



EMiLA

European Master in
Landscape Architecture



Info Booklet

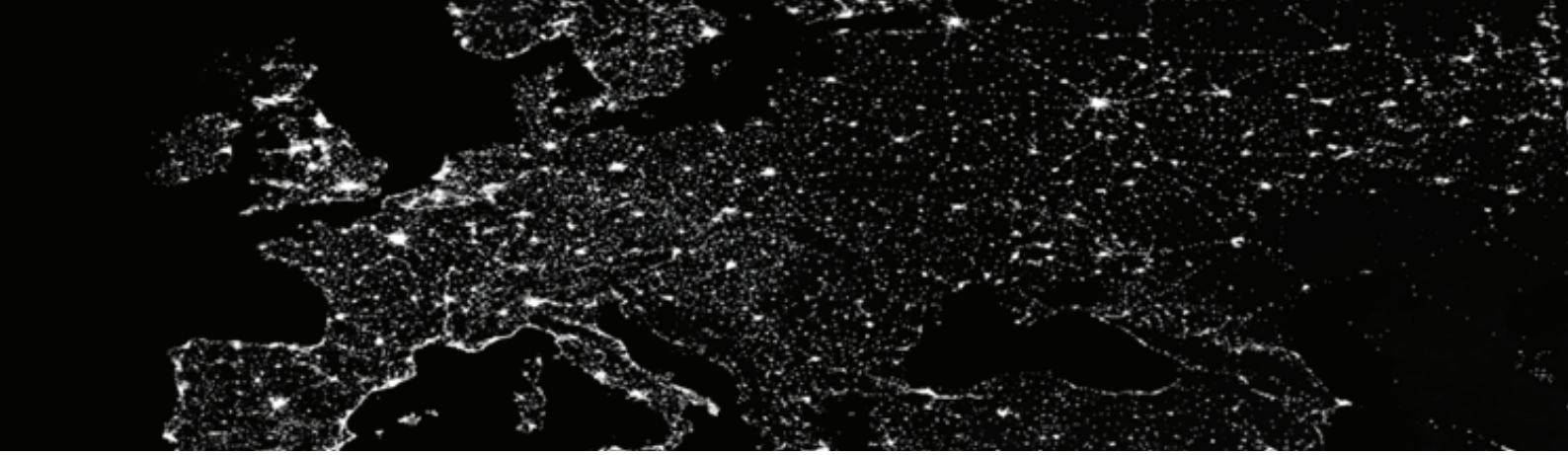


Working in international teams has an increasing relevance for Landscape Architects. Many competitions are announced Europe-wide. Transnational developments influence the everyday work of Landscape Architects which increases the demand for teaching and research on a European scale. The European Master in Landscape Architecture (EMiLA) provides students with a programme of study specifically developed to address these issues.

Please note that whilst every effort is made to provide up-to-date information in this study guide, its content may change. You should always check with the home and host schools/ universities that the information is current.

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1. WELCOME TO EMiLA

We are delighted to welcome you to EMiLA, which is an innovation in Masters-level Landscape Architecture education. By uniting five of the leading European schools of landscape architecture, the EMiLA partnership brings you a unique learning experience which can be designed to fit your own aspirations and interests.

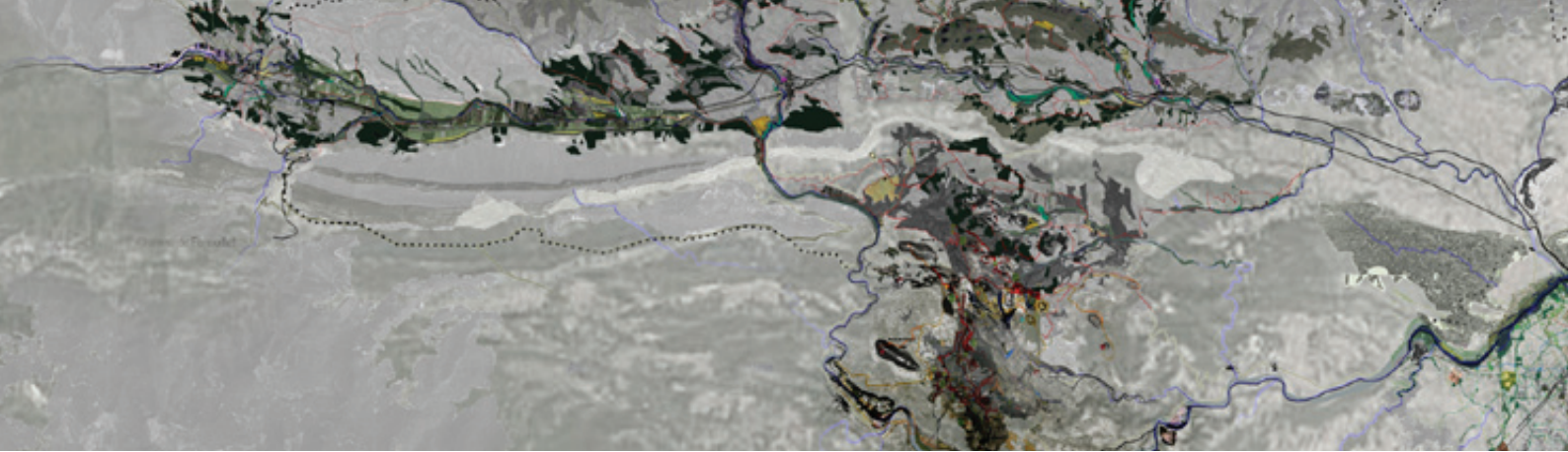
EMiLA allows you to be immersed in three very different European environments, which will enrich your perspective on Landscape Architecture and your development as a practitioner and designer. Our partners approach Landscape Architecture from technical, aesthetic and ecological viewpoints, and with perspectives ranging from urban to large-scale agrarian.

This brochure tells you more about our EMiLA philosophy, the EMiLA schools and study options. We hope that this will help you to create a learning pathway to reflect your own goals as you progress towards practising as a Landscape Architect.

