

# ***Becoming a Landscape Architect***

## ***The History and Evolution of Training in Landscape Architecture***

### ***The Versailles-Marseille National School of Landscape Architecture***

***International Conference, May-June 2021.***

## **Call for Papers**

The teaching of landscape architecture has undergone changes of which few people are aware even though in the schools of landscape architecture teacher-researchers in France and Europe (ECLAS) have been working on this subject for several years now. At the *École nationale supérieure de paysage de Versailles*, an "Archives and old collections" department was set up several years ago to take stock of pedagogical archives and promote their use. A small group of teachers and researchers propose to examine this question and to organize, on the occasion of the *Biennale de l'Architecture et du Paysage d'Ile-de-France* in 2021, a two-day conference on the teaching of landscape planning and architecture in France, Europe and the World. This event will focus on three main themes:

- A. The history of training in landscape architecture up until the end of the Second World War.
- B. The evolution in training in landscape architecture from 1947 (creation of IFLA) to the present day.
- C. The contribution of different disciplines and of interdisciplinary approaches in the training of landscape professionals and landscape architects.

The challenge in teaching landscape architecture is primarily that of training landscape architects to be able to work on the different spatial and temporal scales of landscape design and urban planning; it is also to inspire new methods and approaches in landscape architecture and urban planning by introducing a sensitive dimension, i.e. by taking into account the social and cultural sensibilities regarding landscapes in terms of cultural representations and in the construction of and arbitration between subjectivities.

Moreover, the transition from the scale of the garden to that of a region or territory raises the issue of the methods of analysis and intervention in landscape projects that address the major current global challenges, namely those of global warming and the erosion of biodiversity.

In addition, a third challenge lies in the capacity for such training to integrate research and innovation; aspects which are essential in developing knowledge and expertise and in training world class teacher-researchers able to supervise doctoral theses and research programmes. Another issue concerns the relationship with architects who, in several European countries, are given the task

of teaching landscape architecture. Finally, there is the need to take stock of existing historical teaching resources to preserve them. Clearly there are many challenges to address in the teaching of landscape architecture and one of the objectives of the conference will be to compare teaching methods and historical research in Europe and elsewhere in the World.

### **Theme A: The history of training in landscape architecture up until the end of the Second World War**

It was in the 19th century that the scale upon which landscape architecture functioned shifted from that of the garden to that of the region or the territory. Within this historical context, interventions will seek to clarify the political, social and cultural context in which the first teachings emerged. How the question of training in gardening and horticulture became part of practical and formal training in schools of architecture and in public and private schools of horticulture and agronomy. How were students and teachers recruited and professional titles and diplomas awarded? What role did professional organisations play in the development of training? How did international models of urban planning and public policies bring about the emergence of new training institutions in Europe and North America? How did historical, cultural, geopolitical, economic and social contexts impact the first landscape training courses?

### **Theme B: The evolution of training in landscape architecture from 1947 to the present day.**

The implementation in landscape architecture of the transition from the scale of the garden to that of urban planning is something which occurred in more recent times. In France, although the creation of the Department of Landscape Architecture and the Art of Gardens in 1945 at the National School of Horticulture in Versailles was intended to associate landscape architects in the reconstruction of the country, it was only in 1972 that the Ministry of the Environment created the National Centre for Landscape Study and Research (in French, *Centre National d'Etude et de Recherche du Paysage* - CNERP). The aim of this new public organisation was to train "landscape planners" to enable them to work on projects on the scale of the "greater landscape", to develop methods of analysis and landscape project development, to raise awareness about the landscape among decision makers and to initiate research in this area, which would focus specifically on the more so-called sensitive approaches.

