

Course guide to LK 0345
Landscape planning in theory and practice
2021, updated 210913

The course in a nutshell

The course uses landscape theory as a lens to critique and gain deeper understanding of planning, especially landscape planning. It discusses key concepts and methods in landscape planning, with examples of how it is practiced.

The course is based on literature seminars combined with lectures and workshops. It ends with writing a paper in which one of the theories or concepts discussed in the course is studied in more detail.

Course leaders

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Themes and reading list

Seminar 1, Ways of seeing, ways of doing: why does the definition of landscape matter?

In this seminar, we will examine how different discourses on landscape influence how we frame our environment. We will consider how different conceptualisations of landscape are brought in to play when we read and communicate landscape and how these readings ultimately inform planning and understand conflict in the landscape

Compulsory reading

Joks, S., Østmo, L. & Law, J. 2020. "Verbning meahcci: Living Sámi lands", *The Sociological Review*, 68, 305-321.

Olwig, K. R. (2005). "The Landscape of 'Customary' Law versus that of 'Natural' Law", *Landscape Research*, 30(3): 299–320.
<https://doi.org/10.1080/01426390500165385>

Atha, M., Howard, P., Thompson, I. & Waterton, E. (2019). "Introduction. Ways of knowing and being with landscape: a beginning". In: P. Howard, I. Thompson, E. Waterton, & M. Atha (Eds.), *The Routledge Companion to Landscape Studies* (pp. xix-xxviii). Abingdon, Oxon – New York: Routledge.

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Recommended reading

Gailing, L., & Leibenath, M. (2013). "The social construction of landscapes: two theoretical lenses and their empirical applications". *Landscape Research*, 1-16. doi:10.1080/01426397.2013.775233

Jackson, J. B. (1980). *The necessity of ruins*. Amherst: The University of Massachusetts Press

Mitchell, D. (2007). "Work, struggle, death, and geographies of justice: the transformation of landscape in and beyond California's Imperial Valley". *Landscape Research*, 32(5), 559-577.
doi:10.1080/01426390701552704

Waterton, E. (2019). "More-than-representational landscapes". In: P. Howard, I. Thompson, E. Waterton, & M. Atha (Eds.), *The Routledge Companion to Landscape Studies* (pp. 91–101). Abingdon, Oxon – New York: Routledge.

Seminar 2, Materialised discourses

This seminar explores landscape understood as a materialised discourse, and the difficulties in moving beyond such a “naturalised” discourse, e.g. when aiming for a more sustainable or multifunctional land-use. Unless we take the materialised discourses seriously, such land-use transitions might fail. The seminar will discuss the importance of materialised landscapes – but also what kind of landscapes planning tend to materialise.

Compulsory reading

- Egoz, S., Bowring, J. & Perkins, H. C. (2001). “Tastes in tension: form, function, and meaning in New Zealand’s farmed landscapes”. *Landscape and Urban Planning*, 57(3), 177–196.
[https://doi.org/10.1016/S0169-2046\(01\)00203-1](https://doi.org/10.1016/S0169-2046(01)00203-1)
- Qviström, M. (2008). “Landscapes out of order: studying the inner urban fringe beyond the rural – urban divide”. *Geografiska Annaler Series B*, 89(3), 269 – 282.
- Schein, R. (1997). “The place of landscape: A Conceptual Framework for Interpreting an American Scene”. *Annals of the Association of American Geographers*, 87(4), 660 – 680

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Recommended reading

- Cresswell, T. (1997). ‘Weeds, plagues, and bodily secretions: a geographical interpretation of metaphors of displacement’, *Annals of the Association of American Geographers*, 87 (2), 330–345.
- Jackson, J B. (1984). *Discovering the vernacular landscape*. Yale University Press.
- Walker, P. & Fortmann, L. (2003). “Whose landscape? A political ecology of the ‘exurban’ Sierra”. *Cultural Geographies*, 10(4), 469-491.
<https://doi.org/10.1191/1474474003eu285oa>

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Seminar 3, Nature, culture, wilderness

Nature is a powerful concept. Claims to what is “natural” have varied over the centuries, and have had a fundamental impact on the practice of landscape planners and architects. This seminar explores the concepts of nature, culture and wilderness to gain a better understanding of the complexity of the concepts, their importance and role, especially within modernity.

