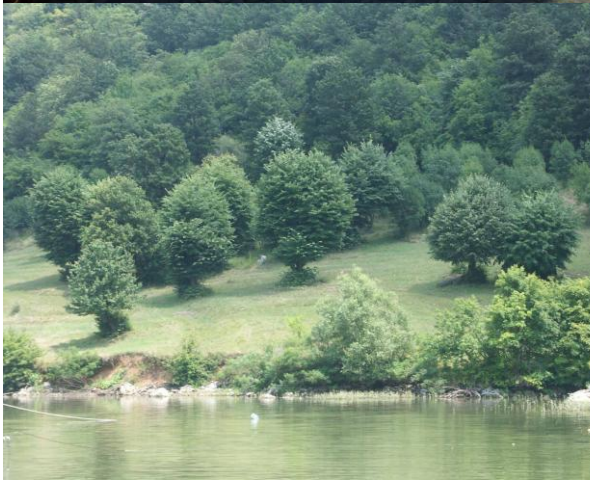


LENNE Tempus Curriculum Development Project
Draft Teaching Package
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Working Group: Cultural Landscapes

Ed Bennis, Jasminka Cvejic, Richard Stiles, Alexandra Tisma, Nevena Vasiljevic

Contents

1. Cultural Landscape Philosophy

2. Generic Competences in Cultural Landscape Teaching

3. Subject Specific Competences

4. Course Units

4.1 Self-study Introductory background to the module for people who have not studied an appropriate bachelor programme: including geomorphology, landscape ecology, agriculture and other land uses	Vienna	2 ECTS (0 contact hours/ 50 total student hours)
4.2 Lecture Introductory History of cultural landscape development in Europe (not history of parks and gardens) Up to current trends in cultural landscape development	Vienna	4 ECTS (28 contact hours/ 100 total student hours)
4.3 Lecture Special Topics Methodology in cultural landscape studies Cultural landscape in Serbia and Region Urban cultural landscape issues Vernacular architecture - Interpretation Legislation – Cultural landscapes conservation projects	Novi Sad	2 ECTS (14 contact hours/ 50 total student hours)
4.4 Seminar Comparative studies in European cultural landscapes Cases studies in contemporary cultural landscape management	Manchester	3 ECTS (28 contact hours/ 75 total student hours)
4.5 Practical Work (or Skills Development or Workshop or Laboratory Exercise) Methodology in cultural landscape studies Interpretation of cultural landscapes	Novi Sad	3 ECTS (14 contact hours/ 75 total student hours)
4.6 Studio Small Cultural landscape analysis	Manchester	4 ECTS (100 total student hours)
4.7 Studio Larger Landscape character analysis	Belgrade	8 ECTS (200 total student hours)
4.8 Study Tour Reading and interpreting cultural landscapes in the field	Belgrade	2 ECTS (30 contact hours/ 50 total student hours)

5. Main Literature

6. Relationship to other subject areas

7. Timing of teaching within the context of the degree programme

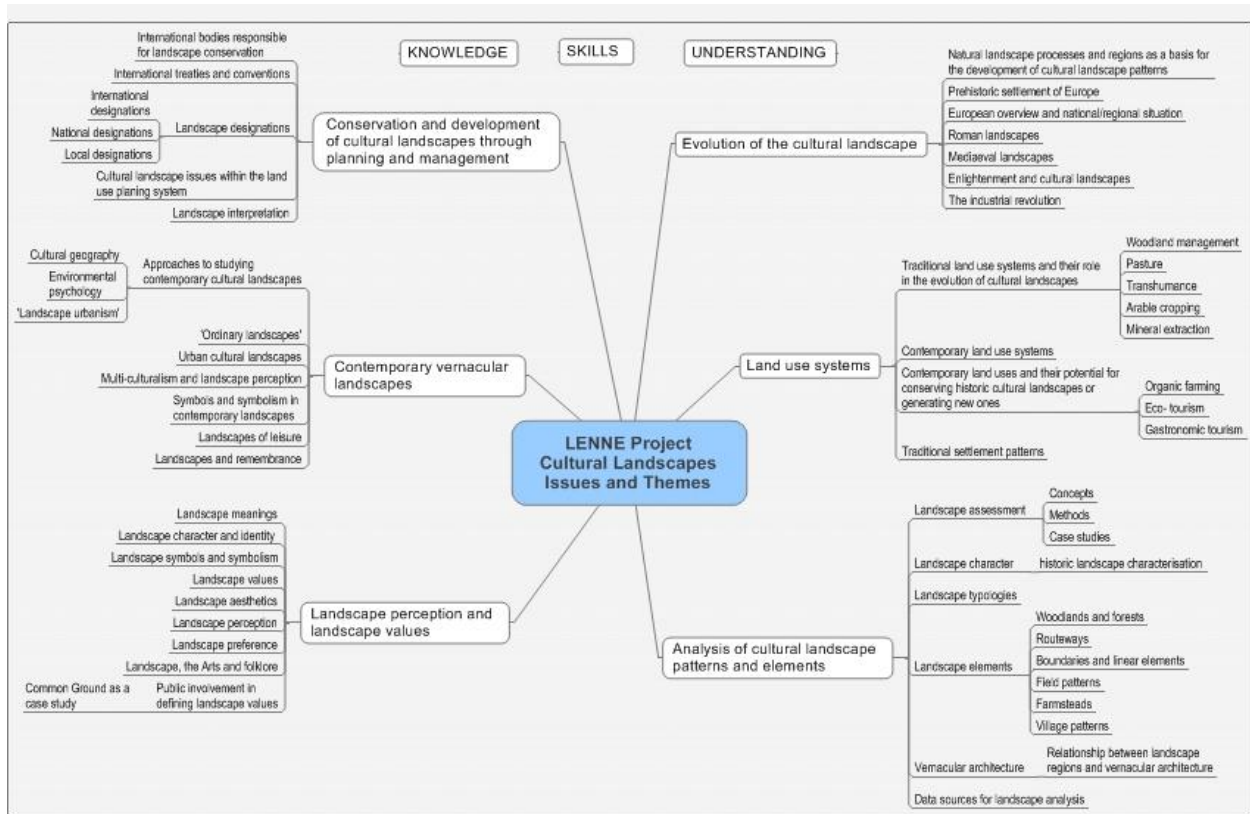
1. Course Philosophy Cultural Landscapes

