CO-CREATOR PROGRAM
Decolonising the Module
Emerging Landscapes and Urban Ecologies

STUDENTS AS
CO-CREATORS

UNIVERSITY OF WESTMINSTER

A+C

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1. The co-creator program

1.1 EXPLAINING THE PURPOSE OF THE PROGRAM

CO-CREATOR PROGRAM PURPOSE

The Students as Co-Creators Programme provides opportunities and resources for students and staff to work together on research projects and enhance learning and teaching at the University of Westminster. The programme gives students and staff an opportunity to share our perspectives and ideas, shape our learning experiences, build networks and develop skills in team-working, leadership, communication, research, giving presentations, and managing projects and budgets. These experiences will support student careers while also helping students to gain important skills to enhance your employability.

There are three strands in the Students as Co-creators programme:

- **Learning and Teaching Research Collaborations**

- **Disciplinary Research Collaborations**

- **Curriculum Design Collaborations:** our project falls under this category, and has the title 'Decolonising Emerging Landscapes and Urban Ecologies'. It focuses on a review of the curriculum for the second semester shared postgraduate option module 'Emerging Landscapes and Urban Ecologies'.

1.2 CURRICULUM DESIGN REVIEW

DECOLONISATION

'Emerging Landscapes and Urban Ecologies' is an option module shared between MA Urban Design, MA International Planning and Sustainable Development, and MA Urban and Regional Planning. The module explores key theoretical concepts relating to nature in cities, and relevant international design or planning practice case studies in the context of health, wellbeing, climate, and socio-economic sustainability of cities (de Oliveira et al 2019, Beatley 2010, Corner 2006, Low et al 2005, Gandy 2004, de Solà-Morales 1995). It comprises a great variety of themes and learning methods, including seminar presentations and discussions, scenario-based sessions, film screenings and two field visits. However, the pedagogical approach and learning materials tend to be from a Euro-centric, US or UK perspective. Considering the diversity of our MA students, they may wish to learn more on a wider range of contexts for future practice.

This curriculum design review project was a collaboration between staff and international students from March to June 2024 to inform the syllabus, assessment and teaching styles drawing upon our students' experiences and areas of interest in the wider context of decolonising the curriculum (Ahmed-Landeryou, 2023; SOAS 2018; UCL 2018). Rethinking the approach to teaching and learning in urban design and planning (Ortiz, 2023; Sandercock 2004) requires a commitment to understanding and valuing diverse geographical contexts, recognizing the richness that this diversity brings to the educational experience and preparing graduates who are not only knowledgeable about urban design and planning but also adept at working in a globally interconnected and culturally and climatically diverse world (Acharibasam 2022; ARUP 2018).

The Aim of this curriculum design collaboration project was to review and enrich the module curriculum with input from interdisciplinary and non-western scholarly or practice-based work, learning and teaching methods, and types of assessment, based on our students' feedback, knowledge base and experience of diverse disciplinary backgrounds and cultural and geographical contexts. We wanted to draw in examples from a wider range of contexts where students may want to practice, eg. arid or coastal-tropical climates, enabling better representation of the cultural and contextual learning diversity in this field.

Objectives:

1. Critically assess the module curriculum to identify problems and gaps in the syllabus and learning materials and resources, teaching styles and assessment content,

2. Co-create new materials, reading lists and methods of learning

3. Generate Recommendations and compile report and poster for dissemination

4. Formulate a monitoring exercise/survey for gathering student opinions regarding the diversity of the curriculum in the future.

5. Update the module materials accordingly for the 2024-25 module run.

EXPLANING THE PHASES

Phase I: Initial Briefing and Brainstorming (late March): What parts of the module need decolonising? Eg. Reading lists, case studies, lectures, courseworks, learning methods

Gathering student input to identify:

• Gaps and areas of improvement in the current module offerings, specifically tailored to the unique needs and requirements of each MA course, and

• Where the curriculum can better reflect a diversity of perspectives and knowledge systems.

• Optional: visit to Kew Botanical Gardens as venue for immersion into global ecological diversity while addressing colonial legacy.

Phase II: Background Research and Proposals (April): How can the curriculum be decolonised?

• Guided research into literature, targeted discussions, and feedback on module sessions and coursework briefs

• Formulation of concrete proposals for updating syllabus content, assessments, and teaching approaches, towards a more inclusive and decolonized educational experience.

Phase III: Final Recommendations and Implementing the Curriculum Co-creation (May-June)

• Compiling a comprehensive report based on Phase 2 outputs (up to 5 pages with extensive annexes eg. reading lists or case-study compilation) that can act as a model for other modules in planning, urban design, and/or architecture more broadly, seeking to decolonise their curriculum.

• Summarising and visualising the report in poster form.

• Formulating a monitoring exercise for gathering student opinions regarding the diversity of the curriculum in the future

• Student/Staff debriefing session and feedback.

2. The module analysed

2.1 PRESENTING THE MODULE: ITS PURPOSE, TIMETABLE AND COURSEWORK

SUMMARY OF THE MODULE CONTENT

This is a 20 credit theory and case study-based module that critically examines the definition of nature in urban environments. Through relevant literature, it discusses the role of ecology and landscape as powerful paradigms in cities. International case studies are explored in the context of a growing awareness of the importance of city ecologies for health and wellbeing, sustainability and the future design of cities. The module enables students from diverse disciplines (planning, urban design, architecture, tourism) to pursue themes related to their respective specialism.

MODULE AIMS

This module aims to equip students with theoretical knowledge and a compendium of design approaches linking nature and urban design. Socioenvironmental sustainability, urban ecology, adaptive reuse of abandoned infrastructure as green space and the re-emergence of natural landscape features as part of a city's active green infrastructure are addressed and discussed through relevant literature. The module critically investigates various definitions of nature, questioning assumptions about what is natural; it explores the types, perceptions, use, design and management of nature in the city. It introduces key theories regarding urban nature and urban ecology that have emerged in the past half century and showcases how these have been applied in the case of real projects.

ASSESSMENT METHODS: SEMINAR PAPER

Seminar Paper (3000 words) 30% of module mark **(Seminar Paper brief in Appendix 8.3)**

The seminar paper based, on given readings, assesses the understanding of theories and their contribution to design approaches integrating nature, landscape, ecology and health. The rationale for this assessment is based on the learning outcomes associated with developing students' skills in critical reading and understanding of key theories focusing on nature, landscape and city ecologies, recognising and appreciating different types of nature and landscape for their complex ecological and socio-environmental contributions and applying theory to practice (LO1, LO2). The seminar paper also assesses skills in effective, well-illustrated and referenced, presentation and communication of ideas and analysis in written form (LO5).

Seminar Paper criteria of assessment:

- Evidence of advanced reading and understanding of key theories and concepts (LO1)

- Advanced understanding of the range of emerging landscapes and types of nature in the urban context (LO2)

- Effective, well-illustrated and referenced, presentation and communication of ideas and analysis in written and visual terms (LO5)

ASSESSMENT METHODS: CASE STUDY PRESENTATION

Case study presentation (10-15 slides) 70% of module mark **Case study brief in Appendix 8.4)**

The Case study presentation shows an advanced understanding of how such contribution of theory is reconfiguring the way we approach nature in the planning and design of urban spaces and cities today. The rationale for this assessment is based on the learning outcomes associated with in-depth understanding of the use and role of nature and intricate ecological processes in urban design and the different approaches that could be adopted in various contexts (LO3) and ability to analyse and critically assess real-world cases and extrapolate urban design principles from realised projects, linking theory and practice while recognising the complexities and multiple stakeholders involved in such design interventions (LO4). The Case study presentation will also assess presentation and communication skills in oral and visual terms (LO5).

Case study presentation criteria of assessment:

- Rigorous and effective application of theoretical knowledge to the analysis and evaluation of real projects (LO3)

- Ability to critically analyse and evaluate a range of landscape-led design approaches (LO3, LO4)

- Effective, well-illustrated and referenced, presentation and communication of ideas and analysis in oral and visual terms (LO5)

- Students are also expected to join site visits and actively contribute to any on-site exercises, although these are not formally assessed.

LEARNING OUTCOMES

1. Demonstrate in-depth understanding and evaluation of key theories focusing on nature, landscape and city ecologies.

2. Demonstrate ability to recognise and appreciate different types of nature and landscape for their complex ecological and socio-environmental contributions.

3. Develop an advanced, in-depth understanding of the use and role of nature and intricate ecological processes in urban design and the different approaches that could be adopted in various contexts.

4. Analyse and critically assess real-world cases and extrapolate urban design principles from realised projects, linking theory and practice while recognising the complexities and multiple stakeholders involved in such design interventions.

5. Effectively utilise and deploy a range of oral, written and visual communication skills to research and represent complex and differentiated emerging landscapes from critical theoretical and design-based perspectives.

INDICATIVE SYLLABUS CONTENT

- Green space, sustainability and health and well-being; restorative environments

- Urban parks and planned nature in the city

- The commodification of nature, real estate and planning

- Definitions and attitudes to ecology; agency and management of urban ecosystems

- Urban wildscapes, brownfields and unplanned landscapes

- Recycled landscapes, decommissioned infrastructure and adaptive reuse

- Reviving the lost landscapes of urban waterways

- Community gardens, allotments and city farms, urban agriculture

- Green roofs and walls, nature-based solutions

- Landscape, Ecological and Temporary Urbanism

- Biophilia, Biomimicry and Permaculture

TEACHING AND LEARNING METHODS

Teaching is based on a series of theoretical themes explored through lectures and student led seminars, as well as a specific in-depth case study. The seminars test the students understanding and research on the theories surrounding urban ecologies. The Case study tests the students' ability to extrapolate urban design principles from real projects as well as link theory and practice. It is expected that by the end of this module students will have developed an advanced understanding of the use and role of nature in urban design and the different approaches that they could be adopting in various contexts. The teaching methods include tutorials on the seminar presentations and case studies, as well as visits to London-based examples. A fair amount of structured, independent reading is also a requirement for this module.

HOW WILL THIS MODULE ENHANCE EMPLOYABILITY?

Architecture, urban design, and planning graduates are required to have skills for climate and health-related projects in the professional world, whether working for local authorities, or the private sector. The module will equip students with knowledge and skills relating to the design and management of green space in cities, an area that relates strongly to the increased prominence of climate and health agendas in urban design projects.

