LAA 3394
Advanced Design Communications
UF Department of Landscape Architecture
Spring 2024

**SYLLABUS**

# I. General Information

CLASS MEETINGS:    tuesdays + thursdays
                   8:30-10:25am (periods 2-3)
LOCATION:          architecture 120
CREDITS:           3 credits

INSTRUCTOR:        andrea galinski, mla, asla, cfm, *assistant professor*
                   442 architecture building
                   office hours: tues/thurs, 11:00am-12:00pm, or by appointment
                   andrea.galinski@ufl.edu

CO-INSTRUCTOR:     lexi dart, bla, asla, *ph.d. student, graduate assistant*
                   dart.lexi@ufl.edu

**COURSE DESCRIPTION**

*Develop skills in digital visualization and communication techniques, exploring digital media as a landscape architecture tool for design and fabrication; produce high quality perspective drawings and design diagrams using Rhino and Adobe CC, and digital fabrication techniques using UF's Fab Lab. Prerequisite: LAA 2376C and LAA 2379C.*

This course is designed to elevate students' skills in landscape architecture visualization, communication, and storytelling. Advancing the design communication strategies introduced in Design Communications 1 & 2, this course will explore digital media as a powerful tool in landscape architecture thinking, design, and illustration. It delves into advanced techniques and tools used in the field, emphasizing the importance of effective communication through various mediums. Students will explore innovative ways to present landscape designs, illustrate experiences, and convey narratives. In addition to visual modes of representation, students will learn cross-media software workflows for generating and communicating design ideas. Lastly, the course provides students with hands-on experience using new AI-powered visualization tools.

**course objectives**

The course objectives including the development of:
-   Critical evaluation and analysis of various types of visual representations used in landscape architecture
-   Advanced geospatial analysis, mapping, and data visualization with ESRI ArcGIS Pro

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- Advanced illustration, visualization, and storytelling with Adobe Creative Suite (specifically Photoshop, Illustrator, and InDesign)
- Skills in rendering in Rhino with Lumion
- Understanding of and experience with new digital visualization tools including DALL-E, Midjourney, ChatGTP, and Unreal Engine (UE)
- Understanding of storytelling techniques that convey the design intent and enhance project narratives
- Self-directed learning and exploration of evolving digital technologies

## PREREQUISITE KNOWLEDGE AND SKILLS

LAA2376c – Design Communications 1
LAA2379 – Design Communications 2

## COURSE MATERIALS

All required readings and works can be found online, course reserves, or in the UF Library (see annotated schedule). The following materials and software will be needed*:
- Sketchbook + hand drawing tools
- ESRI ArcGIS Pro (latest edition)
- Adobe Suite Products (Photoshop, Illustrator, and In-Design)
- Autodesk AutoCAD (latest edition)
- Rhinoceros (Rhino) 3D (latest edition)
- MS Office (Word, Excel and PowerPoint)
- File back-up storage (iCloud, Google Drive, DropBox, Apple TimeMachine, etc.)

Students may meet some of the above technology needs using DCP's Computer Lab[1], which includes the Architecture Open Area and two classrooms (reservations required).

**additional resources**
- LA Department Computer Requirements[2]
- LinkedIn Learning[3] (including Lynda) Tutorials
- For technical help, including using LinkedIn Learning:
  - o Call 352-392-HELP/4357
  - o Email e-Learning Support

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[1] DCP Computer Lab: https://labs.at.ufl.edu/locations/architecture/
[2] LA Dept Computer Requirements: https://dcp.ufl.edu/landscape/wp-content/uploads/sites/36/2020/04/Laptop-Computer-Requirements_4_29_2020.docx
[3]  UF + LinkedIn Learning: https://training.it.ufl.edu/linkedin/

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## II. **Student Learning Outcomes (SLOs)**

