



Università degli Studi di Ferrara
LAPIS - Intensive Programme in Landscape Studies



Schools of Architecture of
Barcelona - Ferrara - Lisboa

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Strategic Paper (english version)
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**A RAPID OR SLOW LANDSCAPE? With HIGH or LOW VISIBILITY?
Regional Stresses in the Eastern Padana Region. The cases of
Vicenza and Ferrara**

Premise

Contemporary European regional development patterns are characterized by the presence of complex spatial articulation in which high and low density, economically competitive and weak, and socially cohesive and conflicting urban-rural areas alternate in a manner that is apparently haphazard and no longer intelligible. A regional transformation process is at work, blurring the distinction between city and countryside (and the economic phenomena that produced them). This process is characterized, at least on the surface, by dispersed development patterns in which the historical landscape is losing its unique form and identity, accumulated as a result of long term historical process. While this course of events can be interpreted as a transition from modernity to post-modernity, it reveals a regional fragmentation now apparent at every level (ecological-environmental, settlement, social, economic, etc.), exacerbated and amplified as a result of the effects of rapid and sporadic economic processes which have the capacity to produce real and significant regional discontinuities by virtue of the greater or lesser integration of the local context into global process.

The intended LAPIS Workshop propose to address a conceptual double juxtaposition present in contemporary landscapes: The rapid and slow nature of settlement and social transformations in a region, phenomena particularly visible in rural and peripheral urban areas, and the high and low visibility of a region's cultural heritage, which is derived from the variety processes for attributing value to the region itself.

The analysis and experimentation area for this working hypothesis is the Eastern Padana region, in particular the regional contexts of Ferrara and Vicenza, two cities of medium dimension (with more or less the same number of inhabitants), a little more than 100km apart, that together make up part of the same Padana settlement network and that present some interesting similarities and differences. They are both city-regions recognized by UNESCO as important examples of humanity's global cultural heritage, and are therefore endowed with a certain level of "high visibility" cultural heritage, but are situated in areas characterized by significantly different demographic, settlement and economic dynamics.

On the one hand, we have the delta city (Ferrara) that has for already some time been rethinking its economic marginality in terms of resources to invest in the environment, tourism and rural areas. On the other hand, we have the city in the heart of the Northeast, literally immersed in on of the richest and dynamic areas of Europe, now in search of a new dimension, beyond just economic, that will allow it to apply new strategic instruments for confronting the new global economic crisis.

Method

The themes to be developed in the context of the workshop, each of which can be approached in a multidisciplinary manner, will be redefined within two larger thematic areas:

- **Landscape_Rural region (slow or rapid)**

Key words:

Urban-rural conflict, dense areas, rarified areas, new rural forms, urban-rural cooperation (consensus building, co-housing, biological agriculture, landscape projects, etc.), settlement patterns, dispersion, enclave, community activism, governance, mobility, connections, networks, edges...

Fe+Bc+Ls

On the subject: BIBLIOGRAPHICAL RESEARCH AND DEFINING 2 CASE STUDIES

- **Landscape - Regional cultural heritage (with high or low visibility)**

Key words:

Public spaces and private spaces, "places of attraction", social spaces and symbolic spaces, enclaves, g-places, urban-rural conflict, spatial order, identity, multiculturalism, representation, tourism, historical centers, cultural landscapes, monuments, cultural and natural heritage (patrimony), parks, islands, fragments, preservation, conservation...

Fe+Bc+Ls

On the subject: BIBLIOGRAPHICAL RESEARCH AND DEFINING 2 CASE STUDIES

The analysis of the two categories allows for the articulation research approaches from which arise project hypotheses to be further developed - during the workshop - both at the regional and precise scale.

The project lexicon is made up of selected terms synthesized into key words like:

INHABIT

RELOCATE

USERS (VS CONSUMERS)

COMMUNITY (LIVING TOGETHER)

PERSONAL HEALTH (WELLNESS, PERSONAL TIME.....)

.....

Fe+Bc+Ls

EXPAND OR DEFINE THE KEYWORDS

Results

The workshop premise is to design, test and put in to application an innovative didactic program based on the close cooperation of three European work groups.

On the didactic level, LAPIS proposes a cognitive approach based on the social sciences and the region. The project results should be a demonstration of the intersection of a more genuinely regional (large scale) design culture with a design culture that is of a more architectural and landscape architecture type, bearing in mind, whenever possible, a sense of multi-scale integration.

In this way, the opportunity for the three schools to meet and to discuss could be a didactic experiment formulated to rise above a

design culture that in recent years has favored sectorization and excessive specialization to the detriment of the critical understanding of the complexity that characterize regional processes and contemporary society.

On the operational level, the first step is based on the capacity to work remotely: each group is expected to supplement the "strategic paper" by presenting discussion topics (in the context of the two thematic areas); compiling bibliographies; and preparing Power Point presentations about the case studies.

