

FACULTY OF ARCHITECTURE UNIVERSITY OF MANITOBA

Fall Term 2019

Program of Environmental Design Landscape + Urbanism

EVLU 4012 Studio 5

Number of Credit Hours:

Class Times/Days of the Week:

Class Time: 900-1700 Tuesdays

Thursdays Sept 5 to December 11

Location for Classes

Studio JAR 2

Seminars Tuesday AM 9-11 EDU 339

Unless otherwise noted.

Possible Urbanisms

Instructor: Kamni Gill

Open door: Rm. 412 Arch 2 and by appointment 204 474 7159

Always by email: Kamni.Gill@umanitoba.ca

Horticulture and First nations land management and ecology

Kyle Bobiwash

Email: kyle.bobiwash@umanitoba.ca

Architecture and Urban Design,

Heather Cram

HTFC Senior Advisor

Email: on request

Client:

The Treaty One Development Corporation, a newly formed corporation mandated to lead and oversee the evolution of the Kapyong barracks site into an urban reserve with world class facilities located on Treaty One Territory in Winnipeg, Manitoba, Canada.

<https://www.treaty1.ca/>

Calendar Description

EVLU 4012 - Studio 5: Possible Urbanism(s)

A radical exploration of analytical, conceptual, and socio-political aspects of urban public place in an experimental studio setting. An emphasis will be placed on design as mediation between competing demands. The studio incorporates the theory and application of 3-D simulation technology in design.

STUDIO FRAMEWORK

Land | Terre Design Network

National Studio Thinking critically about Canadian landscapes

The Third Nature:

The whole of abandoned spaces, which are the main territories of refuge for biological diversity. It includes leftover territory, both rural and urban, and the untilled zones: the edges of roads and fields, of industrial areas and nature reserves. It is the space of indecision, and the living things that occupy it act freely. To see the Third Landscape as a biological necessity that influences the future of living things modifies our interpretation of the territory, attributing value to places that are normally neglected.

Gilles Clément in Rocca, Alessandro (Ed.). *Planetary Garden The Landscape Architecture of Gilles Clément*, (Basel: Birkhäuser Verlag AG, 2007), 27

This section of "Possible urbanisms" is part of a national studio problématique undertaken by six landscape architecture schools in Canada: UBC, UofC, UofM, Guelph, UofT, and Dalhousie. The national studio recognizes that design is a reflective practice, that develops knowledge that we integrate and build in action. Through the national studio, we will

- Explore different approaches to understanding, analyzing and responding to a site
- Engage in collaborative research and design
- Cultivate creativity and innovation

Each school is working on the central theme of **abandoned spaces** and what they might mean in a Canadian context. The dissemination of work from each school enables the exploration of similarities and differences in landscape architecture education in Canada. It could allow for the identification of common themes within a diversity of geographies, political environments and populations and highlight directions for future design research.

Work produced by the schools participating in the studio will form part of a national exhibition, online publication and a potential book.

Course Objectives

“Possible Urbanisms” is a studio-based research and design project for Winnipeg exploring the spatial types and programmes that can be used to revitalize a once-abandoned site. Visual methods from the fine arts, ecology and landscape architecture will allow for students to develop a rich understanding of the interplay between built form, vegetation and materials.

Students will design new urban reserve for the Treaty One Development Corporation from a site plan to a detail design area with selected sections designed at a larger scale. Specific attention will be given to the massing and density of built form in relationship to human functions and natural systems and how this interplay creates and sustains new cultural uses and potentially, economic models. The innovative design and management of vegetation and water to reflect indigenous knowledge is paramount as is attention to the particular political and social construction of the site. Careful consideration should be given to material selection and to how the site changes over time.

Site and Programme

The 64 hectare Kapyong Barrack site has been recently been ceded to the Treaty One nations. Nations: Long Plain First Nation, Brokenhead Ojibway Nation, Peguis First Nation, Roseau River Anishinaabe First Nation, Sagkeeg First Nation, Sandy Bay First Nation and Swan Lake First Nation. The site was developed by the Armed Forces during World War II and subsequently abandoned in 2004.