At the end of this course, students will be expected to have achieved the introductory course learning objectives (CLOs) under the program SLO headings as follows:

| CONTENT |
| --- |
| **SLO 1** – Integrate *concepts* from the *general body of knowledge of the profession* of landscape architecture in design decision-making. |
| CLO 1.1 – **Visual literacy.** Develop the ability to "see" and graphically describe landscape qualities – both physical and ephemeral. |
| CLO 1.2 – **Cartographic fluency.** Describe the elements of excellent cartography as applied to the practice of landscape architecture. |
| CLO 1.3 – **AI comprehension.** Articulate a basic understanding of rapidly evolving visualization tools including DALL-E, Midjourney, ChatGTP, and Unreal Engine (UE). |
|  |
| **SLO 2** – Apply core professional landscape architecture *skills* in design decision-making. |
| CLO 1.2 – **Representation practices.** Gain proficiency with the digital tools, media, and diverse techniques commonly used in the production of landscape graphics. |
| CLO 2.2 – **Generative development.** Develop the ability to recognize spatial relationships and to clearly articulate the physical environment in graphic form; use drawing and representation as generative processes in design thinking, |
| CLO 2.3 – **Cross-media workflow.** Advance skills in efficient workflows across computer programs, as well as between computer programs and hand drawing or analog mediums; develop a broad knowledge of digital tools rather than mastering a particular software. |
|  |
| **SLO 3** – Apply *ethical understanding* to design decision-making. |
| CLO 3.1 – **Examine embedded biases.** Interrogate representation techniques, mapping processes, and underlying datasets for embedded biases/inequities in order to address their real-world impacts. |
|  |
| CRITICAL THINKING |
| **SLO 4** – *Combine and analyze information from multiple sources* to support design decision-making. |
| CLO 4.1 – **Critical thinking.** Engage thoughtfully and analytically with precedents, assignments, and peer reviews. Cultivate precise yet conceptual thinking through intentional and specific visual arguments and graphic communication. |
| CLO 4.2 – **Inquisitiveness + independence.** Develop inquisitiveness, independent thinking, and self-directed learning for future acquisition of skills, tools, and techniques in a world of rapid technological change. |
|  |
| COMMUNICATION |
| SLO 5 – Produce professional visual, oral, and written communications. |
| CLO 5.1 – **Graphic facility.** Explore sketching, hardline and measured drawing, expressive drawing, 3D spatial representation, the visualization of information, narrative, graphic composition, and the use of color in graphics. |

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# III. Graded Work

## DESCRIPTION OF GRADED WORK

The class projects are structured to allow students to apply learned concepts and techniques in a practical context.

### project 01. advanced geospatial analysis + mapping (40%)
Assessing a defined geographic area, students will conduct geospatial site analyses using ArcGIS Pro and produce a series of maps illustrating the area's terrain, hydrology, ecology, infrastructure, demographics, and other characteristics. Students will identify, manipulate, analyze, and visualize vector, raster, and tabular data using ArcGIS Pro and Adobe Creative Suite.

### project 02. advanced illustration + rendering (30%)
Students will produce digital graphics including, but not limited to, photomontages, rendered plans, section and elevation, diagrams, and graphic layouts to describe landscapes and design interventions.

### project 03. storytelling, graphic design, and communication (20%)
Students will produce synthetic communications products that create more comprehensive storytelling outputs that advance the visualization of projects 2 + 3. Present the proposal through a combination of digital renderings, diagrams, written narratives, and oral presentations to convey the design intent and "story" behind the project.

### participation + other exercises (10%)
Students are expected to be fully present and engaged during class time. In-class work will include lectures, group discussions, and working independently or in groups to make progress on various assignments. Students will review their classmates' assignments and provide meaningful feedback. Additionally, students will have other short assignments such as reading responses and graphic exercises that will be assigned at various points during the semester.

## EVALUATION OF WORK

Throughout the course, students will receive feedback from both instructors and peers, fostering a collaborative learning environment. Assignments will be evaluated on:
- **completeness.** instructions carried out in detail.
- **technical skills.** assignments are executed with the appropriate method and knowledge of the emphasized technique.
- **presentation + attention to detail.** assignments completed with precision and rigor; and presented with care and craft.
- **concept + effort.** concepts are clearly articulated and well developed through iterations that show evidence of experimentation, self-critique, and improvement.  Across the quarter, there is evidence of consistent effort and improvement.

Timely completion of all project requirements is expected. **Late work will be penalized 2.5% per day.** Work submitted more than **3 days late** will not be accepted unless prior accommodations have been

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made. Requirements for making up missed assignments or other work in this course are consistent with university policies that can be found [here](#)[4].