LEARNING PROGRAMME SEM 2, 2023-24

Date and Time		Lectures, seminars, guest talks, workshops, tutorials and presentations	Tutors
Week 1 **Wednesday 24 January**	**10:00-11:00**	Lecture: Introduction to the module and schedule; Reading list CW1 – Seminar paper Overview of seminar topics. Set up groups. CW2 – Case study Overview of case study coursework and site visits.	KK
	11:15-12:00	Film Screening: 'The nature of cities', 2010. 39 min	KK
	12:15-13:00	Discussion: key ideas about nature in cities, emerging landscapes and urban ecologies identified in the film	KK
Week 2 **Wednesday 31 January**	**10:00-11:00**	**Lecture: Planned landscapes: urban parks as restorative environments for health and wellbeing** Readings: Biophilic Cities – Timothy Beatley The greening of the cities – David Nicholson-Lord Rethinking urban parks: public space and cultural diversity – Setha Low, Dana Taplin, Suzanne Scheld Restorative Cities: urban design for mental health and wellbeing – Jenny Roe, Layla McKay	KK
	11:15-12:00	Film screening: Smith, A. 2022. 'Festivity and Inclusivity: Latino Life in the Park'. 21 mins. https://www.youtube.com/watch?v=7Bsrkhq_VVs Discussion	DE / KK
	12:15-13:00	**Lecture: The commodification of nature, real estate, and planning (TBC)** Readings: Andrew Smith & Didem Ertem (2023) Festive Parks as Inclusive Spaces: Celebrating Latin American London in Finsbury Park, *The London Journal*, 48:3, 279-298, DOI: 10.1080/03058034.2023.2180861	Guest speaker: Didem Ertem

Image 01: Current Module Timetable (part 1)

Week 3 **Wednesday 7 February**	**10:00-10:45**	**Lecture: From *Terrain Vague* to *Vague* Parks: Revisiting and reimagining the potential of urban voids as inclusive public space for the 21st century** Readings: Kamvasinou, K (2006). 'Vague Parks: the politics of late twentieth-century urban landscapes', Architectural Research Quarterly, Vol 10 (3-4), pp. Kamvasinou, K (2011), The public value of vacant urban land, Municipal Engineer, Vol 164 (3), Sep 2011, pp. 157-166. ISSN 0965-0903 DOI: 10.1680/muen.9.00020 Urban Wildscapes – Anna Jorgensen, Richard Keenan Revealing change in cultural landscapes: material, spatial and ecological considerations – Catherine Heatherington Terrain Vague: Interstices at the edge of the pale – Patrick Barron, Manuela Mariani Natura Urbana – Matthew Gandy	
	11:00 – 12:00	Film screening: Kamvasinou, K. 2017. Interim spaces and creative use. 40 mins Discussion	KK
	12:15-13:00	**Adaptive reuse; Recycled landscapes** **Recording: EMF – Estudi Marti Franch https://landezine-award.com/3280-2/** Readings: DFLA Chronologies of Practice Ecological Urbanism – Susannah Hagan The landscape urbanism reader – Charles Waldheim	
Week 4 **Wednesday 14 February**	**10:00-11:30**	**Theory Seminar 1+Discussion** Planned landscapes, urban parks and nature in cities *See seminar paper brief for details of readings*	Group 1 students
	11:45-13:00	**Theory Seminar 2+Discussion** Unplanned landscapes, urban wildscapes and brownfields, adaptive reuse of decommissioned urban infrastructure, recycled landscapes *See seminar paper brief for details of readings*	Group 2 students
Week 5 **Wednesday 21 February**	**10:00-10:45**	**Lecture: Reading Urban Waterscapes between water infrastructure, ecological directions and new forms of social and cultural hybridity**	CD

Image 02: Current Module Timetable (part 2)

	11:00-12:00	**Theory Seminar 3+Discussion** Urban waterways and their ecologies; blue infrastructure *See seminar paper brief for details of readings*	Group 3 students
	12:15-13:00	Workshop in preparation for fieldwork/site visits	KK / CD
Week 6 **Wednesday 28 February** **Room L195 Marylebone**	**No scheduled class**	**Professional Practice Week** Please see separate information Tutorials on the seminar paper can be arranged in week 6 by appointment	John Somers and guests
Week 7 **Monday 4 March**	**By 13:00**	**Submission of seminar paper on Blackboard by 1pm**	
Week 7 **Wednesday 6 March** **Fieldwork / site visit**	**10:00 – 13:00**	**Fieldwork**: Visit to the Parkland Walk (3 hours)	KK
Week 8 **Wednesday 13 March** **Fieldwork / site visit**	**10.00 – 13:00**	**Fieldwork:** Visit to River Lea / Cody Dock (3 hours)	CD
Week 9 **Wednesday 20 March**	**10.00 – 11:15**	**Lecture: Managing urban water: ecology, resilience and investment** Readings: Amalu, T.E. and Ajake, A.O., 2019. Developing natural lakes for socio-economic development: the case of Nike lake Enugu state, Nigeria. *GeoJournal*, *84*, pp.519-531. Douglas, I., 2020. Urban hydrology. In *The Routledge Handbook of Urban Ecology* (pp. 164-185). Routledge. Kalra, R. 2020. Can urban ponds help tackle domestic water scarcity and build resilience? *Journal of Regional and City Planning.* 31 (2), pp. 180-198. https://doi.org/10.5614/jpwk.2020.31.2.5 Ramesh, M., 2023. *Watershed: How We Destroyed India's Water and How We Can Save It*. Hachette UK. Uribe-Aguado, J., Jiménez-Ariza, S.L., Torres, M.N., Bernal, N.A., Giraldo-González, M.M. and Rodríguez, J.P., 2022. A SUDS Planning Decision Support Tool to Maximize Ecosystem Services. *Sustainability*, *14*(8), p.4560.	RK

Image 03: Current Module Timetable (part 3)

	11:30 - 13:00	Tutorials: selection of case study and context information; which theoretical principles have been applied and how	KK/RK
Week 10 **Wednesday 27 March**	**10.00 - 11:00**	**Lecture: Building with nature: urban green roofs and green walls, beyond urban heat mitigation** Readings: The skycourt and skygarden: greening the urban habitat – Jason Pomeroy	Guest speaker: Filomena Russo
	11:15-13:00	Tutorials: case study analysis; strengths and challenges; ways it could be improved;	KK/ FR
Week 11 **Wednesday 3 April**	**10:00 – 13:00**	Tutorials: design guidelines or planning recommendations; demonstration/illustration through application on the chosen or another site.	CD/KK/ RK
Week 12 **Wednesday 10 April**	**10:00 - 13:00**	**Oral Case study presentations (assessed)** Peer and tutor review 7-10 mins presentations 5 mins discussion A copy of the presentation to be shared with the Module Leader	CD/KK/ RK

Staff: Krystallia Kamvasinou, Corinna Dean, Ripin Kalra, and Guests

Image 04: Current Module Timetable (part 4)

2.2 WHY WE SHOULD DECOLONISE THIS MODULE

JUSTIFYING

Decolonisation is a contested concept with multiple interpretations, but it primarily presents a worldview focused on critically examining the impacts of colonialism, imperialism, and racism, acknowledging their significant but often obscured influence on the modern world (Bhambra, Gebrial and Nişancıoğlu, 2018). Decolonisation in the higher education context seeks to propose different and alternative ways of understanding the world and challenge Eurocentric forms of knowledge embedded in the curriculum. Decolonising approaches insist on "positionality and plurality" and "taking difference seriously" (Bhambra, Gebrial and Nişancıoğlu 2018, p.6). Due to the positionality embedded in any decolonisation project, we recognise that our findings would vary if others were involved. Each student's unique perspective influences the results, allowing for potential revisions by new students every year. By including student biographies and experiences (section 8.5), we aim to be mindful of our perspectives, and the ongoing monitoring exercise (section 8.4) is intended to maintain the project's adaptable nature for future students.

Decolonisation is essential not only for this module but also for more expansive fields of landscape and urban studies for several reasons. Planner and urban geographer Libby Porter (2010), among many others, explores how planning has been complicit in colonialism, emphasising the need to view planning as a culturally situated practice embedded within specific historical and social contexts. Colonial spatial technologies, such as cadastral surveys and mapping, facilitated land appropriation, settlement creation, and infrastructure development, reinforcing colonial control (Porter, 2010). Similarly, Dang (2021) argues landscape studies must critically address its colonial foundations and reorient towards anti-colonial perspectives, acknowledging that the control and representation of land are both symbolic and material instruments of power. During the co-creators project, it became evident that the archetype of green spaces prevalent in geographies of the Global North substantially influences our imagination of park and landscape design. We accept green parks as universal, ideal places derived from the colonial cultural framings. As Dang (2021) discusses, historical and contemporary landscape art and architecture perpetuate colonial ideologies by idealising colonial enterprises and embedding colonial narratives into physical spaces. Therefore, we argue that spatial design necessitates a more profound comprehension of not only tropical and arid regions but also diverse representations of landscapes. This enhanced understanding is imperative for fostering more inclusive and adaptive design strategies capable of addressing various environmental contexts' distinct challenges and opportunities.

2.3 SECTION CONCLUSION

This section has provided an overview of the module and outlined our understanding of the process of decolonising the curriculum. The following part of the report analyses the material of the module and learning methods used under a decolonisation lens. Through systematic and collaborative analysis, gaps and areas for improvement are identified in relation to the existing module coursework briefs, reading lists and timetabled activities. Based on this identification process, the co-creators then recommend specific changes in the curriculum design, supporting their recommendations with targeted research.

3. Identifying gaps in the module (phase I)

3.1 INTRODUCTION

After analysing the reading list and modules' brief, we identified significant gaps in the curriculum, particularly in climatic, geographic, and technical contexts. The existing materials predominantly focus on temperate regions and lack the unique challenges and perspectives of the Global South. This imbalance piqued our curiosity about other climatic contexts, such as arid and tropical regions. Additionally, we recognised a need to address technical gaps by incorporating resources on policies and frameworks essential for implementing green infrastructure. This comprehensive approach aims to enrich the curriculum with diverse, globally relevant content.

