

Review Session 2

Landscape & Democracy

What was it about?

A Short RECAP QUIZZ



Democracy

Representative Democracy

*Parties
Parliament
Regional and
local councils,
the core of
policy*

Direct Democracy

*Referendums,
local Measures
to complement
representative
democracy*

Participatory Democracy

*Future
Councils
Participatory
processes*

Responsibility and engagement of every citizen

Three columns model of contemporary democracy

Christian Felber (2010) *The economy of the common good*, 109

Landscape Democracy

From R2L to Landscape Democracy

- Landscape democracy builds on the right to landscape

Landscape democracy as the ultimate ideal

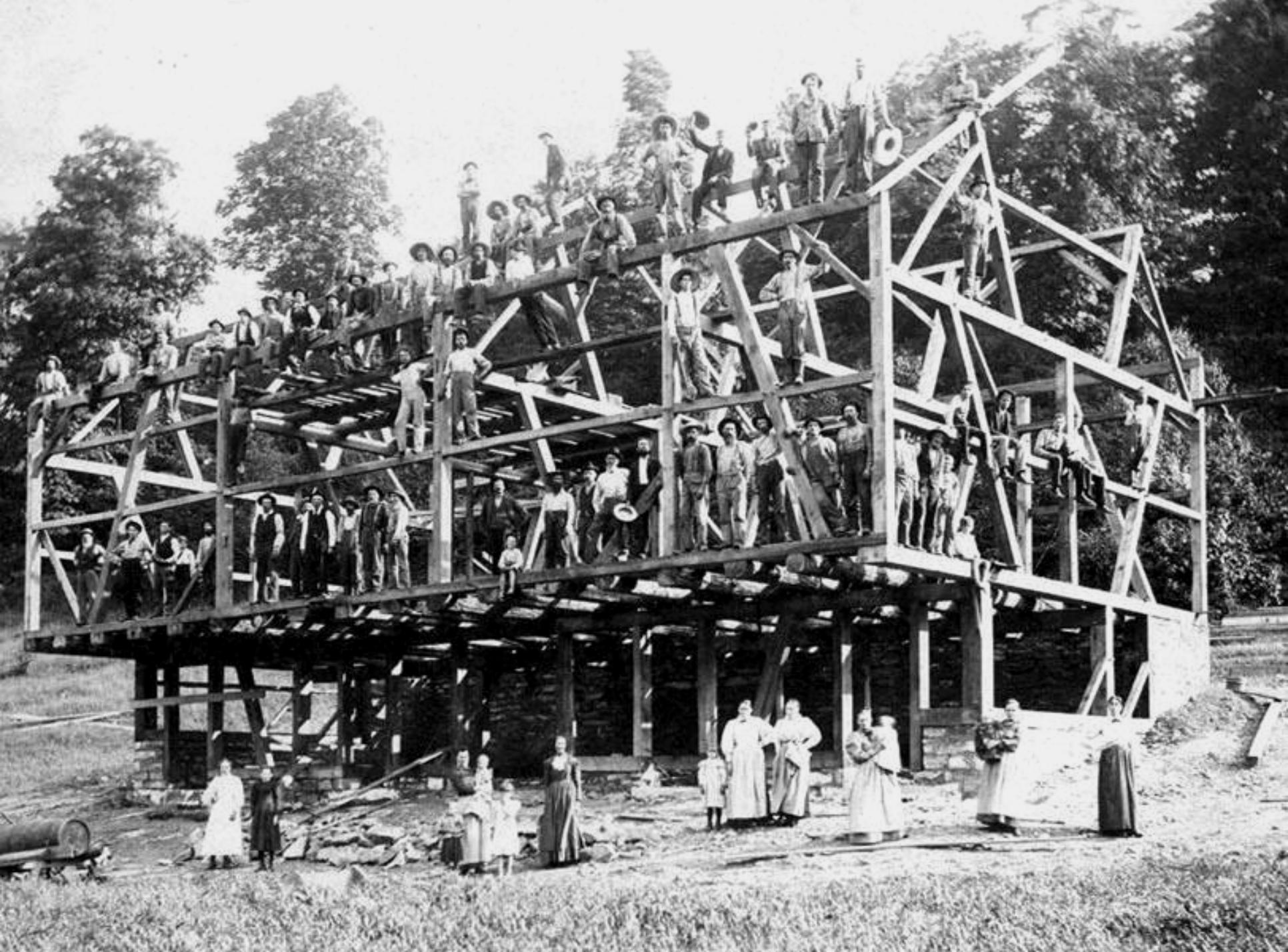
+

the democracy that is practiced **through participation** in landscape-based community actions and interactions

Participation

Roots of Community Participation in the US

- **Early deliberative democracy**
 - Alexis De Tocqueville described collective decision-making in US society (1835)
 - He contrasted it to the hierarchical European society of the time
- **Re-emergence of participation=civil rights era**
 - civil rights and urban renewal
 - advocacy planning
- **Not just in the US**
 - Ralph Erskine (UK) urban renewal (1960s)
 - Demands for public housing (Austria, Germany, Scandinavian Countries)





Highway construction plans for Inner City Cambridge Mass (1950s)



North Carolina State Students help save homes from demolition in Chavis Heights

Community Participation as law

- 1954 US Housing Legislation introduces **advisory groups**
- 1964 US Economic Opportunity Act (EOA) establishes Community Action Programs (CAPs)
- **1970s-80s participation as business**
 - "maximum feasible participation"
 - Environmental planning/conservation
 - Historic Preservation
 - Landscape arch./city design
 - environmental justice
- the "New Urbanism" ***charrettes***



HISTORIC FEATURES VALUE



BEACH QUALITY



INTERTIDAL HABITAT VALUE



SCENIC VALUE (LAND)



EXISTING FOREST QUALITY



STREAM QUALITY



GEOLOGIC FEATURES VALUE



SCENIC VALUE (WATER)