Compulsory reading

- Cronon, W. (1996). “The Trouble with Wilderness; or, Getting Back to the Wrong Nature”. In W. Cronon (Ed.), *Uncommon Ground: Toward Reinventing Nature* (pp. 69–90). New York: W.W. Norton & Company.

Kaika, M. (2005). *City of flows: modernity, nature and the city* (pp. 11–26). New York. Routledge.

Recommended reading

DeSilvey, C. & Bartolini, N. (2019). “Where horses run free? Autonomy, temporality and rewilding in the Cõa Valley, Portugal”. *Transactions of the Institute of British Geographers*, 44(1), 94–109.

<https://doi.org/10.1111/tran.12251>

Jazeel, T. (2019). *Postcolonialism*. Abingdon, Oxon – New York, NY: Routledge. Chapter 5 (Nature, postcolonialism and environmentalism), pp. 94–122.

Jorgensen, A. & Tylecote, M. (2007). “Ambivalent Landscapes – Wilderness in the Urban Interstices”. *Landscape Research*, 32(4), 443–462.

<https://doi.org/10.1080/01426390701449802>

Kirchhoff, T. & Vicenzotti, V. (2014). “A Historical and Systematic Survey of European Perceptions of Wilderness”. *Environmental Values*, 23(4), 443–464.

<https://doi.org/10.3197/096327114X13947900181590>

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Workshop, The nature of landscape planning. McHarg’s overlay approach

This workshop aims to acknowledge and scrutinize one of the most influential publication within landscape planning: Ian McHarg’s “Design with nature”. This book affects the everyday practice of landscape and environmental planners – whether they have heard of it or not. Therefore, there is a need to scrutinize the ideas of nature, and of mapping and planning, that inform the book. The workshop will do this in a more playful way than the academic seminars.

Compulsory reading

McHarg, I. (1969/1992). *Design with nature*. New York: J. Wiley. Selected chapters: “A step forward”, pp. 31–41, and “Processes as values”, pp. 103–115.

Recommended reading

Herrington, S. (2010). “The Nature of Ian McHarg’s Science”. *Landscape Journal* 29(1), 1–20. doi: 10.3368/lj.29.1.1

McHarg, I. (1969/1992). *Design with nature*. New York: J. Wiley.

Yang, B. & Li, S. (2016). “Design with Nature: Ian McHarg’s ecological wisdom as actionable and practical knowledge”. *Landscape and Urban Planning* 155, 21–32. <https://doi.org/10.1016/j.landurbplan.2016.04.010>

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Seminar 4, Thinking through maps

This seminar explores cartographic thinking, or how the modern cartography (in tandem with modern science) has affected the way we think and do space, for instance by treating it as an abstract matrix filled with discrete objects. We will discuss what characterises modern cartography, and how it frames the way landscape architects think and act.

Compulsory reading

- Cosgrove, D. (1985). "Prospect, perspective and the evolution of the landscape idea". *Transactions of the Institute of British Geographers*, 10(1), pp. 45-62. <https://www.jstor.org/stable/622249>
- Harley, J. B. (1988). "Maps, knowledge, and power". In: S. Daniels & D. Cosgrove (Eds.): *The iconography of landscape* (pp. 277-312). Cambridge: Cambridge University Press.
- Lundberg, A. K., Richardson, T. 2021. "Balancing nature conservation and windpower development: the contested work that maps do in protecting Europe's last wild reindeer", *Landscape Research*, 46:2, 182-196
- Dodds, R. & Joppe, M. (2001). "Promoting urban green tourism: The development of the *other* map of Toronto", *Journal of Vacation Marketing*, 7(3), 261-267.

