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“Landscape and Education”

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Landscape Education in the University



“Landscape Education: Ulysses, Initiator of Experiential Mapping”

Aspassia [Aspaso] KOUZOUPH

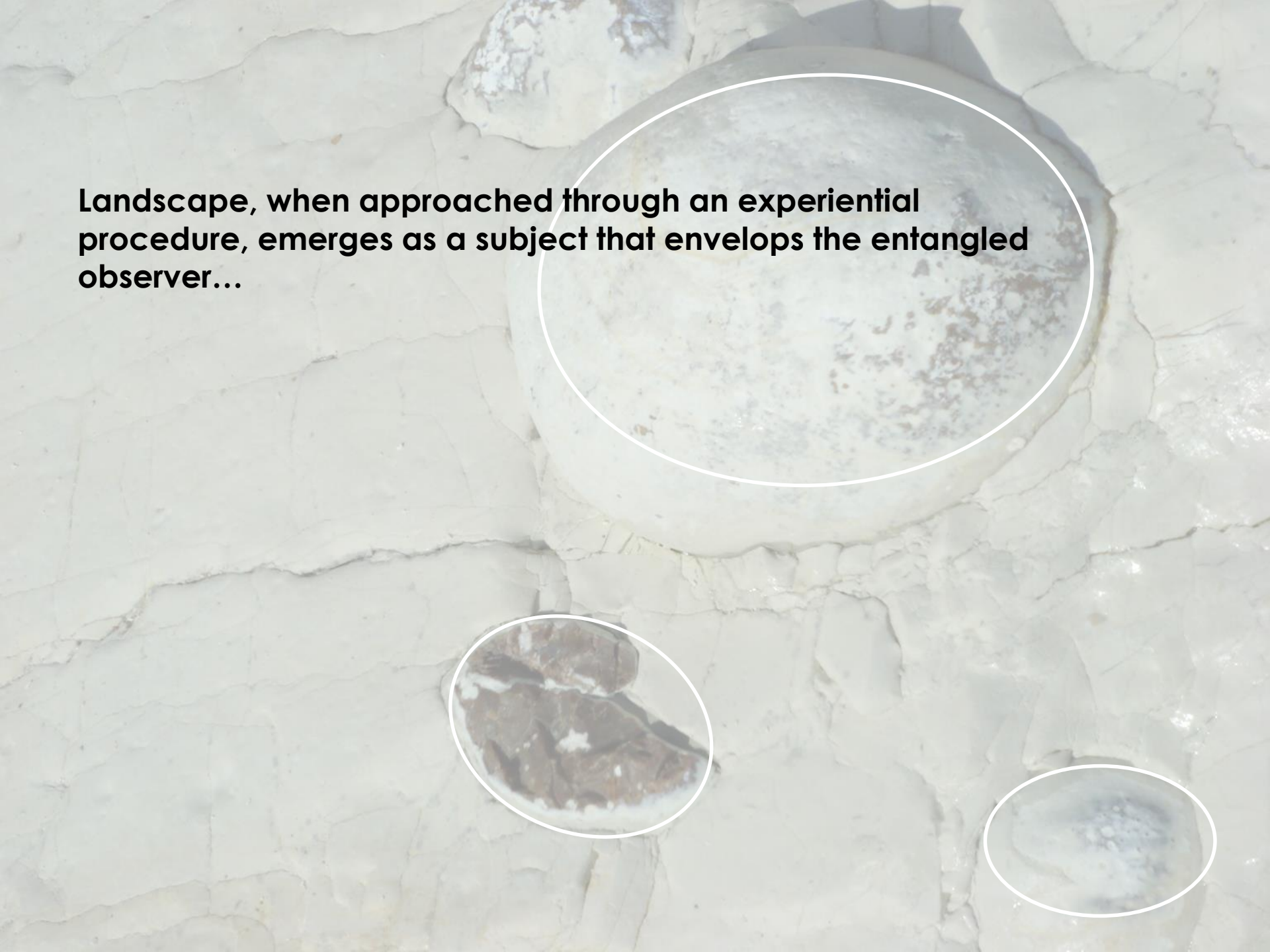
Architect PhD, Landscape Architect, Athens, Greece