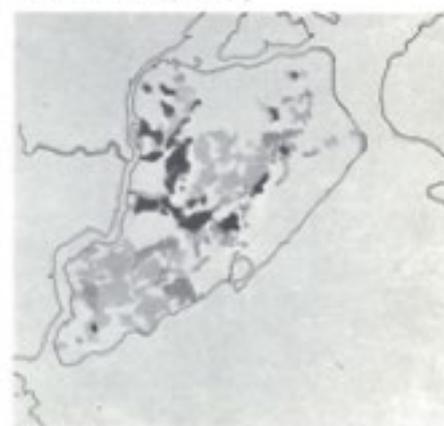
MARSH QUALITY



WATER RESOURCE VALUE

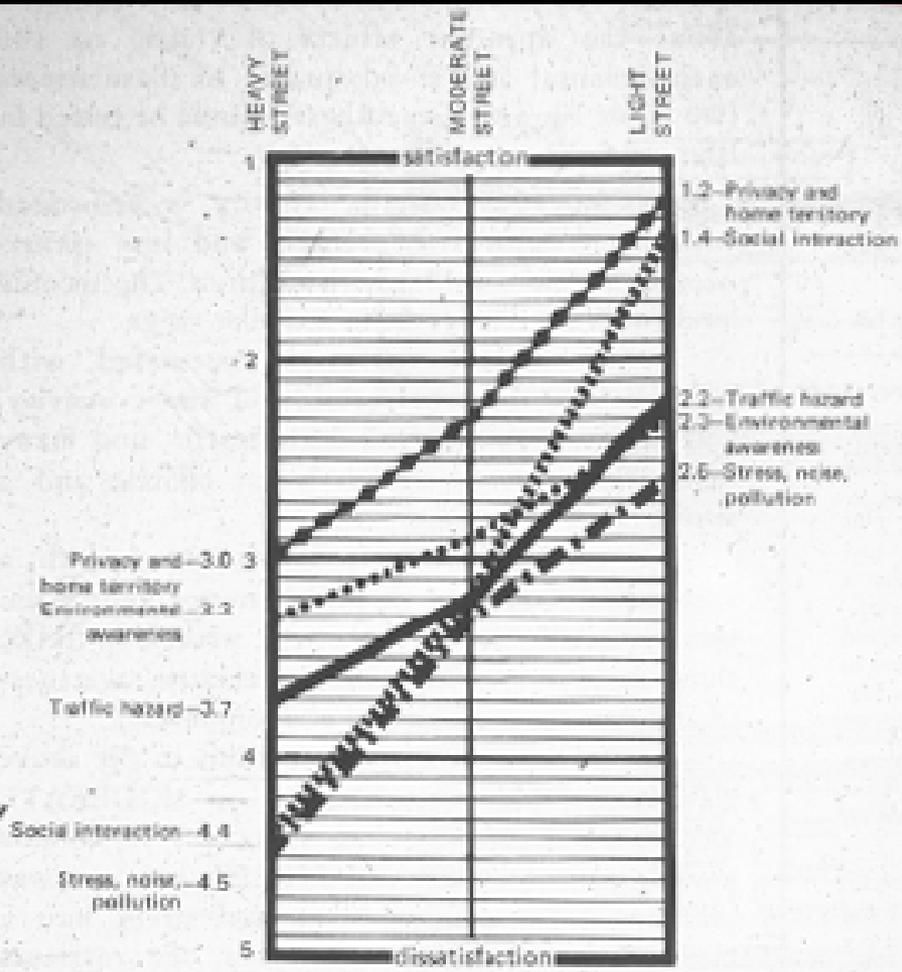


GEOGRAPHIC FEATURES VALUE



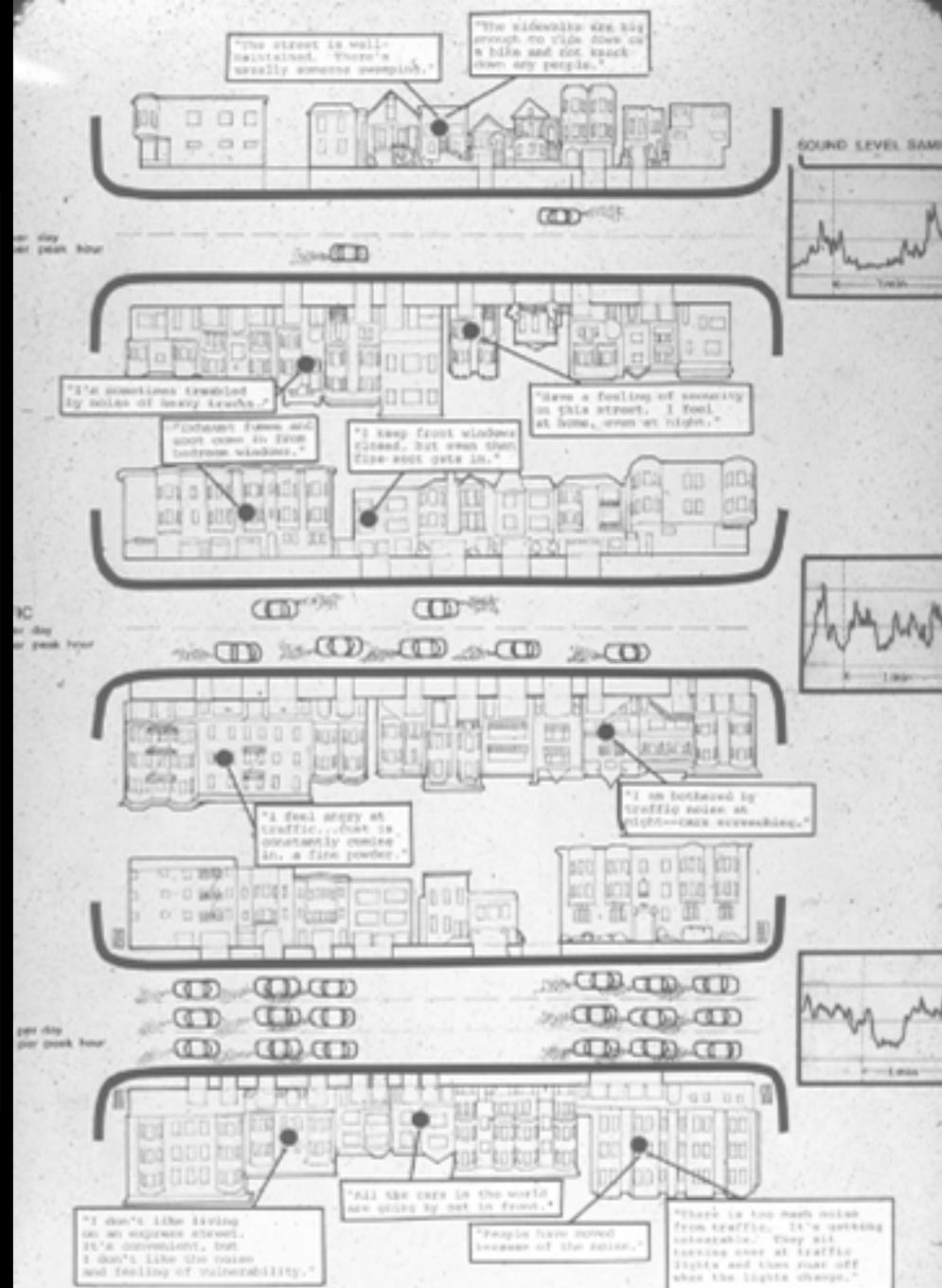
ECOLOGICAL ASSOCIATIONS VALUE

Ian McHarg, Design with Nature (1969)



Donald Appleyard (1982) *Livable Streets*

Pictures courtesy of Peter Bosselmann

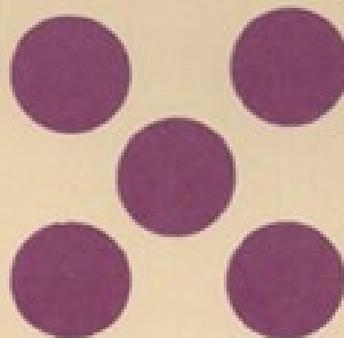


NOISE, STRESS AND POLLUTION



HENRY SANOFF

DESIGN



GAMES

A practical guide to design problem solving, using techniques that involve users in decisions, helping them to grasp complex environmental relationships, thus enabling them to develop solutions which are responsive to basic human needs.

Playing for Keeps
with Personal and
Environmental Design
Decisions



1979



1 LISTENING
Place Knowing



2 SETTING GOALS
Place Knowing



3 MAPPING & INVENTORY
Place Knowing
Place Understanding



4 INTRODUCING THE COMMUNITY TO ITSELF
Place Knowing
Place Understanding



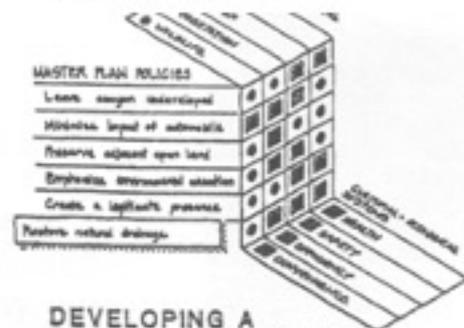
5 GETTING A GESTALT
Place Understanding
Place Caring



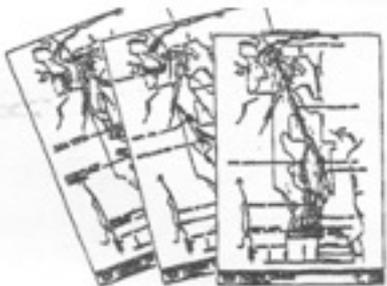
6 DRAWING ANTICIPATED ACTIVITY SETTINGS
Place Understanding



7 IDIOSYNCRASIES INSPIRE FORM
Place Understanding



8 DEVELOPING A CONCEPTUAL YARDSTICK
Place Understanding



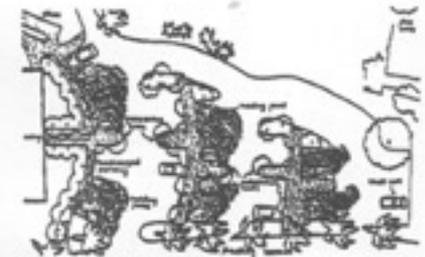
9 SPECTRUM OF PLANS
Place Understanding
Place Caring