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Recommended reading

- Crampton, J. & Krygier, J. (2005). "An Introduction to Critical Cartography". *ACME: An International Journal for Critical Geographies*, 4(1), 11-33. <https://www.acme-journal.org/index.php/acme/article/view/723>
- Monmonier, M. (1988). *How to lie with maps*. The University of Chicago Press.
- Olwig, K. R. (2004). "This is not a landscape": circulating reference and land shaping, in: H. Palang, H. Sooväli, M. Antrop & G. Setten (Eds.). *European rural landscapes: persistence and change in a globalising environment*. Kluwer Academic Publishers, Boston. 41-65.
- Pickles, J. (2004). *A History of Spaces: cartographic reason, mapping and the geo-coded world*. Abingdon, Oxon - New York: Routledge.
- Turnbull, D. (1996). "Cartography and science in early modern Europe: Mapping the construction of knowledge spaces", *Imago Mundi, The International Journal for the History of Cartography*, 48: 5-24.
- Wood, D. (1993). *The Power of Maps*. Guilford Press, New York.

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Seminar 5: Methodological cityism: urban – rural divides in planning methods and practice

The seminar discusses the duality of the abstract notions of “urban” and “rural” and how it has come to frame planning, limiting our capacity to comprehend contemporary landscapes. The seminar focuses primarily on the idea of the “urban” with invitations to rethink rural–urban divides in theory and practice.

Compulsory reading

- Angelo, H. & D. Wachsmuth. (2015). “Urbanizing urban political ecology: A critique of methodological cityism”. *International Journal of Urban & Regional Research*, 39(1): 16–27. doi: 10.1111/1468-2427.12105.
- Dehaene, M. (2018). “Horizontal metropolis: Issues and challenges of a new urban ecology”. In P. Viganò, C. Cavalieri, & M. Barcelloni Corte, (Eds.), *The horizontal metropolis between urbanism and urbanization* (pp. 269–281). Cham (Switzerland): Springer.
- Luka, N. (2017). “Contested periurban amenity landscapes: changing waterfront ‘countryside ideals’ in central Canada”. *Landscape Research*, 42(3): 256–276. doi: 10.1080/01426397.2016.1267335.

Recommended reading

- Harris, R. & C. Vorms. (2017). “What’s in a name? Talking about urban peripheries”. In R. Harris & C. Vorms (Eds.), *What’s in a name? Talking about urban peripheries* (pp. 3–35). Toronto: University of Toronto Press.
- Hinrichs, C. C. (1996). “Consuming images: making and marketing Vermont as a distinctive rural place”. In E. M. Dupuis and P. Vandergeest (Eds.), *Creating countryside: the politics of rural and environmental discourse* (pp. 261–278). Philadelphia: Temple University Press.
- Jansen, S. J. T. (2020). “Urban, suburban or rural? Understanding preferences for the residential environment”. *Journal of Urbanism*, 13(2): 213–235. doi: 10.1080/17549175.2020.1726797.
- Lister, N.-M. (2018). “Resilience and design: Post-urban landscape infrastructure for the Anthropocene”. In T. Haas & H. Westlund (Eds.), *In the post-urban world: emergent transformation of cities and regions in the innovative global economy* (pp. 304–321). London: Routledge.
- Nassauer, J. I. & J. Raskin. (2014). “Urban vacancy and land use legacies: A frontier for urban ecological research, design, and planning”. *Landscape & Urban Planning*, 125: 245–253. doi: <https://doi.org/10.1016/j.landurbplan.2013.10.008>.
- Shearmur, R. (2017). “Urban bias in innovation studies”. In H. Bathelt, P. Cohendet, S. Henn, & L. Simon (Eds.), *The Elgar companion to innovation and knowledge creation* (pp. 440–456). Northampton MA: Edward Elgar.