Once again, we are very pleased to welcome you to EMiLA, and to working with you on envisioning European landscapes.

Karin Helms
EMiLA Programme lead, Versailles.

Full information on the EMiLA partnership and European Masters is online at
<http://www.emila.eu>



2. OUR EMiLA PHILOSOPHY

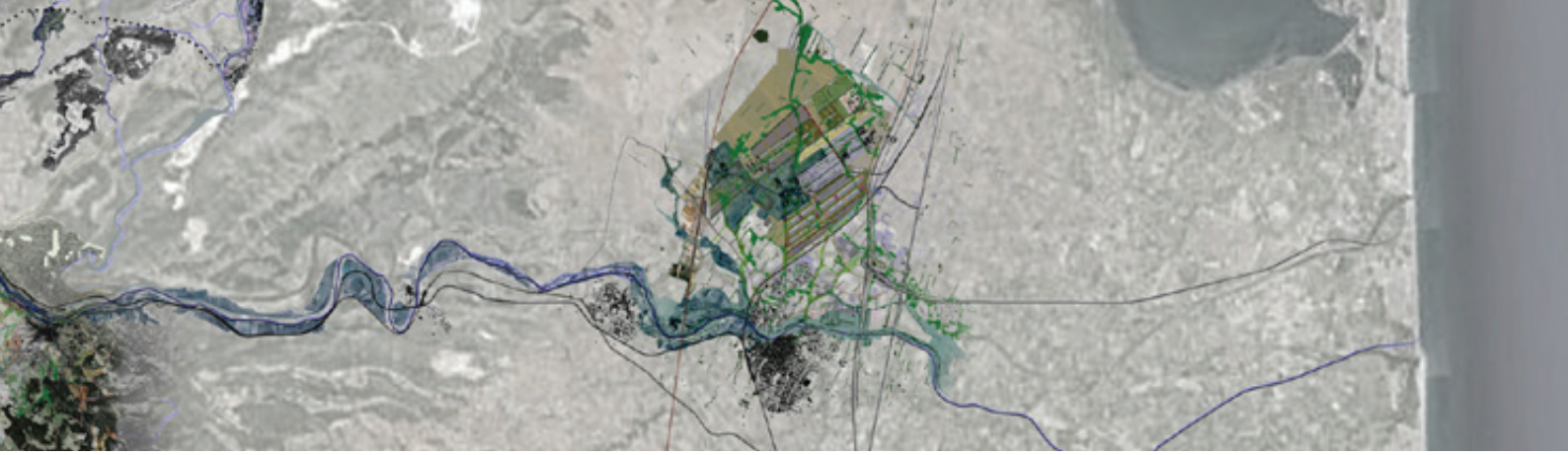
With EMiLA, five of the leading landscape architecture universities and schools with a focus on Design in Europe established the first “European Masters in Landscape Architecture.” One core idea of EMiLA is to make use of the diversity of educational programmes to create and strengthen a Europe-wide network, from which teaching, research and practice profit. The project aims at accumulating knowledge of landscape architecture, which is a young discipline.

This is an urgent issue in an era which has created a European perspective on landscape with the European Landscape Convention, brought forward by the Council of Europe in 2000. There is a specific need for such a Masters because there is a lack of landscape architects dealing with the understanding of our cultural landscape differences in Europe. In major international competitions only few European candidates can address major territorial issues. There are too many topics where there are no landscape architects at all working in multi-disciplinary teams on major landscape transformations such as highway constructions through Europe, anticipating river flooding on major European transnational rivers or coastal continuity. Our European landscapes do not stop at national borders even if the national and historical policies have been very important in each nation.

The EMiLA institutions offer a unique curriculum. To study for EMiLA, students apply at one of the five partner institutions. Five students from each of the universities/ schools are given the opportunity to spend their 2nd and 3rd semesters at two of the network’s other institutions, whilst the students spend the 1st semester and complete their master’s thesis at their home institution. In between the two exchange semesters, all 25 students meet for a joint Summer School in one of the partner countries. An eLearning module provides additional knowledge about European landscape architecture. Thanks to this international curriculum, an EMiLA student benefits from being educated in at least three institutions within one master’s degree.

In EMiLA, students will be educated to work on large-scale European landscape questions linked to the fast transformation brought about by changes in resource management as for instead:

- How should we build our European energy-system without erasing our historical cultural landscapes?
- What type of agrarian landscape and suburban agrarian landscapes should we have surrounding our major European cities?
- How can we manage flood risk of European rivers through landscaping?
- What will our European landscapes be used for in the face of a shrinking and aging population?



Moreover, we hope that EMiLA offers its students the possibility to create a strong and intensive network between students and teachers from the different EU schools/universities as well as from other international landscape architects that have a link with EMiLA.

EMiLA was founded to:

- Be a hub for students, academics, researchers, stakeholders, the EU and regional policy makers to develop new curricula; and to allow knowledge exchange on human settlements and contemporary landscapes through a Design Process.
- Identify and develop key EU landscape topics that are not currently clearly addressed in Higher Education, such as the impact of the new EU Common Agricultural Policy on landscape, as well as across-the-board Landscape topics. There will also be comparative reflections on scale, time and knowledge in territorial transformations.
- Have a learner-centred approach and a strong teacher-student relationship, as a students' and academics' Masters programme which promotes mobility.
- Be sustainable and grow. Once consolidated, EMiLA will invite new schools to join the network.