10 EVALUATING COSTS & BENEFITS
Place Caring



11 TRANSFERRING RESPONSIBILITY
Place Caring



12 EVALUATION AFTER CONSTRUCTION
Place Understanding



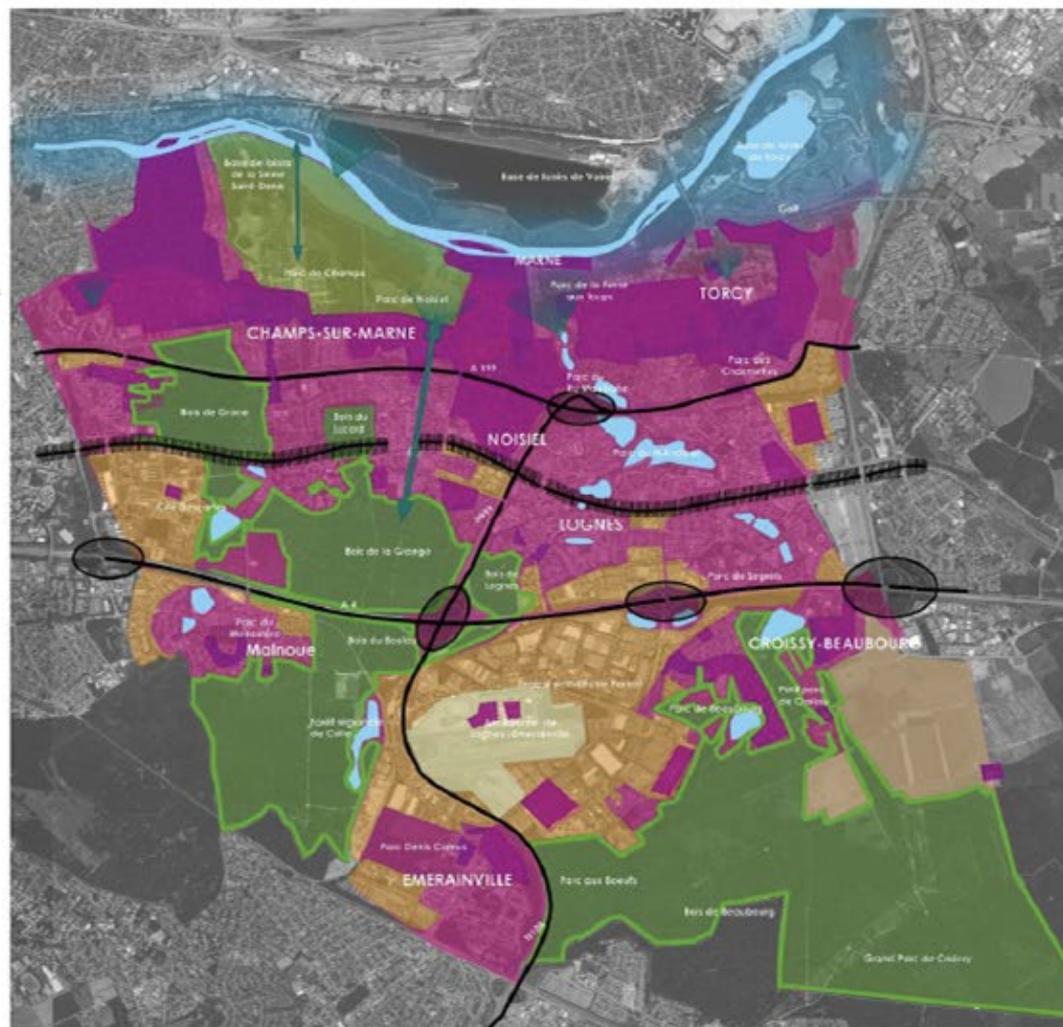
Community Participation as policy

- **2000 European Landscape Convention**
 - Each party is **required to engage residents in participation** (article 5, section b)
- **Euroscapes Project (2010s)**
 - A methodology for mapping, evaluating/managing landscapes
 - 13 partners
 - best practices in assessment, management and preservation
 - Marne-la-Vallee 'design your landscape edge'
- **Participation as management**



➤ LES UNITÉS PAYSAGÈRES.

- PAYSAGE URBAIN :
à dominance ancien.
- à dominance récent.
- tissu mixte.
- PAYSAGE INDUSTRIEL :
zone d'activités.
- aéroport.
- PAYSAGE DE PARC & JARDIN.
- PAYSAGE D'EAU.
- PAYSAGE AGRICOLE.
- DECOUVERTE PAYSAGE
- Perspective visuelle.
- Point de vue sur la vallée.
- INFRASTRUCTURE :
carrefours
- grands axes structurants
ligne du RER



Perceptions & ambiances :
Des ambiances en mosaïque urbaine.





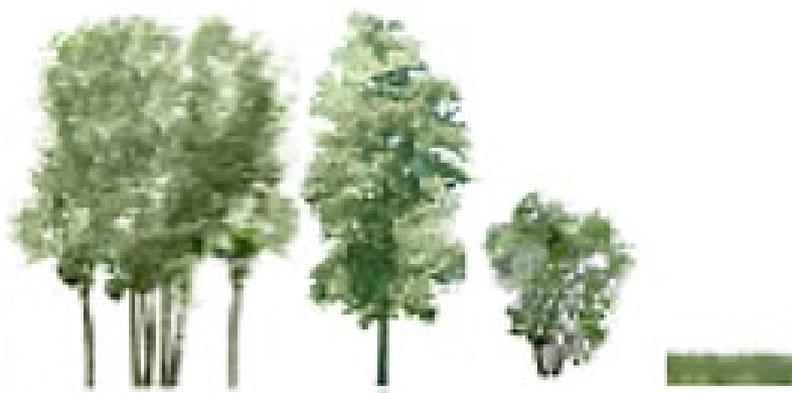
1 – I set my house



2 – I set my garden



3 – I set my relationship with the wood



4 – I set my ideal edge



Democratic design (+planning)

- Transdisciplinary Action **Research**
 - **health, well being, reparation**
 - **empowerment**
- Democratic design (Hester, Hou)
 - Visioning, scenario-building
 - Collective goals-setting
 - Co-design/**co-creation**
 - Landscape stewardship/ management
 - Place-keeping
- **Designer as social trustee and partner**
 - James Roja's 'latino urbanism'
 - Jeff Hou's "Seattle International District"
 - Hip Hop Architecture - 4RM+ULA



Place-It! Workshops

<http://voyagela.com/interview/meet-james-rojas-place-eastside/>



Jeff Hou's 'Design Buffet'
Seattle's international district



4RM+ULA Hip Hop Architecture, Minneapolis MN

<https://4rmula.com/portfolio/magic-sheddiamond-cloud-at-freedom-square/>





Tokyo DIY workshop

<http://tokyo-diy-gardening.org>



Digital participation

- **E-participation:** making democracy accessible?
 - beware of 'plug-in-plug out' behavior
 - limited reciprocity + trust
- The Folketråkk project
 - a digital platform for planning outreach/education
 - co-determination as a goal
- Digital engagement/gaming
 - window into people's perceptions
 - Digital realm as a **dialogic, safe space**

the Folkeetråkk Project

Identifiser en opplevelse du ønsker å forstå bedre, gjøre et dypdykk i denne, og sett en retning for å løse problemet.



Format

Workshop
Fysisk oppmøte



Målgruppe

Alle
Særlig egnet for barn



Tid

4 timer



Antall deltakere

Fra 4-40. Deltakerne deles i gruppe på 2-4 personer.



Folkeetråkk (Citizen's Tracks)

<https://doga.no/folkeetrakk/>

Forberedelse

Ha en klar plan på hvordan formulere og beskrive oppgaven. Ha gjerne med eksempler. Sett bord og stoler i grupper, ha klart materiell på bordene når workshopen begynner.

Materiell

- Post-it lapper til å tegne aktører på
- A4 papir til notater og tegninger
- Kort til å skrive Statement Starters
- Flipover
- Skissepenner (a.la Sharpie)
- Fargetusjer
- Tape til å henge ting opp med
- Snacks for å holde energinivået oppe
- Kamera til å dokumentere

Vårtgiske
22. september · 18

Over 60 stk har allerede involvert seg i studentarbeidet vårt ved å svare på den elektroniske spørreundersøkelsen. Det er vi glade for! Noen tendenser seg vi imidlertid: de fleste som svarer bor på Valderøya.