Taylor, L. E. (2011). "No boundaries: exurbia and the study of contemporary urban dispersion". *GeoJournal*, 76 (4): 323–39. doi: 10.1007/s10708-009-9300-y.

Seminar 6: Place and Planning: power, inequality, belonging, placement, displacement, place-making/unmaking/remaking through planning

Any planning act is informed by ideas of space and place. This seminar will delineate the theories of place, place-making/unmaking/re-making in planning practices relating with contemporary issues of urban and environmental justice. It will unpack the links between theory and practice tracing the implications of the ways of knowing and thinking of place. Relevant research methodologies will also be introduced and discussed for social justice-oriented planning practice.

Compulsory reading

Cresswell, T. (2004). *Place: a short introduction* (pp. 1–51). Malden: Blackwell Publications

Montgomery, A. (2016). "Reappearance of the Public: Placemaking, Minoritization and Resistance in Detroit." *International Journal of Urban and Regional Research* 40 (4): 776–99. <https://doi.org/10.1111/1468-2427.12417>.

Bradley, K., Gunnarsson-Östling, U., I. Isaksson (2008) *Exploring Environmental Justice in Sweden - How to improve planning for environmental sustainability and social equity in an 'eco-friendly' context*. Projections - MIT Journal of Planning, 8 (2008), pp. 68-81

Seamster, L., & Purifoy, D. (2020). What is environmental racism for? Place-based harm and relational development. *Environmental Sociology*, 1–12. <https://doi.org/10.1080/23251042.2020.1790331>

Recommended reading

Anguelovski, I., & Gottlieb, R. (2014). *Neighborhood As Refuge: Community Reconstruction, Place Remaking, and Environmental Justice in the City*. MIT Press. <http://ebookcentral.proquest.com/lib/slub-ebooks/detail.action?docID=3339756>

Abrams, K. "Hijinks in Harlem: The Whiteness of 'Place,'" in the *Avery Review* 24 (June 2017), <http://averyreview.com/issues/24/hijinks-inharlem>.

Beauregard, R. A. (2015). *Planning Matter: Acting with Things*. University of Chicago Press. <https://doi.org/10.7208/chicago/9780226297422.001.0001> Chapter 4 Neglected Places of Practice

Hubbard, P, and Rob K, eds. (2011). *Key Thinkers on Space and Place*. 2nd ed. Los Angeles, [Calif.]: Sage.

Fincher, R., Pardy, M., & Shaw, K. (2016). Place-making or place-masking? The everyday political economy of "making place." *Planning Theory &*

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- Practice*, 17(4), 516–536.
<https://doi.org/10.1080/14649357.2016.1217344>
- Graham, S. and Healey, P. (1999) 'Relational concepts of space and place: Issues for planning theory and practice', *European Planning Studies*, 7: 5, 623 — 646
- hooks, bell. (2008). *Belonging: A Culture of Place*. Taylor & Francis.
- Sassen, S. (2016). A Massive Loss of Habitat. *Sociology of Development*, 2(2), 204–233. <https://doi.org/10.1525/sod.2016.2.2.204>
- Schmauch, U., & Nygren, K. G. (2014). The Hidden Boundaries of Everyday Places: Migrant Women, Homeplace and the Spatial Practices of a Small Swedish Town. *ACME: An International Journal for Critical Geographies*, 13(2), 372–393.
- Springer, S. (2011). Violence sits in places? Cultural practice, neoliberal rationalism, and virulent imaginative geographies. *Political Geography*, 30(2), 90–98. <https://doi.org/10.1016/j.polgeo.2011.01.004>
- Trudeau, D. (2016). Politics of belonging in the construction of landscapes: Place-making, boundary-drawing and exclusion: *Cultural Geographies*. <https://doi.org/10.1191/1474474006cu3660a>
- Tuck, E. and McKenzie (2015) *Place in Research: Theory, Methodology, and Methods*. New York and London: Routledge
- Tuck, E., & McKenzie, M. (2015). Relational Validity and the “Where” of Inquiry: Place and Land in Qualitative Research. *Qualitative Inquiry*, 21(7), 633–638. <https://doi.org/10.1177/1077800414563809>
- Wortham-Galvin, B. D. (2008). Mythologies of Placemaking. *Places Journal*, 20(1). <https://placesjournal.org/article/mythologies-of-place-making/>
- Williams, R. A. (2020). From Racial to Reparative Planning: Confronting the White Side of Planning. *Journal of Planning Education and Research*, 0739456X20946416. <https://doi.org/10.1177/0739456X20946416>
- Yantis, C., & Coleman, B. R. (2019). *I thought ghettos just happened: White Americans' Responses to Learning About Place-Based Critical History*. Retrieved August 6, 2021, from https://www.academia.edu/43256772/I_thought_ghettos_just_happened_White_Americans_Responses_to_Learning_About_Place_Based_Critical_History
- Documentary:
Freidrichs, C. 2011. The Pruitt-Igoe Myth. Documentary. <http://www.pruitt-igoe.com/watch-now.htm>
- Competition: 'Pruitt-Igoe Now' Materials <http://www.pruittigoenow.org/>
- Websites:
<https://www.platformspace.net/home/race-and-place-in-united-states-toward-repair>