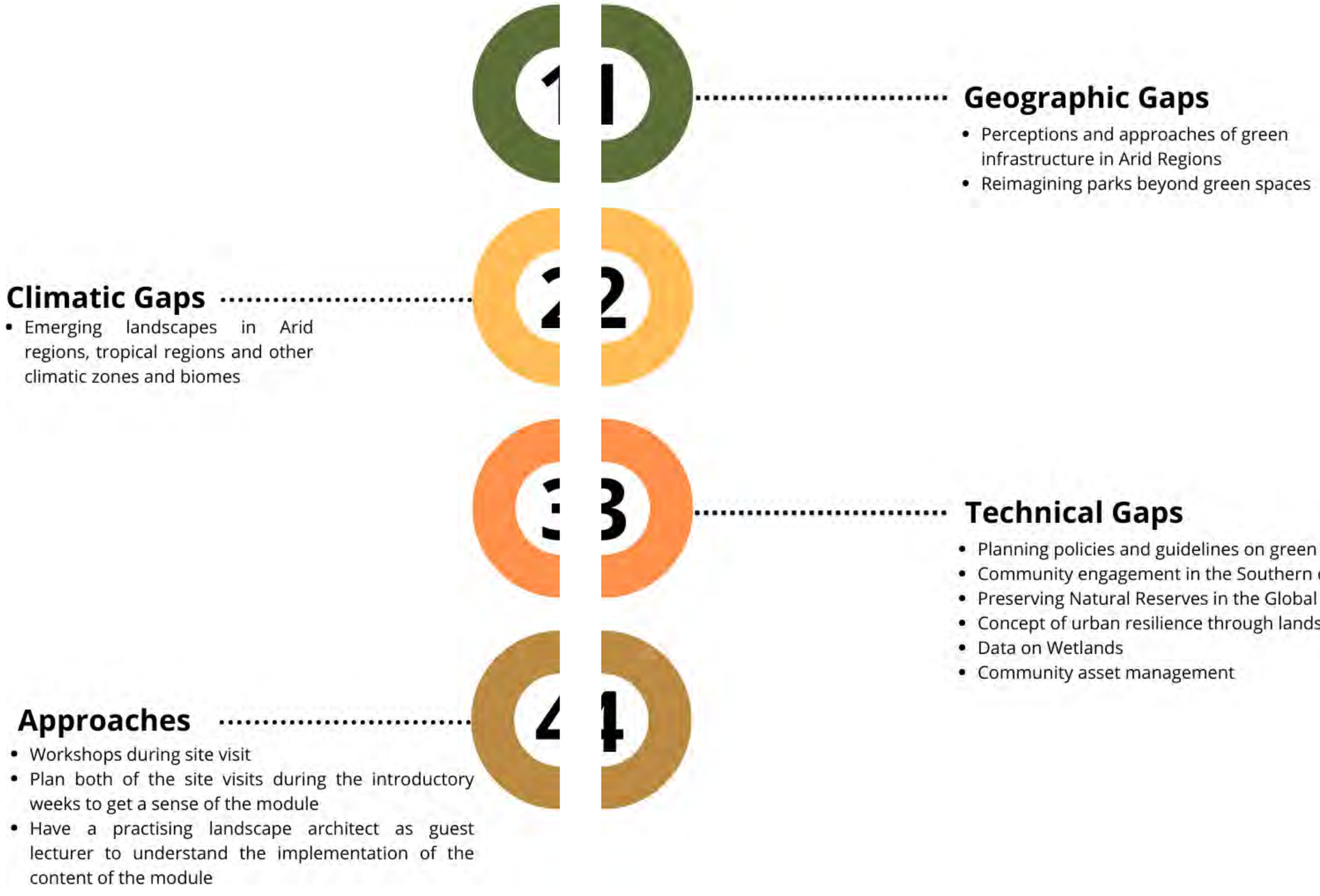


Image 05: Gaps' identification graphic

3.2 GEOGRAPHICAL GAPS

THE PROCESS OF IDENTIFYING GAPS

By analysing the publications on the reading list, we identified that most materials originated from Western and North American countries. Improving our comprehension of various political, environmental and climatic conditions of different contexts is crucial.

Identifying gaps in the Reading List

Place of Publication	Planned Landscapes	Unplanned Landscapes	Urban Waterways	Case Studies
Western Europe	14	7	1	11
Central Europe	2	0	0	6
Southern Europe	0	0	0	0
Northern Europe	0	0	0	0
Eastern Europe	0	0	0	0
South America	0	0	0	0
North America	14	5	1	9
Africa	0	0	0	0
Asia	0	0	0	0
Oceania	0	0	0	1

Image 06: Geographical Gaps' identification Table

3.3 CLIMATIC GAPS

THE PROCESS OF IDENTIFYING GAPS

Our curriculum research revealed the importance of understanding Blue-Green Infrastructure (BGI) in various climate situations. For example, BGI policies must handle water constraints and excessive heat in desert landscapes. Similarly, in tropical settings, there is a focus on controlling heavy rainfall and humidity.

We also recognised the value of community involvement and local expertise in implementing BGI. By including these multiple climate perspectives in our curriculum, we hope to provide future students with the required skills to create and implement BGI solutions that effectively address the difficulties of various climatic contexts.

3.4 TECHNICAL GAPS

THE PROCESS OF IDENTIFYING GAPS

Following a thorough examination of the curriculum, we identified significant technical weaknesses in sustainable urban planning, prompting us to concentrate on several critical areas. Planning Policies and Guidelines for Green Infrastructure was one area where we saw a need for extensive information. We intended to improve our understanding of sustainable urban environments by sourcing papers with precise guidelines and rules. In addition, we investigated the concept of urban resilience through the landscape, gaining valuable insights into how landscapes might be used to increase the flexibility and sustainability of metropolitan environments.

Another primary emphasis was on community engagement in the Southern context. Recognising the significance of incorporating local people in planning processes, particularly in Southern regions with distinct social and economic dynamics, we discovered pertinent publications demonstrating effective engagement initiatives. We also looked at Community Asset Management, which involves creating strategies for optimising the use and management of community resources to guarantee long-term development that benefits everyone.

Finally, we focused on preserving natural reserves in the Global South and collecting wetland data. Understanding the difficulty of protecting natural reserves in the Global South, we gathered information illustrating excellent practices and creative conservation initiatives. We collected data-driven articles on wetlands that provide significant information on their current state and management, emphasising their critical role in ecological balance and flood management. By including these themes in our curriculum, we hope to provide students with the information and tools they need to address today's urban planning concerns effectively.

3.5 APPROACHES GAPS

SITE VISITS

During the module and coursework submissions, the students noticed that the course would be improved if both site visits occurred at the beginning of the term, during the introduction week. This approach would give students a clearer understanding of the module's purpose from the outset. It would also offer a solid foundation for the coursework, including the essays and case study interventions.

Having the site visits early on would enable students to link their coursework to real case studies, which they would have the opportunity to see and analyse in person. This experience would make it easier to use examples in their essays and to connect real-world situations to the theoretical approaches and frameworks from the reading list.

Additionally, the students expressed interest in incorporating workshops during the site visits. Parkland Walk has a volunteering program every Wednesday morning, coinciding with the module's schedule. Engaging in this program would enhance the module by providing hands-on experience with nature and community involvement, enriching the overall student experience.

GUESTS LECTURE

Another way to improve the course would be to include guest lectures from professionals from the industry. Engagement with practice would allow students to study and analyse real-world management of emerging landscapes and urban ecologies in landscape projects, including urban regeneration and master planning.

A specific suggestion is to invite a guest lecturer from the LDA office. The Urban Design MA students had a lecture from LDA on resilience and ecologies in new projects during their studio module, which was exceptionally engaging and informative. This addition would significantly enhance the learning experience by offering practical insights and examples from current industry practices.

Image 07: Parkland Walk, first site visit

Image 08: Cody Dock, second site visit

4. Suggesting new literature (phase II)

THE PROCESS OF FINDING THE LITERATURE (FRAMEWORK)

In response to the identified gaps, we conducted thorough searches using Google Scholar and University of Westminster library databases to source articles that could complement the curriculum. Our searches targeted regions and topics underrepresented in the reading lists, mainly focusing on arid, tropical, and other climatic regions, as well as green infrastructure and sustainability policies. We found scholarly articles addressing these gaps through this methodical approach and uncovered valuable case studies embedded within them. These articles, with their diverse geographical perspectives and detailed analyses, offer rich insights that can enhance both the seminar paper (CW1) and the case studies (CW2). By incorporating these resources, we aim to provide future students with a comprehensive understanding of emerging landscapes in a global context while enriching their learning experiences with practical examples from around the world.

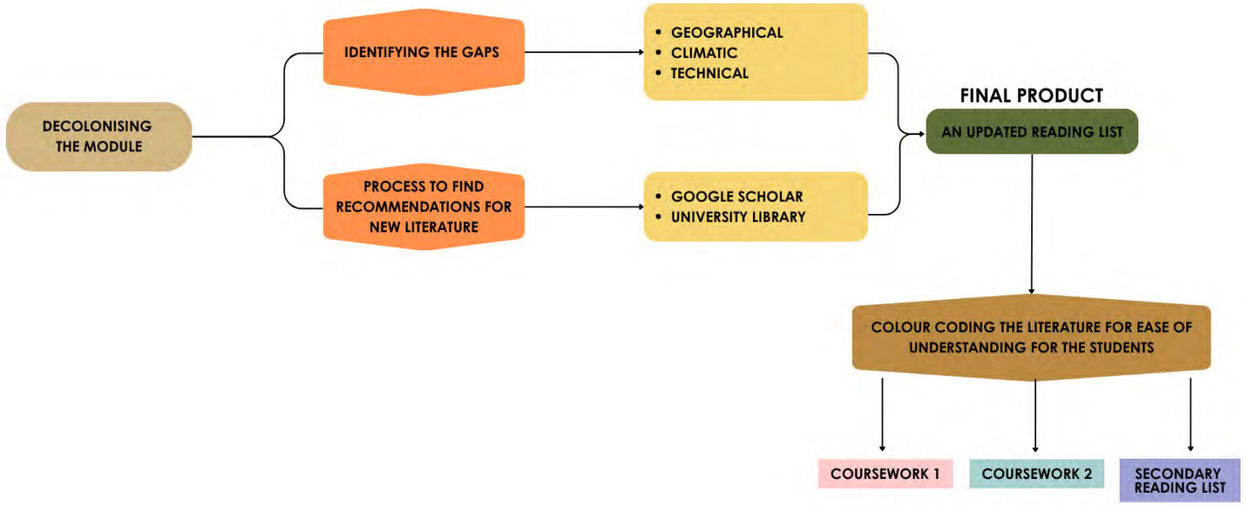


Image 09: Reading Material Scheme

Image 10: New Reading List Collage

5. The final product

5.1 NEW TIMETABLE PROPOSAL

ANALYSING THE TIMETABLE

The timetable is revised to schedule site visits before the submission of coursework to enhance the students' comprehension of the material. By immersing students in real-world environments early in the course, they gain practical insights and firsthand experiences that enrich their theoretical knowledge. This approach bridges the gap between classroom learning and industry practices, making abstract concepts more tangible and understandable.

Site visits provide invaluable context, allowing students to observe and engage with professionals in their field, ask pertinent questions, and see applications of their studies in action. This understanding ultimately leads to higher quality coursework. By aligning site visits with the coursework timeline, students can be well-prepared, confident, and fully grasp the course content.

S.NO	WEEKS	CURRENT SCHEDULE	PROPOSED SCHEDULE
01.	WEEK 01	INTRODUCTION	INTRODUCTION
02.	WEEK 02	LECTURE ON PLANNED LANDSCAPES	LECTURE ON PLANNED LANDSCAPES
03.	WEEK 03	LECTURE ON TERRAIN VAGUE	SITE VISIT 01: PARKLAND WALK
04.	WEEK 04	CW01 PRESENTATIONS	LECTURE ON TERRAIN VAGUE
05.	WEEK 05	LECTURE ON URBAN WATERSCAPES	SITE VISIT 02: CODY DOCK
06.	WEEK 06	PROFESSIONAL PRACTICE WEEK	PROFESSIONAL PRACTICE WEEK
07.	WEEK 07	SITE VISIT 01: PARKLAND WALK	CW01 PRESENTATIONS
08.	WEEK 08	SITE VISIT 02: CODY DOCK	LECTURE ON URBAN WATERSCAPES / SUBMISSION OF CW01
09.	WEEK 09	LECTURE ON MANAGING URBAN WATER	LECTURE ON MANAGING URBAN WATER
10.	WEEK 10	LECTURE ON BUILDING WITH NATURE	LECTURE ON BUILDING WITH NATURE
11.	WEEK 11	TUTORIALS FOR CW02	TUTORIALS FOR CW02
12.	WEEK 12	CW02 PRESENTATIONS	CW02 PRESENTATIONS

Image 11: New Timetable Proposal

Image 12: Parkland Walk Wildlife Trail (A)

Image 13: Parkland Walk Wildlife Trail (B)

The wildlife trail was a highlight of the site visit. This remarkable space, created through volunteering and community engagement, aims to foster wildlife and demonstrate the importance of nature to the community. Every Wednesday morning, the area is open for volunteering, which is one reason why students are interested in having workshops there. The wildlife trail is a real-life example of how community efforts can create emerging landscapes and utilise urban ecologies. Additionally, the space includes a water catchment system, demonstrating innovative environmental practices, making it an ideal location for hands-on learning and practical workshops, enriching students' educational experiences.