3. ABOUT OUR PARTNERS



Academy of Architecture
Amsterdam University of the Arts

Amsterdam University of the Arts (AUA)
Amsterdam Academy of Architecture (AUA)

Department of Landscape Architecture

Waterlooplein 201

NL - 1011 PG Amsterdam

EMiLA programme lead: Maïke van Stiphout

Website: www.ahk.nl/bouwkunst/

Contact: maïke.vanstiphout@ahk.nl



**UNIVERSITAT POLITÈCNICA
DE CATALUNYA**
BARCELONATECH

Universitat Politècnica de Catalunya (UPC)

Escola tècnica superior d'arquitectura a Barcelona (ETSAB)

Escola Superior d'Agricultura de Barcelona (ESAB)

Av. Diagonal, 649-651

ES - 08028 Barcelona

EMiLA programme lead: Luis Maldonado

Website: www.etsab.upc.edu

Contact: luis.maldonado@upc.edu



ETSAB Escola Tècnica Superior
d'Arquitectura de Barcelona



ESALA
Edinburgh School of Architecture & Landscape Architecture

The University of Edinburgh
Edinburgh College of Art (ECA)

*Edinburgh School of Architecture and Landscape
Architecture (ESALA)*

Lauriston place

UK - Edinburgh, EH3 9DF

EMiLA programme lead: Lisa MacKenzie

Website: www.ed.ac.uk/eca

Contact: l.mackenzie@ed.ac.uk



**Leibniz
Universität
Hannover**

LUH Leibniz Universität Hannover

Fakultät für Architektur und Landschaft

Herrenhäuser Str. 2a

D - 30419 Hannover

EMiLA programme lead: Martin Prominski

Website: www.landschaft.uni-hannover.de

Contact: emila@laum.uni-hannover.de



**école
nationale
supérieure de
paysage**
Versailles Marseille

**Ecole nationale supérieure de paysage Versailles/Marseille
(ENSP)**

Le potager du roi

10, rue du Maréchal Joffre

78000 Versailles

EMiLA programme lead: Karin Helms, Marion Talagrand

Website: www.ecole-paysage.fr

Contact: m.talagrand@ecole-paysage.fr



EMiLA is a master's programme provided by the five leading universities and schools of landscape architecture in Europe. One core idea of EMiLA is to make use of the diversity of educational programmes to create and strengthen a Europe-wide network, from which teaching, research and practice profit. The project aims at accumulating knowledge of landscape architecture, which is a young discipline.

ENSP Versailles has outstanding expertise in strategic, large-scale landscape design. The Leibniz University of Hannover has a strong track record in combining design with research. The University of Edinburgh/ Edinburgh College of Art has a high level of competency in the intensive exchange between landscape architecture and the different art disciplines, which leads to highly creative approaches. The Amsterdam University of the Arts/ Amsterdam Academy of Architecture is noted for its four-year interdisciplinary master's programme in architecture, landscape architecture and urban planning, in which students spend 50% of their time in landscape architecture offices. ETSAB is highly experienced in the design of public open spaces, where it can draw on the experience of Barcelona, which is world-famous for its urban open space programme.



Amsterdam University of the Arts (AUA), Amsterdam Academy of Architecture (AAA)

The Amsterdam Academy of Architecture is part of the Amsterdam University of the Arts (AUA) and offers three masters: landscape architecture, urbanism and architecture. The academy prepares students to practise spatial design as a discipline at the interface between fine art, building technology, civil engineering and landscape architecture at a master level. The combination of study and practical experience has been a traditional feature of the Academy of Architecture since its foundation in 1908. Study and work complement one another to form a full-time vocational programme. The internal and external curricula are two relatively independent but complementary parts of the programme. The internal curriculum is particularly aimed at acquiring knowledge of the discipline of design and skill in designing. The external curriculum promotes training as a professional.

Website: www.academyofarchitecture.nl



Universitat Politècnica de Catalunya (UPC), Escola Tècnica Superior d'Arquitectura de Barcelona (ETSAB), Escola Superior d'Agricultura de Barcelona (ESAB)

The UPC has been educating landscape architects at master level since 1983. Each year, 35 international students obtain a fully accredited master's degree, recognized by the European region of the International Federation of Landscape Architects (IFLA Europe). ETSAB/ESAB's master integrates local urban design tradition into the contemporary trends of landscape architecture and sustainability as well as their application to Mediterranean-specific climatic and ecological demands. It also emphasizes project detailing and implementation. It is a clearly design-oriented programme that meets today's global landscape trends with a specific focus on south European Mediterranean environments. ETSAB /ESAB encourages studio-based work in small groups and interdisciplinary approaches through assignments from the local administration that seek to provide students with a sense of the complexity of real problems as well as an understanding of their responsibility for innovation as future experts. Students benefit from two distinct institutions, which allow for innovative exchange between research, professional practice and teaching:

- The European Biennial of Landscape Architecture. Founded in 1999, it is Europe's most highly recognised permanent platform for landscape debate.
- The Centre of Landscape Research and Design, CRPPB, founded in 1993, was the first research centre in Spain to introduce landscape studies in regional planning, especially developing the first landscape cartographies oriented towards planning and design in the context of the European Convention of Landscape.

Website: <http://www.etsab.upc.edu/>



ESALA
Edinburgh School of Architecture & Landscape Architecture

The University of Edinburgh Edinburgh College of Art (ECA) School of Architecture and Landscape Architecture (ESALA)

Edinburgh College of Art (University of Edinburgh) is renowned as one of the leading art colleges in Europe. It offers a range of programmes across art, design, architecture and landscape architecture at undergraduate, postgraduate and research degree levels. Due to the unique artistic and design context of the Art College, the landscape architectural programme at ECA has become respected for the creativity of its students and the teaching approach of staff.

Studio-based design teaching is central to the school and individual student progression is supported through lively debate, discussion and critique. The school has established links to the landscape architectural and architectural professions in the UK, Europe and internationally and many of the staff are active practitioners, thus strongly contributing to the selection of projects which are 'live'.

The school consistently wins both the design and theory categories at the prestigious Landscape Institute Awards, evidencing its reputation as the leading centre of landscape architectural education in the UK. ECA brings a specific competence in facilitating collaboration with government, businesses and communities in Scotland. Projects developed within the School explore how knowledge could relate to how professional landscape architects interact with society in the future. This role is supported and enhanced by the expertise of the academic staff of the OpenSpace research centre (<http://www.openspace.eca.ac.uk/>).

Website: <http://www.eca.ed.ac.uk/architecture-landscape-architecture>



Leibniz
Universität
Hannover

Leibniz Universität Hannover (LUH)

The Master's degree in Landscape Architecture at Leibniz Universität Hannover (Faculty of Architecture and Landscape Sciences) is based on intensively supervised studios, which help the students to reflect on their own creative activities as well as on developments in contemporary society.