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Seminar 7, Countermapping – Counterplanning: critical cartography and walking for planning practice

Are there ways to go beyond the abstract and “objective” ideas of space and place within planning? This seminar will introduce and discuss the progressive and counterplanning, which consciously reflect on the deployment of planning in the relations of power, and attempt to address the issues of inequality and social/environmental justice. Critical cartography and countermapping practices will be explored as tools of counterplanning.

Compulsory reading

Halder, S. Michel, B. (2018) *This is not an atlas: A global collection of counter-cartographies* (First edition). (2018). [Map]. Transcript Verlag. Introduction pp. 12-37 <https://www.transcript-verlag.de/shopMedia/openaccess/pdf/oa9783839445198.pdf>

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Silvia Federici, Campbell Jones; Counterplanning in the Crisis of Social Reproduction. *South Atlantic Quarterly* 1 January 2020; 119 (1): 153–165.
doi: <https://doi.org/10.1215/00382876-8007713>

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Sletto, B., Barrera de la Torre, G., Lamina Luguana, A. M., & Pereira Júnior, D. (2021). Walking, knowing, and the limits of the map: Performing participatory cartographies in indigenous landscapes. *Cultural Geographies*, 14744740211034480.
<https://doi.org/10.1177/14744740211034479>

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Recommended reading

Halder, S. Michel, B. (2018) *This is not an atlas: A global collection of counter-cartographies* (First edition). (2018). [Map]. Transcript Verlag. All chapters after the introduction part.
<https://www.transcript-verlag.de/shopMedia/openaccess/pdf/oa9783839445198.pdf>

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Luiz Lara, F. (2021) Abstraction is a privilege. <https://www.platformspace.net/home/abstraction-is-a-privilege>

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Porter, E. by L., Roy, A., & Legacy, C. (2021). Planning Solidarity? From Silence to Refusal. *Planning Theory & Practice*, 22(1), 111–138.
<https://doi.org/10.1080/14649357.2021.1872952>

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Internet/Video materials:

Documentary: <https://vimeo.com/363850593#> This Is Not an Atlas - A Documentary on Counter-Cartographies

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<https://www.laundromatproject.org/about-2/>

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<https://slab.today/>

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<https://www.youtube.com/watch?v=U-P4U5npRCg> Counter Mapping

