

cela2010

COUNCIL OF EDUCATORS
IN LANDSCAPE ARCHITECTURE

ISOMUL



International Studygroup
On the Multiple Use of Land



CALL FOR ABSTRACTS

The Council of Educators in Landscape Architecture invites abstracts to be considered for presentation at the 2010 Annual Conference May 12-14, 2010 in Maastricht, The Netherlands. The conference is to be held jointly with the International Studygroup on the Multiple Use of Land (ISOMUL). The Theme of the 2010 conference—Landscape Legacy: Landscape Architecture between Art and Science—is described in detail below. The official language of the conference is English. Authors wishing to submit a paper should submit an abstract to one of the following tracks by September 14, 2009:

- Research and design (theme track)
- Service learning and Community engagement
- Design education and pedagogy
- Sustainability
- History, theory and culture
- Communications and visualization
- Landscape planning and ecology
- Environment and human behavior
- Urban design
- Design implementation
- Methods of inquiry

Complete instructions for abstract submission are available on the conference website: www.thecela.org/cela_conference_2009_2010.php and at: www.isomul.com

Important Dates:

Abstracts due	Monday, September 14, 2009
Abstract decisions returned	December 14, 2009
Abstract revisions due	February 1, 2010
Early registration (required)	March 15, 2010

LANDSCAPE LEGACY: Landscape Architecture between Art and Science

Both in Europe and North America, landscape architecture has evolved from multiple origins. As an applied vocation, landscape architecture can trace origins to gardening and to production agriculture such as horticulture and forestry. In addition, and on both continents, landscape architecture has been defined partly by the scale of projects it embraces.

Its origins also have been reflected in the institutions of higher education which have propelled landscape architecture into an increasingly global and regulated profession. In some academic institutions, for example, landscape architecture has come to exist in natural resource units while

others have been equally successful residing in centers of design. In fact, a goal of the accrediting process in North America is to encourage uniqueness in the origins and methods used to teach landscape architecture.

The result is that landscape architecture exists today as a broad profession and academic discipline covering varied geographical scales and both rural and urban spheres. In this mix, design, planning and research have evolved hand-in-hand, setting-up a structure for generating knowledge by sustaining links between academic and non-academic practice. What remains constant is the tension between the artistic and the scientific dimensions as well as the necessity to find equilibrium between knowledge and action.

CELA and ISOMUL have come to agree that the artistic and scientific foundations of landscape architecture are in need of clarification. The myth of creative leaps no longer suffices to satisfy questions from students, scholars, clients and the public at large. In other words, the intuitive creative processes which lead to unique models and physical solutions must be matched with outcomes grounded in the rules and principles of physical and social science, so that risk is minimized and quality outcomes are optimized. How this duality between art and science affects teaching, research and practice is the focus of the 2010 conference.