"The first issue of Landscape magazine stated that "there is really no such thing as a dull landscape or farm or town. None is without character, no habitat of man is without the appeal of the existence which originally created it... A rich and beautiful book is always open before us. We have but to learn to read it."

(J.B. Jackson, 1951) quoted by Paul Groth, Preface: Frameworks for Cultural Landscape Studies in Groth, P, and Bressi, T. (Eds) 1997, *Understanding Ordinary Landscapes*, Yale University Press. New Haven and London

"As though through some hidden hand, society after society has created landscape in its own image."

Richard Muir, *The New Reading the Landscape*, University of Exeter Press, p. xiii



Landscape planners, designers and managers are concerned with the conservation and development of landscape resources together with their associated meanings and values. In order to be able to devise appropriate interventions in the landscape it therefore is critical for them to have a sound understanding the structure and the significance of the landscapes in which they work as well as of how these landscapes have evolved over time, both in the local and the wider international context.

The study of cultural landscapes is a trans-disciplinary concern and draws upon a wide range of academic fields. It is therefore important for landscape architecture graduates to have an insight into the key concerns and approaches of the main disciplines involved with landscape studies. Beyond this it is essential for them to be able to understand how to integrate and apply such approaches in the understanding of particular cultural landscapes as a necessary prerequisite for developing new concepts for their conservation and/or development.

It is therefore proposed that teaching and learning about the cultural landscape should have two main strands: firstly should aim to provide a more or less in-depth understanding of the

processes and products of landscape development and evolution over the last 5000 years which have resulted in the current **pattern** of landscapes and distribution of landscape features which we see today ('genealogy of the landscape'). The second strand relates to the development of an appreciation of the generation, interpretation and significance of cultural meanings and values of landscapes in general, and contemporary and everyday landscapes in particular.

These two strands can be seen as representing the approaches of various different academic disciplines and traditions to understanding the genesis of contemporary landscapes. The disciplines concerned include landscape history and archaeology and historical ecology on the one hand, and cultural geography on the other. In addition to gaining an insight into these contrasting academic traditions of landscape studies, it is important that the effort is made both to integrate them and understand how they relate to each other, as well as to focus on how they can be operationalised and applied to inform and improve the process of landscape planning and management.

The scale of cultural landscape studies ranges from the regional scale (100 x 100 km – e.g. landscape character assessment) to the local scale (10 x 10 km – e.g. the pattern local landscape elements) to the neighbourhood scale (1 x 1 km – e.g. typical individual landscape features) – see Morrison and Morrison 1994 Powers of Ten.

The approach to teaching and learning the field of cultural landscape should aim to provide a well founded general knowledge about and understanding of how the processes of human settlement of and interaction with the land have operated on a Europe-wide basis and how landscape values arise and can be understood, as well as specific, in providing an understanding of the necessary basic skills and methods to be able to research/investigate the history and development of any given landscape region, as well as the cultural meanings and values with which it is associated by the different social groups who live in and use the landscape.

Teaching and learning about the development of cultural landscapes and their associated meanings and values should both be general, in that it relates to the European context as a whole, as well as local i.e. in relation to landscapes in Serbia and the wider region.

It is important to consider and clarify the various definitions and approaches to the concept of cultural landscape which are current and which lie behind policy in the field.

Central to the treatment of the cultural landscape should be the interaction between the use of the land by human societies and the natural processes and features which have shaped this use. Particular consideration should also be given to the cultural meanings and values associated with the landscape and their development over time as well as their subsequent identification.

Whereas landscape historians tend to recount the successive developments and their causes which have shaped landscape change and evolution, the focus of teaching in the programme ought to be primarily spatial, in that it focuses on explaining the historic development of particular areas of landscape and identifying the traces which they have left in the contemporary landscape, as a basis for its future development, although the local situation should always be seen in terms of its wider historical context.

Particular emphasis should be given to the teachings and approaches of the various neighbouring disciplines which have focused on these and similar issues, including landscape geographers, local historians, historical ecologists, cultural geographers and landscape archaeologists. The ability to synthesise and spatially present their results should be an important objective of this subject area. One particular focus should be on the approaches behind and the techniques of landscape character assessment.