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The schedule

Date	Time	Activity	Lecturer	Venue (if not Zoom)
Monday, 30/8	13:00–14:30	Introduction to the course	MQ, BT	
	14:45 – 15:30	Lecture: How to read?	AB	
Wednesday, 1/9	08:00–10:00 Group A 10:30 – 12:30 Group B	Seminar 1: Ways of seeing, ways of doing: why does the definition of landscape matter?	AB	Ulls hus, A241
	13:15–14:45	Lecture 1: Ways of seeing, ways of doing: why does the definition of landscape matter?	AB	Ulls hus, A241
	14:45 – 16:30	Workshop	AB	Ulls hus, A241
Friday, 3/9	13:00 – 14:00	Feedback session	AB	
Monday, 6/9	08:30–11:30 Group B 12:30 – 15:30 Group A	Seminar 2: Landscape as a materialised dis-course	MQ	
	9 - 11	Lecture 2 Shifting ideas of landscape in landscape planning	MQ	
Tuesday, 7/9				
Thursday, 9/9	09:00-10:45 Group 1 11:00-12:45 Group 2 13:30-15:15 Group 3	Seminar 3: Nature, culture and wilderness	VV	
	13:00–14:30	Lecture: Nature, culture and wilderness	VV	Podcast: (https://veravicensot-ti.libsyn.com/)
Friday, 10/9	09:00-12:00 Group A 12:30-15:30 Group B	Workshop: The nature of landscape planning	VV	
Friday, 10/9	16:00 – 17:00	Feedback session	AB	
Monday & Tuesday 13 - 14/9		ECLAS conference. Please have a look at the schedule (at https://www.slu.se/globalassets/ew/org/inst/_sol/la/eclas2020/eclas2021-programme.pdf) and participate in as many sessions as you want: this is a unique opportunity to gain knowledge on the most recent re-		

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		search in the field. The SLU Network registration link: https://hopin.com/events/eclas-conference?code=wQXvHDIYQYA63i7RQyNLwAJ7		
Wednesday, 15/9	08:15–10:15 Group B 10:30 - 12:30 Group A 13.30 – 15.30	Seminar 4: Thinking through maps Lecture: Thinking through maps	MQ MQ	Biocentrum, A241 Biocentrum, A241
Friday, 17/9	11:00 – 12:00	Feedback session	AB	
Friday, 17/9	13:00 – 15:00 Group A 15:15 - 17:15 Group B	Seminar 5: Methodological cityism: urban – rural divides in planning methods and practice	NL	
Monday, 20/9	13:00 – 15:00	Lecture: Methodological cityism: urban – rural divides in planning methods and practice	NL	
Tuesday, 20/9	08:45-10:30 Group 1 10:45-12:30 Group 2 13:00-14:45 Group 3 15:00-16:30	Seminar 6 Place and Planning: power, inequality, belonging, placement, displacement, place-making/unmaking/remaking through planning Lecture: Place and Planning: power, inequality, belonging, placement, displacement, place-making/unmaking/remaking through planning	BT BT	
Wednesday, 22/9	09:00–11:00	Introduction to paper writing Lecture/workshop: How to write	BT	
Thursday, 23/9	08:45-10:30 Group 1 10:45-12:30 Group 2 13:00-14:45 Group 3 15:00-16:30	Seminar 7 Countermapping – Counterplanning: critical cartography and walking for planning practice Lecture/Workshop Countermapping – Counterplanning: critical cartography and walking for planning practice	BT BT	Ulls hus, Room K Ulls hus, Room K
Friday, 24/9	13:00 – 14:00	Feedback session	AB	
		Paper supervision (individually and/or in group), once/week: dates and times TBD by supervisor	BT, AB, NeL	
Friday, 22/10	13:00	Deadline for handing in papers		

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Thursday, 28/10	13:00–14:00	Course critique	BT, MQ	
Friday, 29/10	08:30–17:15	Final seminar	BT, MQ	Room S

AB = Andrew Butler

BT = Burcu Yigit Turan

MQ = Mattias Qviström

NL = Nik Luka

NeL = Neva Leposa

VV = Vera Vicenzotti

The literature seminars

The **first part of the course** is based on compulsory literature seminars on different themes. You are expected to read the texts for each seminar (“Compulsory reading”). In addition, we would like to encourage you to read the recommended literature (“Recommended reading”). The texts critically discuss the themes and concepts from different perspectives and give historical and philosophical background to the concepts and themes.