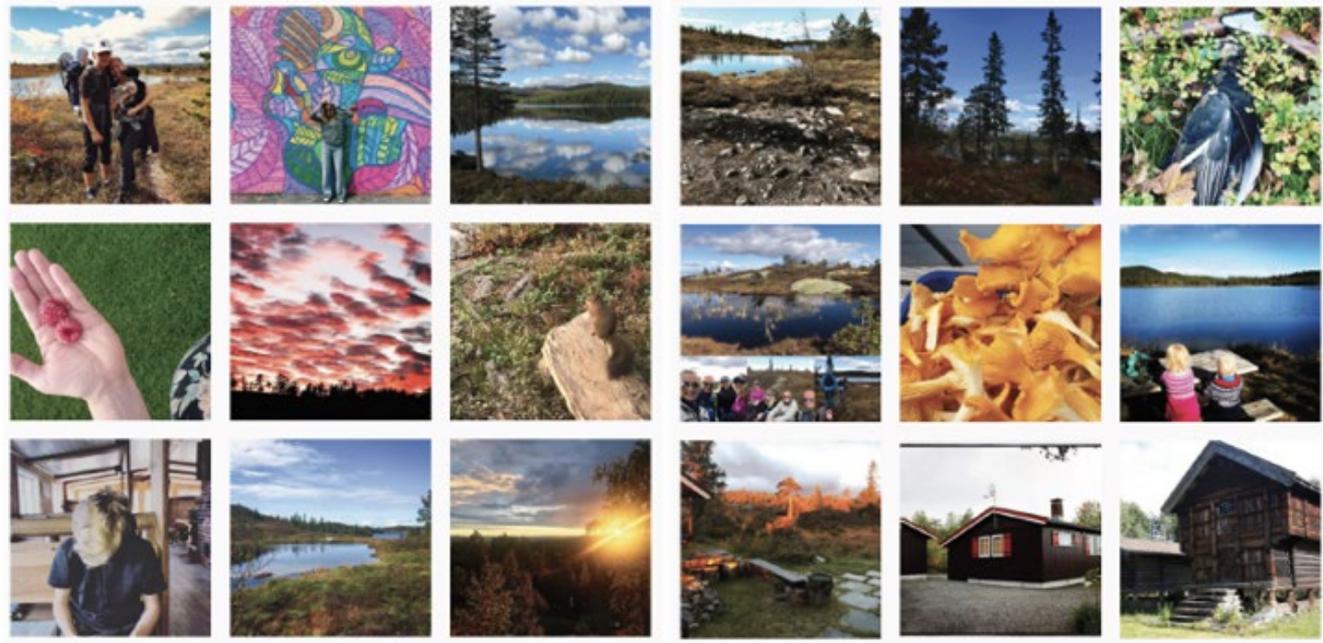
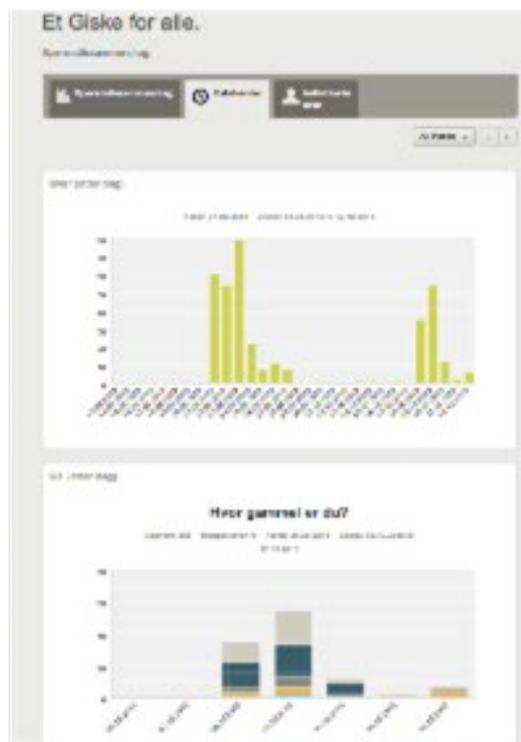
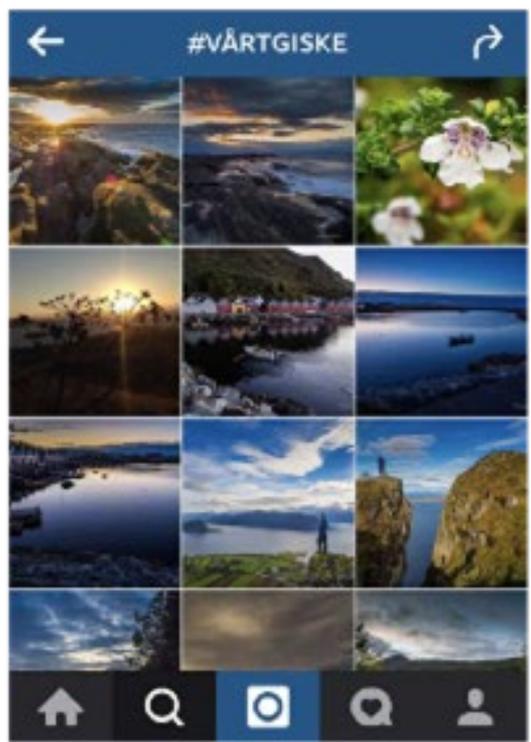
Vi oppfordrer deg som bor på Godøya, Vigra eller Giske til å svinge innom spørreundersøkelsen. Beregnet tid er 7-10 minutter.

Spørreundersøkelsen finner du her:
<https://no.surveymonkey.com/r/vaartgiske>

4597 personer nådd

- Liker · Kommenter · Del
- Britt Flemmen, Sigrid Anne Østlie, Nysæle, Ytterland, Marit Karlsen Skjøng og 31 andre likor dette.
 - 22 delinger
 - Jostein Synes Det er fløst innbyggere på Valderøy 😊, men alle har sikkert ikke svart