***You are required to back up your digital files.*** This cannot be stressed enough! You will not be excused from project deadlines if you lose your files or data that were not backed up. Every semester, software programs glitch, computers crash, and files become corrupted. Save yourself a lot of time (and heartbreak!) by methodically backing up your files, preferably to a cloud storage platform such as (iCloud, Google Drive, DropBox, etc.) or to an external hard drive, Apple TimeMachine, etc.

## GRADED WORK + STUDENT LEARNING OUTCOMES

The graded work assesses the course learning outcomes as follows:

| Course Learning Outcomes (CLOs) | Assessments | | | |
|---|---|---|---|---|
| | P01. Advanced Geospatial Analysis + Mapping | P02. Advanced Illustration + Rendering | P03. Storytelling, Graphic Design + Communication | Participation + Other Exercises |
| CLO 1.1 – Visual literacy | X | X | X | |
| CLO 1.2 – Cartographic fluency | X | | X | X |
| CLO 1.2 – AI Comprehension | | | | X |
| CLO 2.1 – Representation practices | X | X | X | X |
| CLO 2.2 – Generative development | X | X | X | |
| CLO 2.3 – Cross-media workflow | X | X | X | X |
| CLO 3.1 – Examine embedded biases | X | X | X | X |
| CLO 4.1 – Critical thinking | X | X | X | X |
| CLO 4.2 – Inquisitiveness + independence | X | X | X | X |
| CLO 5.1 – Graphic facility | X | X | X | X |

## GRADING SCALE

According to Departmental Policy, Landscape Architecture majors must receive a C or better to move forward. Any grade that is lower than a C will require that the course be taken over again. Grading will adhere to the University of Florida Grade Policy:

| letter grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| numeric grade | 100-94 | 93-90 | 89-87 | 86-84 | 83-80 | 79-77 | 76-74 | 73-70 | 69-67 | 66-64 | 63-61 | 60-0 |
| quality points | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | 0.67 | 0.0 |

Please see the [UF Grades and Grading Policies](#)[5] for more information.

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[4] UF Attendance Policies: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext
[5] UF Grades and Grading Policies: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

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All student work may be retained and used by the Department of Landscape Architecture. Digital copies of student work for this course must be turned in at the completion of each assignment. No final grades will be issued until digital submissions have been turned in as requested. ***Please adhere to each assignment's file submission guidelines****.* Point deductions on the assignment may result from not following submittal directions or providing incorrect submittal or file formats**.**

## IV. Annotated Weekly Schedule

| Course Week + Topic<br>Date [T/Th] | Topics/Course Content | TUES<br>Lecture, Skills, Workday | THURS<br>Workday, Pin-up |
|---|---|---|---|
| **Week 1:** Course Introduction, GIS Introduction, Data Types and Sources<br><br>[Jan 09/11] | - Semester goals and objectives<br>- Professional context<br>- Intro to ArcGIS Online<br>- Intro to data sources/types<br>- Visual communication | - Download ArcGIS Pro, Adobe Creative Suite<br>- Intro Assign 01 | **- Reading:** Cantrell + Michaels (Ch03 Basic Overview of Digital Concepts)<br>- Discussion 01 |
| **Week 2:** Demographic Analysis<br><br>[Jan 16/18] | - Using tabular data (U.S. Census Bureau)<br>- Kernel density, buffer analysis, methods of data visualization | - Discussion 02 | |
| **Week 3:** Terrain, land change analysis<br><br>[Jan 23/25] | - Using raster data<br>- DEM analysis<br>- Contour analysis, slope analysis, watershed delineation<br>- Land use, land cover data<br>- Land change analysis | | Pin Up- Assign 01 |
| **Week 4:** AI Workshop<br><br>[Jan 30/Feb 1] | - Use of AI tools in Adobe Illustrator, Photoshop<br>- Overview of Unreal Engine (?) | - Discussion 03 | |
| **Week 5:** Vector Analysis<br>[Feb 6/8] | - Creating data points (linking data to buildings) | | Pin Up- Assign 01 |
| **Week 6:** Hydrologic Analysis<br><br>[Feb 13/15] | - SLR analysis (raster)<br>- Drainage capacity (using soil + land use data)<br>- Watershed delineation, flow analysis | | |
| **Week 7:** Ecologic Analysis<br><br>[Feb 20/22]<br><br>*Note: AG at conference* | - Impervious surface analysis<br>- Vegetation recovery<br>- Urban heat island analysis (?) | - Discussion 04 | |
| **Week 8:** Poster Presentations, Introduction to Rendering<br><br>[Feb 27/29] | - Final Assign 01 Presentation<br>- Intro to software options/combinations (Rhino, 3DS Max, Grasshopper, Lumion, Revit)<br>- GIS to Rhino (buildings) | | Assign 01 Due |
| **Week 9:**  Theories of visualization | - Change over time<br>- Experience | **- Reading:** Edward Tufte | - Discussion 05 |