Landscape character assessment can be seen from two different viewpoints, and both of these should be considered within the context of teaching in this subject area. The

'professional' or 'expert' viewpoint will take a top down approach to identifying landscape character based on the interplay of natural and cultural landscape factors and features within defined geographical areas. This approach contrasts with the work of organisations such as 'Common Ground' in England (www.commonground.org.uk), which aims to cultivate awareness and appreciation of 'local distinctiveness' and the factors which make local landscapes unique on the part of local people and to celebrate this distinctiveness with the help of the Arts.

Students should therefore learn to 'read' landscapes both on maps and in the field and to be able to recognise and interpret the layers of historic traces which they contain, as well as to present and explain the significance of these layers to planners, politicians and the public (landscape interpretation). They should also, however be able to work with local people through forms of public participation in order to be able to help them to identify what is special and typical about their local landscape. The potential role of the Arts and the holding of local events to raise the awareness of the importance of local landscape character should also form part of this subject area.

The respective international (in particular UNESCO and Council of Europe and European Union), national and local legal frameworks should also be understood, as well as their shortcoming when it comes to dealing with issues associated with the conservation and development of the cultural landscape. Comparative approaches to cultural landscape-related legislation should also be considered.

Understanding cultural landscapes provides the necessary pre-conditions for considering the suitability of future land uses (landscape planning) planning new interventions in the landscape (infrastructure projects), for understanding the creation and significance of the meanings and values associated with existing landscapes and how these can be influenced through planning, design and management (landscape theory), and for designing management regimes and measures for its conservation (landscape management). In addition the history of the development of 'vernacular' cultural landscapes provides an important background and context without which the development of consciously designed and symbolic landscapes cannot be properly understood (history and conservation).

Teaching in the field of cultural landscapes will consequently provide an important background and foundation to the other parts of the programme in landscape planning and management.

2. Generic Competences in Cultural Landscape Teaching

Generic Competences in subject area: Cultural Landscapes		Taught – Practised in Course Units:
Instrumental Competences		
1	Capacity for analysis and synthesis	
2	Capacity for organisation and planning	
3	Basic general knowledge	
4	Grounding in basic knowledge of the profession	
5	Oral and written communication in your native language	
6	Knowledge of a second language	
7	Elementary computing skills	
8	Information management skills	
9	Problem solving	
10	Decision-making	
Interpersonal competences		
11	Critical and self-critical abilities	
12	Teamwork	
13	Interpersonal skills	
14	Ability to work in an interdisciplinary team	
15	Ability to communicate with experts in other fields	
16	Appreciation of diversity and multiculturalism	
17	Ability to work in an international context	
18	Ethical commitment	
Systemic competences		
19	Capacity for applying knowledge in practice	
20	Research skills	
21	Capacity to learn	
22	Capacity to adapt to new situations	
23	Capacity for generating new ideas (creativity)	
24	Leadership	
25	Understanding of cultures and customs of other countries	
26	Ability to work autonomously	
27	Project design and management	
28	Initiative and entrepreneurial spirit	
29	Concern for quality	
30	Will to succeed	

3. Subject Specific Competences for Cultural Landscapes

Subject specific competences provide descriptions of the individual learning outcomes of a degree programme, an area of study or of a course unit.

They are expressed in terms of the knowledge, skills and understanding students should have acquired following its successful completion.

1 Evolution of the cultural landscape

- *Understanding of the processes involved and the knowledge about chronology and main stages in the evolution of the cultural landscape in Europe since the end of the last ice age.*
- *Knowledge of the main data and information sources relating to the documentation of landscape history and skills in accessing and interpreting this information in a national, regional and local context.*

1.1 Natural landscape processes and regions as a basis for the development of cultural landscape patterns

1.2 Prehistoric settlement of Europe

1.3 European overview and national/regional situation

1.4 Neolithic; Bronze Age, Iron Age landscapes

1.5 Landscapes of Roman and other classical civilisations

1.6 The 'Dark Ages', Monastic landscapes are the role of the Church

1.7 Mediaeval landscapes – Land ownership and the Feudal system

1.8 Enlightenment and cultural landscapes

1.8.1 The Agricultural Revolution and the 'Improvement' of Country Estates; Land Drainage; Stock breeding etc.

1.8.2 **The Landscape Garden and the Landscape**

1.9 The industrial revolution

2 Land use systems

- *Understanding of the main forms of and processes involved in traditional land management and the ways they have contributed to the formation and conservation of rural cultural landscapes.*
- *Knowledge of current land use forms and systems as well as trends together with an understanding of the main ways in which they influence the structure and composition of the present day landscape.*
- *Understanding of traditional settlement patterns and their relationship with the cultural landscape, as well as of contemporary processes of urbanisation and their impacts on the landscape*

2.1 Traditional land use systems and their role in the evolution of cultural landscapes, and as models for contemporary sustainable and environmentally friendly land use

- 2.1.1 Woodland management
- 2.1.2 Pasture
- 2.1.3 Transhumance
- 2.1.4 Arable cropping
- 2.1.5 Pre-industrial mineral working