Hannover's academic philosophy is to combine research with intuition, thus allowing innovative design solutions to flourish. The programme focuses on design topics such as public spaces, green and blue infrastructure, informal settlements and climate change adaptations. The shaping of the landscape through infrastructure, waterways, renewable energy and traffic systems as well as the complex synergies between ecological processes and human intervention form part of Hannover's main design and research fields. Traditionally, the history of landscape architecture is another focus that has been investigated intensively at Hannover for decades.

Teaching assignments in Hannover are held both by experts and by practitioners, so that theoretical and scientific course content always responds to practical necessities. The STUDIO URBANE LANDSCHAFTEN is an interdisciplinary network for teaching, research and practice. It is an interdisciplinary platform for questions relating to the perception, planning and design of urban landscapes, ranging from regional strategies to local projects. The concept is characterized by an approach to design that combines rational, intuitive and experience-orientated access to knowledge in theory, methodology and implementation. Despite its short history, it has already carried out several research projects funded by external grants and published monographs as well as scientific articles. All research is linked to teaching through design studios, charettes etc. (<http://www.urbanelandschaften.de>)

The Centre for Garden Art and Landscape Architecture (CGL) is an interdisciplinary research centre led by the faculty's Institute of Landscape Architecture. It concentrates on the history of garden art, the preservation of historic gardens and contemporary landscape architecture. At the forefront lies the information and exchange of ideas at a national and international level and the presentation of research results to the public by way of publications, lecture series and exhibitions. The research results are regularly integrated into the master's modules (<http://www.cgl.uni-hannover.de>).

Website: www.landschaft.uni-hannover.de

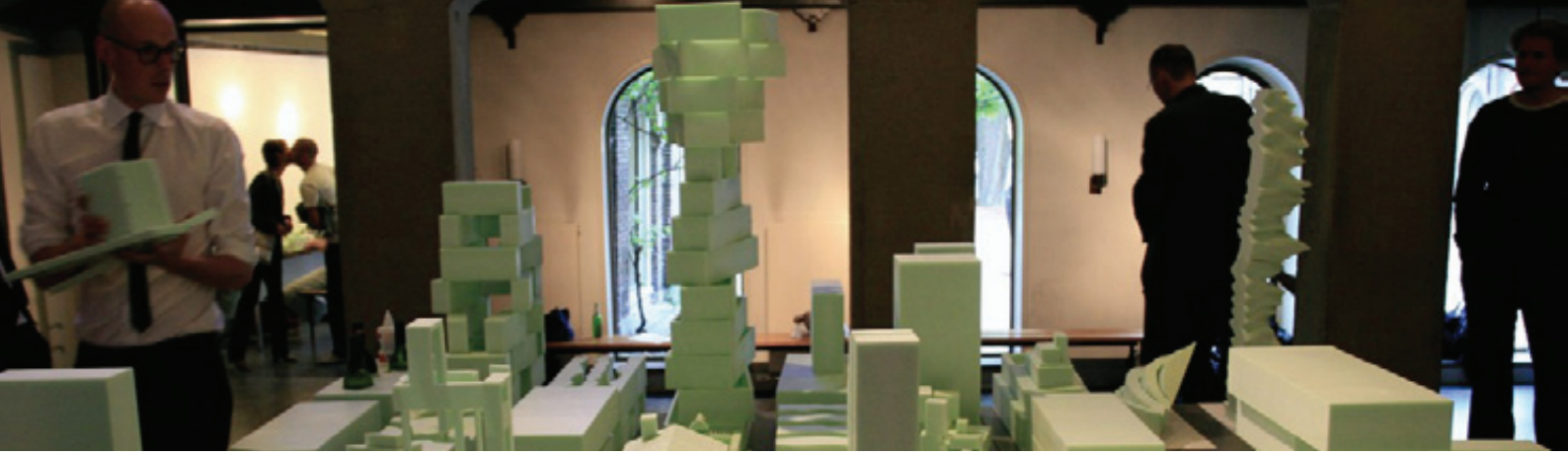


École Nationale Supérieure de Paysage Versailles/Marseille (ENSP)

The ENSP's area of specialisation is in project-orientated design teaching in studios. Emphasis is placed on the physical, geographical and human uses of the landscape. We focus attention on a site's inherent opportunities, its surface topography and hydrology as well as its invisible relationships such as its dialogue with history. We strive to develop our thinking by understanding the 'sense of place', and this approach is fundamental to our ethos as we conceptualise and select projects. The work focuses on large-scale contemporary landscape issues, such as suburban expansion themes, agrarian transformation in rural and sub-rural areas as well as a project-orientated understanding of the agricultural and natural dynamics in France's "cantons" (similar to districts). At the ENSP, 50% of our teaching is design-orientated, and the other 50% deals with four major multi-disciplinary fields: social sciences; ecological sciences/landscape management; technology and arts.

Our unique knowledge of the speed of transformation in agrarian landscapes has emerged as one of the major subject areas that ENSP Versailles will contribute to the European Master in Landscape Architecture (EMiLA). This teaching takes part during a semester in M1 and in a larger context in the first semester of M2. Here, we examine innovative research by design, focusing on large-scale natural and agrarian countryside in transformation due to future landscape challenges such as climate change, ageing and population decrease, energy landscape or biodiversity demands on landscapes. The design through research looks for new concepts such as Prof. Gilles Clement's proposition of a 'Manifeste pour le Tiers paysage'. The ENSP is the only school in France to have a research laboratory with 15 multi-disciplinary researchers working on "landscape dynamics" and "suburban agriculture" themes. The contribution to EMiLA will be on the iterative dialogue between students at the master's level and research topics opened up through the dialogue with the other partners in EMiLA.

Website: <http://www.ecole-paysage.fr/>



4. CURRICULUM

EMiLA is a two year master's programme hosted by five partners. You will study for the first and fourth semester at your home institution and spend the second and third at two other schools/universities within the network. This means that you will experience three perspectives on landscape architecture as a profession, topic and design medium.