Skriv en kommentar





23:45



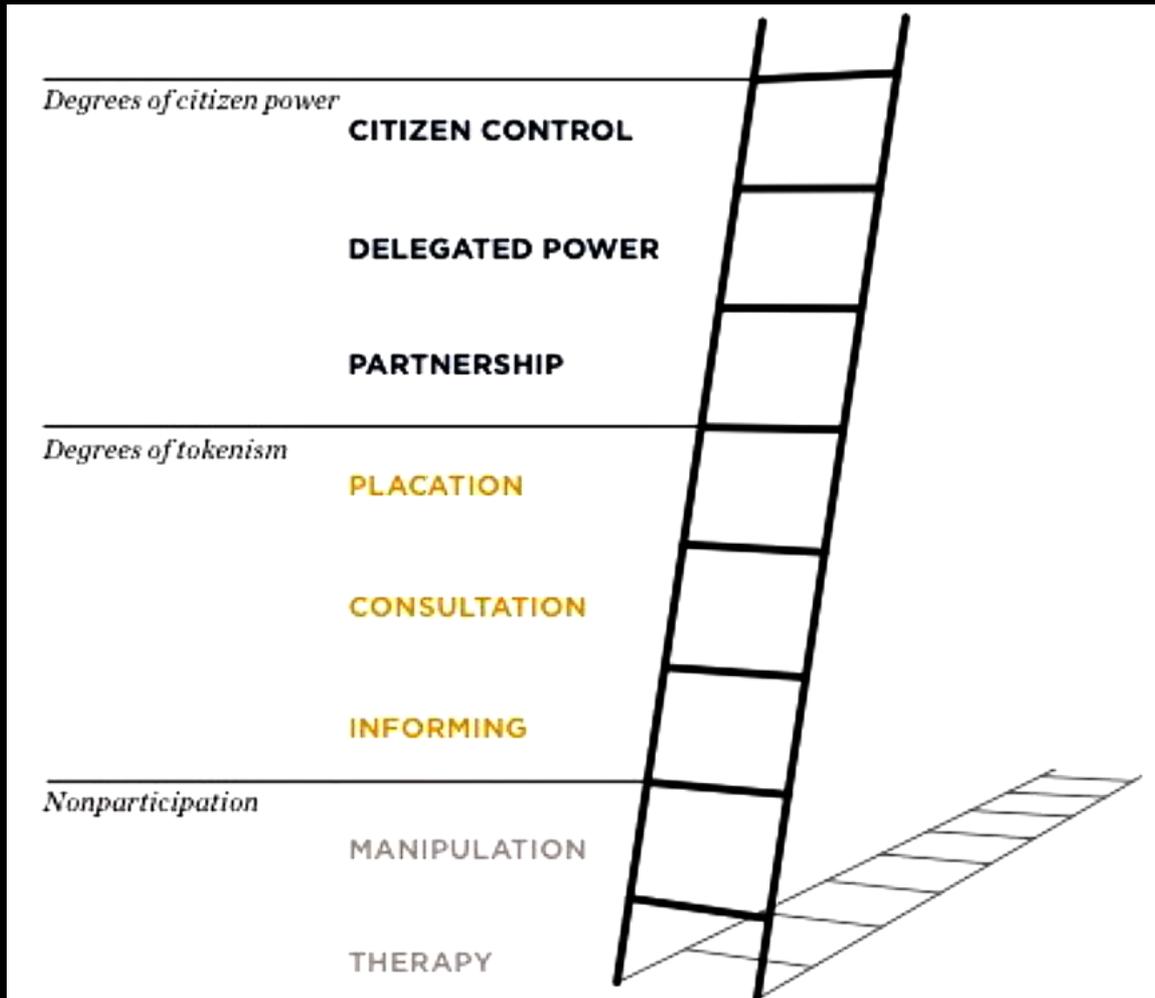
Participatory Chinatown

www.boston.gov/departments/new-urban-mechanics/participatory-chinatown



Participation: Practices

Not all participation is born equal

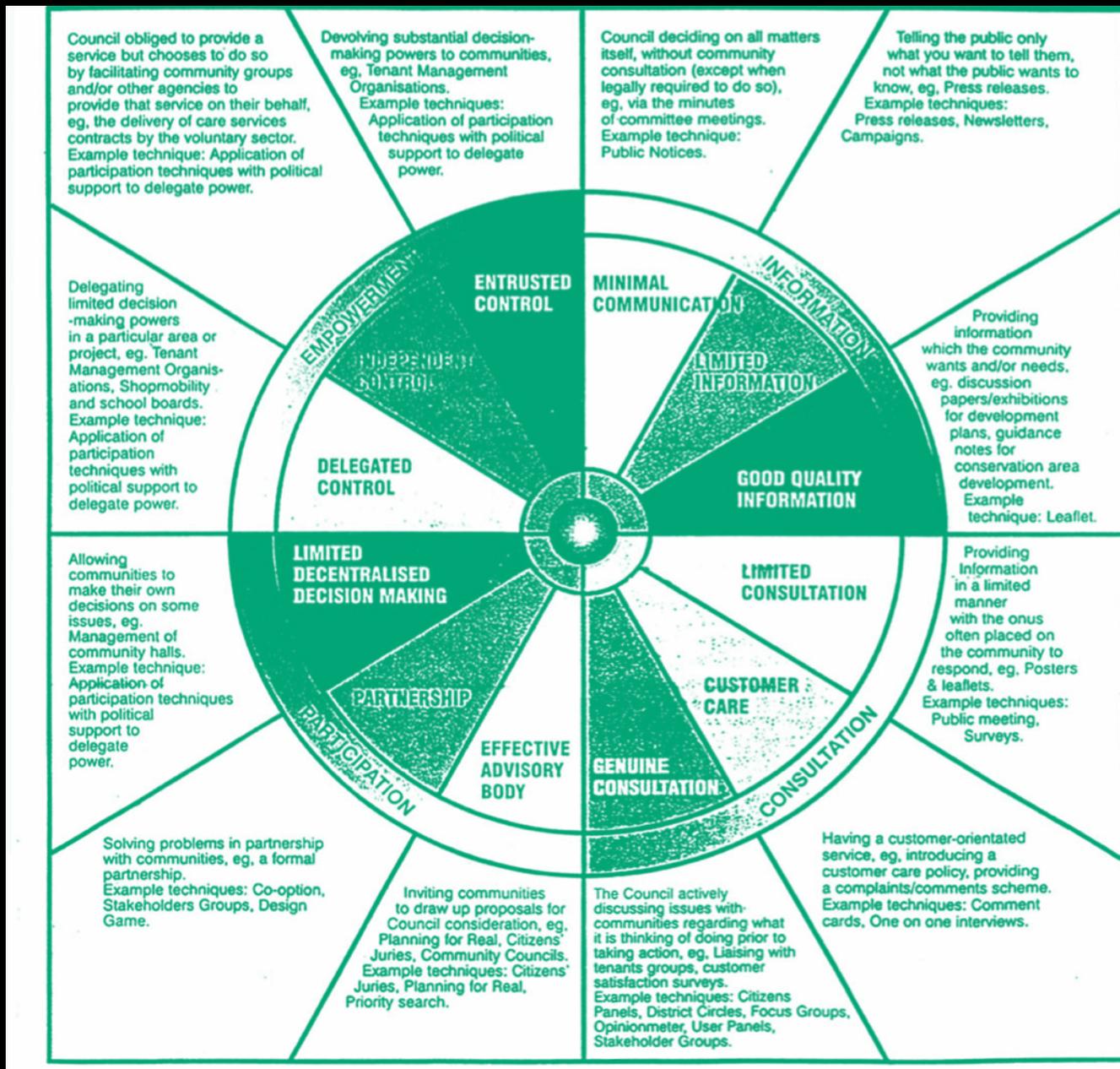


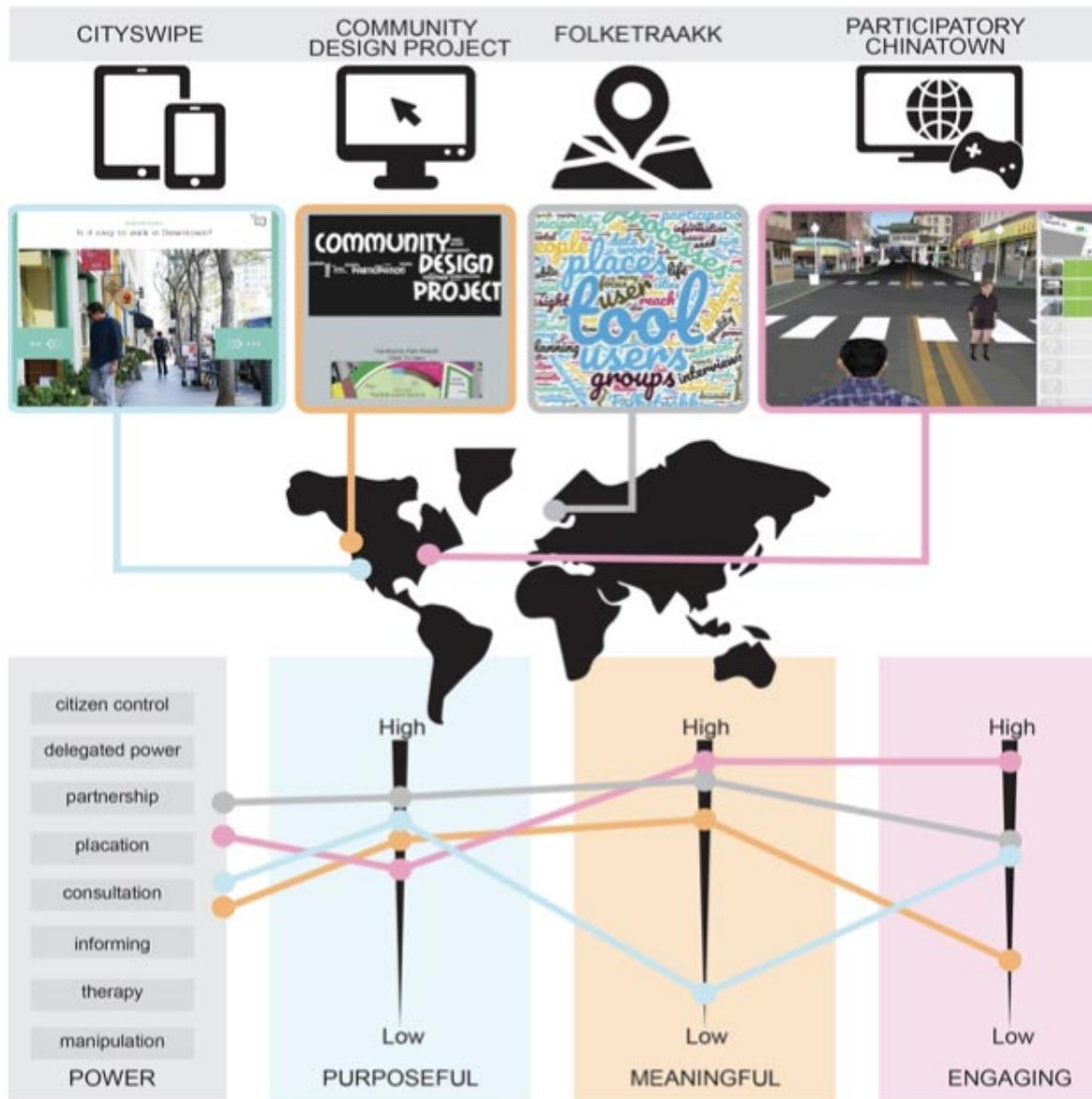
WE SHOULD BE HERE ←

WE ARE HERE

The many "shades of participation"

- Nuances of participation: from the **ladder** (Arnstein) to the **wheel of participation** (Davidson)
- **Redefining**
 - **Aesthetics and expertise**
 - **Expertise**
 - **Professionalism**
- **FULL PARTICIPATION**: beginning with the unheard/underserved





Ruggeri, D. and Szilagyi-Nagy, A. (2019) "Exploring the use of digital technologies in participatory landscape planning processes". In Kate Bishop and Nancy Marshall (Eds) *The Routledge Handbook of People and Place in the 21st Century City*. New York: Routledge

Checking against reality: in house poll

- Think of your own experiences with participation: at which level of the ladder was it?

1_Manipulation

2_Therapy

3_Informing

— 4_Consultation

5_Placation

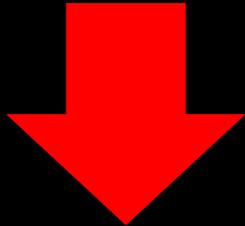
— 6_Partnership

7_Delegated Power
Control

8_Citizen

- What was the main form of engagement involved? (main method)

**IMPETUS
POWER FLOW**

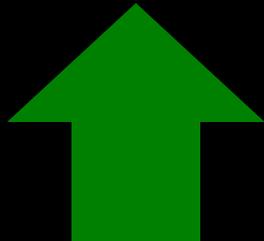


Design with capital D

**TOP
DOWN**



PARTNERSHIP



Community Design

**BOTTOM
UP**

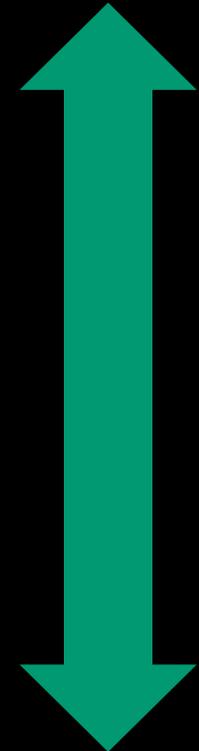
**FORMS OF
ENGAGEMENT**

- Pro-bono design
- Design-Built
- Socially responsible design
- Public Charrettes
- Service learning
- **Environmental education**
- Urban farming
- Folketräkk
- Community Mapping
- Participatory Action Research and planning
- Environmental justice/remediation
- Community organizing
- Community development
- Community art/performance
- Co-design and co-creation

**EPISTEMOLOGY/
KNOWLEDGE PRODUCTION**

**EXPERT
KNOWLEDGE**

Science/objectivity/abstraction



*Social Sciences/
phenomenology/grounded
theory*

**NATIVE WISDOM/
KNOWLEDGE**

RESULTATER FRA WORKSHOP

STEDER OG SITATER

Dette kartet viser hvilke områder som utpekte seg under workshoppen, og hvordan disse blir brukt gjennom året. I tillegg er noen utvalgte sitater fra barna lagt med for å gi et inntrykk av de forskjellige stedene.



