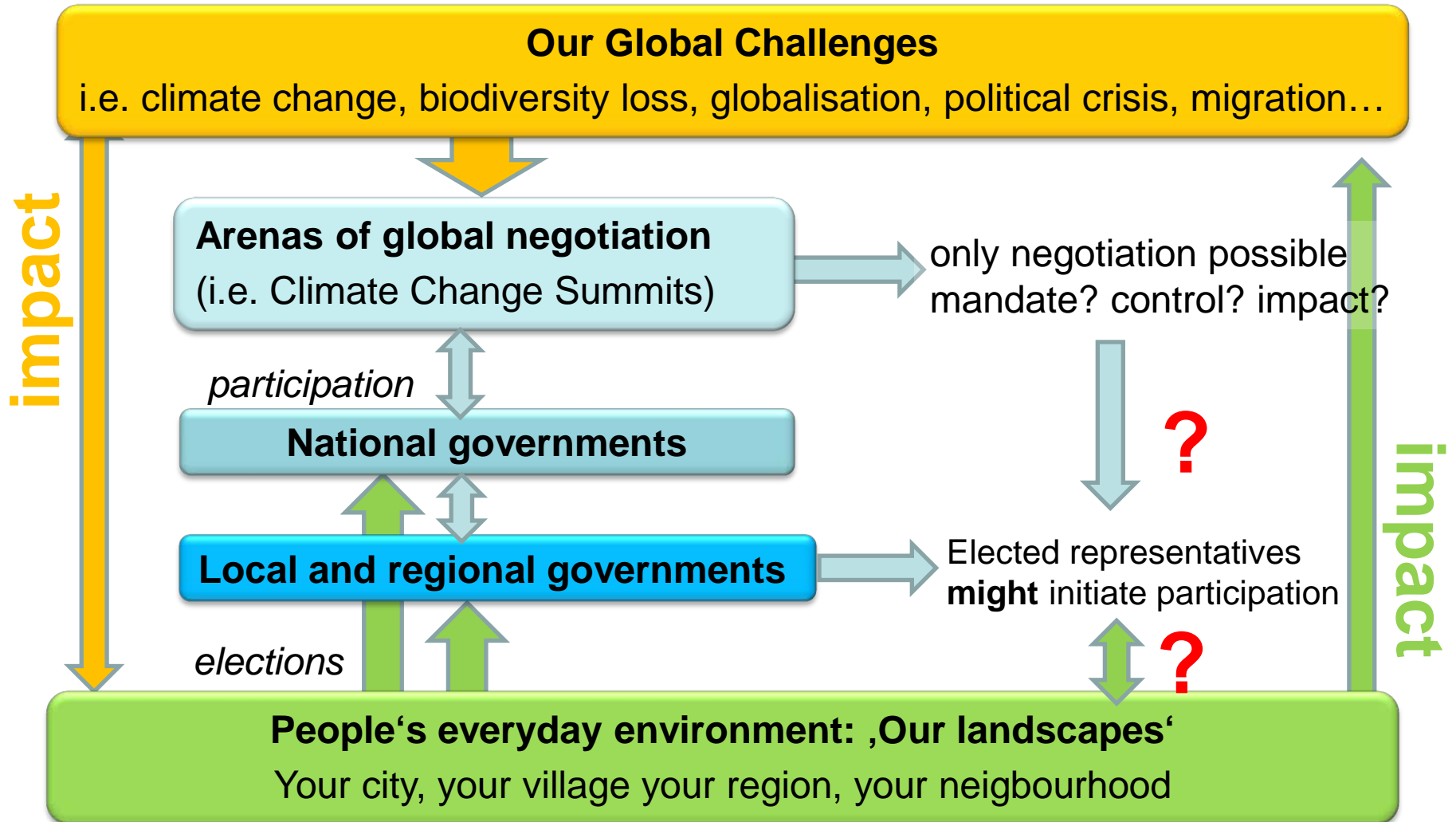
The heads of delegations from left to right: Enrique Peña Nieto, François Hollande, Angela Merkel, Michelle Bachelet.