It has since been unoccupied. The buildings have been left to decay and the landscape, has become a refuge for flora and fauna. The site will be developed as an urban reserve. Urban reserves is land set aside for development by First Nations groups and offer new possibilities for defining civic space, for addressing the geographic remoteness of First Nations and for providing economic opportunities to Indigenous populations and to the wider municipality.

The Treaty One nations have already developed a preliminary plan for the area and a potential programme for the urban reserve, with the aim of strengthening the indigenous economy.

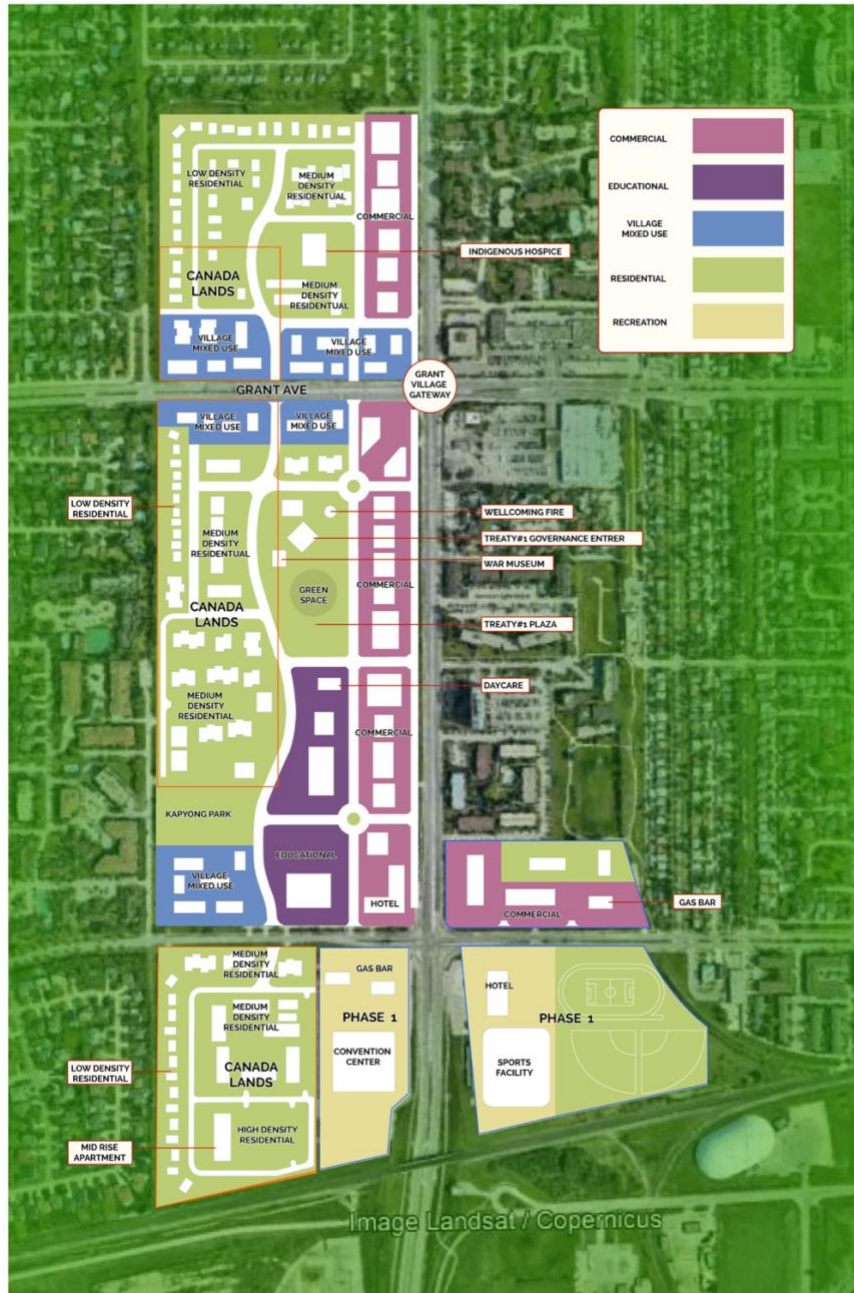
Design Questions

How can the **interplay of landscape elements** (field, forest, water and built form) **organize site programmes** on a seemingly “empty” site in way that gives it a unique, inclusive identity?