2.1.6 **Traditional settlement patterns**

2.2 Contemporary land use systems and their impacts on cultural landscape structure

2.2.1 **Modern farming techniques**

2.2.2 **Modern forestry**

2.2.3 **Transport infrastructure projects**

2.2.4 **Mineral extraction**

2.2.5 **Patterns of urbanisation**

2.3 Contemporary land uses and their potential for conserving historic cultural landscapes or generating new ones

- 2.3.1 Organic farming
- 2.3.2 Eco- tourism
- 2.3.3 Gastronomic tourism

3 Analysis of cultural landscape patterns and elements

- *Knowledge of the main approaches to and methods for landscape assessment and understanding of their pros and cons and the appropriate contexts for their application.*
- *Skill in developing appropriate approaches to and in carrying out landscape assessments*
- *Skills in reading landscapes through an understanding of the origins and role of historical landscape elements*

3.1 Landscape assessment

- 3.1.1 Concepts
- 3.1.2 Methods – Top down and/or bottom up
- 3.1.3 Case studies

3.2 Landscape character

- 3.2.1 Historic landscape characterisation

3.3 Landscape elements

- 3.3.1 Woodlands and forests
- 3.3.2 Routeways
- 3.3.3 Boundaries and linear elements
- 3.3.4 Field patterns

3.4 Vernacular architecture

- 3.4.1 As built elements within the cultural landscape
- 3.4.2 Relationship between landscape regions and vernacular architecture: Building forms and materials
- 3.4.3 Farmsteads
- 3.4.4 Village patterns
- 3.5 Landscape typologies**
- 3.6 Data sources for landscape analysis**

4 Landscape perception and landscape values

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4.1 Landscape perception

- 4.1.1 'Landscapes as areas perceived by people' – European Landscape Convention

4.2 Landscape meanings

4.3 Landscape character and identity

4.4 Landscape symbols and symbolism

4.5 Landscape values

4.6 Landscape aesthetics

4.7 Landscape preference

4.8 Landscape, the Arts and folklore

4.9 Public involvement in defining landscape values

- 4.9.1 Common Ground as a case study

5 Contemporary vernacular landscapes

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5.1 Approaches to studying contemporary cultural landscapes

5.2 Cultural geography

- 5.2.1 J.B. Jackson and the American geographical tradition

- 5.2.2 Studying 'Ordinary landscapes'

5.3 Urban cultural landscapes

5.4 'Landscape urbanism'

5.5 Environmental psychology

5.6 Multi-culturalism and landscape perception

5.7 Symbols and symbolism in contemporary landscapes

5.8 Landscapes of leisure

5.9 Landscapes and remembrance

6 Conservation and development of cultural landscapes through planning and management

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6.1 International bodies responsible for landscape conservation

6.1.1 UNESCO

6.1.2 IUCN

6.1.3 European Union

6.1.4 Council of Europe

6.2 International treaties and conventions

6.3 Landscape designations

6.3.1 International designations

6.3.2 National designations

6.3.3 Local designations

6.4 Cultural landscape issues within the land use planning system

6.5 Landscape interpretation

4.1 Self Study Course Unit: 2 ECTS

Cultural Landscapes – Background Studies

Course Unit Title:*	Cultural Landscapes Background Course
Course Unit Code	Local university code
Level*	Introductory (no prerequisites), intermediate or advanced – within the context of the degree programme to which it belongs
ECTS Credits*	2 ECTS Credits = Contact time 0; Self study time: 50 hours
Language of delivery	Literature in English, German and Serbian
Study Programmes to which it belongs*	Master of Landscape Planning and Management
Pre-requisites*	None
Co-requisites	Course units which should be taken in parallel with this one
Other relevant course units	Other course units which it is recommended to take in relation to this one (could be before, after or in parallel)
Relevance	Why is it necessary (important) for students to take this course as part of the degree programme to which it belongs?
Course unit synopsis*	A short textual explanation in two or three sentences of what the course is about. (ca. 150 words)
Keywords	Use LE:NOTRE list?
Course Unit Aims*	What are the specific aims and objectives of this course unit?
Course Unit Status*	Is this course obligatory or optional with regard to the degree programme to which it belongs?
Course Unit Leader	Who has overall responsibility for planning and running this course?
Other Staff involved	Which other people are involved in its delivery?
Teaching Mode / Learning strategies*	Lecture course, Seminar, Workshop, Project etc.?
Generic Competences*	Degree programme-independent skills which are taught and/or gained in this course unit: e.g. teamwork; presentation skills etc. (see LE:NOTRE)
Subject specific competences*	(see LE:NOTRE!) – MOST IMPORTANT ISSUE? Knowledge (What?) Skills (How?) Understanding (Why?)

	Procedural and substantive aspects in all cases
Course Unit Content*	What are the main issues dealt with in this course unit?
Course Unit Structure-implementation*	How content is delivered? e.g. 10 two hour lectures and a seminar....
Obligations of students	For example: are students required to physically attend lectures?
Assessment Methods*	How is the participation in this course assessed?
Indicative Reading*	List of Articles, Books etc. which must be read by students taking this course
Additional literature	What other literature is it useful to have read?
Links	Relevant web site addresses
Notes	Any other relevant remarks which does not fit under the other headings