Image 14: River Lea Area

Image 15: Cody Dock Studio Space

The site visit to the River Lea and Cody Dock highlighted the importance of preserving natural areas, especially ecologically sensitive ones. Managed by the Gasworks Dock Partnership, a registered charity and social enterprise, Cody Dock is dedicated to community-led regeneration of the dock and surrounding waterways. Cody Dock offers spaces for community engagement, such as workshops and events, and also features studio areas where rent funds further improve the area.

5.2 NEW LITERATURE PROPOSAL

TABLE PROPOSAL

PROJECT NAME (If applicable)	ARTICLE / BOOK NAME	WHERE SHOULD THIS BE ADDRESSED?										KEY WORKS AND COMMENTS
		COURSEWORK					GAPS					
		CW1 (primary reading list)			CW2 (case study)	Second Reading	ary List	Geographic Gaps	Climate Gaps	Technical Gaps	Another Gap	
Case Studies only	Citation in Harvard reference	Planned Landscapes	Unplanned Landscapes	Blue Infrastructure								
	Wickens, G.E. (2013). *Ecophysiology of Economic Plants in Arid and Semi-Arid Lands*. Springer Science & Business Media.	X							X			1. Promote sustainable agriculture and economic development in arid and semi-arid lands | 2.In-depth examination of economically significant plants' adaptive strategies and physiological mechanisms in arid and semi-arid environments
	Margolis, L. and Chaouni, A (2014). *Out of Water: Design Solutions for Arid Regions*. Birkhäuser.	X							X			1. Innovative and comprehensive exploration of sustainable design strategies for arid and semi-arid environments | 2.Contribute to discourse on environmental sustainability | 3.Provide actionable insights and inspiring examples to address water scarcity and environmental challenges
Durban, South Africa	Douwes, E., Rouget, M., Diederichs Mander, N., O'Donoghue, S.H., Roy, K. and Roberts, D. (2015) 'Buffelsdraai Landfill Site Community Reforestation Project', pp. 7-11. Available at: https://www.researchgate.net/publication/357419438_Buffelsdraai_Landfill_Site_Community_Reforestation_Project (Accessed: 17 June 2024).				X			X				Reforestation, Climate Change Adaptation, Resilience, Indigenous Forest, Buffelsdraa
Wadi Hanifa, Riyadh, Saudi Arabia	**1.** ARUP (2018). *Cities Alive: Rethinking Cities in Arid Environments*. Dubai. Available at: https://www.arup.com/perspectives/publications/research/section/cities-alive-cities-in-arid-environments, **2.** Hassan, R. (2017) Wadi Hanifa: A Desert Oasis running through Riyadh, Arab News. Available at: https://www.arabnews.com/node/1121236/saudi-arabia				X				X			Alternative open space, water management, River restoration, Dubai
	Andrade, G.I., Remolina, F. and Wiesner, D. (2013) 'Assembling the pieces: A framework for the integration of multi-functional ecological main structure in the emerging urban region of Bogotá, Colombia', *Urban Ecosystems*, 16(4), pp. 723–739. doi:10.1007/s11252-013-0292-5.	X						X	X	X		Framework, policy, planning, green spaces, latin america, Colombia
	Chelleri, L. *et al.* (2016) 'Are people responsive to a more sustainable, decentralized, and user-driven management of urban metabolism?', *Sustainability*, 8(3), p. 275. doi:10.3390/su8030275.	X						X		X	Community Involvement	Decolinising, Community involvement, management, green spaces, developing countries
	Contesse, M., Van Vliet, B.J.M. and Lenhart, J. (2018) 'Is Urban Agriculture Urban Green Space? A comparison of policy arrangements for urban green space and urban agriculture in Santiago de Chile', *Land Use Policy*, 71, pp. 566–577. doi:10.1016/j.landusepol.2017.11.006.	X						X		X		Green spaces, urban agriculture, policy, Santiago, Chile
	Diep, L., Dodman, D., and Parikh, P. (2019). Green infrastructure in informal settlements through a multiple-level perspective. *Water Alternatives*. 12, 554–570. Available at: https://www.water-alternatives.org/index.php/alldoc/articles/volume-12/v12issue2/542-a12-2-25/file	X						X			Informal settlements	Community engagement, Green infrastructure, informal settlements, policy, Sao Paulo, Brazil
	Romero-Duque, L.P. *et al.* (2020) 'Ecosystem Services in urban ecological infrastructure of Latin America and the Caribbean: How do they contribute to urban planning?', *Science of The Total Environment*, 728, p. 138780. doi:10.1016/j.scitotenv.2020.138780.	X		X						X		Urban, ecosystem services, policy, Latina America, Caribbean
	Kozak, D. *et al.* (2020) 'Blue-green infrastructure (BGI) in dense urban watersheds. the case of the Medrano Stream Basin (MSB) in Buenos Aires', *Sustainability*, 12(6), p. 2163. doi:10.3390/su12062163.			X								Blue-green infrastructure, policy, dense urban areas, global south, watersheds, medrano, Proposal, comparative analysis, Buenos Aires, Argentina
	Yokohari, M. et al. (eds) (2017) 'Sustainable Landscape Planning in Selected Urban Regions'. Available at: http://ebookcentral.proquest.com/lib/westminster/detail.action?docID=4789934 (Accessed: 17 June 2024).				X	X		X		X		Provides theoretical fundamentals of sustainable landscape planning.Discusses intra- and inter- linkages between urban and rural systems. Case studies investigating urban regions in East Asia, Europe, North America and South-East Asia, collectively illustrate shared and differentiated drivers of sustainability challenges and provide informative inputs to global and local sustainability initiatives
	Yokohari, M. and Khew, Y.T.J. (2017) 'Landscape Planning for Resilient Cities in Asia: Lessons from Integrated Rural–Urban Land Use in Japan', in *Sustainable Landscape Planning in Selected Urban Regions*. Tokyo: Springer Japan, pp. 3–15. Available at: https://doi.org/10.1007/978-4-431-56445-4_1.	X						X		X		Intra- and inter- linkages between urban and rural systems to design for resilience using landscape ecology and urban planning.
	Pickett, S.T.A., Cadenasso, M.L. and McGrath, B. (eds) (2013) Resilience in Ecology and Urban Design: Linking Theory and Practice for Sustainable Cities. Volume 3 of Future City. Springer Science & Business Media. ISBN 9400753411, 9789400753419. Available at: https://books.google.co.uk/books?hl=en&lr=&id=8W1HAAAAQBAJ&oi=fnd&pg=PR3&dq=urban+resilience+through+design+landscapes+%2B+asia+&ots=PYYpV43qbA&sig=2pl-okRWlti8HHON3AHdh5fEjXs#v=onepage&q=urban%20resilience%20through%20design%20landscapes%20%2B%20asia&f=false (Accessed: 17 June 2024).					X		X		X		Discusses in depth Urban resilience and how it is affected by various human socio-economic and ecological structures. Bridging gap between ecology and urban design.
	Mukherjee, M. et al. (2022) 'Nature-Based Resilience: Experiences of Five Cities from South Asia', International Journal of Environmental Research and Public Health, 19(19), p. 11846. Available at: https://doi.org/10.3390/ijerph191911846	X			X			X		X		Evaluate capacities for achieving Nature-based Resilience (NbR) through NbS in South Asian Cities. Studying efforts in Barishal (Bangladesh), Phuentsholing (Bhutan), Gurugram (India), Kathmandu (Nepal), and Colombo (Sri Lanka).
	Liu, Z., Xiu, C. and Song, W. (2019) 'Landscape-Based Assessment of Urban Resilience and Its Evolution: A Case Study of the Central City of Shenyang', Sustainability, 11(10), p. 2964. Available at: https://doi.org/10.3390/su11102964					X		X		X		Introduces four proxies of urban resilience, i.e., diversity, connectivity, decentralization, and self-sufficiency. urban resilience is investigated from 1995 to 2015 in the central city of Shenyang.
	Van Long, N., Cheng, Y. and Le, T.D.N. (2020) 'Flood-resilient urban design based on the indigenous landscape in the city of Can Tho, Vietnam', Urban Ecosystems, 23, pp. 675–687. Available at: https://doi.org/10.1007/s11252-020-00941-3				X	X		X		X		Discusses how the knowledge of indigenous agriculture cultivation and the functioning of local landscape systems should be respected and used in the process of urban design to maintain sustainability over time. It also discusses the balance needed between a human-made environment and natural hydrodynamics to enhance resilience
	Kato, S. (2011) 'Green Infrastructure for Asian Cities: The Spatial Concepts and Planning Strategies', Journal of the 2011 International Symposium on City Planning, pp. 161-170. Available at: https://ousar.lib.ok	X			X			X		X		The strategic integration of green infrastructure through a multi-scale, ecologically informed approach, in Asian urban planning to address sustainability challenges. Drawing on Japanese case studies- Japan - Kohoku New Town in Yokohama, green parking spaces in Nagoya,
	Afriyanie, D. et al. (2020) 'Re-framing urban green spaces planning for flood protection through socio-ecological resilience in Bandung City, Indonesia', Cities, 101, p. 102710. Available at: https://doi.org/10.1016/j.cities.2020.102710											
	Basu, S. and Nagendra, H., 2021. 'Perceptions of park visitors on access to urban parks and benefits of green spaces'. *Urban Forestry & Urban Greening*, 57, p.126959. Available at: https://doi.org/10.1016/j.ufug.2020.126959.	x			X			x				Gender disparities, Income disparities, Access to public green spaces, Hyderabad, India, Entry fees

Image 16: Reading List Proposal Table (part 1)