Assistant Professor, University of Thessaly

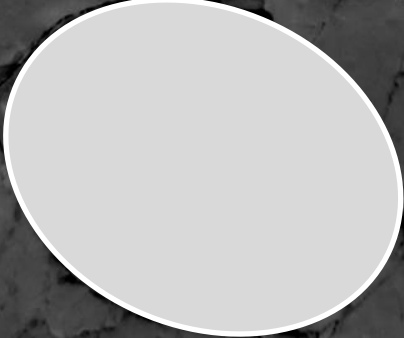
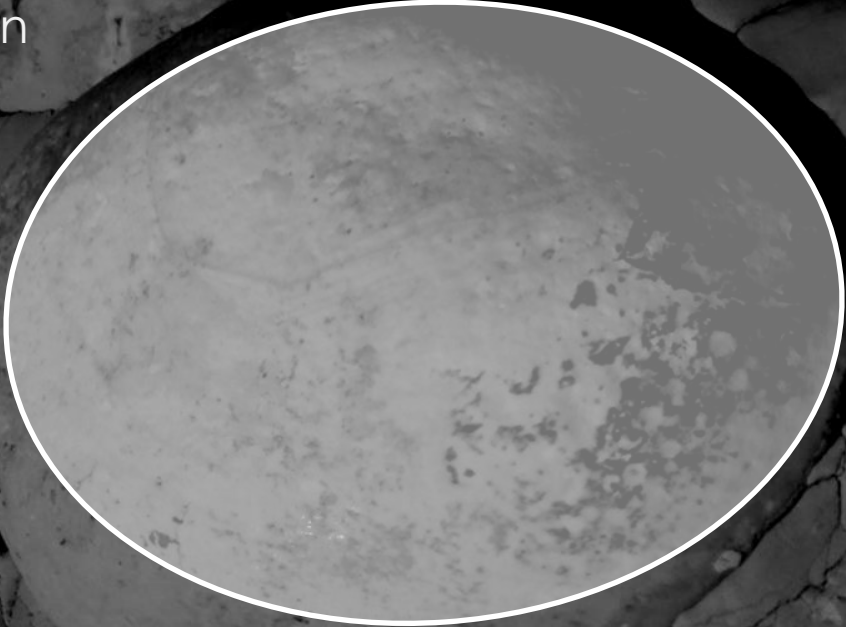
a.space.ia@gmail.com




Landscape, when approached through an experiential procedure, emerges as a subject that envelops the entangled observer...



Ulysses' descriptions unfold
the narrative map of an unknown
archipelago





Ulysses' senses were stimulated by spatiotemporal qualities when he was, in person, enveloped by the archipelago's landscapes.

Ulysses correlated his sensorial and conceptual perception of the landscape entities he was enveloped by.



Ulysses correlated his sensorial and conceptual perception of the landscape entities he was enveloped by.



Ulysses assembled a detailed experiential narrative map.



In opposition to the experiential approach of landscape lies the feeling of detachment from the landscape when treated as an object of observation.






By **standing opposite from 'nature'** numerous **'distanced observers'** felt enabled to contemplate it: thus **fuelling the fabrication of the binary antithetic scheme [nature vs culture]**.



Why should we quest for the traces of the ways landscape has been perceived before and during the Archaic Era?





we discover embedded in this archaic epic
an avant-garde approach of landscape

Landscape perception
was initially structured
without the need of the
bipolar scheme
[nature <vs.> culture]





Landscape in the *Homeric Odyssey* **appears as the distinct, characteristic context, where culturally and socially expressed dwellers interact with their environment.**



Each **landscape** is characterised by **a synergy between cultural practices and natural processes**