*These fields should be completed; other ones are optional at this stage

4.2 Lecture Course: 4 ECTS: Introduction to the Cultural Landscape Studies

Course Unit Title:*	Introduction to Cultural Landscape Studies
Course Unit Code	CL 2 (Local university code)
Level*	Introductory (no prerequisites), intermediate or advanced – within the context of the degree programme to which it belongs
ECTS Credits*	4 ECTS = 30 contact hours/ 70 hours self-study including assessment. Total student workload 100 hours.
Language of delivery	Serbian, English, ???
Study Programmes to which it belongs*	Master of Landscape Planning and Management
Pre-requisites*	Bachelor degree in landscape architecture or equivalent, or successful completion of the self-study unit
Co-requisites	Course units which should be taken in parallel with this one
Other relevant course units	Other course units which it is recommended to take in relation to this one (could be before, after or in parallel)
Relevance	The conservation and development of cultural landscapes is one of the fundamental goals behind the European Landscape Convention. Landscape planning and management involves the development of concepts for intervening in existing landscapes.
Course unit synopsis*	The lecture course provides a broad introduction to the historical development of the European cultural landscape since the last ice age as well as focussing on providing an insight into the nature and significance of contemporary landscapes and the values associated with them. A short textual explanation in two or three sentences of what the course is about. (ca. 150 words)
Keywords	Use LE:NOTRE list?
Course Unit Aims*	The course unit aims: <ul style="list-style-type: none"> • To provide students with a broad understanding of the development of the cultural landscape in the wider European context as well as the local context; • To explain the main traditional and contemporary land use systems which have resulted in the evolution of the cultural landscape • To give them an insight into the variety of approaches to studying different aspects of the cultural landscape employed by the main academic disciplines active in the field, • To investigate the main sources and significance of the meanings and values associated with cultural landscapes and how these can be investigated and understood; • To consider how contemporary cultural landscapes fit into this overall pattern and to look into the meanings and symbolism associated with these,

	<ul style="list-style-type: none"> To explain the relevance and applications of these approaches for landscape planning and management and To provide an overview of the main institutions concerned with the cultural landscape and the instruments available for its conservation and development.
Course Unit Status*	The course is a required course for all students on the Master Programme in Landscape Planning and Management. Is this course obligatory or optional with regard to the degree programme to which it belongs?
Course Unit Leader	Who has overall responsibility for planning and running this course?
Other Staff involved	Which other people are involved in its delivery?
Teaching Mode / Learning strategies*	Lecture course together with additional supporting reading and self-study tasks
Generic Competences*	Degree programme-independent skills which are taught and/or gained in this course unit: e.g. teamwork; presentation skills etc. (see LE:NOTRE)
Subject specific competences*	(see LE:NOTRE!) – MOST IMPORTANT ISSUE? Knowledge (What?) Skills (How?) Understanding (Why?) Procedural and substantive aspects in all cases
Course Unit Content*	The following main topic areas will be covered: 1. Introduction to the cultural landscape (1 unit) 2. Evolution of the cultural landscape (3 units) 3. Land use systems and the cultural landscape (2 units) 4. Analysis of cultural landscapes: elements and patterns (3 units) 5. Landscape perception and landscape values (2 units) 6. Understanding contemporary vernacular landscapes (2 units) 7. Planning and management for the conservation and development of cultural landscapes (2 units)
Course Unit Structure-implementation*	The course unit will consist of 15 double lecture units given on a weekly basis (?). In addition a further two hours of reading will be required to follow up each weekly lecture.
Obligations of students	Students are required to attend all lectures and to complete the associated reading and self-study assignments
Assessment Methods*	How is the participation in this course assessed?
Indicative Reading*	List of Articles, Books etc. which must be read by students taking this course (structured according to main categories)
Additional literature	What other literature is it useful to have read?
Links	Relevant web site addresses (structured according to main categories)

Notes	Any other relevant remarks which does not fit under the other headings

4.3 Lecture Course: 2 ECTS: Special Topics in Cultural Landscapes (Novi Sad)

Course Unit Title:*	Introduction to the Cultural Landscape
Course Unit Code	Local university code
Level*	Introductory (no prerequisites), intermediate or advanced – within the context of the degree programme to which it belongs
ECTS Credits*	2 ECTS (14 contact hours/ 50 total student hours)
Language of delivery	Serbian, English
Study Programmes to which it belongs*	Master of Landscape Planning and Management
Pre-requisites*	Bachelor degree in landscape architecture or equivalent, or successful completion of the self-study unit
Co-requisites	Course units which should be taken in parallel with this one
Other relevant course units	Other course units which it is recommended to take in relation to this one (could be before, after or in parallel)
Course unit synopsis*	Methodology in cultural landscape studies Cultural landscape in Serbia and Region Urban cultural landscape issues Vernacular architecture - Interpretation Legislation – Cultural landscapes conservation projects
Keywords	Use LE:NOTRE list?
Relevance	The special topics provide students with knowledge on particular issues related to the main subject. Those issues can be either methodological or actual. Actual means important for the region at the moment the lectures are taking place, for technical, social or political reasons.
Course Unit Aims*	The aims are to keep students up to date with theoretical, methodological, and practical problems related to cultural landscapes.
Course Unit Status*	Is this course obligatory or optional with regard to the degree programme to which it belongs?
Course Unit Leader	Who has overall responsibility for planning and running this course?
Other Staff involved	Which other people are involved in its delivery?
Teaching Mode / Learning strategies*	Lecture course together with additional supporting reading and self-study tasks
Generic Competences*	Degree programme-independent skills which are taught and/or gained in this course unit: e.g. teamwork; presentation skills etc. (see LE:NOTRE)
Subject specific competences*	(see LE:NOTRE!) – MOST IMPORTANT ISSUE? Knowledge (What?) Skills (How?) Understanding (Why?) Procedural and substantive aspects in all cases
Course Unit Content*	What are the main issues dealt with in this course unit?
Course Unit Structure-implementation*	How content is delivered? e.g. 10 two hour lectures and a seminar....
Obligations of students	Students are required to attend all lectures and to complete the associated reading and self-study assignments
Assessment Methods*	How is the participation in this course assessed?
Indicative Reading*	List of Articles, Books etc. which must be read by students taking this course
Additional literature	What other literature is it useful to have read?
Links	Relevant web site addresses