What **new functions and configurations for urban space** in Winnipeg might arise from carefully considering **traditional Indigenous landscapes** and the relationship between urban reserves and reserves?

How might an **urban reserve** become a prototype for culturally **responsive, ecologically viable progressive public space** in Winnipeg?

How can considerations of **site context, ecology and indigenous knowledge** lead to new landscape and urban types that are reflective of what public space and enterprise in Winnipeg might mean in **2049** century?



BUILDINGS	30% of total land area (approximately)
Residential	49%
Cultural and education	20%
Commercial	42%
Village Mixed Use (ground commercial, residential on top)	19.5%
OPEN SPACE	70% of total land area
Undefined	
Play grounds, Parks	18%

Project Requirements and Aims

New programmatic possibilities for an urban reserve

You are to creatively interpret the preliminary programme developed by the Treaty One Corporation, in a process of envisioning new “possible urbanisms” for the Kapyong Barracks site. You are expected to actively analyse and assess the current proposal and develop strong landscape and urban design schemes for the site.

You must provide a rationale for particular programmatic mix you would propose for the site.

In your proposed design for a new urban precinct, you must address:

- **Ecological functions:** which might include climate resilience, adaptations and improvements, urban water and flood management, air quality, biodiversity and habitat creation, carbon reduction and sequestration, energy conservation, urban mobility, recycling and reuse, post-fossil fuel urbanism, and agriculture. Particular attention must be given to ecological relationships and Indigenous land-based knowledge. Though you can select particular areas of focus, stormwater must be collected and filtered on site (10% of site area to be stormwater retention) and the tree canopy cover must reach at least 40%, or a rationale provided for not doing this.
- **Cultural functions:** which might include alternate visions for work, living, outdoor leisure and everyday practices for all, and of all sorts: including social, health and sporting functions. These could be food production, appreciation of the arts, traditional crafts, new tech based industries, post-consumer activities, ceremony and community-building, indigenous governance and education, and alternative housing. Site-specificity, identity and the concerns of the local First Nations groups who are developing the site should be carefully addressed.
- **Aesthetic functions:** Projects should actively detail the particular spatial and material qualities of proposed vegetation, and materials used collectively to define both large and small-scale places and how they change over time and in response to different conditions. How design interventions acknowledge the past and define future growth is a key aspect of the project.
- **Economic functions:** An argument for the economic viability of your proposal and how it will sustain the reserves who are developing the site must be made in a reasonably convincing way.

To meet such functions, there are **three** main **Aims** for your proposal”

- **INCLUSIVE URBAN SPACES FOR PEOPLE:** Rethink, connect and reconnect pedestrian, cycle and ecological movements, with a ‘well considered network of public spaces, with attention given to new functions and cultural interpretations related to local Indigenous cultures and the precepts set out in the CSLA documents about Truth and Reconciliation. Consider and provide for different scales of spaces with distinctive atmospheres and uses that respond to the people who currently live near the site as well as future inhabitants. Alternative power, climate change awareness, health and healing spaces, spaces for ceremony and celebrations, needs of women, elders, needs of children, needs of youth, needs of all income groups, transportation, integration with adjacent communities, school, housing, work are all possible areas of focus.
- **COHERENT INFRASTRUCTURE INSIDE/OUTSIDE INTERPLAY** Link significant proposals for the landscape to proposed building functions and use and make proposals for new built form massing, and density as part of the new project. You may also propose the judicious retention, or transformation of buildings as relevant to support a coherent public realm at the scale of city, the precinct, the institution, the neighborhood, and the individual. Built form and landscapes together must form an integrated, dynamic whole. How public spaces are inhabited and used by a wide variety of people is key to the project.
- **IDENTITY THROUGH VEGETATION AND MATERIALS:** Provide a unifying identity to a mixed used precinct by developing distinctive vegetation types, -- with particular species and ecological and social functions—that both define and structure a sequence of spaces throughout your precinct. An urban fishery, orchards, working forests, native prairie and woodland, indigenous plant-based craft and making, wetland and water management, crops and agricultural developments, and land-based education projects are all potential approaches. Indigenous knowledge may be demonstrated implicitly in your design through a particular philosophy of design and management or explicitly through specific interventions. Provide a unifying approach to the project through a carefully developed material and construction strategy. Such a strategy might involve the creative use of local materials such as clay or willow, the reuse of local agricultural or industrial byproducts, the recycling of plastic, the use of on-site cut or the specification of materials sourced from a particular radius among a range of strategies.