The second step arises out of the field work, which is primarily based on the materials collected and organized by the work group from Ferrara.

The third step is dissemination, to be achieved by way of the organization of the materials produced into a report-form and organization of the discussion panels for the traveling exhibition.

FROM THE IP 2008 APPLICATION

PLANNING OF ACTIVITIES

1. WORKPLAN

(Please provide a work plan for the IP divided into different envisaged tasks according to the table below. Possible tasks can be design and content of the IP, definition of teaching methods, editing and production of material, dissemination, etc. Show within each task, what activities the consortia will undertake)

LAPIS deals with regional development policies, which have noticeable impacts on landscape changes. The project work will focus on different policy issues such as: spatial planning; regional development; environmental protection and nature conservation; agriculture; forestry; transport; settlements and housing; tourism. Example and case studies from the research and teaching experiences led by the three project partners will be considered, and presented during the opening section.

The intensive course will be organized into ten work units split up into ten days. It will start with an opening section and close by a roundtable discussion.

The work units will correspond to different specific teaching objectives pursued through activities performed according to different methods. The sequence of each of them will be paced by strict deadlines. Materials such as dossiers, analysis grids, interviews, will be prepared and group work, case studies and fieldwork will be selected as didactical instruments.

Task number : 1

Task title: Opening/Introduction Session

Task Leader: UNIVERSITY OF FERRARA

Description

Objectives: to facilitate the relationship among participants, to learn their expectation regarding the course and group works.

Activities: Socializing and exposing of expectation in groups in classroom.

Task number : 2

Task title: Work unit 1

Task Leader: UPC

Description:

Objectives: to acquire more in-depth knowledge on different experience of landscape planning in Italy, Spain (Catalunya), and Portugal, and based on the recognition that landscape issues can be used to innovate the traditional approach to the spatial planning.

Activities: participating in three lessons informative cycle and closing discussion; reporting the day activity

Task number : 3

Task title: Work unit 2

Task Leader: Lisboa UT

Description:

Objectives: to acquire more in-depth knowledge on different experience of landscape planning in Italy, Spain (Catalunya), and Portugal, and based on the recognition that heritage issues can be used to increase positive impact at local level.

Activities: participating in four lessons informative cycle and closing discussion; reporting the day activity

Task number : 4

Task title: Work unit 3

Task Leader: UNIFE

Description:

Objectives: to acquire more in-depth knowledge on the process of integration required to study multifunctionality in agricultural landscapes.

Activities: participating in four lessons informative cycle and closing discussion; reporting the day activity

Task number : 5

Task title: Work unit 4

Task Leader: UPC

Description:

Objective: to acquire more in-depth knowledge on the role of local communities in the maintenance of valued landscapes and more in general on participatory approaches in the planning and management of cultural landscapes.

Activities: participating in four lessons informative cycle and closing discussion; reporting the day activity

Task number : 6

Task title: Work unit 5

Task Leader: Lisbon UT

Description:

Objectives: to acquire more in-depth knowledge on the interrelation between regional development and cultural landscapes change in order to meet future requirements and to learn how to

manage a balance territorial transformation in European landscapes and regions.

Activities: participating in four lessons informative cycle and closing discussion; reporting the day activity

Task number : 7

Task title: Work unit 6

Task Leader: UPC

Description:

Objectives: to acquire more in-depth knowledge on the interrelation between regional development and cultural landscapes change in order to meet future requirements and to learn how to manage a balance territorial transformation in European landscapes and regions.

Activities: participating in four lessons informative cycle and closing discussion; reporting the day activity

Task number : 8

Task title: Work unit 7

Task Leader: UNIFE

Description:

Objectives: to carry out of the territory being studied as meta-project.

Activities: Group fieldwork trip

Task number : 9

Task title: Work unit 8

Task Leader: UPC

Description:

Objectives: divided into small group, to arrange the materials collected during the fieldwork.

Activities: preparing analysis reports (power-point documents), based on a grid started during the Opening Session, to be presented to the group and to be discuss among the participants, and guest faculty and local stakeholders

Task number : 10

Task title: Work unit 10

Task Leader: UNIFE

Description:

Objectives: to create a planning proposal of territorial intervention to get the goal of defining strategic and design guidelines to a new Po Delta Bio-region

Activities: preparing programmatic reports (power-point documents), based on a grid started during the Opening Session, to be presented to the group and to be discuss among the participants, and guest faculty and local stakeholders

Task number : 11

Task title: Work unit 10

Task Leader: Lisbon UT

Description:

Objectives: to complete the work of the Work unit 9 to be presented in form of a hyper-text to the public during the

roundtable discussion. To evaluate the entire intensive course experience through the contribution of a group of experts.
Activities: evaluation given by the participants, particularly analyzing the expectation met, the most useful proposal, the difficulties encountered and suggestion to improve the program.