The second part of the conference will therefore focus on the period from 1945 (or 1947) to the present day. It will describe the evolution of teaching methods in the various schools and universities, focusing particularly workshops in landscape architecture. How were syllabuses designed and for which degrees were they intended to prepare students? Did the teaching models adopted take inspiration from architecture, urban planning, geography or engineering? How were students and teachers recruited, and professional titles and diplomas awarded? How did professional organisations and public policies play a role in the development of teaching programmes? How did public commissions and the social demand for landscape design and planning change pedagogical content? Which pedagogical innovations, resulting from scientific or practical research, were included in the syllabuses? Which pedagogical orientation did institutions adopt according to their dominant cultures: scientific, technical or non-technical (architecture, visual arts, horticulture, urbanism,

planning, environment, engineering, human and social sciences)? What were the consequences in terms of teaching methods? Finally, how did the shift towards training academic teacher-researchers come about? Has the recent increase in the number of doctoral theses by landscape architects contributed to changes in training and teaching methods? What role can European institutions (Council of Europe, IFLA, ECLAS) play in supporting the development of training in landscape architecture?

### **Theme C: The contribution of disciplines and interdisciplinarity to the training of professionals in landscape planning and architecture.**

The third part of the conference will focus principally on analysing and comparing the teaching of landscape architecture via other disciplines such as the graphic arts, (bio)technologies, physical and social geography, the history of gardens and the city, social and cultural anthropology, sociology, ecological and environmental sciences, and philosophy. Particular attention will be paid to architecture, the methods of which bear resemblances with those of landscape architecture, but also include essential differences that contributors may also present. Contributions must deal with these methods and with the questions concerning the role played by other specialists involved in landscape projects and in the construction of the notion of the landscape.

Such questions concern, on the one hand, the relationships between landscape architecture and the domains of science, technology, art and communication and, on the other hand, those relationships which have generated knowledge and know-how in a new area at the intersection of the arts and of the natural, human and social sciences. In this respect, contributions providing a critical point of view on the disciplinary boundaries that are challenged by landscape architecture are expected.

#### Organization

The schedule for the organization of this conference is as follows:

**The Scientific Committee:** 18 specialists<sup>1</sup> were invited to take part, including representatives of all the schools of landscape architecture in France as well as leading figures from other French and foreign institutions. They met on January 30th, 2020 in Versailles with the members of the Organizing Committee and has elected a chairperson Y. Luginbühl. Once approved, this call for papers will be sent by email to all potential contributors, as well as to the main platforms. Proposals

---

<sup>1</sup> C. Bigot (ENSAP Lille), B. Blanchon, B. Davasse (ENSAP Bordeaux), H. Davodeau (Agrocampus ouest Angers), S. De Courtois (ENSA Versailles), R. De Marco (ENSA Paris La Villette), P. Donadiou (ENSP Versailles), M. Jakob (HEPIA Genève), S. Keravel (ENSP Versailles), K. Helms (ENSP Versailles), I. Lauterbach (Allemagne), L. Limido (Italie), Y. Luginbühl (CNRS Paris), A. S. Perrot (ENSP Marseille), A. Pernet (ENSP Versailles), C. Santini (ENSP Versailles), M. Van den Toorn (Pays-Bas), L. Voisin (ENSNP Blois).

(no longer than 2,500 signs including spaces) must reach the Organizing Committee before April 15th, 2020. Members of the Scientific Committee will also be able to propose contributions.

The Scientific Committee will then examine the proposals and issue its recommendation on 30 May 2020. The contributors selected will have to send the final papers (30,000 signs with illustrations free of rights or copyright) before October 1st, 2020, the final deadline. The objective is to publish the conference proceedings (or the summaries) at the start of the conference. The conference proceedings must therefore be completed before the end of 2020. Publication could be scheduled for March 2021.

The call for papers will also be drafted in English, but the official language of the conference will be French, with proceedings in French and English. The intended venue of the conference is the *Potager du Roi* in Versailles (to be confirmed). Contributors will cover their travel and accommodation expenses, but the costs of lunch and dinner will be borne by the organisers. Registration will be free of charge.

E-mail for proposals and any information : [colloque-formations@ecole-paysage.fr](mailto:colloque-formations@ecole-paysage.fr) ou [p.donadieu@icloud.com](mailto:p.donadieu@icloud.com)

January 31th, 2020

The organizing committee (chairperson S. Keravel)

C. Bigot, B. Blanchon, P. Donadieu, B. Dugua, M.L. Garnier, K. Helms, S. Keravel, Y. Luginbühl, P. Moquay, A. Pernet, C. Santini.