New Spatial Typologies for an Urban Reserve

To achieve the above aims you are required to choose, combine and work to evolve a new vision for the Barracks through the creative reinvention of traditional urban spaces and vegetation types and the interplay between them. You will be able to analyze and describe current site types and challenges. You will be required to research appropriate urban design precedents and strategies that will inform your own design of new combinations of urban structures and spaces. and vegetation types. Your

design proposals must be underpinned with a solid grounding in the existing physical, social and cultural context and an inventive evolution of urban types.

You must be able to identify existing types of buildings circulation, open space, and vegetation. You must identify and analyze relevant precedents for the site. Then, you must carefully develop the palette of new urban types that will define the new precinct and demonstrate through drawings and models, how they form an integrated vision for the Kapyong Barracks. Limit yourself to a few key, distinctive types within particular categories. Explore hybrid types that combine uses that were once considered separate.

Standard urban types

“The power of types in structuring beliefs, practices and landscape and the many physical, social, political, economic and intellectual consequences that ensue are rarely recognized or critiqued.”
Ordering Space. Types in architecture and design.

“Hopefully new types of space will be developed in our culture, just as new building types are evolving. Such a development depends on conscious creative effort.”
Site planning. p. 63

Built form types and functions	
Residential: detached house, high rise apartment buildings, low rise, bungalow, duplex, row house, courtyard house, tent, coop, live-work. Sacred: church, sweat lodge, temple Commercial: big box, strip mall, gas station, market hall, mom and pop shop, skyscraper, warehouse Institutional: schools, hospital, museum, conference center, community center, workshop, art gallery Small: folly, watchtower, bus shelter, hut, shed Agricultural: barn, silo, coop, grain elevator Temporary: tent, tipi, pop-up shop	
Open Space types and functions	
Parks (local, regional pocket) Plaza/Square Courtyard Quadrangle Parking lot Sports fields (golf courses, baseball diamonds, skating rinks) Play ground School ground Picnic area	Patio Nature Reserve Water: pond, lake, wetland, slough Cemetery Garden Backyard Frontyard Commons Topographic: plain, mound, ditch,
Circulation types	
Footpath bike path street: two lane, single lane, residential, commercial back alley highway boulevard	
Vegetative Types and Functions (may overlap with other types; open to definition)	
Trees and woody planting types <ul style="list-style-type: none"> • Single and Focal Trees: one to four trees, normally clear-stemmed, various ground conditions from vegetated to hard, various spatial functions • Avenues: one, two, three or four parallel lines of trees, reinforcing paths/directions, unity, legibility. • Groves: groups of five or more normally clear stemmed trees often with single age structure/uniform character. Often important spatial, symbolic, cultural and agricultural functions. Various ground conditions from ecological, vegetated to hard. Includes fruit and nut orchards, sugar bush • Thickets/hedgerows: groups of dense low branched saplings or small shrubby trees, normally in-accessible to humans. • Woodland: extended area of mixed age, species, and management of trees. Management on basis of timber production and/or ecology and recreation. Wet to dry. Potentially spatially dynamic, diverse edge, and good ground flora through management .. • Wilderness: normally poorly accessible/ remote, often spontaneous and or unmanaged vegetation, sublime, un-polite, associated with urban waste. Herbaceous types <ul style="list-style-type: none"> • Prairie and meadows • Ornamental • Wetland • Pasturage, crops • Reed bed 	