**the limits
between
'nature' and 'culture'
are
interwoven, entangled**

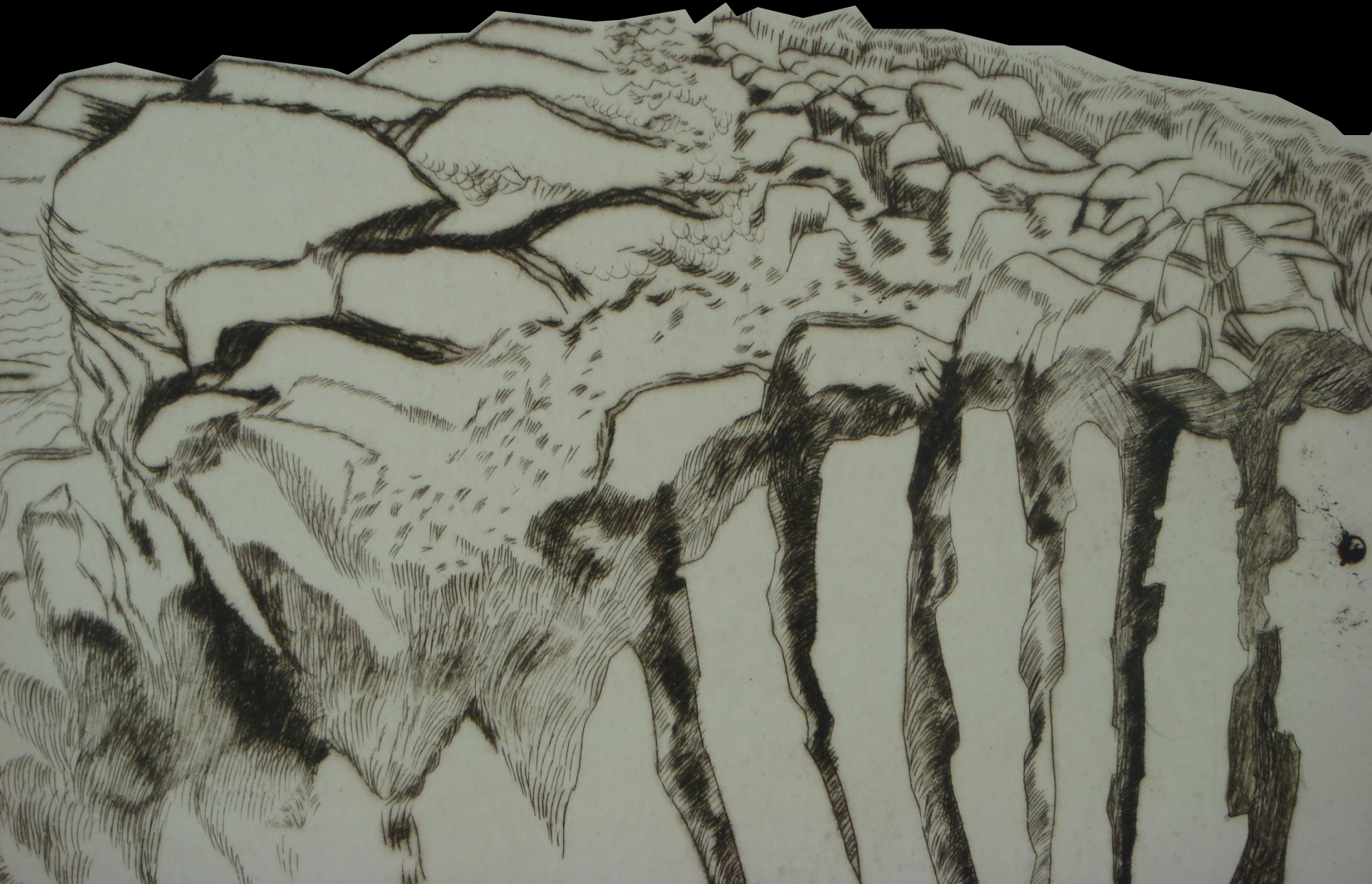


**the relationship
between
dwellers
and
natural dynamics
is
mutually woven
in time**



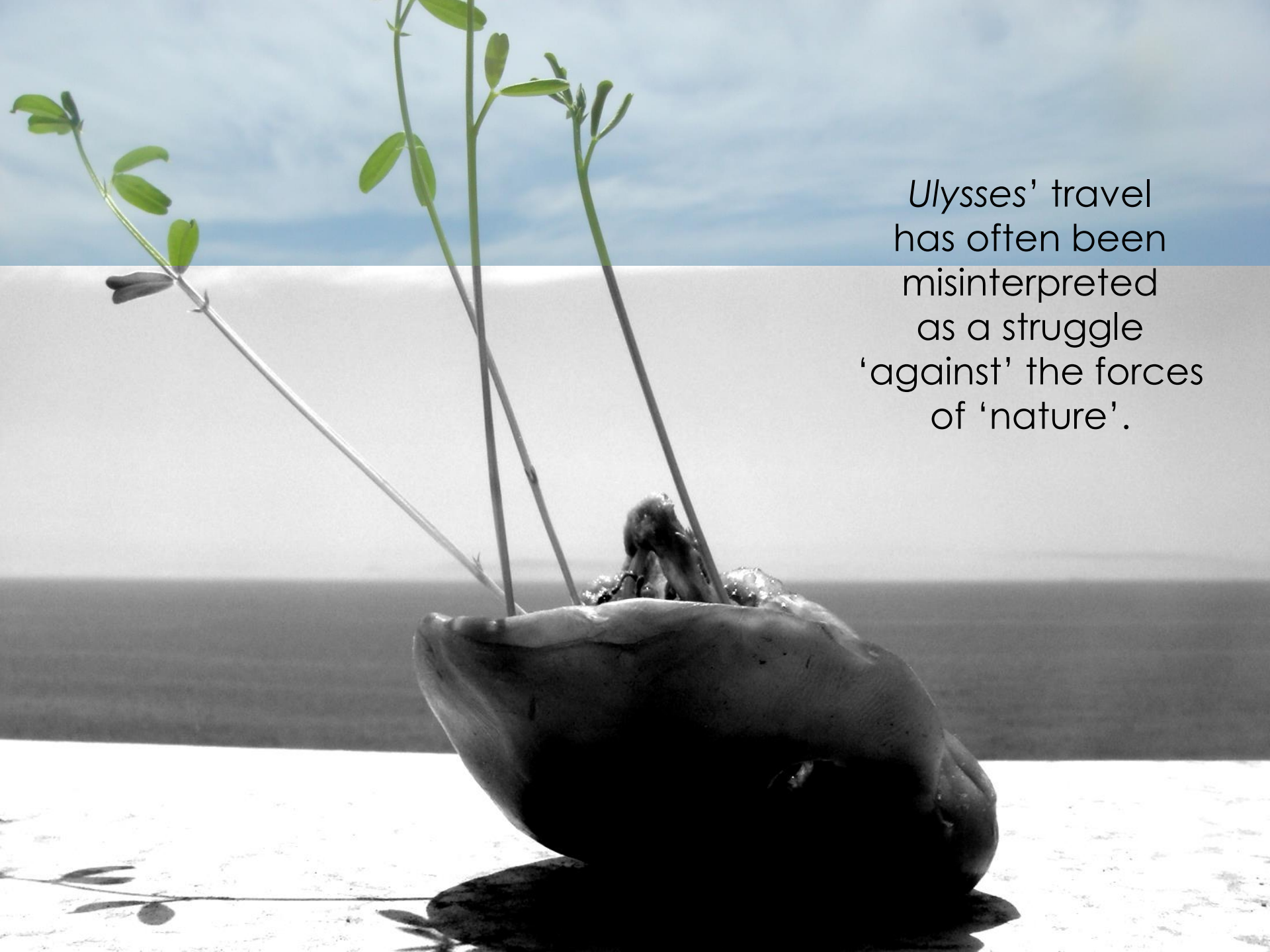
The
limits
between
'nature'
and
each culture
are
mutually defined

Maps by the indigenous dwellers of the 'unknown landscapes' are also encompassed in the *Homeric Odyssey*



Ulysses has many times been misinterpreted as the 'civilized' observer who reports on the strange, 'monstrous', 'barbarian', beings he met, which were considered 'beyond the civilised world'.