Both at your home and host institutions you will join the courses of the regular master's programme. In addition, you will benefit from two specific EMiLA modules:

- During the first exchange semester, you are obliged to participate in the EMiLA eLearning module (5 ECTS) as part of your curriculum. This course relates to EU policies on large-scale territorial changes. It consists of lectures and exercises that enable you to gain knowledge and insights, but also to be creative when dealing with these policies.
- The EMiLA Summer School (5 ECTS) takes place in between the two exchange semesters (Aug./Sept.). This workshop is obligatory for all EMiLA students. The EMiLA students from the five EMiLA partner institutions take part as well as invited students from international universities such as the Peking University (China), Virginia (USA), Kobe (Japan) and RMIT Melbourne (Australia).

To become an EMiLA student, you apply to one of the five EMiLA institutions. This is your home institution, where you will stay enrolled until the end of your studies and receive your degree.

If your home institution is...

- AMSTERDAM, you will leave after your second year of studies (M2) and go back for the fourth and final year (M4).
- BARCELONA or HANNOVER, you will leave your home institution after the first semester of the Master's programme (M1) and go back for the fourth and final semester (M2).
- EDINBURGH, you will leave after the first semester of the fourth year and come back for the second semester of the fifth year (Master, 5th year).
- VERSAILLES/MARSEILLE, you will do year 3 of the "licence" (L3) and the first semester of the Master's programme in France and be back for the fourth semester of the Master's programme (M2).

For more information, please read the course handbook.



Possible Curricula

Students will study the first and fourth semester at the home institution, the second and third each at another school/university of the network. In the first exchange semester, the participation in the EMiLA-eLearning module is obligatory. The obligatory Summer School takes place in between the two exchange semesters.

Taking into account the different semester dates of the EMiLA-partners, the following curricula are possible:

**Home institution: Amsterdam University of the Arts (AUA),
Amsterdam Academy of Architecture (AAA)**

- Exchange 1 (Spring/Summer-term): UPC, ESALA, LUH, ENSP
- Exchange 2 (Autmn/Winter-term): AHK, UPC, ESALA, ENSP

**Home institution: Universitat Politècnica de Catalunya (UPC), Escola Tècnica Superior
d'Arquitectura de Barcelona (ETSAB), Escola Superior d'Agricultura de Barcelona (ESAB)**

- Exchange 1 (Spring/Summer-term): AHK, ESALA, LUH, ENSP
- Exchange 2 (Autmn/Winter-term): AHK, ESALA, LUH, ENSP

**Home institution: The University of Edinburgh, Edinburgh College of Art (ECA)
Edinburgh School of Architecture and Landscape Architecture (ESALA)**

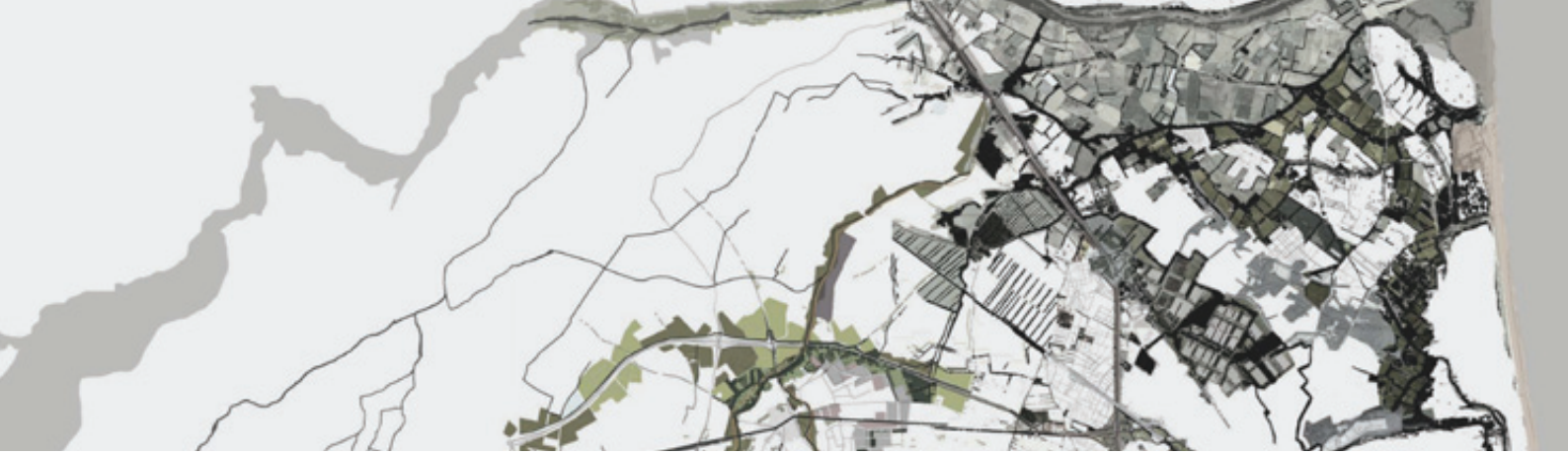
- Exchange 1 (Spring/Summer-term): AHK, UPC, LUH, ENSP
- Exchange 2 (Autmn/Winter-term): AHK, UPC

**Home institution: Leibniz Universität Hannover (LUH)
Fakultät für Architektur und Landschaft**

- Exchange 1 (Spring/Summer-term): AHK, UPC, ENSP
- Exchange 2 (Autmn/Winter-term): AHK, UPC, ESALA, ENSP

Home institution: École Nationale Supérieure de Paysage Versailles/Marseille (ENSP)

- Exchange 1 (Spring/Summer-term): AHK, LUH, UPC
- Exchange 2 (Autmn/Winter-term): AHK, UPC, ESALA, LUH



E-Learning Module

The European landscape is defined by its regional diversity. Urban or rural, this cultural heritage is an important part of the quality of life in Europe and a key element of our identity. In this e-learning series we want to educate landscape architects on current topics that influence the European landscape and the European identity. With this e-learning module we want to inspire Landscape architects to create a new blend of national traditions in their projects that exemplify the common values in a 'European style' of landscape architecture. The teaching project will consist of a constellation of lectures, interviews and exercises organized especially for EMiLA. The topics are all relevant in the European Landscape and are therefore relevant for teaching European landscape architects.