Source: Flickr.com, creative commons, share alike



# Democracy in a globalised world

## Coexistence of different arenas and rule systems



# International drivers for landscape democracy and public participation



*Creating our futures*

**ECTP-CEU**

European Council of Spatial Planners  
Conseil européen des urbanistes



*Landscapes of possibilities can be found in our everyday environment*



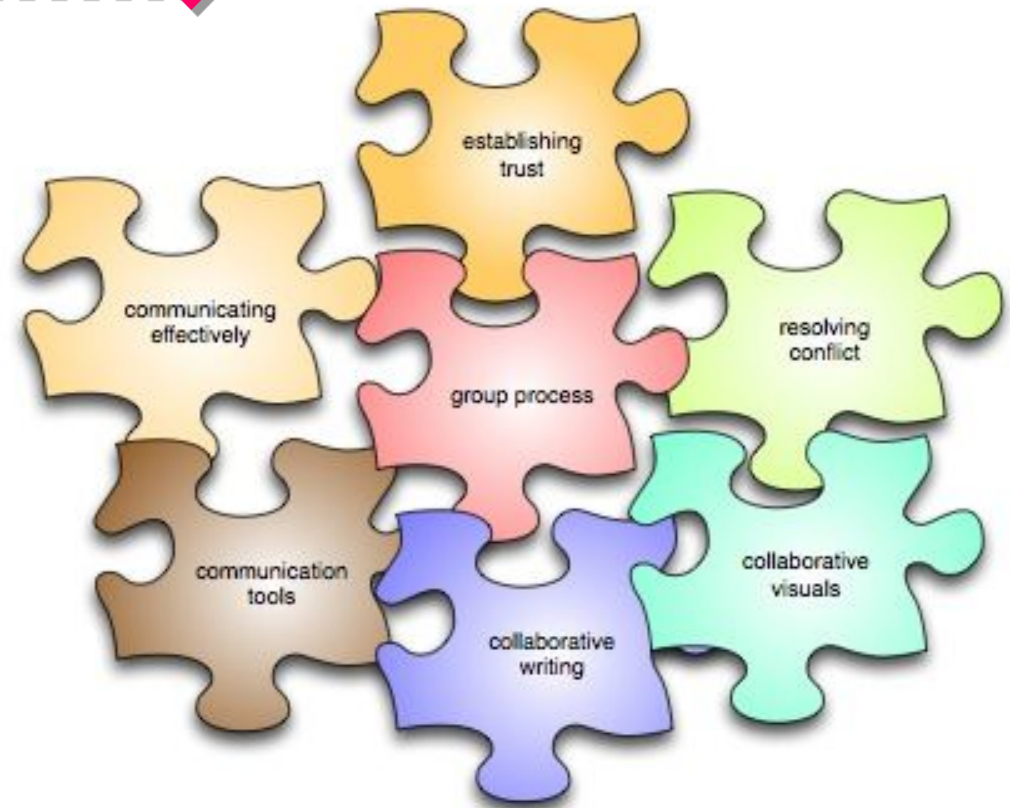
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# Seminar assignments and working process

Individual work:



Group work:





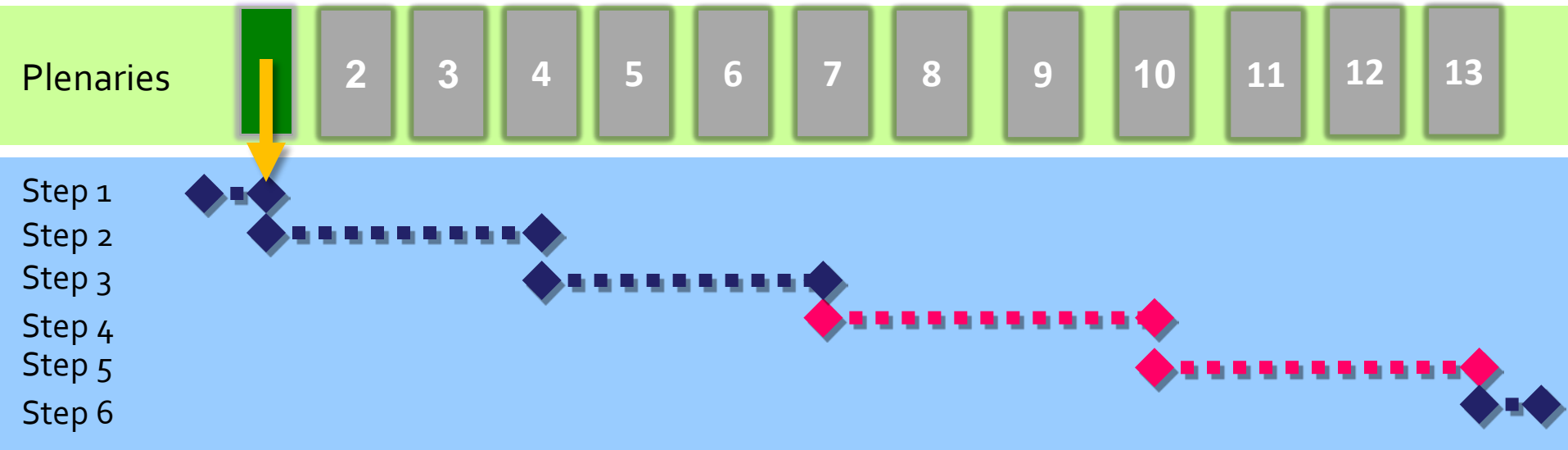
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*We are here today*

# Seminar Process and Assignments

## Assignment 1:

### Reading and Synthesizing Core Terminology



**Step 1:** Each participant shares a visual landscape democracy manifesto

**Step 2:** Everyone selects his/her readings until **April 18** (→ working group pages)

**Step 3:** Everyone selects three relevant concepts derived from the readings until **May 9**

**Step 4:** Group reflects and agrees on joint definitions by **June 6**

**Step 5:** Reflect on your definitions and write a short reflection by **June 20**

**Step 6:** Update your manifesto by **June 24**



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## Assignment 1:

# Reading and Synthesizing Core Terminology

*Further explanations (1)*

## Where will you find the reading lists?

→ on the seminar wiki under ‚resources‘

**Availability:** the materials are either

- open access
- downloadable from the repository after login (has been sent out)
- or you need to retrieve them from your libraries

You will receive a working group template for documenting your readings.





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# Assignment 1: Reading and Synthesizing Core Terminology

*Questions and answers*





# Seminar Process and Assignments

## Assignment 2: Your landscape symbols

*We are here today*



**Step 1:** Identify and take pictures of three landscape symbols in your surroundings. Upload at least one representative image to the seminar wiki by **April 4**

**Step 2:** Complete your assignment by posting additional pictures on the wiki using the template introduced in class, reflect as team and prepare a presentation until **April 17**

**Step 3:** Present your findings in the group plenary on **April 18**



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## Assignment 2: Your landscape symbols *Further explanations (1)*

### What are landscape symbols?

This assignment also introduces the ‘photovoice’ method.

Examples of landscapes holding a symbolic values might be depicting sculptures or memorials referring to historical or political events, etc. Symbolic meaning can also be inherent in architectural/urban form.

Often, these symbols and meanings came into being during specific moments in time and reflected a particular power structure or set of cultural assumption

We did not put visual examples here in order not to lead you into a certain thematic direction.