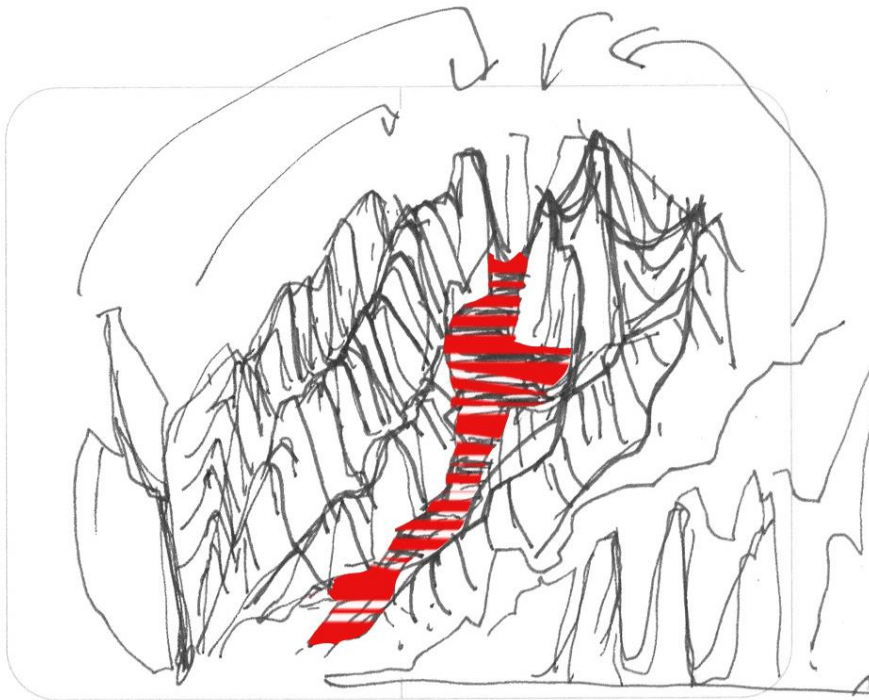
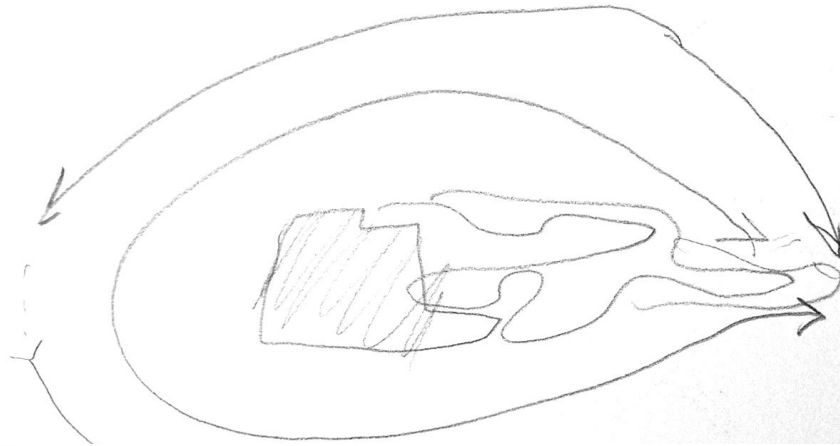




Ulysses' travel
has often been
misinterpreted
as a struggle
'against' the forces
of 'nature'.



Social,
cultural, and
ontological
expressions
are
inseparable
from the
Homeric
landscapes



The **multiplicity** of **relationships** that different **cultures mutually wave** with their environing **landscape** delineates **multiple, multifaceted**, possible **understandings of 'nature'**;

expressed
through the
process of relating
with the
environing actors



The *Homeric*
flower-gatherers
Lotus Eaters
are **just,**
hospitable
and **friendly:**
although their culture
is almost transparent
in terms of
materialised
cultural constructions

The Laestrygonians are unjust and hostile, although they have a lofty citadel with public services such as an assembly and a functional water source, and infrastructure such as a wagon road.





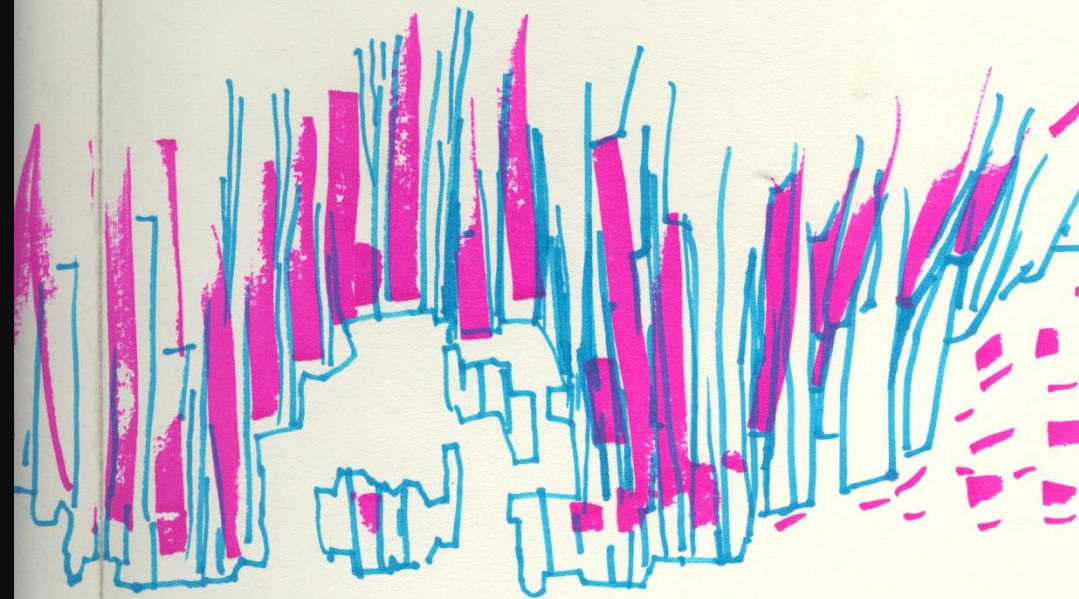
Ulysses thus observes the landscape as a mapping surface, where traces of the dwellers' practices are deposited.