BYEN BRUKES ULIKT

Basert på registreringer fra workshoppen forteller kartet hvordan barna bruker og opplever byene.

- Noe er helårs
- Noe gjøres innendørs
- Mange steder har potensiale
- Få steder er årstidspesifikke

VARIASJON GJENNOM ÅRET

Byens klima er spesielt og dette har mye å si for bruken av utemiljøet.

- Vinteren er lang og mørk, med snø som ligger utover i vintermånedene
- Våren kommer i midten av april, og mai er mild
- Sommeren er mild med midnattsol
- Eftersommer er fin i september, men våt og grå etter oktober

Det er derfor viktig å tilrettelegge for ulike aktiviteter for ulike årstider.

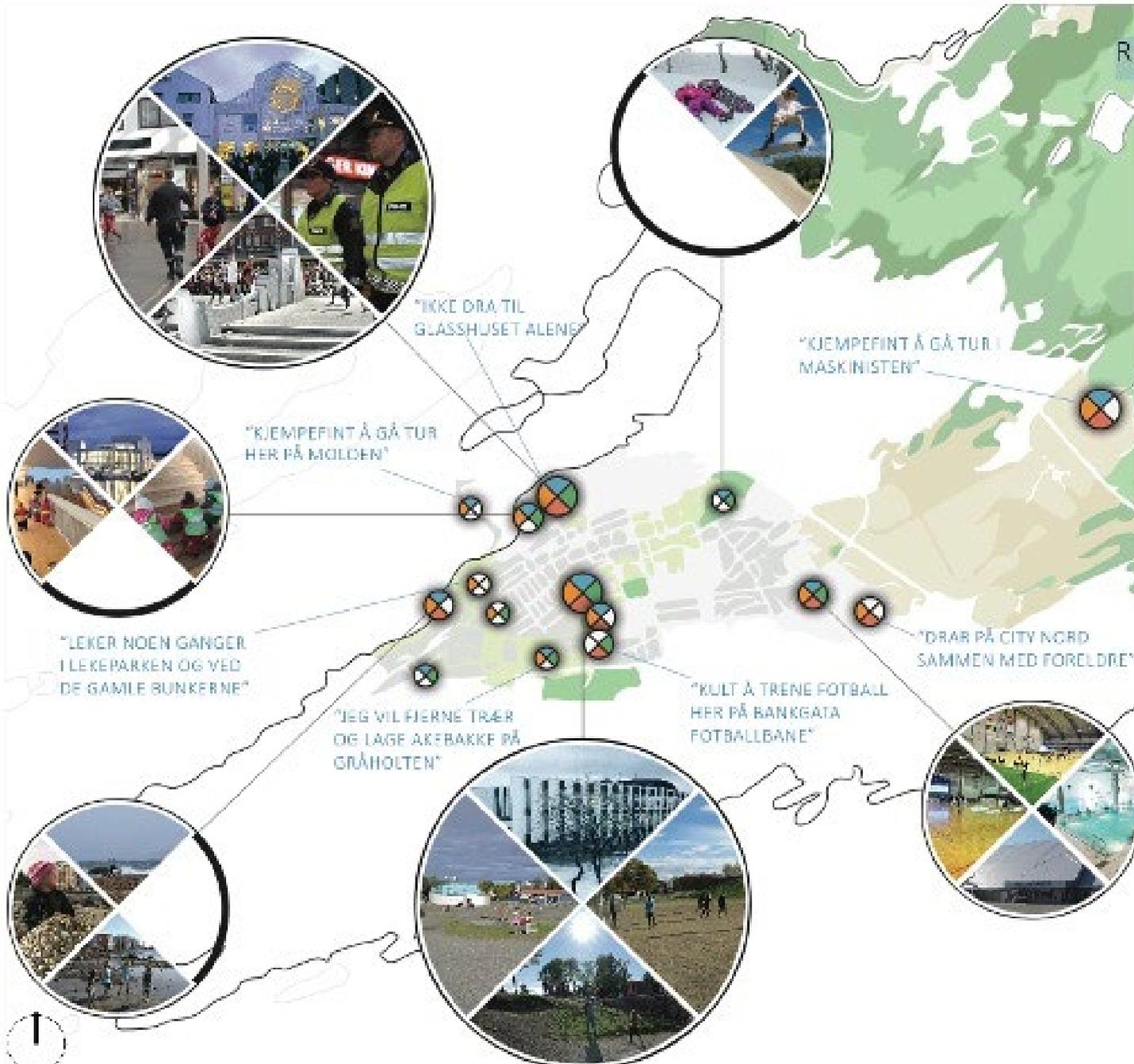
VINTER

HØST

VÅR



SOMMER



1000 M

How do they feel about Flesberg?

During the Pictogram exercise the pupils looked at pictures and picked out the ones they associated with the municipality today and their wishes for the future. Many of the words the youths used to describe Flesberg had a negative association, for example desolated, lonely and boring. We have picked out some of the phrases that were written on the pictures which gave us a good insight of the youths view on Flesberg. They told us that Flesberg feels very small and forgotten compared to Kongsberg and that there are few things to do.



Fig. 24

"The shadow of Kongsberg"



Fig. 25

This is how I feel: "I'm the tree in the middle and the rest is everyone else"



Fig. 26

A few of the 9th graders were happy with the way things are in Flesberg. These youths have hobbies that fit today's municipality, like horseback riding and football. Nevertheless most of the youths felt the need for a change and wanted the planners to be more open for new ideas. They were tired of not getting heard and were happy to share their ideas. Generally they wanted a more lively and modern society.



Fig. 27:

"More people. More activities. More cooperation."

During the exercise Future Visions the youths proposed more activities and places to meet in Flesberg municipality. They wanted for example a skate park, surrounded by other kinds of activities such as basketball court, BMX-track and seating. Several also mentioned a kiosk.