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## Assignment 2: Your landscape symbols

*Further explanations (2)*

**The following questions should be kept in mind as you approach this photovoice assignment:**

- How and why did the symbols you identify appear in your surroundings?
- Did their meaning change along with socio-political changes in your region, or country?
- What do these symbols mean to you today? Are they understandable for someone outside of your own culture?
- What do you think about sharing symbolic meanings of landscape?



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## Assignment 2: Your landscape symbols *Further explanations (3)*

### How to document the landscape symbols?

- Each group will have a group page with links to the group members' ,symbol' pages
- You will find a template for your landscape symbol

### Elements of your documentation:

- Photovoice (3-xxx pictures with explanatory captions)
- Group presentation of comparative reflection



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# Assignment 2: Your Landscape Symbols

*Questions and answers*



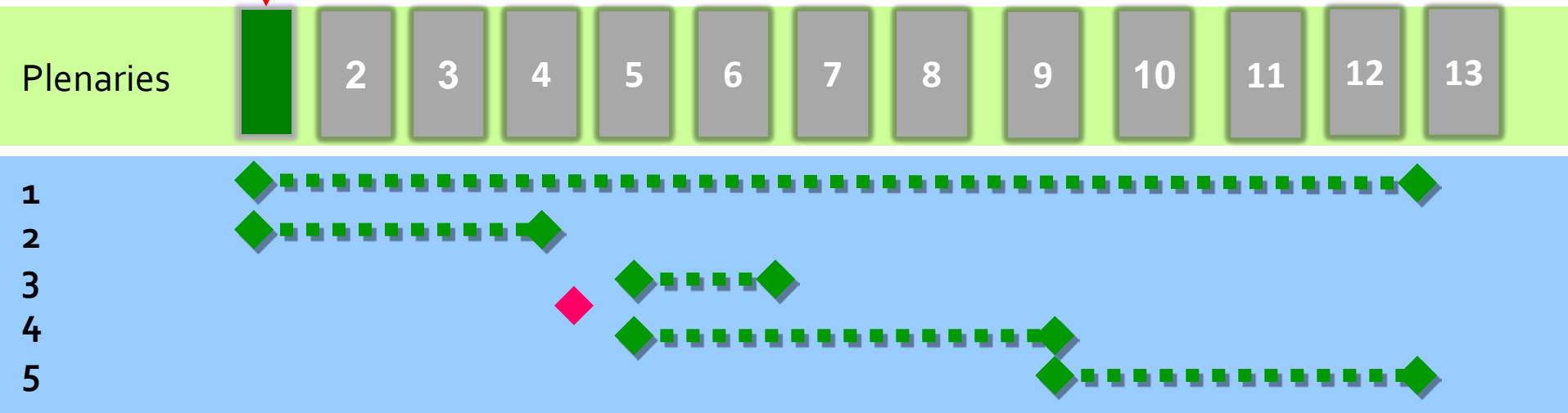


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# Seminar Process and Assignments

## General overview of the seminar assignments

*We are here today*



**Assignment 1:** Reading and synthesizing core terminology

**Assignment 2:** Your landscape symbols

**Assignment 3:** Role play on landscape democracy ‘movers and shakers’

**Assignment 4:** Your landscape democracy challenge

**Assignment 5:** Your democratic change process



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## Next seminar session

**Wednesday, 4th of April 2018**

**14 00 – 15 30 pm CET**

**A: Landscape and Democracy -  
Mapping the Terrain**

**A.2: Concepts of landscape:  
Emergence and perspectives**


**Session speakers and moderators**

Prof. Dr. Diedrich Bruns,  
Prof. Dr. Luigi Bartolomei  
Dr. Ellen Fetzer



*Caspar David Friedrich, 1818  
Der Wanderer über dem Nebelmeer*





**Thank you very much  
for your attention and collaboration!**

*„The future of democracy depends on the extent to which  
civil society is prepared to cultivate a democratic way of life.“*

*Micha de Winter in ‚Civic Learning, Democratic Citizenship and the Public Sphere‘, 2014*