The module consists of lectures, interviews and exercises on 4 important topics related to the European landscape architecture. Each topic has its own teacher.

Theme 1: The diversity of European cultural landscapes

Eric Luiten: Government Advisor, Professor of Cultural History and Spatial Design.

Theme 2: The European policy

Bas Pedrol: Associate Professor of Land Dynamics Group, Wageningen University.

Theme 3: Agricultural challenges in the European landscape

Marti Franch: EMF landscape architects Girona, teacher at ETSAB Barcelona.

Theme 4: Urban-rural relationships in Europe

Han Wiskerke: Chair of Rural sociology Group Wageningen university, Lecturer at the Amsterdam Academy of Architecture.

Summer School

In a rotation system, the five EMiLA partners take turns to organize this workshop, which is held once a year. Approx. 25 students and their teachers from the five EMiLA institutions work in international teams on topics of European landscape architecture. In addition, selected non-European universities are invited to take part in this 5- to 10-day workshop.

The themes of the EMiLA Summer School are decided on in close consultation with the regions where pressing issues need to be worked on. In all our Summer Schools we co-operate closely with regional stakeholders and non-specialists and speak with planners and residents. Each Summer School has a specific topic, focus and way of working. All EMiLA institutions and their students benefit from the variety of design methodologies as it leads to a continuous improvement in teaching quality.



Languages

EMiLA students visit the regular courses both at home and at the host institutions. EMiLA addresses cultural diversity and different landscape traditions by not transforming all modules into English, which would otherwise result in a loss of depth. Instead, a certain language proficiency will be required of the students in accordance with the Common European Framework of Reference for languages (CEFR) before they can go to the countries where they want to study.

Students are asked to supply proof of English skills and, if you want to study at a university/school which teaches in another language, a minimum level of knowledge of this language has to be demonstrated, too. The University of Edinburgh and the Academie van Bouwkunst Amsterdam teach in English, the Universitat Politècnica de Catalunya, Barcelona, École nationale supérieure du paysage Versailles/Marseille and the Leibniz Universität Hannover each teach in their national language. The two EMiLA modules (eLearning and the Summer School) are taught in English.

Each partner has language requirements for home and visiting students, which indicate the level of language competency needed for studying at their school. Please read the course handbook to learn more!

Financing

Each EMiLA student pays the regular fee of his/her home institution during the study course. There are no additional EMiLA fees!

All EMiLA partner institutions have ERASMUS contracts. Thanks to this, all approved students can apply for ERASMUS funding during the exchange semesters. Please contact the international offices of your home institution for more information.



Degree and Certificate

After having studied for EMiLA successfully, you will receive a degree awarded by your home institution. Depending on which school/university you applied to, you will receive the following certificate:

Academie van Bouwkunst, Amsterdam awards a Master in Architecture, specializing in Landscape Architecture with a degree supplement for the EMiLA curriculum.

ETSAB Barcelona Escola Tecnica Superior d'Arquitectura de Barcelona's degree is a Master in Landscape Architecture: master universitari en Paisatgisme, with the specialization in "EMiLA - European Master in Landscape Architecture".

The University of Edinburgh/ECA/ESALA has been offering a degree as "European Master in Landscape Architecture" since 2013.

Leibniz Universität Hannover awards a Master of Science "M.Sc. Landschaftsarchitektur" with the specialisation in "EMiLA - European Master in Landscape Architecture".

Until 2017, ENSP Versailles will award the French national landscape degree DPLG Paysagiste, "Diplômé par le gouvernement Français" with an additional ENSP certificate for "EMiLA - European Master in Landscape Architecture".

With this basis, EMiLA provides an excellent and identifiable international network at the forefront of applied education in landscape architecture for students, teachers and institutions.



How to apply

To become an EMiLA student, students apply for the regular master's programme at one of the partner universities/schools. The partner university/school you apply at will be your home university/school for the duration of the curriculum.

The Amsterdam Academy of Architecture offers 3 students the opportunity to follow the EMiLA curriculum. The Universitat Politècnica de Catalunya, Spain (UPC/ETSAB/ESAB), the Leibniz Universität Hannover, Fakultät für Architektur und Landschaft, Germany (LUH) and the École Nationale Supérieure de Paysage, Versailles/Marseille, France (ENSP) each offer 5 places.

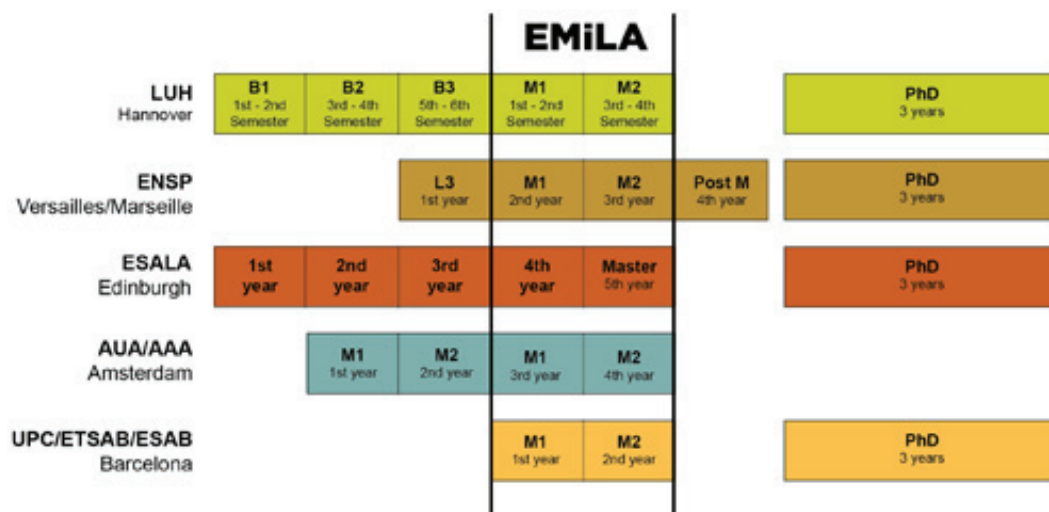
The University of Edinburgh, Edinburgh College of Art, Edinburgh School of Architecture and Landscape Architecture, UK (ESALA) has 10 places.