Task number : 12

Task title: Roundtable and exhibition

Task Leader: UNIFE

Description:

Objectives: to present to a broader audience the results of the IP, and in particular the final work units (7-11: workshop) activities.

Activities: public debate; itinerant exhibition

2. DAYLY PLAN

Day n. 1

h 9:00 - 1:00

Opening/Introduction Session (Activities: Socializing and exposing of expectation in groups in classroom)

Break

h 3:00 - 7:00

Work Unit 1 (Lectures about Landscape in Spatial Planning ; Activities: participating in three lessons informative cycle and closing discussion; reporting the day activity)

Day n. 2

h 9:00 - 1:00

Work unit 2 (Landscape in Spatial Planning Lectures; Activities: participating in four lessons informative cycle and closing discussion; reporting the day activity)

Break

h 3:00 - 7:00

Work unit 2 (Landscape in Spatial Planning Lectures; Activities: participating in four lessons informative cycle and closing discussion; reporting the day activity)

Day n. 3

h 9:00 - 1:00

Work unit 3 (Landscape and Heritage Lectures; Activities: participating in four lessons informative cycle and closing discussion; reporting the day activity)

Break

h 3:00 - 7:00

Work unit 3 (Landscape and Heritage Lectures; Activities: participating in four lessons informative cycle and closing discussion; reporting the day activity)

Day n. 4

h 9:00 - 1:00

Work unit 4 (Landscape and new Ruralities Lectures; Activities: participating in four lessons informative cycle and closing discussion; reporting the day activity)

Break

h 3:00 - 7:00

Work unit 4 (Landscape and new Ruralities Lectures; Activities: participating in four lessons informative cycle and closing discussion; reporting the day activity)

Day n. 5

h 9:00 - 1:00

Work unit 5 (Landscape and Tourism Lectures; Activities: participating in four lessons informative cycle and closing discussion; reporting the day activity)

Break

h 3:00 - 7:00

Work unit 5 (Landscape and Tourism Lectures; Activities: participating in four lessons informative cycle and closing discussion; reporting the day activity)

Day n. 6

h 9:00 - 1:00

Work unit 5 (Landscape and Community Participation, Landscape and Regional Development Lectures; Activities: participating in four lessons informative cycle and closing discussion; reporting the day activity)

Break

h 3:00 - 7:00

Work unit 5 (Landscape and Community Participation, Landscape and Regional Development Lectures; Activities: participating in four lessons informative cycle and closing discussion; reporting the day activity)

Day n. 7

h 9:00 - 7:00

Work Unit 7 (Activities: Landscape and Po Delta: Group fieldwork trip)

Day n. 8

h 9:00 - 1:00

Work unit 8: Strategic and design guidelines to a new Po Delta Bio-region: workshop

Break

h 3:00 - 7:00

Work unit 8: Strategic and design guidelines to a new Po Delta Bio-region: workshop

Day n. 9

h 9:00 - 1:00

Work unit 9: Strategic and design guidelines to a new Po Delta Bio-region: workshop

Break

3:00 - 7:00

Work unit 9: Strategic and design guidelines to a new Po Delta Bio-region: workshop

Day n. 10

h 9:00 - 1:00

Work unit 10: Strategic and design guidelines to a new Po Delta Bio-region: workshop

Break

h 3:00 - 7:00

Roundtable closing public discussion

3. ENVISAGED OUTPUTS

- 1) LAPIS 1/2010: Teaching materials
Teaching material
text file
Teaching materials prepared by IP faculty
- 2) LAPIS 1/2009: Learning materials
Report
text file
Learning resources prepared by IP coordinator faculty to be use in preparing "Strategic and design guidelines to a new Po Delta Bio-region" workshop (Work Units 7-10)
- 3) LAPIS 1/2009: Students reports
Report
text file
Individual short report describing the whole experience to be produced by each participant student
- 4) LAPIS 1/2009: "Strategic and design guidelines to a new Po Delta Bio-region"
Report
text file
Outputs of the "Strategic and design guidelines to a new Po Delta Bio-region" workshop (Work Units 7-10) to be presented by the participants and evaluated by the evaluating commission during the final roundtable discussion
- 5) LAPIS 1/2009: "Valued Landscapes in rural policy and spatial planning perspective". Outputs of an LL IP experience
Report
book
Reporting, through the different participants voices (students, faculty and external guests), IP outputs seen in the light of transnational sharing of innovative approaches and contributes to landscape planning and design teaching and learning.
- 6) LAPIS 1/2009: "Valued Landscapes in rural policy and spatial planning perspective". IP Exhibition
Other products
paper-brochures
An itinerant exhibition will be mount to present to a broader audience LAPIS outputs. This exhibition will be hosted by partners at their places and by other Erasmus partners