Notes	Any other relevant remarks which does not fit under the other headings
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*These fields should be completed; other ones are optional at this stage

4.4 Seminar: 3 ECTS: Comparative Cultural Landscape Studies (Manchester)

Course Unit Title:*	Cultural Landscapes: Managing the Future
Course Unit Code	CL ?
Level*	Year 1, Semester 1: Introductory (no prerequisites)
ECTS Credits*	3 ECTS Credits
Language of delivery	Serbian and/or English
Study Programmes to which it belongs*	Master of Landscape Planning and Management
Pre-requisites*	Bachelor degree in landscape architecture or equivalent, or successful completion of self-study unit
Co-requisites	?
Other relevant course units	none
Course unit synopsis*	Students will consider the issues of managing the landscape through the investigation, assessment and distillation of an existing management plan. From this, the student will present from his/her investigations as a SWOT assessment of a selected landscape and the employed methodology; this will allow for an investigation in both method and application.
Keywords	Management, Research Methods, Assessment
Relevance	Provides an early understanding for the implications of management issues within a design context.
Course Unit Aims*	<ul style="list-style-type: none"> • Develop an understanding for the relationship between management and design • Develop ability to synthesise information and present in an ordered manner • Present information through various medias
Course Unit Status*	Obligatory
Course Unit Leader	Unit Leader
Other Staff involved	Support staff for group tutorials and final presentations
Teaching Mode / Learning strategies*	Seminar Self directed study
Generic Competences*	Development of research and analysis skills, along with presentation skills
Subject specific competences*	<ul style="list-style-type: none"> • Research various management methodologies within the urban or rural context • Identify and articulate strengths and weaknesses of a site specific management plan • Develop an understanding for the synergies between a design and its management plan • Define appropriate management proposals within a given situation
Course Unit Content*	A Student Led Seminar Unit that develops the student's understanding for the management of landscapes in the rural or urban environment. This detailed investigation will conclude with proposals as to how an existing management plan could be improved, and it will form part of the basis for a studio programme in the second year of study.
Course Unit Structure-implementation*	Students will be briefed over two lecture periods in terms of site selection, research methods, and presentation techniques. There will be group tutorials to support the seminar series prior to the student's final presentations.
Obligations of students	Students are responsible for organising their research and investigation programme, and presenting their findings or

	conclusions through both a written report and verbal/visual presentation.						
Assessment Methods*	<p>Formative assessment will take place through the presentation of two elements: the verbal presentation, and the written supporting report.</p> <p>Summative assessment is a review of the final report, as well as a research notebook. The verbal presentation is assessed by two members of staff, one acting as 'first' marker, usually the Unit leader and another acting as 'second' marker, who also considers a sample of research notebooks as a representative sample across the overall student cohort. (Peer assessment could be considered.)</p> <p>Elements of assessment:</p> <table> <tr> <td>research into a site, the associated management plan, and methodology</td> <td>25%</td> </tr> <tr> <td>the SWOT analysis of the management plan</td> <td>35%</td> </tr> <tr> <td>proposals for amendments and improvements in the management plan</td> <td>40%</td> </tr> </table>	research into a site, the associated management plan, and methodology	25%	the SWOT analysis of the management plan	35%	proposals for amendments and improvements in the management plan	40%
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the SWOT analysis of the management plan	35%						
proposals for amendments and improvements in the management plan	40%						
Indicative Reading*	Kelly et al <i>Rebuilding Central Park</i>						
Additional literature	Professional Management reports						
Links	www.cabe.org						
Notes							

*These fields should be completed; other ones are optional at this stage

4.5 Practical Work: 3 ECTS: Methodology in cultural landscape studies/Interpretation of cultural landscapes (Novi Sad)

Course Unit Title:*	Introduction to the Cultural Landscape
Course Unit Code	Local university code
Level*	Introductory (no prerequisites), intermediate or advanced – within the context of the degree programme to which it belongs
ECTS Credits*	Number of ECTS Credits
Language of delivery	e.g. Flemish? Welsh? Catalan?
Study Programmes to which it belongs*	Which degree programme(s) does this course belong to?
Pre-requisites*	Course units which should have been successfully completed before starting this one
Co-requisites	Course units which should be taken in parallel with this one
Other relevant course units	Other course units which it is recommended to take in relation to this one (could be before, after or in parallel)
Course unit synopsis*	A short textual explanation in two or three sentences of what the course is about. (ca. 150 words)
Keywords	Use LE:NOTRE list?
Relevance	Why is it necessary (important) for students to take this course as part of the degree programme to which it belongs?
Course Unit Aims*	What are the specific aims and objectives of this course unit?
Course Unit Status*	Is this course obligatory or optional with regard to the degree programme to which it belongs?
Course Unit Leader	Who has overall responsibility for planning and running this course?
Other Staff involved	Which other people are involved in its delivery?
Teaching Mode / Learning strategies*	Lecture course, Seminar, Workshop, Project etc.?
Generic Competences*	Degree programme-independent skills which are taught and/or gained in this course unit: e.g. teamwork; presentation skills etc. (see LE:NOTRE)
Subject specific competences*	(see LE:NOTRE!) – MOST IMPORTANT ISSUE? Knowledge (What?) Skills (How?) Understanding (Why?) Procedural and substantive aspects in all cases
Course Unit Content*	What are the main issues dealt with in this course unit?
Course Unit Structure-implementation*	How content is delivered? e.g. 10 two hour lectures and a seminar....
Obligations of students	For example: are students required to physically attend lectures?
Assessment Methods*	How is the participation in this course assessed?
Indicative Reading*	List of Articles, Books etc. which must be read by students taking this course
Additional literature	What other literature is it useful to have read?
Links	Relevant web site addresses
Notes	Any other relevant remarks which does not fit under the other headings