Learning Outcomes

At the end of the studio, students will have developed skills in landscape urbanism and design principles, visual and oral communication and professional practice. They will be able to:

- Consolidate knowledge of the understanding of an abandoned site in relation to the social, political and environmental context in which it is embedded.
- Develop particular skills in urbanism—an understanding of programme, implications of massing and density, and knowledge of urban types in order to project the transformation of a site, through a significant design iterations, experiments and material exploration; literature review; research and guided discussions.
- Understand and apply strategic and site-specific landscape architectural design concepts, methods and craft at different scales and stages of a project from inception to realization and aftercare.
- Apply diverse social, cultural perspectives to spatial design acquired through knowledge of literature, art and interactions with local First Nations groups.
- Achieve an advanced understanding of materials of landscape, with a more detailed knowledge of planting design and management and of material specification.
- Understand and create public spaces through the interplay of building masses, vegetative systems and surfaces and an integrative approach to landscape architecture and urbanism theory and practice.
- Learn collaboratively in ways that simulate professional design practice.
- Communicate analysis and design propositions in graphic, written, and verbal form, reflecting a level of research, design at a professional level
- Design with a combination of digital and analogue techniques with some mastery of 3-D modelling (Rhino or by hand)

Course Assignments and Key Due Dates

Please note that students must submit all components of each part of the studio in order to receive a mark and, that though a list of submission requirements, is provided, these are not in themselves a guarantee of an A. Scales are suggested; it may be that your particular project requires a shift.

It is important to recognize that a developing design proposal also demands inventive flair, which is not easily quantifiable. Students must work to define those drawings and design experiments that will give shape to a compelling narrative for their project.

Finally, design is an iterative process; drawings and ideas from each stage will be revisited and adjusted following extensive experimentation and feedback.

Part 1: Site interpretation 20%

- a. **Walking the land with a pencil:** Precise hand drawn plan, annotated plan conditions, that includes detailed drawing of surfaces and adjacencies 1:2000 @A1 (**Workshop 1**)
- b. **Seeing Site Materials (Workshop 1)**
- c. **Remapping Kapyong (Workshop 4)**
- d. **Lexicon of local landscape and urban types (Workshop 2 Rhino) Isometrics at 1:2500**
- e. **Planning diagrams** between 1:10 000 to 1:5000
- f. **Urban design and density precedents (Workshop 3)** (isometrics, 1:2500 to 1:1250, sections)
- g. **Rhino: digital model Existing site and context (a group)**
- h. **Perspectives and annotated photographs**

SEPTEMBER 26 Pinup and Feedback

Part 2 Envisioning possible urbanisms 30%

- a. **For Whom?** A Programme for the site and its people and visual (300 words, an A3)
- b. **Notan** (An A1 drawing @ 1:2000) (**Workshop 5**)
- c. **Sculpting Space:** refining density and organization (1:2000@A1) (**Workshop 6**)
- d. **Master plan:** at 1:1250 scale@A0), showing building masses, opens spaces, tree and planting masses, spot grades, circulation, conceptual materials strategies.
- e. **Occupy!** An axonometric at 1:500 on A1 showing a key areas, functions, programs and occupation (A1) (**Workshop 7**)
- f. **Diagrams** showing proposed linkages, open space networks (1:10 000 to 1:5000, with relevant reference to site analysis)
- g. **Axonometric or sections** showing a new lexicon of typologies of open space, built form, circulation, and planting and their relation to your site programme. (1:1000@A1)
- h. **Perspectives and design sketches (3)**

OCTOBER 29 Review and Feedback

Part 3 The Past and Future Neighborhood 25%

- a. **Revised master plan**, sections and axonometric (1:1250@ A),
- b. **Detailed plan** of one precinct showing planting and material execution (1:500@A1)
Planting atmosphere and strategy Plant list and management regime for the three primary vegetative communities. (A1 sheet) (Workshop 6)
- c. **Interplay Materials atmosphere and strategy** for (A1 Sheet) (**Workshop 8**)
- d. **Drawing time** showing how the site might change over time. Could be related to construction, or changing occupation, or planting design. (a series of at least 5 drawings@1:50) (**Workshop 9**)
 - a. Can be a digital animation or a hand drawn booklet.