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| [Mar 5/7] | - Place-based<br>- Social justice<br>- Anatomy of a site (collage)<br><br>Grad students:<br>- Landscape SciFi | Intro to Assign 02<br>(Advanced illustration + rendering)<br>- Discussion 05 | |
|---|---|---|---|
| **Week 10:** Spring Break<br>[Mar 12/14] | Spring Break Week | | |
| **Week 11:** GIS to Rhino<br>[Mar 19/21] | - GIS to Rhino (terrain)<br>- GIS to Rhino (tree detection, vegetation) | | Assign 02 Pin Up |
| **Week 12:** Introduction to Grasshopper<br>[Mar 26/28] | - Guest lecture on Grasshopper | | Assign 02 Due |
| **Week 13:** Introduction to Unreal Engine<br>[April 2/4] | - Guest lecture on Unreal Engine + TwinMotion | Into to Assign 03<br>(storytelling, graphic design, and communication)<br>- Discussion 06 | |
| **Week 14:** Science of Storytelling, Synthetic Image-Making<br>[April 9/11] | - Guest lecture on Storytelling<br>- Site story | | Assign 03 Pin Up |
| **Week 15:** Synthetic Image-Making (con't)<br>[April 16/18]<br>*Note: Review Week* | - Hybrid drawings | Last class!<br>Assign 03 Pin Up | |
| **Week 16:** Conclusions<br>[April 23/25] | - Course Evaluations | Discussion 03 (not graded) | Assign 03 Due |

# V. UF Policies + Resources

## ATTENDANCE + WORK EXPECTATIONS

***Attendance is mandatory***. Students are expected to arrive on time. Acceptable reasons for excused absences are as follows:
- Illness
- Serious family emergency
- Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate
- Court-imposed legal obligations (e.g., jury duty or subpoena)

If necessary, students shall be permitted a reasonable amount of time to make up material or activities covered in their excused absence; however, absences do not affect project deadline dates unless prior arrangements have been made. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies.[6]

***This course is a 3-credit class, which means that there is a total of ~9 hours of work required per week*** *(including lectures, readings, and assignments, etc.). Please be sure to schedule the appropriate amount of time each week to devote to this class and the various assignments.*

Remember, one credit hour represents "not less than 1 hour of classroom or direct faculty instruction and a minimum of 2 hours out of class student work each week for approximately fifteen weeks for one semester…" ([Southern Association of Colleges and Schools Commission on Colleges](#)[7]).

## UNIVERSITY HONESTY POLICY
UF students are bound by The Honor Pledge which states:
> "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ***'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'***
>
> The [Honor Code](#)[8] specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor."

***Within the Department of Landscape Architecture***, it is to be assumed that all work will be completed

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[6] UF Attendance Policy: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
[7] SACS: https://citt.ufl.edu/resources/student-engagement/ensuring-academic-rigor/
[8] Honor Code: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

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independently unless the assignment is defined as a group project by the instructor. This does not mean that students cannot help one another with learning material, but all work that is turned in must be independent work of that individual.

Misrepresentation or plagiarism, such as claiming another's work to be one's own, refers to graphic and design work as well as written work. Submitting work from one course to fulfill the requirements of another (unless expressly allowed by the instructor) is also misrepresentation. Any students found to have cheated, plagiarized, or otherwise violated the Honor Code in any assignment will be punished according to the severity of the act and may be referred to the Honor Court. It is each student's responsibility to report any infraction, and it is expected that each faculty will report all infractions as well.

## COURSE MATERIALS + IN-CLASS RECORDINGS

The digital course materials provided on Canvas (e.g., lectures, assignments, quizzes, et cetera) are provided for personal study and are not intended for distribution by electronic or other means.  Further distribution or posting on other websites is not permitted.

