

URBAN ACCADEMY FOR SUSTAINABILITY ISSUES

SEDwise network meeting | 30th May – 1st June 2017 | Uppsala, Sweden

IN THE COMING THREE DAYS...

Programme

Tuesday 30th May

9.30 – 12.00	Welcome
	Introduction to the central theme of the SEDwise meeting On-going collaboration: an overview
12.00 – 13.00	Lunch
13.00 – 13.45	Student-Led Education for a Better World: An introduction to CEMUS' philosophy and way of working
13.45 – 14.45	Exploring CEMUS-courses: parallel sessions part 1 <ul style="list-style-type: none">▪ "The Global Economy – Environment, Development and Globalisation"▪ "Climate Change Leadership – Power, Politics and Culture"
14.45 – 15.00	Coffee break
15.00 – 16.00	Exploring CEMUS-courses: parallel sessions part 2 <ul style="list-style-type: none">▪ "Sustainable Development – Project Management and Communication"▪ "Technology, power and the future of humanity"
16.00 – 17.00	Visit to the CEMUS office
19.00	Network dinner during a boat trip

Wednesday 31st May

9.00 – 10.00	Towards an "Urban Academy for Sustainability Issues" @GhentUniversity
10.00 – 10.30	Coffee break
10.30 – 12.30	Kollaboratoriet Uppsala – a space for possibility
12.30 – 14.00	Lunch
14.00 – 15.30	Parallel sessions <ul style="list-style-type: none">▪ Reading seminar: "From active citizenship to world citizenship: A proposal for a world university" (J. Masschelein & M. Simons)▪ Workshop: "Teaching and learning in a laboratory spirit – How to organise active student participation"
15.30 – 16.00	Coffee break
16.00-17.30	Parallel sessions <ul style="list-style-type: none">▪ Workshop: "Preparing university teachers for addressing wicked socio-ecological problems as matters of public concern"▪ Workshop: "Educating Responsible Business Persons: Textbooks, learning outcomes, teachers' actions and classroom practices"
19.00	Network dinner

Thursday 1st June

9.00 – 11.00	Design workshop: The "Urban Academy for Sustainability Issues"
11.00 – 11.30	Coffee break
11.30 – 13.00	Presenting and discussing the outcomes of the design workshop
13.00 – 14.00	Lunch
14.00 – 16.00	Sustainability education research seminar: <ul style="list-style-type: none">▪ Exploring collaboration on writing projects<ul style="list-style-type: none">○ Book proposal on "Universities as laboratories for dealing with wicked socio-ecological problems": A conceptual book○ Book proposal on "Sustainability Change agents as facilitators of non-formal learning": Enriching an ideal typology with empirical portraits▪ Exploring opportunities to foster fruitful links with existing, related research networks and projects

Venue

Uppsala University, Blåsenhus, von Kraemers Alle 1A, 752 37 Uppsala
Tuesday morning: Room 12:020 – Tuesday afternoon: Room 12:130 and 12:135
Wednesday morning: Östra Ågatan 19 – Wednesday afternoon: Room 12:228 and 12:233
Thursday: Room 12:130 and 12:135:

URBAN ACADEMY

ACADEMY

URBAN

DESIGN

URBAN ACADEMY?

URBAN ACADEMY?

Motivation: taking transdisciplinarity seriously

- Different forms of knowledge (beyond the academic knowledge monopoly).
- Complexity – confronting the reality of wickedness. Uncertainty and Disagreement.
- Students out of their categorical framing as students / assuming different roles.
- Collective inquiry - Experimentation
- Engaging with and within the context – mutual commitment / high stakes

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A sketch design?