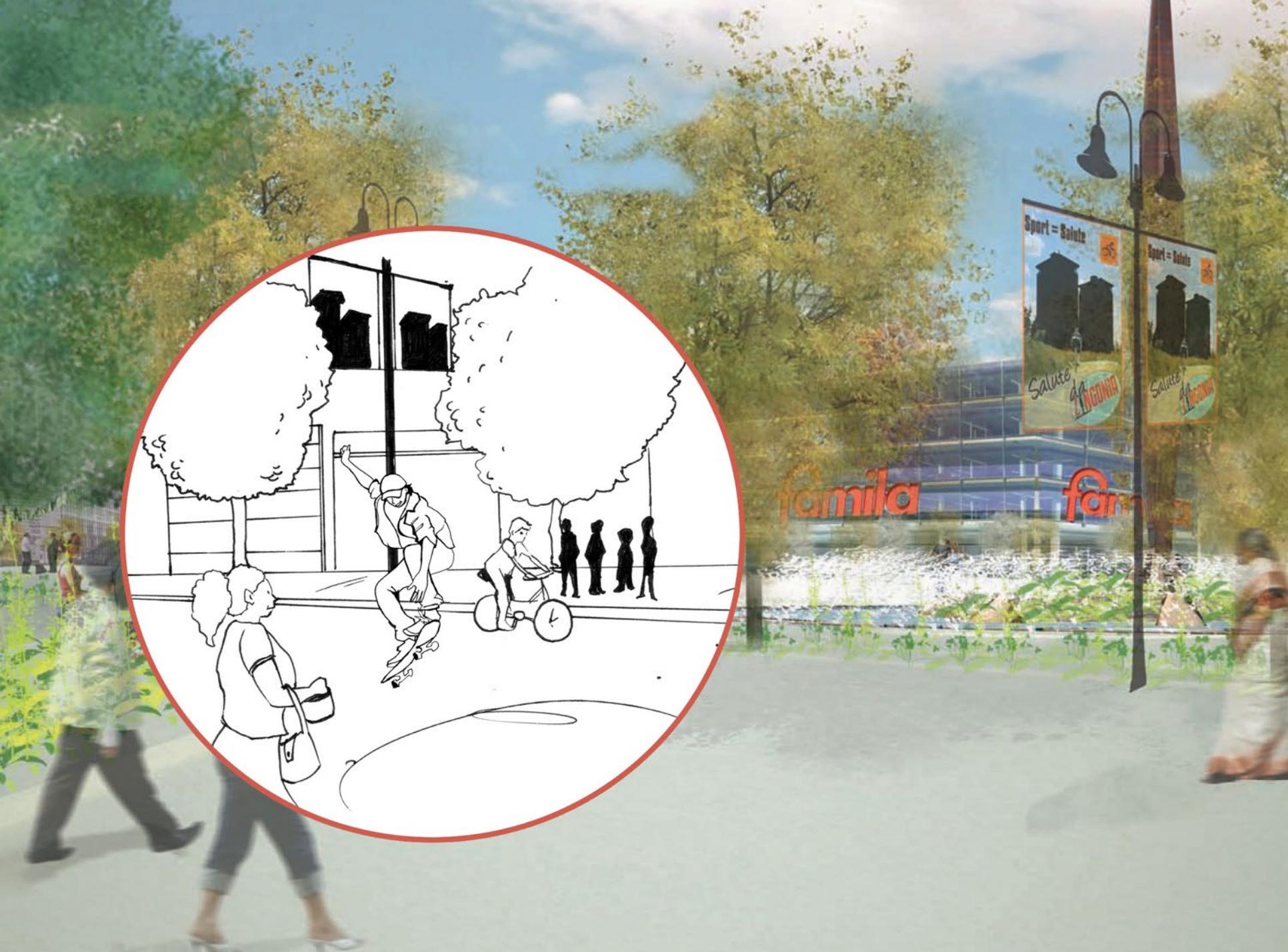


Figure 28:

"People need to open their heart for something new".









CIAO AMICA!

共存

شيعاتلا

ZINGONIA È PREVISTA PER
CIRCA 50.000 ABITANTI

VECCHI E NUOVI ABITANTI
COESISTONO
SE TUTTI AMANO IL LUOGO IN CUI VIVONO



4 ★ ★ ★ ★ ★

Fjell kanten ★

STEDSBESKRIVELSE

STEDSBESKRIVELSE

1. Navn på stedet: _____

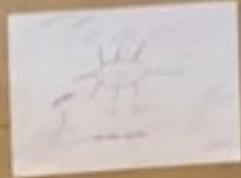
2. Adresse: _____

3. Postnummer og postkrets: _____

4. Beskrivelse av stedet: _____

5. Hva er det viktigste ved stedet? _____

6. Hva er det som gjør stedet spesielt? _____



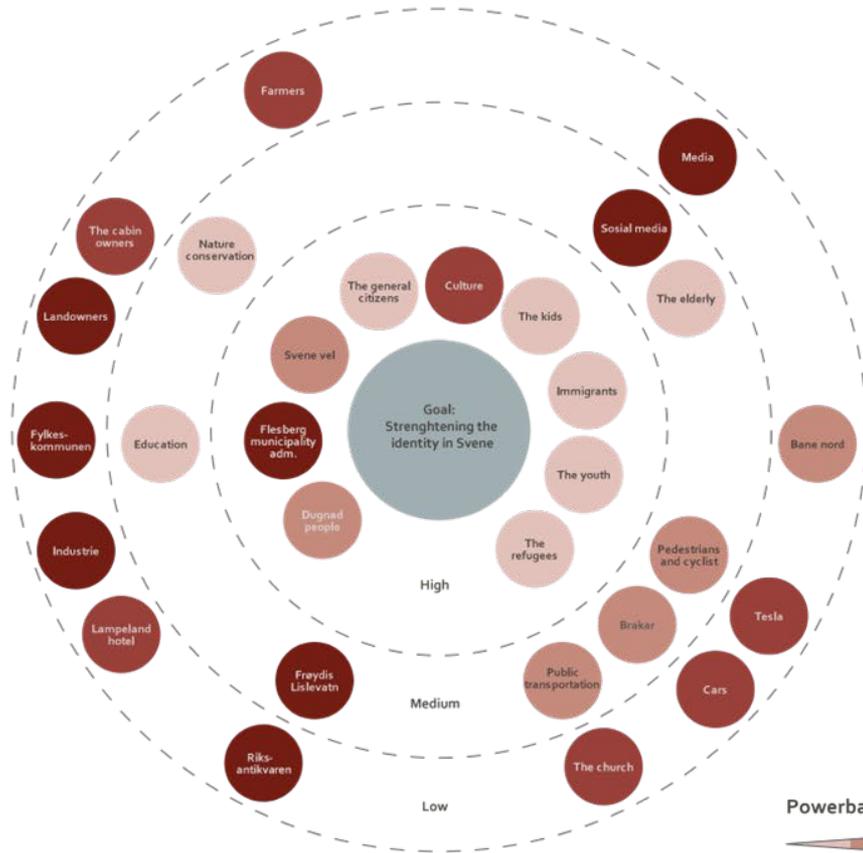
KVALITET

STED

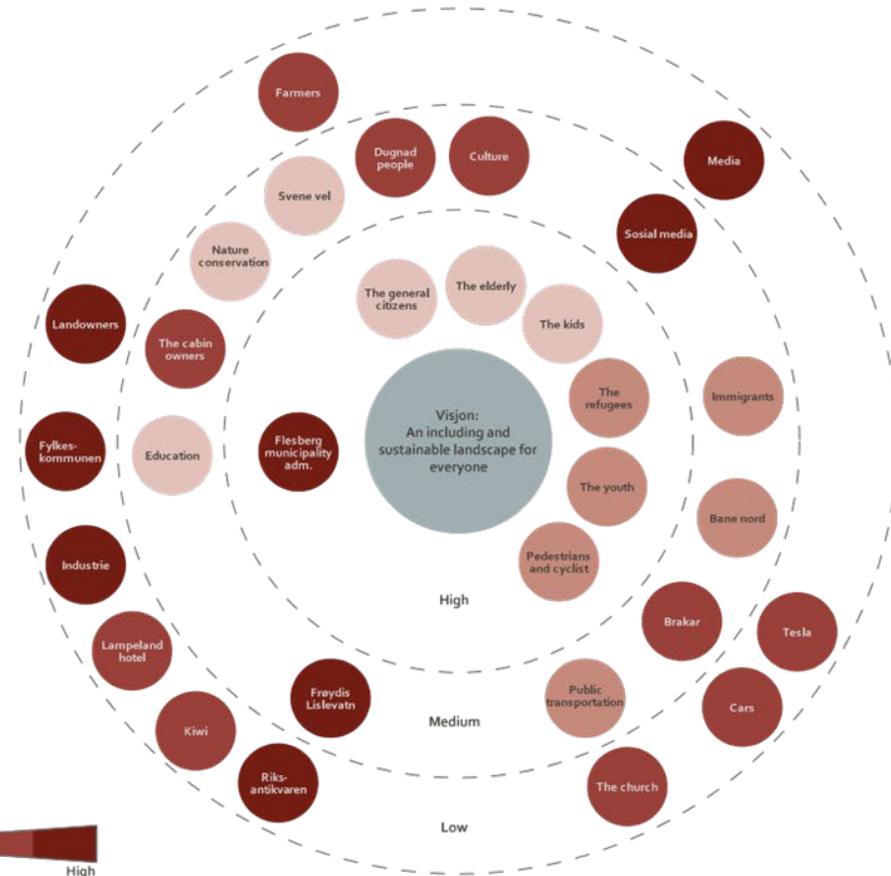
STED



Powermap for å styrke identiteten i Svene



Powermap for den overordnede visjonen





Participation:
Does it work?

How does participation 'perform'?

Sanoff (2000) 'functions' of participation

- generate ideas
- identify attitudes
- disseminate information
- resolve conflict
- review of proposals
- allow pent up emotions to surface

Other functions:

- Opening of process to stakeholders
- Diversity of viewpoints
- Meaningful participation
- Integrating concerns
- Information exchange
- saving time and avoiding costs
- Enhanced project acceptability
- Mutual learning
- Mutual respect

How does participation 'perform'?

