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1.

From the standpoint of my scholarly interests, the notion of landscape is a crucial and fundamental one. After all, landscape belongs among the distinctive, observable and permanently present phenomena of the human world—however difficult it may be to explore and interpret. It is a framework through which we perceive the world, discover and experience all its dimensions, the natural included. Nevertheless, the notion of landscape should not be reduced to the natural. For it is our axio-semiotic activity which forges landscape. This should suffice as a short answer; the rest should be expressed in detailed studies.

2.

I consider the notion of landscape to be exceedingly useful, although it is still insufficiently present in studies within contemporary humanities. Regardless of various conceptualizations—owing to the multiple approaches of particular disciplines and numerous theoretical-methodological paradigms—it enables integrating knowledge of the human world in a way which transcends disciplinary divisions in many areas and aspects of this world, such as the natural, civilizational, social, cultural, communicative, psychological, the aesthetic as well as many others. Thanks to the findings of studies conducted as part of related or neighbouring disciplines, landscape reveals aspects and dimensions which would have been difficult to capture otherwise. The combination of natural sciences and humanities in the inquiry is still an underused opportunity. Much in particular could be expected of so-called “cultural geography”, if it were not treated by geography as an unwanted child, and by the humanities as a foundling of suspicious pedigree.

3.

This question has been partly answered above. I see a particular need for studies into specific landscapes. There is an ample amount of diverse theoretical concepts and viewpoints, but too few analyses and interpretations of what one can see. It appears that so far literature studies have produced the greatest number

of landscape-related investigations, most likely due to the tremendous role of landscape in literary works of all periods. Landscape is also present in other fields of artistic endeavour, albeit to a lesser extent, but what I find particularly attractive in landscape studies are synergies between the human/human community and landscape—in other words how landscape contributes to *life style according to values* (which is how I define culture) and how culture contributes to the shaping of landscape.

The list of issues which deserve to be addressed (or continue to be explored) could be fairly long. I am interested in the following problems, in no particular order:

- nature vs culture—not a new topic perhaps, but one which still gives rise to questions, e.g. concerning the fluid boundary dividing nature from culture or reciprocal correlations;
- axiological aspects of landscape; landscape as a product of axiosemosis (case studies);
- departure beyond ocularcentrism or polysensorial experience of landscape;
- agency of landscape—landscape as a singular participant of events and actant (ANT);
- “genius loci”: how the metaphor should be transformed into a research category;
- landscape conservation—what should be protected, how and why it has to be done? who is supposed to ensure it?
- cultural history of landscape, from antiquity to the present day.

4.

It is quite certain that landscape education should be developed and pursued at all stages of education, including outside the official school system. However, I cannot offer any suggestions as to what should be done in that respect and by what means. The experience of the education system, which at one point or another attempted to introduce such customized curricula (regional, media-related, economic, health-oriented etc.) do not encourage an optimistic outlook on such projects. On the other hand, I can imagine a television channel specializing in landscape issues (TVP Krajobrazy?), which would broadcast pertinent content delivered in an attractive form. It would of course not be concerned solely with landscape protection, but would also propagate knowledge about the landscapes of the world, nurture landscape awareness and imagination.