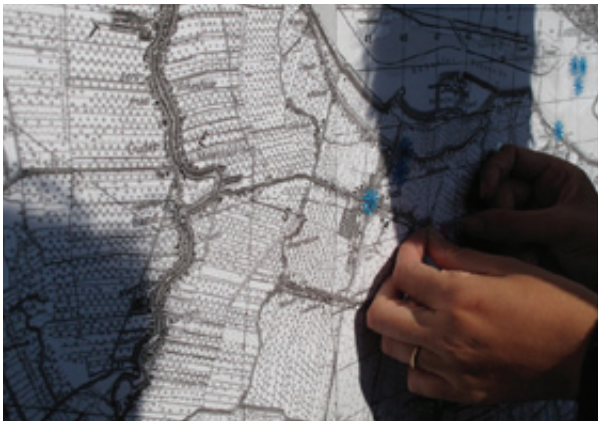
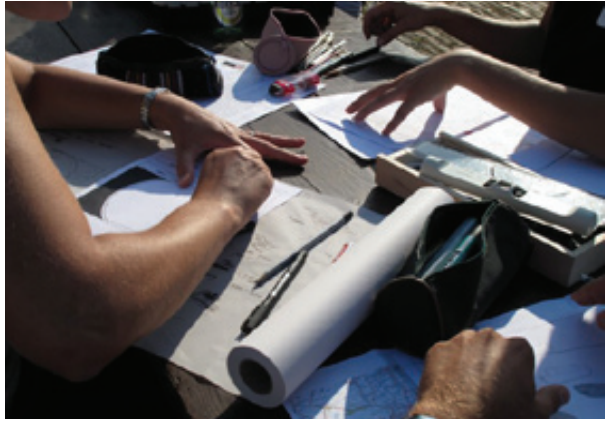
In your application you should list your first three choices of placement in order of preference, with 1 being the first. Please note that because each partner can only host a limited number of EMiLA students each semester, we cannot guarantee that you will get your first choice of placement.

Each institution sets its own binding admission and language requirements. Please go to the website of the desired home institution, read the EMiLA course handbook or contact the national coordinator to find out more.

After successfully applying, you will be enrolled at your home institution throughout your course of studies. Your home university/school will remain responsible for your curriculum during the full two years. This home institution's examination rules are binding for you. The national coordinator will support you in organizing the two exchange semesters.

The schools' existing curricula vary. The graph below shows how the 4 semesters of the EMiLA curriculum are integrated into the existing master's programmes of the partner schools/universities:





Responsible: Leibniz Universität Hannover, Fakultät für Architektur und Landschaft, STUDIO URBANE LANDSCHAFTEN.

Funding: LUH funding.

Team: Antje Stokman, Martin Prominski, Anke Schmidt, Noël van Dooren, Mirjam Koevoet, Karin Helms, Marti Franch, Pepa Moran, Dihua Li, Prof. Zhang Lei, Kristina Hill, Jorg Sieweke, Julie Bargman.

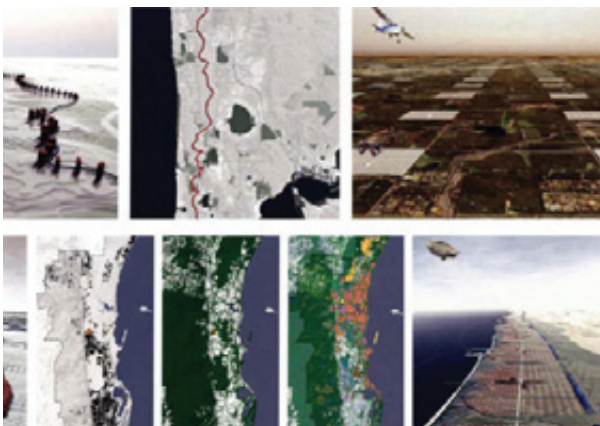
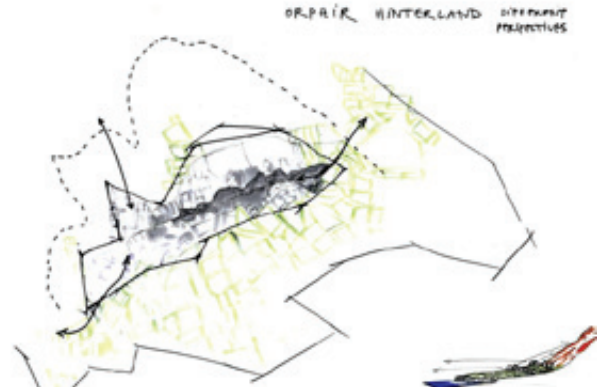
OLD COUNTRY FOR NEW PEOPLE

The area Altes Land (Old Land) is situated in the former marsh areas of the Elbe river and part of the growing metropolitan region of Hamburg. It is a highly efficient agricultural landscape of fruit production influenced by and connected with the water dynamics of the river.

Currently, this cultural landscape is under pressure from changing conditions: climate change, river dredging, changing population structure and settlement patterns or requirements of tourism.

The students carried out research, developed concepts, scenarios and design strategies for the region focusing on current and future landscape users and considering economic aspects.





Responsible: Edinburgh College of Art (ECA), School of Landscape Architecture.

Funding: Erasmus Intensive Programme (LLP).

Team: Marieke Timmermans, Thomas Oles, Lisa Mackenzie, Chris Rankin, Karin Helms, Thierry Kandjee, Dr. Martin Prominski, Verena Butt, Dr. Maria Goula, Martí Franch Batllori, Victor Tenez.