The **aim of the seminars** is to support you in acquiring a thorough understanding of the different concepts and themes. Written assignments on and oral presentations of the texts (see further information below) together with discussions in groups at the seminars all aim to enable an active, in-depth and critical understanding of texts. We will encourage you to share your insights and inspiration as well as your struggles with understanding the texts or if you are critical to the text in some way or the other. The texts are written in an academic style and the written assignments, oral presentations and the discussions in the group will also help you to learn to “translate” the content of the texts into a language that is more accessible to you.

Oral presentations

While you are expected to have read and be prepared to discuss all of the required reading for each seminar, each of the compulsory texts will be presented by *one* student in each seminar. The texts will be divided amongst the students (this will happen during the course introduction).

The presentations should ideally be 8 - 10 minutes, and max 12 minutes. It is crucial that you stick to the time limit so there will be enough time for discussions following the presentations. Your presentation should not just be a summary of the text. You should also say something about how it relates, or does not relate, to your own professional or academic interests, previous understanding and the practice of landscape architecture and planning. You should use your presentation to help generate a discussion. Other ways to do this could be to share your struggles with understanding parts of the text or describe if there were, for example points, of departures or conclusions with which you did not agree.

The presentation should be supported with (not more than) a handful of slides, to make the structure of the summary and the analysis more easy to grasp for the other students. This could be done with for instance PowerPoint or Prezi, by sharing your screen. Your presentations should be e-mailed to Mattias.

Written assignments

The written assignments are primarily a pedagogic tool to make you really engage with the readings, and to make you take notes of the texts. These notes will be useful in writing the course paper.

For each literature seminar you are expected to send in a **summary of the compulsory reading**, which outlines the main arguments of the texts on a total of 2–4 pages. The assignments should be sent to Mattias.

We encourage you to **write your assignments before the seminar** – this will help you get the most of the discussion in the group, enhance your understanding of the texts, which in turn will help you with finding a theme for and writing your final paper. You are welcome *revise and send in* your assignment *after* the seminar, and use the discussion at the seminar as a source of inspiration for your notes.

The course paper

Formalities

The paper's **length** should be roughly 10–15 pages (including the reference list and optional images), with no less than 3 000 and no more than 5 000 words (excluding the reference list). The paper should be written **in English**; only by way of exception and after discussion with your supervisor in Swedish.

Structure

We are not too strict in terms of the **structure** of the paper, but to make sure you don't get stuck on how to structure the paper we would argue the paper should have (at least) the following sections in this order:

1. **Introduction** (in which the questions or aims with the paper is clearly stated),
2. a section that introduces the **theory and/or methods** used,
3. a section which presents and discusses the **empirical material** studied ("empirical material" can range from concrete landscapes, via plans, policies and programmes, to interview material, newspaper articles, academic literature—depending on your interest and the aims of your paper),
4. a final section in which you return to the questions and sums up the findings (**Discussion and/or Conclusion**),
5. **References**.

There might be reasons to divert from this structure, but if that is the case, please discuss it with your supervisor.

Content

In the paper you are asked to **apply the theoretical discussions from the course literature, the lectures, and the workshops on a specific case**. The case could be, for instance, a specific place, a plan, an interview, or a (limited) discourse. Since the empirical study as such is not the main focus, it is advisable to choose a limited case, or perhaps to study a project or a place which you are already familiar with. Your supervisor will help you to limit the case.

The paper should illustrate your ability to **use the concepts and theories discussed in the course**. Please make sure to explicitly refer to the course literature (and the recommended literature) in your paper. We don't expect that you use *all* the literature, but we *do* expect that you use at least a few texts, in an informed manner.

Supervision

We will **supervise** you most likely in smaller groups and/or individually, with approximately one meeting per week. The dates and time will be decided by the supervisor and communicated at the beginning of the course's second phase.