Moreover Landscape is the cradle of the perceptive modes of its inhabitants.



For several years I
have taught the
students of the
*Department of
Architecture of the
University of Thessaly,*
initiating them in the
procedures of
experiential mapping
of landscape



Jan 10/11/12
12.09.09

As an alternative
to 'top-down'
planning strategies,

- which tend to
impose abstract
models to existing
landscapes-

I juxtapose
the approach
'from within'

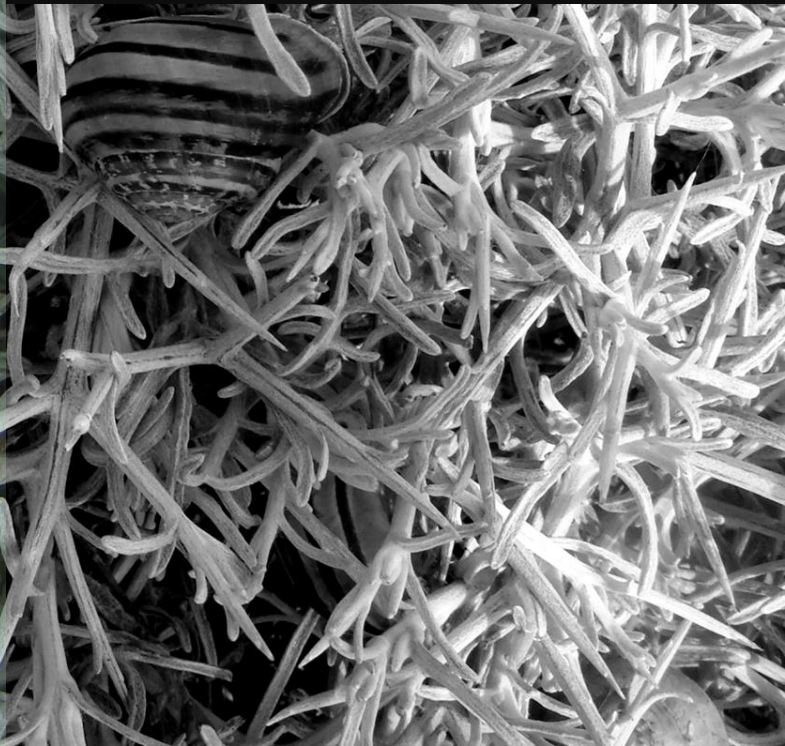


By the *in situ*
experiential mapping
procedure,
an encounter
is established
between the
enveloping landscape
and the
entangled observer



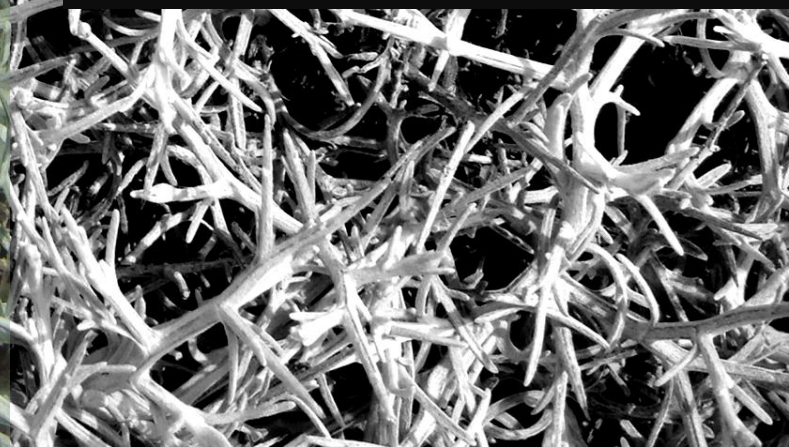


A potent *mapping relationship* which thrives from within the landscape: between the area of study and the future architects, landscape architects, urban planners, who decide to develop further their *in situ* experience;