TABLE PROPOSAL

PROJECT NAME (If applicable)	ARTICLE / BOOK NAME	WHERE SHOULD THIS BE ADDRESSED?									KEY WORKS AND COMMENTS
		COURSEWORK					GAPS				
		CW1 (primary reading list)			CW2 (case study)	Second Reading List	Geographic Gaps	Climate Gaps	Technical Gaps	Another Gap	
Case Studies only	Citation in Harvard reference	Planned Landscapes	Unplanned Landscapes	Blue Infrastructure							
	Bel Fekih Boussema, S., Cohen, M. and Khebour Allouche, F., (2022). 'Green and blue infrastructure design in a semi-arid region'. *Frontiers in Environmental Science*, 10. Available at: https://www.frontiersin.org/articles/10.3389/fenvs.2022.1061256 [Accessed 28 May 2024]. DOI: 10.3389/fenvs.2022.1061256.	x					x				Green and Blue Infrastructure (GBI), Biodiversity conservation, Habitat fragmentation, GIS spatial analysis, Ecological corridors
	McKay, T. J. M. and Tantoh, H. B. (2021) 'A dialogue approach to stakeholder engagement with urban communities: The case of Mofolo Park, Soweto, Johannesburg, South Africa', *Journal of Environmental Planning and Management*, 64(12), pp. 2172–2191. doi: 10.1080/09640568.2020.1862769.	x							x		Urban parks, Biodiversity conservation, Stakeholder engagement, Safety concerns, Mofolo Park, Soweto
	Fluhrer, T., Chapa, F. and Hack, J., (2021). 'A methodology for assessing the implementation potential for retrofitted and multifunctional urban green infrastructure in public areas of the Global South'. *Sustainability*, 13(1), p.384. Available at: https://doi.org/10.3390/su13010384 [Accessed 28 May 2024].	x							x		Urban green infrastructure (UGI), Ecological benefits, Social benefits, Global South, San José, Costa Rica
Diplomatic Quarter in Riyadh, Saudi Arabia	Bin Sulaiman, F.F., (2021). 'Assessing biophilic criteria in urban neighborhoods of Saudi Arabia: A case study of the Diplomatic Quarter in Riyadh City'. *Journal of Al-Azhar University Engineering Sector*, 16, pp.300-324. DOI: 10.21608/auej.2021.166652.	x			X			x			Biophilic design, Urban development, Sustainability goals, Riyadh City, Diplomatic Quarter (DQ), 2030 Vision sustainability objectives
	Jayalath, W.G.K.D., Perera, T.A.N.T. and Jayasinghe, G.Y., (2023). 'Influence of urban parks on urban thermal environment – A case study: Intermediate zone & arid zone in Sri Lanka'. In: *Proceedings of the 14th International Conference on Sustainable Built Environment (ICSBE) 2023*.	x			X			x			Urban parks, Green infrastructure, Thermal performance, Sri Lanka, Tropical regions
	Ayaka Peter, Munyaradzi Mujuru, Timothy Dube., (2018). An assessment of land cover changes in a protected nature reserve and possible implications on water resources, South Africa. Available at : https://doi.org/10.1016/j.pce.2018.09.005			X			X				Remote sensing; Natural habitats; Natural resources; Kwelera; Land use/land cover dynamics
	Miccolis, A. et al. (2019) 'Restoration Through Agroforestry: Options for Reconciling Livelihoods with Conservation in the Cerrado and Caatinga Biomes in Brazil', Expl Agric, 55(S1), pp. 208–225. Cambridge University Press. Available at: doi:10.1017/S0014479717000138						X	X	X		Focusing on different biophysical and social contexts within the Brazilian Cerrado and Caatinga biomes, we conclude that AFS can provide win-win solutions for reconciling livelihood needs with conservation goals and propose practical options to do so, which vary according to farmer objectives, resource constraints and opportunities. It covers design principles and management processes.
	Wolff, E., Rauf, H. A., and Hamel, P. (2023). Nature-based solutions in informal settlements: A systematic review of projects in Southeast Asian and Pacific countries. Environmental Science & Policy, 145, 275-285. doi:10.1016/j.envsci.2023.04.014		X				X			Informal settlements	Waterfront vegetation restoration, Nature-based solutions are increasingly being seen as a way of providing societal benefits and conserving biodiversity.
	Mariano, E. et al. (2021) 'LT-Brazil: A database of leaf traits across biomes and vegetation types in Brazil', Global Ecology and Biogeography, 30, pp. 2136–2146. Available at: https://doi.org/10.1111/geb.13381						X	X		Species gap	Brazil, a country with a continental scale and vast biodiversity, is a timely example, where many biomes are impacted by human activities and climate change. We compiled an extensive data set of four functional leaf traits for native woody species occurring in the Brazilian territory.
	Lakshmisha, A., Nazar, A. and Nagendra, H. (2024) 'Nature based solutions in cities of the global South—The "where, who and how" of implementation', Environmental Research: Ecology, 3. Available at: https://doi.org/10.1088/2752-664X/ad53cf					X	X	X		Stakeholders gap	Nature-based solution, gray literature, governance arrangements, participation
	Wu, X. et al. (2023) 'Analysis of Human Disturbance Features in Natural Reserves and Empirical Research on Their Restoration: A Case Study of the Huangchulin Nature Reserve in Fujian Province', Sustainability, 15(3), p. 2017. Available at: https://doi.org/10.3390/su15032017	x			X						Natural reserve, human disturbance, ecological restoration, GIS, analytic hierarchy process
	Yu, D. and Han, S. (2016) 'Ecosystem service status and changes of degraded natural reserves – A study from the Changbai Mountain Natural Reserve, China', Changbai Mountain Natural Reserve.	x			x					Degeneration	Degeneration, Ecosystem services, Sustainable development, Ecosystem management, Nature conservation

Image 17: Reading List Proposal Table (part 2)

6. Monitoring Exercise

QUESTIONS

Monitoring Questions for Future Students of the Module Emerging Landscapes and Urban Ecologies:

1. Do you, as students, feel that the course has decolonised?

2. Do you feel the reading list was exhaustive enough to help with both coursework?

3. Do you feel the attempt to decolonise the course, concerning the climatic, geographical, and technical aspects, was useful?

4. If not, what would be your suggestions about decolonising the module?

5. Would you recommend this module to other students seeking a more inclusive and diverse educational experience? Why or why not?

6. How inclusive were the references in this module in representing diverse perspectives and sources from different parts of the world?

7. Could you see yourself and your cultural background reflected in the materials and references provided? Please provide examples.

8. Were there any themes or topics where you felt the new references (as part of the co-creator project) were especially helpful or insightful?

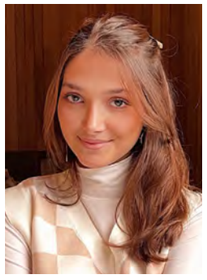
9. How do you think the new references have affected the discussions and interactions within the class?

10. Please add up to two references for case studies, readings, or other suggestions for further decolonising the module.

7. Co-creators' biographies and feedback

7.1 BIOGRAPHIES

1. Clara Sachetti



I am Clara, a Brazilian architect and urbanist deeply passionate about this discipline's diverse fields. Among these, urbanism stands out as my favourite area of study. I am also keenly interested in landscape architecture and themes related to fostering human connections to cities and developing high-quality urban spaces and societies. My 5-year undergraduate studies and two years of professional experience provided me with a solid foundation in these subjects, further enhanced through my master's degree program in London at the Univerisity of Westminster, encompassing the context of the UK.

2. Julaiha Sanofar Mohamed Abdullah

My name is Julaiha Sanofar Mohamed Abdullah, and I'm from Chennai, India. I hold a Bachelor of Architecture degree and have three years of professional experience. Currently, I am completing the International Planning and Sustainable Development MA course. I am deeply curious about how people from different parts of the world perceive and interact with natural reserves and parks, particularly the role of community volunteers like the "Friends of Parks" in England in preserving these spaces. Additionally, I am interested in learning about Blue-Green Infrastructure (BGI) in different climatic contexts.

3. Mihika Mishra

I am Mihika Mishra, a co-creator and MA Urban Design course student. Originally from Kolkata, India, I was extremely grateful to work with co-creators from different modules and various parts of the world in attempting to decolonise the module. With a bachelor's degree in architecture from India and a passion for planned and unplanned landscapes, the co-creators program allowed me to broaden my knowledge and pave an inclusive path for future students of the module.

4. Mona Shakeri

My name is Mona Shakeri, and I am a graduate student from Kerman, Iran, currently pursuing a master's degree in Urban and Regional Planning. Coming from Iran, a country characterised by its arid and semi-arid climate, I have developed a keen interest in the challenges and opportunities associated with urban planning in such environments. I focus on integrating urban parks with brown infrastructure and the strategies that policymakers and planners can employ to enhance landscapes in these regions. I am honoured to participate in the co-creator project with my peers from various parts of the world and different fields of study. I have learned a great deal from them, marking the beginning of my journey to collaborate globally.

5. Neill Chauhan

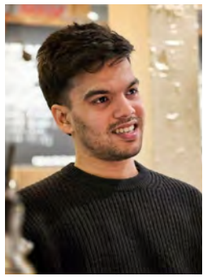
I am Neill Chauhan, and I graduated in 2021 with a Bachelor's in Architecture from Mumbai, India. Growing up in a city like Mumbai helped me think about how chaotic and busy a city can get and the importance of breathing spaces and open spaces in the pockets of urban life. This experience helped me choose my Master's in Urban Design after working for two years in a design studio. I am grateful for being a part of the co-creators team; it is an exciting initiative for students from around the world with different backgrounds, cultures, and experiences to come together and fill in the gaps in the module. I have truly enjoyed doing that.

6. Sara House

I am Sara House, a part-time International Planning and Sustainable Development MA student working for a local planning authority in Sussex in the Planning Policy department. In 2019, I graduated with a BA in Architecture from the University of Brighton. There, I first developed a passion for international development and mitigating the effects of climate change through sustainable construction practices that respect and enrich our natural environment.

7. Shantanu Bhosle

I am Shantanu Bhosle, an MA student in urban design. I did my bachelor's in architecture from Mumbai, India. After working as a junior architect for three years in a dense city, I understand the importance of integrating healthy green spaces into urban development. From the Emerging Landscape and Urban Ecologies modules, I better understood how green spaces can help create inclusive and healthy well-being in a community. I enjoyed being part of the co-creators teams, working with students from different international backgrounds to help further develop the module for future students.



8. Sruthy Menon

I am Sruthy Menon, a graduate student from Chennai, India. Being an architect by profession and pursuing a master's in urban design, I often find myself intrigued by the way nature interacts with the people of the city and how they perceive the space. I am deeply passionate about integrating open urban spaces, may it be parks, water infrastructure, or brownfields, into the daily lives of the city and all its different user groups. Undertaking Emerging Landscapes and Urban Ecologies module was highly informative in understanding the different ecologies and how as urban designers we can study and try to best conserve, restore, and interact with them. It was a very educative process of being a student co-creator and I enjoyed collaborating with students from across the globe to create a change.

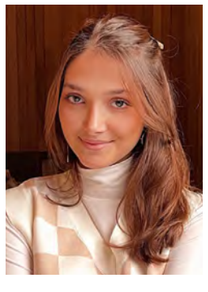
9. Vedant Kishore

I am Vedant Kishore, an architect and graduate student from India pursuing my MA in Urban Design. I am a strong advocate of responsive and resilient practices in architecture and urban design and acknowledge the potential of natural ecology and its integration into human life and urban structures; for this reason, I chose Emerging landscapes and urban ecologies so that I may better understand the theory and its practical applications. The course has taught me new approaches like 'terrain vague', and being a student co-creator has helped me understand diverse global perspectives through collaboration with my colleagues and further explore the various schools of thought this module has opened for us.

7.2 FEEDBACK

1. Clara Sachetti

The co-creator program was a novel experience for me. It involved all my classmates working together with a shared goal: decolonising our optional module. This experience became even more enriching as we had students from different parts of the world. Each of us contributed new information, not only about our home countries but also by researching new content in other areas. This effort helped us decolonise our perspectives as a whole. Additionally, this program provided a valuable opportunity to express ourselves and develop and enhance the module for future students.



2. Julaiha Sanofar Mohamed Abdullah

The co-creator's project was particularly impactful, as it facilitated a collaborative learning environment where I could explore diverse practices from around the globe. This exposure broadened my perspective and provided valuable insights into innovative and effective solutions being implemented worldwide. Overall, this experience has significantly influenced my academic and professional trajectory, equipping me with the skills and inspiration to contribute meaningfully to the field of sustainable urban planning.

3. Mihika Mishra

I thoroughly enjoyed working with my peers on the co-creator's project to decolonise the Emerging Landscapes and Urban Ecologies module. The collaboration was inspiring, as many of us belonged to different parts of the globe and brought unique perspectives, passion for different areas of study, and skills. Our collective effort fostered a deeper understanding and produced impactful, inclusive content. I am grateful for the experience and the synergy within the team.