Grading criteria

The requirements for attaining different grades are described below. The scale of grades is as follows: 5: Pass with distinction, 4: Pass with credit, 3: Pass, U: Fail

Course component	Final paper	Literature seminars	Written assignments
Weight	60%	20%	20%
Marked by	Examiner	Examiner	Examiner
Associated course objectives	<p>...communicate an understanding of the wide fields of landscape and planning theory</p> <p>... apply the conceptual framework offered in the course for a critical examination of a landscape planning project</p> <p>...apply academic writing</p> <p>... reflect upon the rhetorical use of concepts and theories within the field of landscape planning, and its consequences for the practice.</p>	<p>...communicate an understanding of the wide fields of landscape and planning theory</p> <p>...explain the role of cartography for how landscape planning has been and is practiced today, and strategies for moving beyond or enriching this dominant perspective</p> <p>...define and describe different ideas on key concepts within landscape planning;</p> <p>... reflect upon the rhetorical use of concepts and theories within the field of landscape planning, and its consequences for the practice,</p> <p>...reflect upon the needs for a sustainability shift within planning and what it requires in terms of new or revised theories within landscape planning.</p>	

The final paper

- 5 The student is able to identify and critically discuss issues within the selected topic and formulate and justify his/her case in a convincing way. The student refers to relevant literature in a correct way. The student is able to handle the complex and dynamic character of key concepts of the course, in the theoretical discussion and in relation to the case. The student engages with several of the key concepts, or with literature beyond just a couple of sets of compulsory reading (e.g. also recommended reading). The student is able to write a well-structured paper in a clear language within the given word-limit (3000–5000 words incl. references).
- 4 The student is able to identify and critically discuss issues within the selected topic and formulate and justify his/her case. The student refers to relevant course literature in a correct way. The student is able to handle the complex and dynamic character of the concepts of the course, in the theoretical discussion and/or in a case. The student is able to write a well-structured paper in a clear language within or close to the given word-limit (3000–5000 words incl. references).

- 3 The student is able to identify and formulate questions within the selected topic, and to refer to course literature in a correct way. The student demonstrates an understanding of key concepts of the course, and she/he is able to present the paper in an understandable language within or close to the word limit (3000–5000 words incl. references).

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The literature seminars

- 4/5 The student is active in all seminars and puts relevant questions and listens actively to ideas and comments of others. The questions and comments reveal that the student has read the texts carefully (this does not rule out occasional misunderstandings, and certainly not questions concerning the theories and ideas of the paper in question). The student contributes with presentations which are clearly structured, capture the main content of the paper, raise interesting questions for the discussion, and is done within the given time frame.
- 3 The student is active in all seminars, puts questions and listens to ideas and comments of others. The questions and comments reveal that the student has read the texts. The student contributes with oral presentations, within the given time frame.

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The written assignments (excl. the final paper)

- 4/5 The student is able to present and critically discuss the content of the literature, and set it in a wider context (i.e. in relation to other literature of the course and/or practical examples) in a convincing way. The student refers to the course literature in a correct way. The student is able to write well-structured assignments in a clear language within the given page-limit.
- 3 The student is able to present and discuss the content of the literature. The student refers to the course literature in a correct way. The student is able to write assignments in a clear language within the given page-limit.

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Obligatory course moments

The **literature seminars**—including (a) preparation, active participation and hand-in of written assignments for all seminars and (b) oral presentations of one text at assigned seminars—and the **final paper** are **obligatory** moments of the course. We recommend that you participate at all seminars, and are well prepared. Experience shows that the more seminars a student misses, the higher the likelihood that she/he won't pass the course. For the very same reason, we also recommend that you attend the lectures and profit from the opportunity for supervision for your final papers.

If you miss a literature seminar, you will have to hand in extra assignments. These assignments will get more work intensive the more seminars you will miss in order for you to catch up on the discussions at the missed seminars. Please get in touch with Mattias if you miss a seminar.