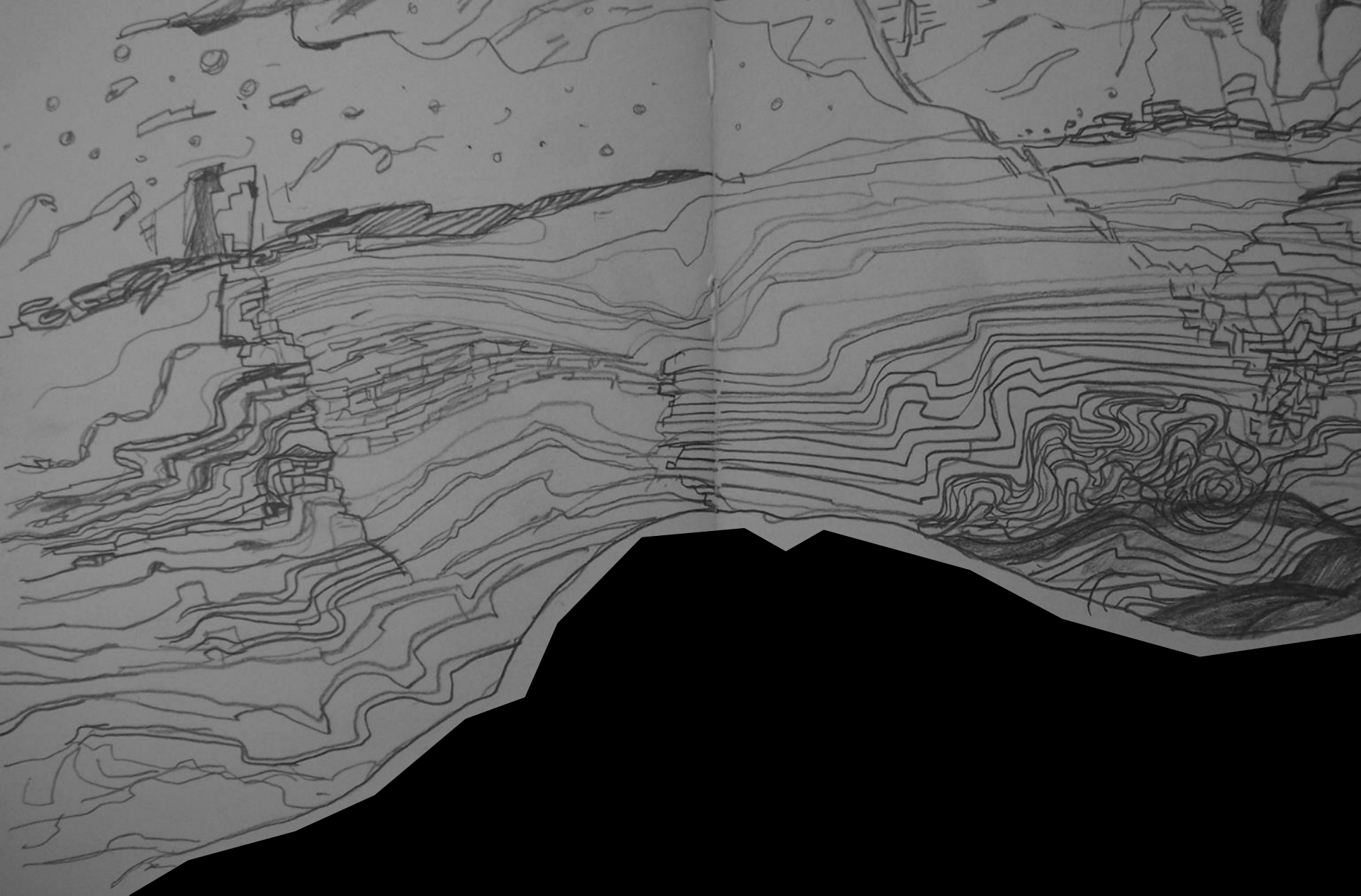


Landscape
by itself
can educate the
observer :
as it envelops him/her
within its mass,
its structures,
its intangible qualities,
and the
multi-sensorial stimuli
it emits





*Ulysses incarnates
an agent
of the vector of time
into the landscape.*



The tracking of traces of change into a landscape reveals it as a perpetually changing palimpsest structure



Any observer may leave traces on a landscape.