4. Mona Shakeri

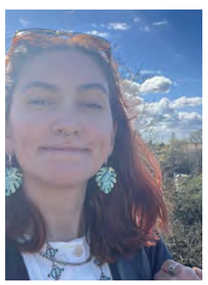
I am honoured to participate in the co-creator project with my peers from various parts of the world and different fields of study. I have learned a great deal from them, marking the beginning of my journey to collaborate globally.

5. Neill Chauhan

I have thoroughly enjoyed working on this co-creator module opportunity that was given to me. It helped us think outside the box and get out of our comfort zone, except designing and doing something for future students doing the module. It helped us learn about many gaps related to the emerging landscape and explore our knowledge. It was a unique experience, and I loved working in a fantastic team.

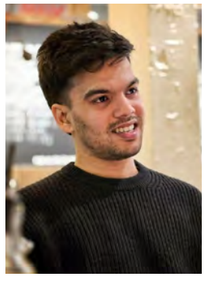
6. Sara House

The International Planning course and the Emerging Landscapes and Urban Ecologies module have helped me develop the necessary knowledge to achieve my professional goals. Through the students as co-creators project, I had the opportunity to shape the module's curriculum alongside my peers, giving me valuable knowledge of different international perspectives and experiences to carry forward into my professional career.



7. Shantanu Bhosle

The co-creators program is a significant initiative. Working with classmates and peers from different international backgrounds was enjoyable and educational. The site visits and team meetings were beneficial and, all in all, a very great learning experience.



8. Sruthy Menon

The idea of decolonising a module, especially Emerging Landscapes and Urban Ecologies, is a great initiative due to its nature. It was an enlightening process to collaborate with my peers and learn from each other about various aspects of the module from different perspectives across the globe. Having guidance from Krystallia Kamvasinou and Ozge Suvari, and them arranging field visits for us to understand concepts better was incredibly helpful.

9. Vedant Kishore

The co-creators program was an exciting study and group to participate in, and the idea of utilising student partners is commendable. The introductory workshops were beneficial in understanding what was required of the various teams taking part and an excellent way to build further interest in the project. The entire process was well-curated and organised.

8. STAFF Co-creators

1. Krystallia Kamvasinou

Krystallia Kamvasinou is a Senior Lecturer (Reader eff. August 2024) in Planning, Urban Design and Architecture at the School of Architecture + Cities, University of Westminster. She is Module Leader for Emerging Landscapes and Urban Ecologies, and leads several other modules in MA Urban Design (MAUD), MA International Planning and Sustainable Development (MAIPSD), and MA Architecture. Krystallia supervises PhD students and is Co-convenor of the Emerging Territories Research Group.

https://www.westminster.ac.uk/about-us/our-people/directory/kamvasinou-krystallia

2. Ozge Suvari

Ozge Suvari is a doctoral researcher interested in urbanism and climate change at the School of Architecture + Cities, University of Westminster. She earned an M.Arch degree from Middle East Technical University (METU) in 2022. She has co-taught architectural design studios, attended architectural competitions and worked in architecture offices since 2018. She was also a research intern on the "Pedagogies for Social Justice" project, which deepened her understanding of decolonisation in higher education since January 2024.

3. Ripin Kalra

Ripin Kalra is a Senior Fellow at the School of Architecture + Cities, University of Westminster. He is a Fellow at the UK Higher Education Academy (HEA). He leads post-graduate course modules, including 'Urban risk and resilience', 'Environmental policy, assessment and climate change', and 'Sustainable cities' and contributes to several others, notably 'Emerging landscapes and urban ecologies' and 'Environmental design'. He is a member of the Emerging Territories Research Group, and his research looks at community-led management of decentralised water and wastewater in urban areas and inclusive smart cities.

9. Appendices

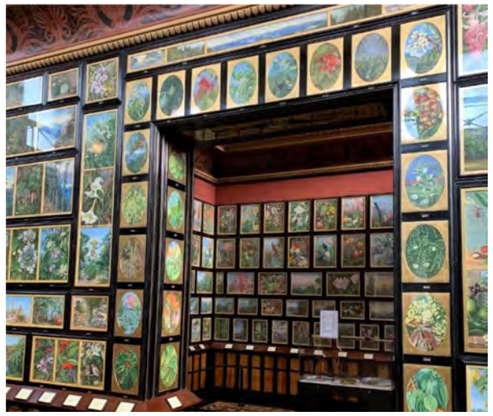
9.1 KEW GARDENS

STUDENT 1 - Sruthy Menon

The gallery is working on providing additional context to the paintings of Marianne North, acknowledging the colonial contexts in which many of the artworks were created. This involves discussing the historical period of British colonial expansion during which North travelled and painted.

Kew Gardens is researching the colonial origins of its plant collections, including documentation of how plants were often collected from colonised lands and acknowledging the role of colonial exploitation in the garden's history.

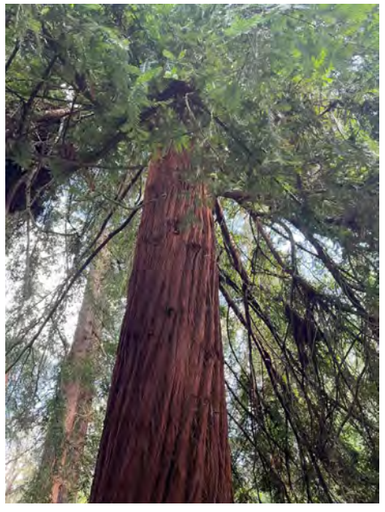
The conservatories exhibit the ecosystems of various climatic conditions by including the local indigenous communities.



STUDENT 2 - Mihika Mishra

Kew Gardens, a world-renowned botanical garden in London, is actively working to decolonise its practices by acknowledging its colonial past and implementing an Equality, Diversity, and Inclusion strategy. The colonial history of Kew Gardens is addressed by revisiting the origins of its botanical collections and fostering transparency in its narratives.

The Princess of Wales Conservatory at Kew Gardens showcases plants from various global regions and contains ten different climatic zones, including deserts and tropical environments. The conservatory acknowledges the colonial origins of the collection of plants, promoting inclusivity and diversity.



Native: Argentina South, Chile Central, Chile South

Introduced: Great Britain

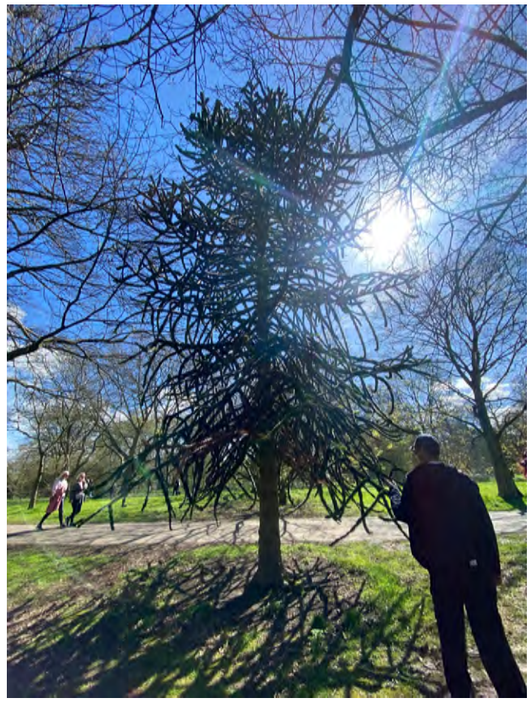
Mighty Redwoods: The coastal redwoods and giant redwoods, native to California, thrive in Kew Gardens, increasing the garden's biodiversity. The diversity of trees and plants from various regions contributes to Kew Gardens' research on adaptability and conservation.

Kew Gardens also features the Great Pagoda, a landmark reflecting 18th-century European fascination with East-Asian art and architecture, contributing to decolonizing efforts.

STUDENT 3 - Mona Shakeri

At Kew Gardens, a multifaceted approach to decolonization is evident in its diverse botanical sections and innovative exhibitions. The deliberate curation of distinct areas dedicated to tropical and arid plants, accompanied by the provision of specialized tools for their care, reflects a departure from colonial paradigms of botanical exploitation. These sections not only celebrate the biodiversity of different ecosystems but also embody a more inclusive stance towards botanical knowledge, acknowledging the contributions of diverse cultures beyond colonial legacies.

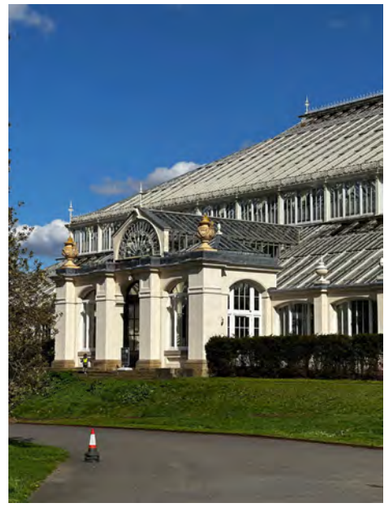
The inclusion of monkey puzzle trees within the botanical collections highlights their cultural significance for indigenous peoples from South-Central Chile and Argentina, particularly the Mapuche community. Such botanical specimens serve as reminders of the intertwined relationship between plants and indigenous cultures, enriching the narrative of global biodiversity. Through initiatives like these, Kew Gardens is actively engaging with decolonisation, striving to rewrite the narrative of botanical science from a more equitable and respectful standpoint. By breaking away from colonial patterns of dominance and exclusion, Kew seeks to create a space where diverse voices are heard, and all cultures are valued in exploring and conserving the natural world.

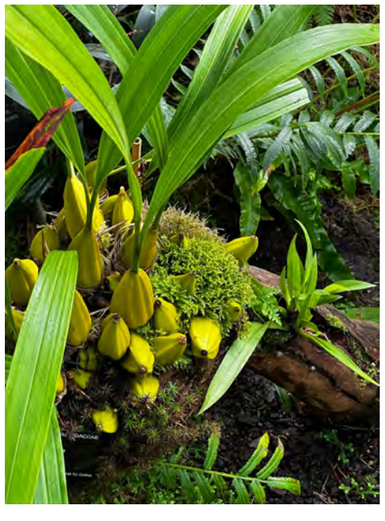


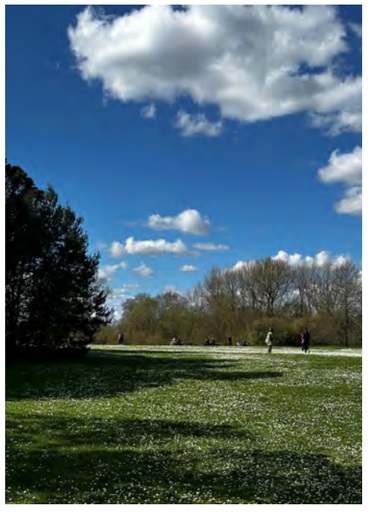
STUDENT 4 - Neill Chauhan

Kew Gardens is located in the south-west of London. It is a botanical garden that houses the world's most extensive botanical and mycological gardens. There are various species of cacti grown in the Princess of Wales Conservatory. It is built in such a way that every corner is a surprise element and takes one from hot/humid weather to a dense rainforest temperature. It gives you the same feeling of walking through a dense forest or walking through dry weather when you visit. Venus Flytrap, Pitcher plants are a few of the many plants to be found here.

The Temperate House houses various species from Asia, Australia, America and Africa. These species are either very rare or have become extinct. It is filled with roughly 3000 species and can help in climate change or food security in the future. The Hive is a 17-metre-tall installation standing in between the meadows. It gives the actual feeling of walking inside one, with thousands of LED lights and the sound of vibrations of the bees living in the gardens.