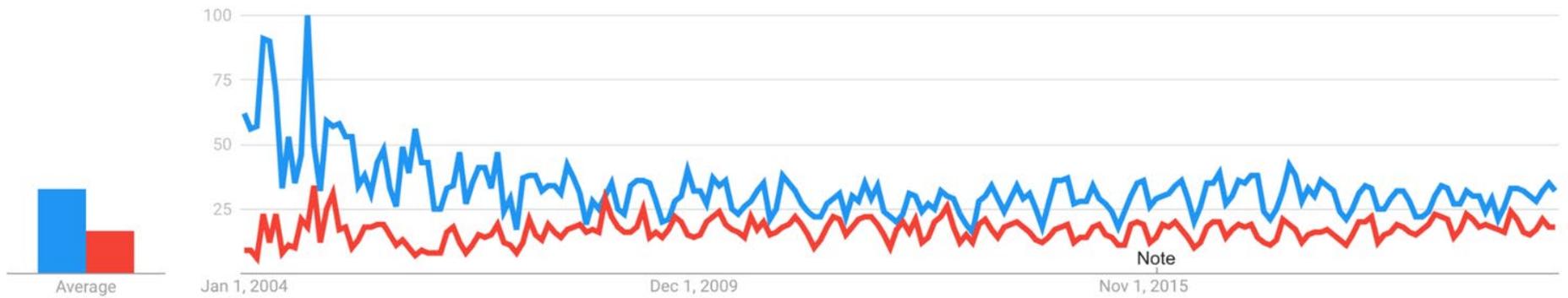
Hester (2012) 42 criteria for
evaluating community participation
organized by areas of impact:

- Democratic Process
- Community Considerations
- Environmental Justice
- Learning Opportunities
- Power Distribution
- Ecological Considerations
- Design Outcomes

CRITERIA OFTEN USED TO EVALUATE PARTICIPATORY DESIGN	DIFFERENT FORMS OF PARTICIPATORY DESIGN							2a. Consensus Building	8. Institutional Participation	9. Intentional Sponsorship	10. Deep Democracy	
	Roots	Associations	Disability Unjust Laws	Born Raising	Reverend 1960-1980 Participatory Approaches	Subsequent Approaches	10. Intentional Sponsorship					
Democratic Process	1a. Movements/NGOs	1b. Proactive Facilitator	1c. Collectives, especially women's	1d. Environmental Advocacy	2a. Consensus Building	8. Institutional Participation	9. Intentional Sponsorship	10. Deep Democracy	10a. Civic and Civil Responsibility	10b. Citizen Science	10c. Volunteerism	10d. Neotewardship
1. Has clear, transparent, fair procedure		●	●	●	●	●	●	●	●	●	●	●
2. Engages broad public	●	●	●	●	●	●	●	●	●	●	●	●
3. Helps overcome fear, builds confidence and self-esteem	●	●	●	●	●	●	●	●	●	●	●	●
4. Enhances the volunteer sector	●	●	●	●	●	●	●	●	●	●	●	●
5. Supports grassroots change	●	●	●	●	●	●	●	●	●	●	●	●
6. Provides forum for visionary and large scale change	●	●	●	●	●	●	●	●	●	●	●	●
Community Considerations												
7. Meets the needs of people as they define them	●	●	●	●	●	●	●	●	●	●	●	●
8. Enhances sense of community	●	●	●	●	●	●	●	●	●	●	●	●
9. Encourages discovery of unique community resources												
10. Improves local economy		●										
11. Creates awareness of unique community, social patterns		●										
12. Uncovers deeply held values	●	●	●	●	●	●	●	●	●	●	●	●
Environmental Justice												
13. Provides voice for those who cannot speak out		●	●	●	●	●	●	●	●	●	●	●
14. Creates environmental justice by distribution and access		●	●	●	●	●	●	●	●	●	●	●
15. Involves people usually left out		●	●	●	●	●	●	●	●	●	●	●
16. Helps poor communities resist destructive forces		●	●	●	●	●	●	●	●	●	●	●
17. Preserves cultural diversity	●	●	●	●	●	●	●	●	●	●	●	●
18. Builds long-term partnerships to achieve difficult objectives	●	●	●	●	●	●	●	●	●	●	●	●
Learning Opportunities												
19. Promotes cross-boundary thinking		●										
20. Increases sensual knowledge		●										
21. Provides opportunities to learn new skills	●	●	●	●	●	●	●	●	●	●	●	●
22. Encourages fact-based decision making	●	●	●	●	●	●	●	●	●	●	●	●
23. Awakens lay creativity	●	●	●	●	●	●	●	●	●	●	●	●
24. Emphasizes both rational and experiential thinking	●	●	●	●	●	●	●	●	●	●	●	●

Some reflections

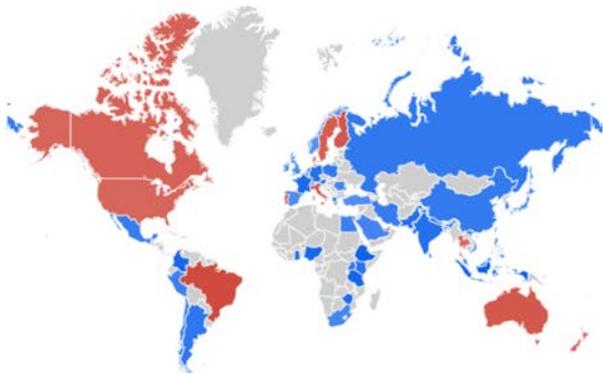
- Landscape democracy is a vision, a shifting goal
 - **contextual, locally practiced**
- Landscape 'common ground' for human/social life
- Democratic Landscape practices
 - co-creating/authoring visions
 - stewarding and place-keeping
 - celebrating diversity
 - landscape awareness as tool for resilience
- **Participation is not a means to an end: BE VIGILANT!**



Compared breakdown by region

Region

● Public participation ● SUSTAINABILITY



Color intensity represents percentage of searches [LEARN MORE](#)

Sort: Interest for Public participation

1	Indonesia	
2	Israel	
3	Ethiopia	
4	Tanzania	
5	Nigeria	

Some reflections

- **Participation is an "ethos"**
 - embedded in design and planning processes at **all stages**
 - **transformative** of the communities AND of those who engage as partners
 - **instrumental** to the shaping of landscape democracy
- **Beware of "technique"**
- Participation "should not" be the new tyranny
 - must be reflective
 - must be accountable
 - must be authentic, a fit with the community

"An organizational model of participation ignores the fact that many interactions between people also take place outside formal organizations, that the interactions of daily life may be more important in shaping cooperation than public negotiations."

Cooke, B., & Kothari, U. (Eds.). (2001).
Participation: The new tyranny?. Zed books.



Online Seminar



COURSE SCHEDULE

Starting March 31, 2021 - Wednesdays 17:00 to 18:30 CET

Democratic Landscape Transformation

Democratic Landscape Analysis

Visioning & Goal Setting

Transforming Designing Testing

Evaluation & Outlook

Phase A

31.3 - 21.4

Phase B

28.4 - 12.5

Phase C

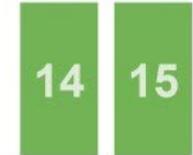
19.5 - 2.6

Phase D

9.6 - 23.6

Phase E

30.6 - 7.7



ASSIGNMENTS

Assignment 1 - Conceptual Community Mapping

Assignment 2 - Participatory Analysis and Assessment

Assignment 3 - Collaborative Visioning

Assignment 4 - Co-Designing and Transformation

Assignment 5 - Future Agendas

INTENSIVE WORKSHOP

At the Ex Monastery of St. Augustin, Lucca Italy - Summer 2021

How will the first transnational panel next week be structured?

LED2LEAP First Transnational Panel - April 21 - 17 00 - 18 30 - Community Mapping					
Time Slots	Session Room A		Time Slots	Session Room B	
	Presenting	Moderating		Presenting	Moderating
17 00 - 17 20	Nürtingen 1		17 00 - 17 20	Nürtingen 3	
17 20 - 17 40	Nürtingen 2		17 20 - 17 40	Nürtingen 4	
17 40 - 18 00	Zagreb 1		17 40 - 18 00	Bologna 2	
18 00 - 18 20	Bratislava		18 00 - 18 20	Uppsala	
18 20 - 18 40	Brazil		18 20 - 18 40	Gdansk	
LED2LEAP Team	Amelie+Nick	<i>Ellen</i>	LED2LEAP Team	Thomas + Andrea	<i>Jeroen</i>
Time Slots	Session Room C		Time Slots	Session Room D	
	Presenting	Moderating		Presenting	Moderating
17 00 - 17 20	Nürtingen 5		17 00 - 17 20	Nürtingen 6	
17 20 - 17 40	Nitra 1		17 20 - 17 40	Budapest	
17 40 - 18 00	Bologna 1		17 40 - 18 00	Nitra 2	
18 00 - 18 20	Zagreb 2		18 00 - 18 20	Zagreb 3	
LED2LEAP Team	Francesco + Luigi	<i>Deni</i>	LED2LEAP Team	Anita + Eszter	<i>Anna</i>

45 Minutes Community Mapping in Breakout sessions

Room 1: Budapest (with Anita & Anna)

Room 2: Nürtingen (with Nick & Amelie)

Room 3: Bologna (with Andrea and Francesco)

Room 4: Zagreb (with Jeroen and Monika)

Room 5: Nitra (with Deni and Attila)

Room 6: Bratislava/Gdansk (with Ellen)

Room 7: Sweden

Room 8: Brazil