*These fields should be completed; other ones are optional at this stage

4.6 Studio Small: 4 ECTS: Cultural landscape analysis (Manchester)

Course Unit Title:*	Landscape Character: Typology versus Topology
Course Unit Code	CL 1
Level*	Year 1, Semester 2: intermediate
ECTS Credits*	4 ECTS Credits
Language of delivery	Serbian and/or English
Study Programmes to which it belongs*	Master of Landscape Planning and Management
Pre-requisites*	CL? Cultural Landscapes: Managing the Future
Co-requisites	?
Other relevant course units	?
Course unit synopsis*	A Design Studio Unit that introduces the student to the process of creative interpretation of landscape character. The Unit will consider and question current perceptions on cultural values and meanings of 'landscape' and our relationship to them.
Keywords	Character Analysis, Natural Landscape, Change Models
Relevance	Assists the student in understanding landscape character, how it has developed and how it is continuing to change.
Course Unit Aims*	<ul style="list-style-type: none"> • Develop an understanding for the multiple forces that have formed the physical landscape • Expansion of a personal vocabulary that describes the landscape in terms of form, purpose and aesthetics • Articulate the relationships between various physical, cultural, economic and environmental factors within a given landscape • Apply an understanding of landscape relationships and dynamics within a proposal
Course Unit Status*	Obligatory
Course Unit Leader	Unit leader
Other Staff involved	Prof Somebody to assist unit leader
Teaching Mode / Learning strategies*	Studio supported with workshops, tutorials and study tour
Generic Competences*	Students will develop their research skills, along with drawing and analytical skills.
Subject specific competences*	Knowledge of landscape character assessment methods How to record and assess a landscape Understanding of how the landscape has developed
Course Unit Content*	How the landscape[e has developed and the impact of new proposals on that landscape
Course Unit Structure-implementation*	A studio based course which is supported through small group and individual tutorials, workshops and a study tour
Obligations of students	Students will be responsible for developing their understanding of assessment methods and applying a selected method to a specific landscape
Assessment Methods*	Formative assessment will take place at the presentation of each element and is a periodic review of student progress. It is normally undertaken by a panel of two staff in an open design seminar otherwise known as a 'crit'. Summative assessment is a critique of a portfolio of completed drawings, models, reports, sketchbooks and notebooks, submitted during and at the

	<p>end of the project. Portfolios are assessed by 2 staff, one acting as 'first' marker, usually the Unit leader and another acting as 'second' marker, who considers a sample of portfolios representative across the mark bandings to confirm the overall assessment.</p> <p>Elements of assessment:</p> <p>research into and representation of the visual, physical and perceptual characteristics of a selected landscape and its contexts. 20%</p> <p>the assessment and valuation of a selected landscape that illustrates the distinctive qualities of that landscape 55%</p> <p>a contextual analysis that looks at the role the landscape has within economic, social, cultural, and environmental parameters 25%</p>
Indicative Reading*	<p>Appleton, Jay <i>The Experience of Landscape</i> Rev. Ed. Chichester: Wiley 1996.</p> <p>Beer, A & Higgins, C. <i>Environmental Planning for Site Development : A Manual for Sustainable Local Planning and Design</i> 2nd ed. London : E. & F. N. Spon, 2000</p> <p>Bell, Simon <i>Elements of Visual Design in the Landscape</i>. London: E&F N Spon 1993.</p> <p>Bell, Simon <i>Landscape: Pattern, Perception and Form</i>. London: E&F N Spon 1999.</p> <p>Stitt, Fred A. (ed) <i>Ecological Design Handbook : sustainable strategies for architecture, landscape architecture, interior design, and planning / London : McGraw-Hill, 1999</i></p> <p>James and James A <i>Green Vitruvius. Principles and Practice of Sustainable Architectural Design</i> European Commission 1999</p> <p>Jackson, Peter. <i>Maps of Meaning : An Introduction to Cultural Geography</i> London : Routledge, 1992</p> <p>Swanwick, Carys (ed) <i>Landscape Character Assessment: Guidance for England and Scotland</i> The Countryside Agency/Scottish Natural Heritage. Cheltenham: CAX84, 2002</p> <p>Lynch K <i>Site Planning</i> 3rd Ed. Cambridge, Mass MIT Press, 1984</p> <p>Reid, Grant W <i>From Concept to Form in Landscape Design</i> New York, Van Nostrand Reinhold, 1993</p> <p>Robinson, N <i>Planting Design Handbook</i> Aldershot: Gower 1992.</p> <p>Rodwell, J. S., and Patterson G. <i>Creating New Native Woodlands</i> London H.M.S.O., 1994. (Forestry Commission Bulletin 112)</p> <p>Strom S and Nathan K <i>Site Engineering for Landscape Architects</i> 3rd Ed. New York John Wiley 1998.</p> <p>Thompson JW and Sorvig K <i>Sustainable Landscape Construction: A Guide to Green Building Outdoors</i> University of Chicago, Island Press 2000</p>
Additional literature	Professional landscape character assessment reports
Links	Relevant web site addresses
Notes	Any other relevant remarks which does not fit under the other headings