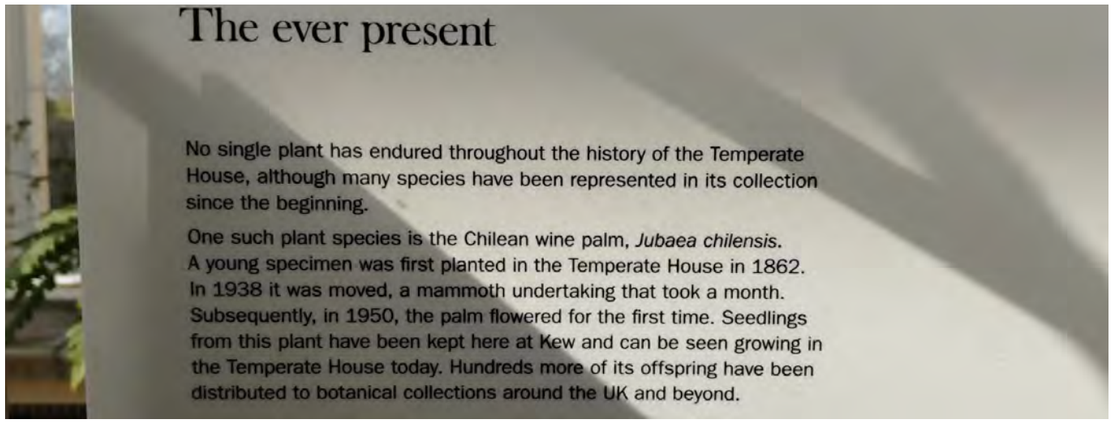
STUDENT 5 - Sara House

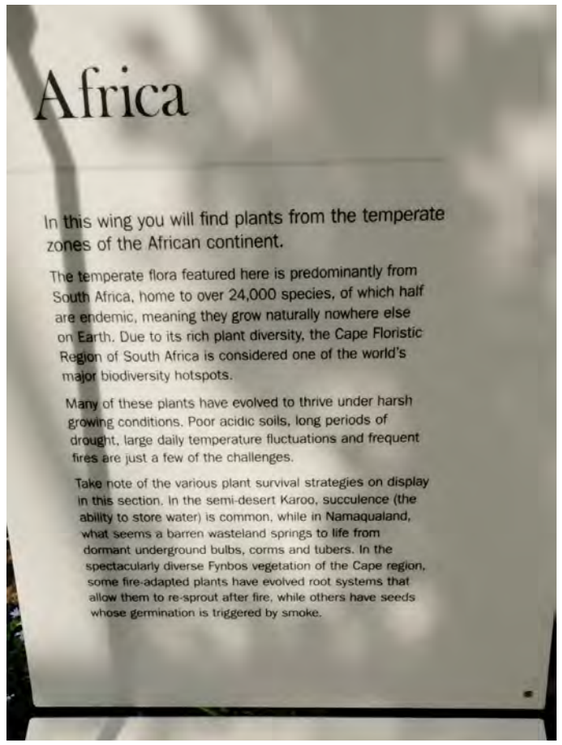
Kew Gardens, a renowned botanical garden in London, has been actively working towards decolonising its practices by acknowledging its colonial past and implementing initiatives that promote inclusivity, diversity, and sustainability. One way they accomplish this is through the education boards, which teach visitors about the colonial history of botany, its impacts, and the origins of the plants in their collection.

Decolonising gardens through rewilding involves shifting away from traditional gardening practices that often reflect colonial legacies and instead fostering ecosystems that support native species and local biodiversity. Kew Gardens is doing this by fostering natural processes and biodiversity through wildlife corridors, diverse planting, and support for pollinating invertebrates and mammals.

STUDENT 6 - Julaiha Sanofar Mohamed Abdullah

Kew Gardens has been actively decolonizing its approach by reevaluating its collections, acknowledging colonial histories, and working with communities to ensure diverse voices are heard in its programs and exhibits. They also prioritise collaborations with Indigenous groups and foster greater inclusivity in their research and outreach efforts.





9.2 CASE STUDIES

CASE STUDY 01: PALLIKARANAI WETLAND

TYPOLOGY: Urban WaterScapes (Wetland Ecology)
LOCATION: Chennai, India

SITE CONTEXT: Pallikkaranai Marshland is one of the largest wetlands in India that spreads over 80sqkm. The site is encroached by building developers and the state government to use it as a dumpyard. The wetland which was once home to various species of migratory birds, is now a garbage mound.

ISSUES IDENTIFIED:

- Due to encroachment and reduction of wetland area, the surface water runoff system is affected, resulting in increased flooding in the neighbouring areas.
- The dump yard has intoxicated the soil and groundwater, making it difficult for the wetland ecology to thrive.
-The institutional buildings built along the edges of the wetland face severe flooding during monsoons.
-Poor Quality of life for the neighbouring community.

SOLUTIONS PROPOSED AND IMPLEMENTED:

- The Largest Wetland in India
- Protected under the RAMSAR Convention
- It acts as a carbon sink and reduces the impacts of flooding by acting as a drainage sink.
- Community Awareness and Engagement created by the residents.
- Revisions in Policy Making and Land Use Planning.
- Enforcement of Environmental Regulations by the state government.
- Undeveloped land has been designated as a Reserve Forest for over a decade.
- Awareness spread by non-governmental organisations to educate people about the degradation of the wetlands.

CASE STUDY 02: BUFFELSDRAAI LANDFILL SITE

TYPOLOGY: Urban Waterscapes (Wetland Ecology)
LOCATION: Durban, South Africa.

SITE CONTEXT: The Buffelsdraai Landfill Site is the largest regional waste landfill within the eThekwini Municipality, and the 787-ha buffer zone around it had previously been used to farm sugarcane for almost 100 years. The project to restore this buffer zone landscape was initialised by the nearby city of Durban in order to offset the emissions it would release for hosting part of the 2010 FIFA World Cup™.

ISSUES IDENTIFIED:

- The project was initiated to mitigate the significant CO2 emissions (307,208 tons CO2 equivalent) associated with hosting the 2010 FIFA World Cup in Durban.
- The local communities around Buffelsdraai suffered from high levels of poverty, unemployment, and inadequate access to essential services like water and waste management.
- The project area was previously used for sugarcane production for about 100 years, leading to significant soil degradation and loss of natural vegetation. This monoculture farming also reduced biodiversity and ecosystem health.

SOLUTIONS PROPOSED AND IMPLEMENTED:

- Reforestation for Carbon Sequestration
- Community-Based and Ecosystem-Based Adaptation: Involve local communities in reforestation efforts
- The Tree-Preneur Program for Socioeconomic Upliftment: Engage local residents to collect and germinate indigenous seeds.
- Biodiversity and Ecosystem Restoration: Plant a diverse range of indigenous tree species.
- Maintenance and Monitoring: Regularly inspect planted areas and replace dead trees.
- Community Engagement and Education: Provide ongoing training and support for Tree-Preneurs.

CASE STUDY 03: DIPLOMATIC QUARTER

TYPOLOGY: Arid region parks
LOCATION: Riyadh, Saudi Arabia

SITE CONTEXT: The quarter is located northwest of Riyadh over a total area of about 8 km². Wadi Hanifa forms the western border of the quarter, while Salboukh and Makkah highways border it from east and south, respectively. The RCRC was determined to develop a world-class neighbourhood equipped with the necessary urban infrastructure integrated with the metropolitan development strategy.

LANDSCAPING:

The quarter's comprehensive plan paid particular attention to landscaping and afforestation of both public and private buildings. Date palm is the main element in street afforestation. The areas surrounding the Diplomatic Quarter are extensively landscaped; each central housing area has its intensively cultivated local park. The pedestrian passageway network connecting the housing areas with the main utilities located in the central area is at the central area are also afforested. About 8,000 palms were planted along streets.

SOLUTIONS PROPOSED AND IMPLEMENTED:

Subsequently, the plan was drawn up taking into account three considerations:

- The neighbourhood should be consistent with the city's comprehensive development and be easy to reach.
- Diplomatic missions should be allowed to participate in the development of the neighbourhood and facilities.
- The private sector should be able to participate in the development process and operate some DQ-based services.

CASE STUDY 04: WADI HANIFA

TYPOLOGY: Arid Urban Waterscapes (River Restoration)
LOCATION: Riyadh, Saudi Arabia

SITE CONTEXT: The Wadi Hanifah and its tributaries form a unique 1,737-square-mile natural basin surrounding Saudi Arabia's capital, Riyadh. Located in the middle of the Najd Plateau of the Kingdom of Saudi Arabia, the Wadi Hanifa (or Hanifa Valley) is the longest and most important valley near Riyadh, a natural water drainage course for an area of over 4,000 square kilometres and a unique geographical feature in this dry region.

ISSUES IDENTIFIED:

- Aggressive exploitation and destruction of the valley due to the city's rapid expansion.
- The valley along the river became an industrial waste site and dumping ground for construction waste.
- Construction of the first treatment facility in Riyadh in 1982 saw a constant flow of poorly treated water dumped into the river.

SOLUTIONS PROPOSED AND IMPLEMENTED:

- Establishment of the 2001 Wadi Hanifah Development Plan, which included the restoration of the valley corridor and the construction of a wastewater bioremediation facility
- Largest Natural Open Resort in the Region
- Removed 17.7 million cu ft of industrial and municipal waste
- Increases riparian habitat and supports numerous bird and fish species.
- Reduces potable water consumption by 92.5 million gallons per day
- Attracts 200,000 visitors per week, re-establishing the social, cultural, and recreational significance of the wadi for Riyadh residents

Before

After

9.3 SEMINAR PAPER (CW1) BRIEF

DOCUMENT

University of Westminster
School of Architecture and Cities
Course: MA in Urban Design

Module: 7PLAN033W Emerging Landscapes and Urban Ecologies

Module leader: Dr Krystallia Kamvasinou kamvask@westminster.ac.uk

Additional staff: Corinna Dean, Didem Ertem

Time: Wed 10-13:00

Location: Marylebone Campus, M214 (2nd floor, Marylebone building)

SEMINAR PRESENTATION AND PAPER 30%

Seminar Readings

A sequence of weekly thematic lectures and seminars will immerse you in a variety of concepts, theories, and debates pivotal to understanding emerging landscapes and urban ecologies. Through a curated selection of readings and supplementary materials, you will delve into and present a seminar topic in small groups, honing your critical analysis skills. This module encourages an exploration of a/foundational texts about the perception of nature in urban environments and b/contemporary discourse in urban ecology and socioenvironmental sustainability.

The lecture and seminar readings, featuring scholars in urban ecology and landscape, will equip you with the ability to critically evaluate key theories about urban nature, ecology, and landscape's role in urban design. These theories include the reintegration of natural landscapes into urban infrastructure, adaptive reuse, and the impact of urban green spaces on health, well-being, and sustainable city development. In student-led seminars, these ideas will be dissected and discussed, through a collaborative learning environment. For each topic, there are several supplementary materials, including other articles, videos or web resources, that are meant to help you gain a broader understanding of the topic.

You are expected to engage in discussions to discern and articulate the significant contributions of the authors and concepts to our understanding of nature in urban settings and to demonstrate how their perspectives influence the design and future of urban landscapes.