300 words finalized programme and vision for the site and its people, that clearly links research to design.

December 5: Pinup and Feedback. Your work must encompass key drawings from all stages of the project. This is a draft of your final review presentation

December 11 Final Review

Part 4 Land | Terre Exhibition 20%

- b. 2 A0 boards for Exhibition, with drawings revised following feedback on presentation.
- c. 300 words of reflective text.

December 21 Final Submission

Submission Format;

- Physical copies of all work must be submitted to the instructor.
- Complete digital copies must be submitted on UM Learn by midnight on the due date

UM Learn

Presentations, drawings, background materials, readings and workshops and all documentation related to the studio are available on **UM Learn**. Digital submissions will also be made here.

Course Schedule:

Please note that the instructor may adjust readings and workshops depending on student progress and interest.

EVLU 4012	Studio	Prep
	Site Interpretation	
WEEK 1		
Thursday 5 SEPT	900 Studio Presentation 1100 Studio Allocation 1300 Site visit (meet at Kapyong Barracks) Workshop 1 Material Context Urban Fabric.	Read <i>The Lure of the Local.</i> Chapters 4 and 5 Newspaper articles about Kapyong, Treaty One Corporation website, about individual tribes I.
WEEK 2		
Tuesday 10 SEPT 12 SEPT	900-1100 ED 339 Site poetics Spatial analysis and diagrams. The surface, the vegetation, links, street patterns and adjacencies (edge conditions prepare diagrams, figure ground, climate, demographics, building elevations. Cultural and political context	Read: <i>Making of Winnipeg</i> Chapter 8 and Conclusion Other chapters are useful for how physical development has occurred in Winnipeg <i>Site planning Chapter 1 and 2, 3 and 4</i> Bring 1:10000 to 1:5000 base plans for analysis.
WEEK 3		
17 SEPT	900-1100 ED 339 Workshop 2 Building and Open space Types. You will need a laptop with Rhino Installed.	<i>Site Planning Chapter 5 Visual</i> <i>Designing Cities Chapter 5, 6</i> <i>Rhino Self-guided tutorials (3 on UM Learn)</i>
19 SEPT	Analyzing Density Existing Conditions and precedents Bullecourt, Munich Workshop 3: Drawing Density	<i>What is Density at series</i>
WEEK 4		
24 SEPT	What is Treaty One: Manitoba Museum with Maura Matthews (to be confirmed)	'Poetic Critical drawing' Catherine Dee
SEPTEMBER 26	Workshop 4: Re (mapping) Kapyong 1500 Pin up of Site Interpretations (PM)	
PART 2 ENVISIONING POSSIBLE URBANISMS		
Week 5 OCT		
1 OCT	900-1100 ED 339 Locating Program Workshop 5 Notan	<i>Site Planning Review P 25 and Chapter 3</i> <i>Designing Cities Chapter 4,7</i> (
3 OCT	Desk crits Pin up Program Diagrams	<i>Designing Cities Chapter 5, 6</i> <i>Ecological Democracy</i>
Week 6		
8 OCT	Workshop 6 Sculpting the space: Applying Density	<i>Designing Cities Chapter 5, 6</i> Browse:

		<i>Ecological Democracy,</i>
10 OCT	R+D Desk crits 1500 Pin up	
Week 7		
15 OCT	900-1100 ED 339 WORKSHOP 7 Occupy Bring first iteration in plan and axo at 1:200 in scale	
17 OCT	R+D Desk crits. 1500 Pin up	
Week 8		
22 OCT	Location TBD Pin Up all requirements for Part 2 review Peer Review	to
24 OCT	Refining Site plan	
Week 9		
29 OCT	Part 2 Envisioning possible urbanisms 30% Review	CRITIC Heather Cram (Tim Daniels, David Thomas to be confirmed)
31 OCT	Indigenous Ecologies Lecture Kyle Bobiwash	<i>Land Education: Rethinking Pedagogies of Place from Indigenous, Postcolonial, and Decolonizing Perspectives.</i> Routledge, 2018. Chapter 2 Browse: <i>Plants Have so Much to Give Us, All We Have to Do Is Ask: Anishinaabe Botanical Teachings.</i>
Week 10 NOVEMBER		
5 NOV	900-1100 ED 339 Plants and materials Interplay Desk crits	<i>To Design Landscape, Chapter 22 Interplay</i> <i>Planting Design Handbook Chapter 7, 10</i>
7 NOV	Workshop 8 Interplay	
Week 11		
12 NOV	FALL TERM BREAK	
14 NOV		
18 NOV	LAST DAY FOR VOLUNTARY WITHDRAWAL	
Week 12		
19 NOV	900-1100 ED 339 Planting and materials	<i>Planting Design Handbook</i> Olin, Laurie. "Form, meaning, and expression in Landscape Architecture."
21 NOV	Planting and materials Pin up Strategy Boards	<i>Planting Design Handbook</i>
Week 13		
26 NOV	900-1100 ED 339 Workshop 9 Drawing Time	<i>The Planetary Garden and other writings.</i>
28 NOV	Site staging over time	
Week 14		

3 DEC	Works session	
5 DEC	1400 CURATING THE PRESENTATION, REVIEW AND SELECTION	
11 DEC	FINAL REVIEWS	
Part 4	Exhibition Boards due December 21	

Bibliography

Students are expected to research and discover additional readings/videos/ podcasts to support their design interests.

Students should purchase books in bold. They are available at the bookstore.

Landscape and Urbanism Principles

Dee, Catherine. *To Design Landscape: Art, Nature & Utility*. Routledge, 2012.

Franck, Karen A., and Lynda H. Schneekloth. *Ordering Space : Types in Architecture and Design*. Van Nostrand Reinhold, 1994.

Hester, Randolph T. *Design for Ecological Democracy*. MIT Press, 2006.

Lynch, Kevin, and Gary. Hack. *Site Planning*. MIT Press, 1984.c

Olin, Laurie. "Form, meaning, and expression in Landscape Architecture." In Treib, Marc. *Meaning in Landscape Architecture*. Routledge, 2011.

Fernandez Per, Aurora, et al. *WHY DENSITY?, Debunking the Myth of the Cubic Watermelon*.

Rocca, Alessandro. *Planetary Gardens: The Landscape Architecture of Gilles Clément*. Birkhäuser, 2008.

Schenk, Leonhard, et al. *Designing Cities : Basics, Principles, Projects*. Birkhauser, 2013.

Zimmermann, Astrid, and David Koralek. *Planning Landscape : Dimensions, Elements, Typologies*. Birkhauser Architecture, 2013.

Local Political and Cultural Frameworks

Cooper, Sarah. Kapyong Barracks. Housing (UM Learn)

Cote-Meek, Sheila. *Colonized Classrooms: Racism, Trauma and Resistance in Post-Secondary Education*. Vol. 1, 2014, p. 175. Chapter 2.

Dickason, Olive Patricia, and William Newbigging. *Indigenous Peoples within Canada : A Concise History*

Joseph, Robert P. C. *21 Things You May Not Know about the Indian Act: Helping Canadians Make Reconciliation with Indigenous Peoples a Reality*. 2018.

Lippard, Lucy R. *The Lure of the Local: Senses of Place in a Multicentered Society*. New Press, 1997.

Toews, Owen. *Stolen City: Racial Capitalism and the Making of Winnipeg*. ARB Books, 2018.

Whitehouse, Stephanie, *Enhancing neighbourhood design at the former Kapyong barracks through the representation of cultural history*, 2009. University of Manitoba Thesis.