*These fields should be completed; other ones are optional at this stage

4.7 Studio Larger: 8 ECTS: Landscape character analysis (Belgrade)

Course Unit Title:*	Introduction to the Cultural Landscape
Course Unit Code	Local university code
Level*	Introductory (no prerequisites), intermediate or advanced – within the context of the degree programme to which it belongs
ECTS Credits*	Number of ECTS Credits
Language of delivery	e.g. Flemish? Welsh? Catalan?
Study Programmes to which it belongs*	Which degree programme(s) does this course belong to?
Pre-requisites*	Course units which should have been successfully completed before starting this one
Co-requisites	Course units which should be taken in parallel with this one
Other relevant course units	Other course units which it is recommended to take in relation to this one (could be before, after or in parallel)
Course unit synopsis*	A short textual explanation in two or three sentences of what the course is about. (ca. 150 words)
Keywords	Use LE:NOTRE list?
Relevance	Why is it necessary (important) for students to take this course as part of the degree programme to which it belongs?
Course Unit Aims*	What are the specific aims and objectives of this course unit?
Course Unit Status*	Is this course obligatory or optional with regard to the degree programme to which it belongs?
Course Unit Leader	Who has overall responsibility for planning and running this course?
Other Staff involved	Which other people are involved in its delivery?
Teaching Mode / Learning strategies*	Lecture course, Seminar, Workshop, Project etc.?
Generic Competences*	Degree programme-independent skills which are taught and/or gained in this course unit: e.g. teamwork; presentation skills etc. (see LE:NOTRE)
Subject specific competences*	(see LE:NOTRE!) – MOST IMPORTANT ISSUE? Knowledge (What?) Skills (How?) Understanding (Why?) Procedural and substantive aspects in all cases
Course Unit Content*	What are the main issues dealt with in this course unit?
Course Unit Structure-implementation*	How content is delivered? e.g. 10 two hour lectures and a seminar....
Obligations of students	For example: are students required to physically attend lectures?
Assessment Methods*	How is the participation in this course assessed?
Indicative Reading*	List of Articles, Books etc. which must be read by students taking this course
Additional literature	What other literature is it useful to have read?
Links	Relevant web site addresses
Notes	Any other relevant remarks which does not fit under the other headings

*These fields should be completed; other ones are optional at this stage

4.8 Field Work/Study Tour: 2 ECTS: Reading and interpreting cultural landscapes in the field (Belgrade)

Course Unit Title:*	Cultural Landscapes Field Study
Course Unit Code	Local university code
Level*	Introductory (no prerequisites), intermediate or advanced – within the context of the degree programme to which it belongs
ECTS Credits*	Number of ECTS Credits
Language of delivery	e.g. Flemish? Welsh? Catalan?
Study Programmes to which it belongs*	Which degree programme(s) does this course belong to?
Pre-requisites*	Course units which should have been successfully completed before starting this one
Co-requisites	Course units which should be taken in parallel with this one
Other relevant course units	Other course units which it is recommended to take in relation to this one (could be before, after or in parallel)
Course unit synopsis*	A short textual explanation in two or three sentences of what the course is about. (ca. 150 words)
Keywords	Use LE:NOTRE list?
Relevance	Why is it necessary (important) for students to take this course as part of the degree programme to which it belongs?
Course Unit Aims*	What are the specific aims and objectives of this course unit?
Course Unit Status*	Is this course obligatory or optional with regard to the degree programme to which it belongs?
Course Unit Leader	Who has overall responsibility for planning and running this course?
Other Staff involved	Which other people are involved in its delivery?
Teaching Mode / Learning strategies*	Lecture course, Seminar, Workshop, Project etc.?
Generic Competences*	Degree programme-independent skills which are taught and/or gained in this course unit: e.g. teamwork; presentation skills etc. (see LE:NOTRE)
Subject specific competences*	(see LE:NOTRE!) – MOST IMPORTANT ISSUE? Knowledge (What?) Skills (How?) Understanding (Why?) Procedural and substantive aspects in all cases
Course Unit Content*	What are the main issues dealt with in this course unit?
Course Unit Structure-implementation*	How content is delivered? e.g. 10 two hour lectures and a seminar....
Obligations of students	For example: are students required to physically attend lectures?
Assessment Methods*	How is the participation in this course assessed?
Indicative Reading*	List of Articles, Books etc. which must be read by students taking this course
Additional literature	What other literature is it useful to have read?
Links	Relevant web site addresses
Notes	Any other relevant remarks which does not fit under the other headings

*These fields should be completed; other ones are optional at this stage

5. Overview of Main Course Literature for Cultural Landscapes

LENNE Cultural Landscapes Working Group Version 1 11. February 2006

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