At the end of this brief, a list of thematic seminar groups is provided. Each student must select a group and coordinate with fellow group members to prepare a seminar presentation, ensuring diverse perspectives are covered. All members of the group should come up with some key ideas or questions emerging from, and connecting, the group readings to generate discussion with the whole class after the presentation. Following this presentation and discussion, your seminar paper will be a synthesis of those perspectives, focusing on a particular question/idea discussed in class.

Seminar presentation + discussion

The seminar presentations will be in Powerpoint format, maximum of 10 slides per group incl.

images and slide notes, followed by group discussion with the class. You will present as a group

orally and submit the presentation with notes on Blackboard after your seminar. The seminar presentation is part of formative assessment.

Seminar Paper submission

The final, formally assessed submission will be an individual illustrated seminar paper based on your key seminar texts and their application (3,000 words) submitted on Blackboard by Monday 4th March before 1pm. You are free to define the topic/key question of your paper based on the discussion in class and in consultation with your tutors.

Assessment Criteria

- Effective understanding and communication of key theoretical texts and ideas and identifying their relevance to design practice
- Ability to engage with and apply urban design theories and concepts in real context
- Presentation and writing (incl. illustrations and referencing)

Seminar Groups + Readings

GROUP 1: Planned landscapes, urban parks and nature in cities (please select at least three chapters from different books; you can consider the rest as supplementary materials)

- From de Oliveira, Fabiano Lemes, Mell, Ian (eds) (2019) *Planning Cities with Nature: Theories, Strategies and Methods*, Springer International Publishing AG
  Chapter 6 Towards a Spatial Planning Framework for the Re-naturing of Cities
- From Low, Setha M.; Taplin, Dana; Scheld, Suzanne (2005) *Rethinking urban parks: public space & cultural diversity*, Austin: University of Texas Press
  Chapter 2 Urban Parks: History and Social Context
- From Beatley, T. (2010) *Biophilic Cities: Integrating Nature into Urban design and planning,* Washington, DC: Island Press
  Chapter 3 Biophilic Cities: what are they?
  Chapter 4 Biophilic Urban Design and Planning
- From Woudstra, Jan and Fieldhouse, Ken (eds) (2012) The Regeneration of Public Parks, SPON Press
  Parks and people: the social functions by Hazel Conway
  Play and sport by Brent Elliott and Ken Fieldhouse

GROUP 2: Unplanned landscapes, urban wildscapes and brownfields, adaptive reuse of decommissioned urban infrastructure, recycled landscapes

- de Solà-Morales Rubio, I. (1995) 'Terrain Vague', in *Anyplace*, edited by Cynthia C. Davidson, Cambridge MA: MIT Press, pp. 118-23.
- Anna Jorgensen and Marian Tylecote (2007) 'Ambivalent landscapes - wilderness in the urban interstices' *Landscape research*, 2007, Vol.32 (4), p.443-46

- James Corner (2006) Terra Fluxus. In *The Landscape Urbanism Reader*, edited by Charles Waldheim, Princeton Architectural Press

Supplementary materials:

Kamvasinou, K (2006). '*Vague* Parks: the politics of late twentieth-century urban landscapes', *Architectural Research Quarterly,* Vol 10 (3-4), pp.

Kamvasinou, K (2011), The public value of vacant urban land, *Municipal Engineer,* Vol 164 (3), Sep 2011, pp. 157-166. ISSN 0965-0903 DOI: 10.1680/muen.9.00020

Spontaneous Landscapes: Matthew Gandy's Natura Urbana
https://www.youtube.com/watch?v=vNYfcjnNBuk
Natura Urbana and Urban Ecology with Matthew Gandy
https://www.youtube.com/watch?v=b0CUYWl5wSE

GROUP 3: Urban waterways and their ecologies; blue infrastructure

- Gandy, Matthew (2004), Rethinking urban metabolism: Water, space and the modern city, *CITY,* VOL. 8, NO. 3, December 2004 [downloadable from www.matthewgandy.co.uk]
- Evans, Graeme (2018) Hydrocitizenship: Concepts and Insights from the Lee Valley, UK; in *Rivers and Society: Landscapes, Governance and Livelihoods*; Edited by Malcolm Cooper, Abhik Chakraborty, Shamik Chakraborty
- From de Oliveira, Fabiano Lemes, Mell, Ian (eds) (2019) *Planning Cities with Nature: Theories, Strategies and Methods*, Springer International Publishing AG: Chapter 11 Re-naturing the City for Health and Wellbeing: Green/Blue Urban Spaces as Sites of Renewal and Contestation

9.4 CASE STUDY(CW2) BRIEF

DOCUMENT

University of Westminster
School of Architecture and Cities
Course: MA in Urban Design

Module: 7PLAN033W Emerging Landscapes and Urban Ecologies

Module leader: Dr Krystallia Kamvasinou kamvask@westminster.ac.uk

Additional staff: Corinna Dean, Ripin Kalra, Filomena Russo

Time: Wed 10-13:00

Location: Marylebone Campus, M214 (2nd floor, Marylebone building)

CASE STUDY PRESENTATION 70%

Case studies

International case studies will be explored in the context of a growing awareness of the importance of city ecologies for health and wellbeing, sustainability and the future design of cities. These will link with key theories regarding urban nature and urban ecology that have emerged in the past half century and showcase how these have been applied in the case of real projects. By analysing and critically assessing real-world cases and extrapolating urban design and planning principles from realised projects, you are expected to show an understanding of how theory and practice are linked while recognising the complexities and multiple stakeholders involved in such design and planning interventions.

A list of case studies has been compiled below, some of which will be presented in class as part of lectures, and others will be the focus of your site visits. You are welcome to choose a case study for in-depth exploration from this list, or choose your own, for example a case study from the place you come from. You will:

- Present the context of the case study and the reasons for choosing it.
- Identify what theoretical principles have been applied and how
- Analyse the case study and highlight its strengths in relation to critical socioecological perspectives as well as any challenges or ways it could be improved based on the theory and practice explored in the module
- Conclude with design guidelines or with planning recommendations (your choice) and with lessons learnt that can be applied to other cases too. This can include demonstration/illustration through application on your chosen or another site.

Presentation

Oral presentation of portfolio of work (10-15 slides) and submission of digital file in Powerpoint or PDF format. You will present orally and submit the presentation with notes on Blackboard afterwards (date TBC). You will need to ensure effective use of a range of oral, written and visual communication skills to research and represent complex and differentiated emerging landscapes

from critical theoretical and design/planning based perspectives. The presentation is assessed (70% of module mark). To ensure a good mark it is important that you come to all the tutorials.

Assessment Criteria

- In-depth understanding of the use and role of nature and intricate ecological processes in urban design and the different approaches that could be adopted in various contexts
- Ability to analyse and critically assess real-world cases and extrapolate urban design principles from realised projects, linking theory and practice while recognising the complexities and multiple stakeholders involved in such design interventions.
- Presentation and communication skills in oral and visual terms.

List of Case Studies

The following web resources are just a starting point. You will need to do your own further research on your chosen case study.

Seattle Freeway Park:

Lawrence Halprin on the Seattle Freeway Park https://youtu.be/4wfcypalMSw

https://www.tclf.org/sites/default/files/microsites/halprinlegacy/freeway-park.html?utm_source=pocket_saves

High Line, New York:

Diller Scofidio + Renfro: Reimagining Lincoln Center and the High Line (2012, 54 min) URL: https://www.kanopy.com/en/westminster/video/80254

https://www.fieldoperations.net/project-details/project/the-high-line.html

Designing the New York High Line as a Shared Landscape with James Corner | reSITE City Talks URL: https://www.youtube.com/watch?v=DwAL0pKjgzw

Camden Highline:

Camden Highline Launch Film URL: https://youtu.be/Z10WXDd87ws

https://www.fieldoperations.net/project-details/project/camden-highline.html

The Lifeline project, Dublin:

URL: https://desireland.ie/lifeline-project/

https://landezine-award.com/3280-2/

Promenade Plantee, Paris

https://www.theguardian.com/travel/2017/jun/07/paris-promenade-plantee-free-elevated-park-walkway-bastille-bois-de-vincennes

https://www.britannica.com/place/Promenade-Plantee

Parkland Walk, North London:

https://www.parkland-walk.org.uk/

Cheonggyecheon, Seoul, South Korea:

https://globaldesigningcities.org/publication/global-street-design-guide/streets/special-conditions/elevated-structure-removal/case-study-cheonggyecheon-seoul-korea/

https://www.theguardian.com/cities/2016/may/25/story-cities-reclaimed-stream-heart-seoul-cheonggyecheon

Landscape Park Duisburg Nord, Germany:

https://www.latzundpartner.de/en/projekte/postindustrielle-landschaften/landschaftspark-duisburg-nord-de/

Parc de la Villette, Paris:

https://www.dezeen.com/2022/05/05/parc-de-la-villette-deconstructivism-bernard-tschumi/

Thames Barrier Park, London:

https://www.london.gov.uk/programmes-strategies/environment-and-climate-change/parks-green-spaces-and-biodiversity/parks-and-green-spaces/thames-barrier-park

Queen Elizabeth Olympic Park, London:

https://www.queenelizabetholympicpark.co.uk/

Camley Street Natural Park, London:

https://www.wildlondon.org.uk/nature-reserves/camley-street-natural-park

Gillespie Park Nature Reserve, London:

https://www.fieldsintrust.org/FieldSite/Gillespie-Park-Nature-Reserve

Bridgefoot Street Park, DFLA, Dublin:

https://landezine-award.com/bridgefoot-street-park/

Timothy Beatley's Handbook of Biophilic City Planning and Design has many case studies including some of the above. Also, consult the relevant section on Case Studies in your online Reading List.

9.5 COMPLETE READING LIST PROPOSAL + REFERENCES

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Acharibasam, J. B. (2022) Decolonizing Climate Change Education: Evidence from an Empirical Study in Ghana, Journal of Education and Practice Vol 13, No 32, pp. 54-63

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Porter, L., 2016. Unlearning the colonial cultures of planning. Routledge.

Sandercock, L. (2004) Towards a Planning Imagination for the 21st Century, Journal of the American Planning Association, 70:2, pp.133-141

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UCL (2018) Inclusive Curriculum Health Check. Available at: https://www.ucl.ac.uk/teaching-learning/sites/teaching-learning/files/ucl_inclusive_curriculum_healthcheck_2018.pdf (accessed 08/03/2024)

READING LIST PROPOSAL

Afriyanie, D. et al. (2020) 'Re-framing urban green spaces planning for flood protection through socio-ecological resilience in Bandung City, Indonesia', Cities, 101, p. 102710. Available at: https://doi.org/10.1016/j.cities.2020.102710

Andrade, G.I., Remolina, F. and Wiesner, D. (2013) 'Assembling the pieces: A framework for the integration of multi-functional ecological main structure in the emerging urban region of Bogotá, Colombia', Urban Ecosystems, 16(4), pp. 723–739. doi:10.1007/s11252-013-0292-5.

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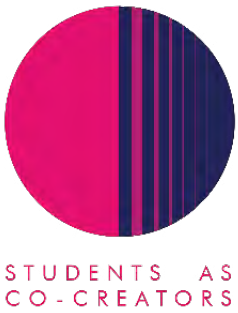
CO-CREATOR PROGRAM

Decolonising the Module

Emerging Landscapes and Urban Ecologies



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