URI: <http://hdl.handle.net/1993/22801>

Canadian Society of Landscape Architects Charter and Reconciliation action plan

<https://www.csla-aapc.ca/sites/csla-aapc.ca/files/IITF%20Action%20Plan%20October%202018.pdf>

<https://www.csla-aapc.ca/sites/csla-aapc.ca/files/IITF%20Discussion%20Paper%20July%202018.pdf>

Land, Plants, Ecology

Cohlmeyer, Cynthia Darling. *The Aspen Parkland and its application to landscape design*. 1977. UoM Masters Thesis. <https://mspace.lib.umanitoba.ca/handle/1993/22795>

Cohlmeyer, Cynthia Darling. *Kapyong Barracks Landscape Management Plan 1975*. (see Instructor)

Geniusz, Mary Siisip, et al. *Plants Have so Much to Give Us, All We Have to Do Is Ask : Anishinaabe Botanical Teachings*. University of Michigan Press, 2015.

McCoy, Kate, et al. *Land Education : Rethinking Pedagogies of Place from Indigenous, Postcolonial, and Decolonizing Perspectives*. Routledge, 2018. Chapter 2

Robinson, Nick, and Jia-Hua Wu. *The Planting Design Handbook*. 3rd ed., Routledge, 2016.

Graphics

Atelier Bow Wow. *Graphic Anatomy - Atelier Bow Wow*. 2007,

Han, Li, and Yan (Designer) Hu. *A Little Bit of Beijing: 798*. Tongji University Press, 2018.

Hutchison, Edward. *Drawing for Landscape Architecture : Sketch to Screen to Site*. Thames and Hudson, 2019.

Kaijima, Momoyo, et al. *Architectural Ethnography*. Toto, 2018.

Wilmotte, Jean-Michel, and Paul Virilio. *Architecture Intérieure Des Villes = Interior Urban Design*. Le Moniteur, 1999.

Rhino

Rhino Self-guided Tutorial Packages-UM Learn

<https://www.rhino3d.com/tutorials>

<http://digitaltoolbox.info/>

<https://visualizingarchitecture.com/sketchup-timelapse/>

<https://visualizingarchitecture.com/illustrations-as-gifs/>

<https://laplusjournal.com/Winning-Entrants>

Critical Case Studies and scale in relation to site)

Boulogne Billancourt 74 hectares

<https://www.youtube.com/watch?v=jB4rCOBcgV0>

<https://otbb.tv/m/18795/au-rythme-de-boulogne-billancourt.html>

Munich Riems: 110 hectares

<https://www.muenchen.de/rathaus/Stadtverwaltung/Referat-fuer-Stadtplanung-und-Bauordnung/Projekte/Messestadt-Riem.html>

<http://urbanitarian.com/portfolio/messestadt-riem-munich/>

Econeighborhoods France

<https://www.iledenantes.com/>

<https://www.nantesimmo9.com/ecoquartier-prairie-au-duc>

<https://www.citylab.com/life/2012/12/how-industrial-city-reinvented-itself-sustainability-hub/4186/>

<http://urbanitarian.com/portfolio/roombeek-de-architekten-cie-enschede/>

Refurbished Army Barracks by Canada Lands

Currie Barricks: <https://en.clc.ca/featured-property/10>

Chilliwack Airforce Base <https://en.clc.ca/featured-property/13>

Background Information

Urban Reserves, Saskatchewan

<https://www.aadnc-aandc.gc.ca/eng/1100100016331/1100100016332>

<https://www.cbc.ca/news/canada/manitoba/demystifying-urban-reserves-1.2993051>

http://publications.gc.ca/collections/collection_2016/deo-wd/lu92-4-36-2005-eng.pdf

Kapyong Barracks (and many more)

<https://www.cbc.ca/news/canada/manitoba/meeting-about-kapyong-barracks-urban-reserve-draws-hundreds-1.2984333>

<https://winnipeg.ctvnews.ca/plan-for-kapyong-barracks-site-calls-for-mix-of-housing-commercial-and-recreation-1.4164637>

<https://www.cbc.ca/news/canada/manitoba/kapyong-barracks-winnipeg-blueprint-1.4892587>

<https://globalnews.ca/news/5418397/preliminary-plans-for-kapyong-barracks-land-introduced-on-national-indigenous-peoples-day/>

<https://www.canada.ca/en/departement-national-defence/news/2018/04/canada-and-treaty-one-first-nations-reach-milestone-on-the-future-of-kapyong-barracks.html>