Our class sessions may be audio visually recorded. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded.  If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who participate orally are agreeing to have their voices recorded.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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## STUDENT ACCOMMODATIONS

If a student has any limitations that might prevent him or her from meeting the requirements of this course, they are asked to notify the instructor. Support services for students with disabilities are coordinated by the Disability Resource Center[9] (352-392-8565) in the Dean of Students Office. Students requesting accommodations should first register with the Disability Resource Center by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. (There is no requirement for a student to self-identify their disability to the instructor.) Students with disabilities should follow this procedure as early as possible in the semester.

## RELIGIOUS HOLIDAYS

The University calendar does not include observance of any religious holidays. The Florida Board of Governors and state law govern university policy regarding observance of religious holidays. Students shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith with prior notification to the instructor. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

## COUNSELING + WELLNESS CENTER

Students experiencing crisis or personal problems that interfere with their general well-being are encouraged to utilize the University's counseling resources. The Counseling & Wellness Center (CWC) provides confidential counseling services at no cost for currently enrolled students. The CWC is located at 3190 Radio Road. For further information on services, making appointments, and emergency or after-hour assistance call the CWC at 321-392-1575 or on the web[10].

## U MATTER, WE CARE

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing Staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

## UF COURSE EVALUATION PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available here[11]. Students will be notified when the evaluation

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[9] Disability Resource Center: https://disability.ufl.edu/
[10] Counseling & Wellness Center: https://counseling.ufl.edu/
[11] GatorEvals student guidance: https://gatorevals.aa.ufl.edu/students/

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period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students HERE[12] as well.

## STUDENT COMPLAINT PROCESS

Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. If you are unsure about who to contact at the program level, please email distance@dce.ufl.edu and a member of the distance learning staff will forward your complaint to the appropriate UF administrative authority. You can find more information here[13].

# VI. Reading List

**representation**

Amoroso, N. (2010). The Exposed City: Mapping the Urban Invisibles (1st ed.). Routledge. https://doi.org/10.4324/9780203855379

Amoroso, N. (Ed.). (2012). Representing Landscapes: A Visual Collection of Landscape Architectural Drawings (1st ed.). Routledge. https://doi.org/10.4324/9780203152164

Amoroso, N., & Holland, M. (Eds.). (2022). Representing Landscapes: One Hundred Years of Visual Communication (1st ed.). Routledge. https://doi.org/10.4324/9781003183402

Cantrell, B., & Michaels, W. (2010). Digital Drawing for Landscape Architecture: Contemporary Techniques and Tools for Digital Representation in Site Design. John Wiley & Sons, Incorporated. https://ebookcentral.proquest.com/lib/ufl/detail.action?docID=487648

Coomans, T., Cattoor, B., & De Jonge, K. (Eds.). (2019). Mapping Landscapes in Transformation: Multidisciplinary Methods for Historical Analysis. Leuven University Press. https://doi.org/10.2307/j.ctvjsf4w6

Corner, J., & MacLean, A. S. (1996). Taking measures across the American landscape. Yale University Press.

Cosgrove, D. E. (2008). Geography and vision: seeing, imagining and representing the world. I.B. Tauris. https://doi.org/10.5040/9780755620791

Godfrey, Jason. (2009). Bibliographic: 100 classic graphic design books. Laurence King. https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma990209195960306597

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[12] GatorEvals results: https://gatorevals.aa.ufl.edu/public-results/
[13] Distance Learning: https://distance.ufl.edu/student-complaint-process/

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**landscapes**

Cunha, D. da. (2019). The invention of rivers: Alexander's eye and Ganga's descent. University of Pennsylvania Press.

Mathur, A., & Cunha, D. da. (2001). Mississippi floods: designing a shifting landscape. Yale University Press. https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma990251981460306597

Mathur, A., & Cunha, D. da. (2006). Deccan traverses: the making of Bangalore's terrain. Rupa & Co.

Orff, Kate. Towards an Urban Ecology, 2016.
Orff, Kate and Richard Misrach. Petrochemical America, 2014.
Reed, Chris and Nina Marie Lister, eds. Projective Ecologies, 2014

**Websites**
land8.com blog (search for topics)