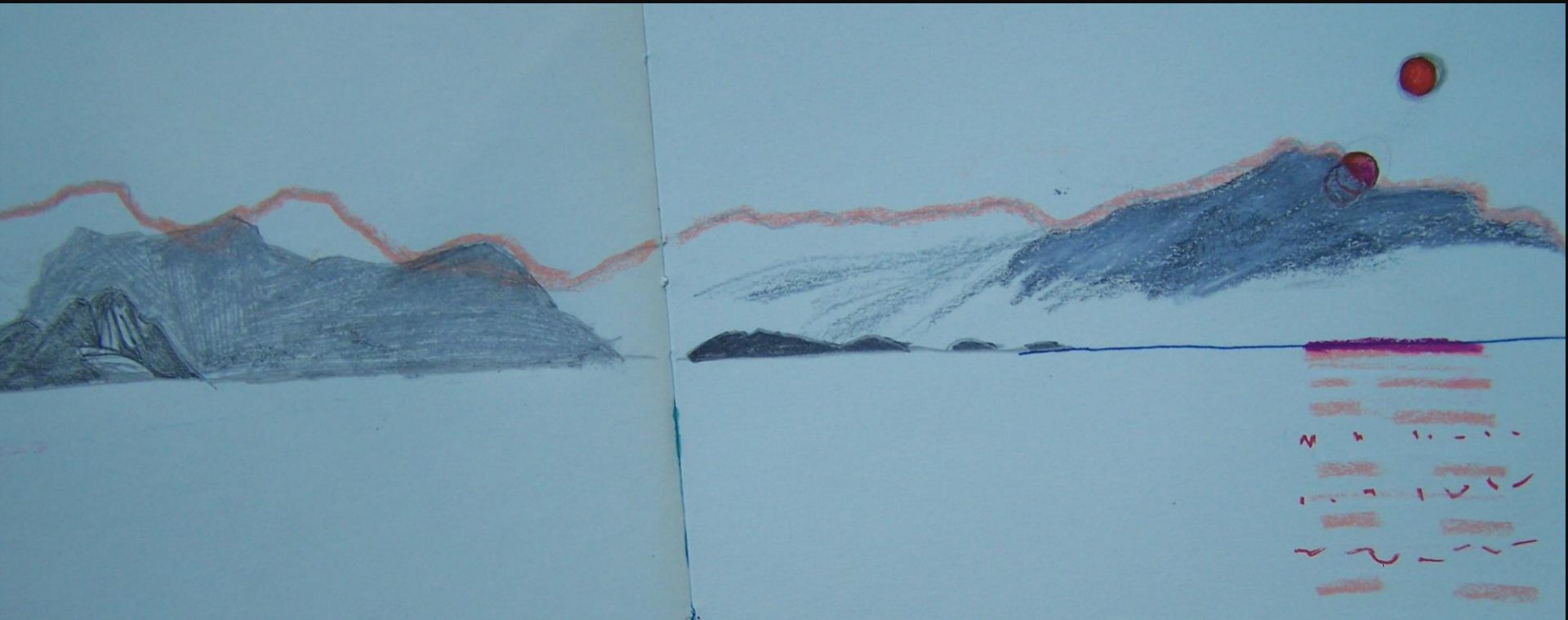
The immaterial accumulations are important as they include the ways a landscape has been perceived.



CONCLUSION

Experiential in situ mapping procedure emphasises the human scale, which is even more precious when the scale of planning, managing, and intervention becomes larger.

Thank you for your attention...



Aspassia [Aspaso] KOUZOUPI

Architect PhD, Landscape Architect,
Athens, Greece

Assistant Professor, University of Thessaly

a.space.ia@gmail.com