SCENARIO GAMES

The workshop focused on culturally rich rural settlements of Orkney in Scotland. Orkney is a UNESCO world heritage site. Based on this designation, the goal was to ascertain the appropriate focus, scale and language of intervention.

In this project the landscape was 'revealed' to promote and communicate issues related to the archaeological, coastal/ sea-scape and hinterland resources of the Islands.

Students worked in groups of 5 with one student from each university/school of the consortium. Teachers from each school supported the project discussions and addressed students as well as local stakeholders whilst local stakeholders acted as 'advisors' to bring a rich and balanced field of specialist expertise.





Responsible: Amsterdam Academy of Architecture.

Funding: Erasmus Intensive Programme (LLP).

Team: Marieke Timmermans, Thomas Oles, Gloria Font, Jacques Abelman, Henk Kouijzer, Lisa Mackenzie, Chris Rankin, Karin Helms, Thierry Kandjee, Dr. Martin Prominski, Verena Butt, Dr. Maria Goula, Martí Franch Batllori, Ioanna Spanou, Tianxin Zhang, Jorg Sieweke.

CONSERVATION THROUGH DEVELOPMENT

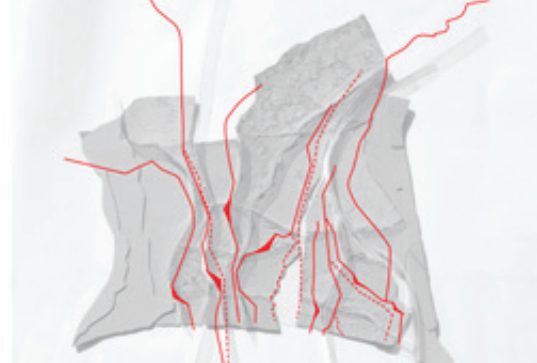
In this summer workshop in September 2011, students and teachers worked with landscape identity as a basis for a proactive approach of 'conservation through development'. The location of the workshop was the remote northeastern part of The Netherlands, a patchwork of man-made landscapes.

By working simultaneously on these three different neighbouring cultural landscapes, each with a strong identity and specific issues and policies, this EMILA workshop provided an excellent laboratory for developing skills on landscape identity research as a basis for design in cultural landscapes. Such skills and methods can be meaningfully translated and applied to many other cultural landscapes in the world.

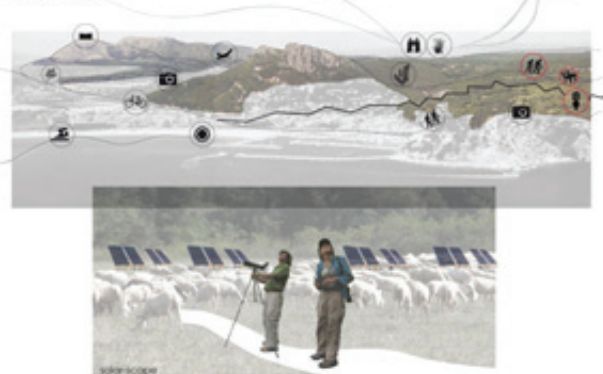




LINES AND FIELDS



Propuesta



Responsible: Escuela Técnica Superior de Arquitectura de Barcelona (UPC/ETSAB).

Funding: Erasmus Intensive Programme (LLP).

Team: Marieke Timmermans, Gloria Font, Oriol Casas, Lisa Mackenzie, Kenny Fraser, Karin Helms, Stephan Tischer, Marina Cervera, Maria Goula, Martí Franch, Agata Buscemi, Roberto Franceschini, Carles Martinez, Giorgia Sgarbossa, Christina Milos, Jorg Sieweke, Charles Anderson, Sue Anne Ware, Julie Bargman.

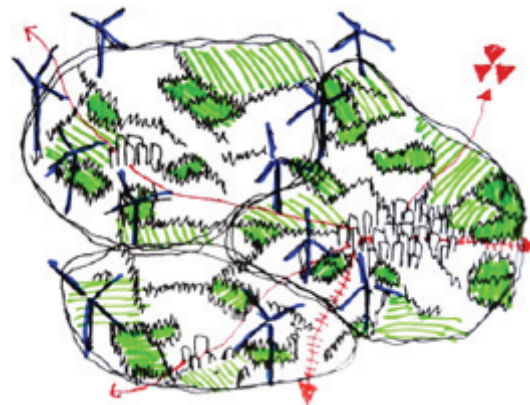
THE DUALITY OF LANDSCAPE AND TOURISM

With the aim to explore responsible alternatives of the existing tourist development of the coast, students and teachers worked together on the topic of the second coast in Baix Empordà in Spain.

The vision produced were based on the study of the landscape identity - a rural mosaic, developed historically on the river Ter's flood plain, configurating a complex cultural landscape in between a dry mediterranean forest and the linear coastal tourist space.

The scenarios for this intermediate space, thus the notion of second coast, were explored though the proactive approach of conservation through development to introduce new leisure activities in a responsible way.





Responsible: ENSP Versailles

Funding: Erasmus Intensive Programme (LLP)

Team: Karin Helms, Stefan Tischer, Thierry Kandjee, Landworks, Lisa Mackenzie, Tiago Torres-Campos, Maria Goula, Marina Cervera, Sergi Romero, Marieke Timmermans, Oene Dijk, Martin Prominski, Verena Butt

ENERGY LANDSCAPE HAUTE NORMANDIE

What can energy production mean for the existing agriculture? How can an “energy landscape” give a new reading to a landscape that was painted by impressionists but has been forgotten today? How can this ENERGYscape define new uses for a historical agrarian landscape and at the same time become part of the fragile regional identity? Which type of energy should be developed?

As in the previous editions of the EMiLA Summer Schools, the students worked on large-scale projects, preserving special features through development and taking the dynamics of European policies on landscape as the project’s starting point. The students developed diverse concepts, depending on the landscape identity, and discussed the results with experts.



Credits

Technical coordination

Marina Cervera, Verena Butt

Graphic design

Sergi Romero

Images and documentation

By EMiLA consortium partners



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