- A physical space
- Atelier of a group of students from different fields working on their master thesis guided by mixed teams of advisors (including non academic partners)
- A course on sustainable cities leading up to this master thesis atelier.
Engagement of master thesis students in teaching of the course.
- Multiple generations of students
- A public lecture program.
- Internship in the partnering organizations

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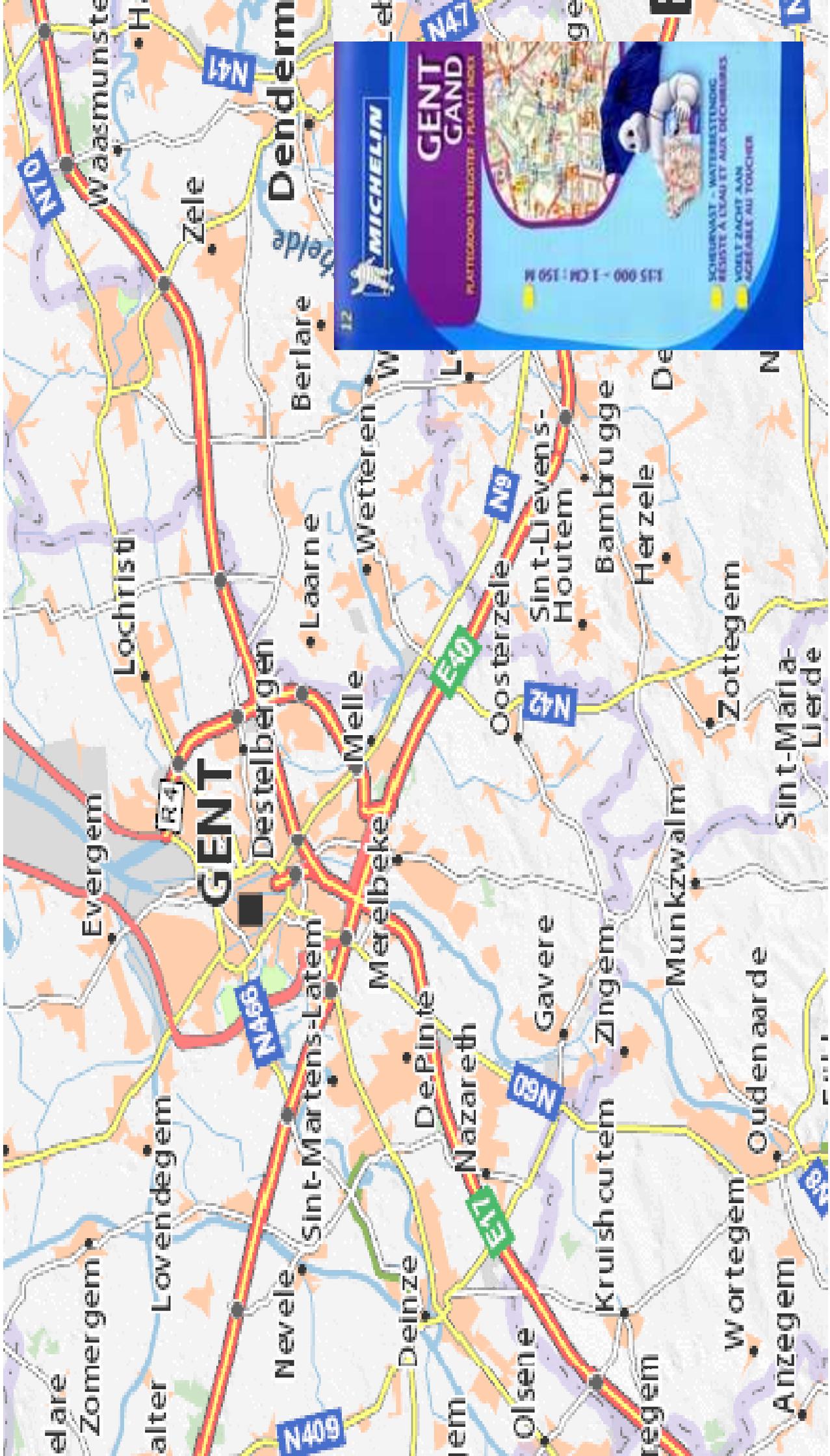
Taking time to build an agenda

Designing the future sessions
(organized with the city)

- Challenging & Controversial issues
- Stakes high enough
- Concrete settings

URBAN ACADEMY?





MICHELIN
GENT
GAND
PLATTEGROND IN RIJSTIJF / PLAN ET INDEX
1:125 000 - 1 CM = 150 M
SCHERVENAFT - WATERBESTENDIG
RÉSISTE À L'EAU ET AUX DÉCHÈURES
VOLET ZACHT AAN
AGREABLE AU TOUCHER

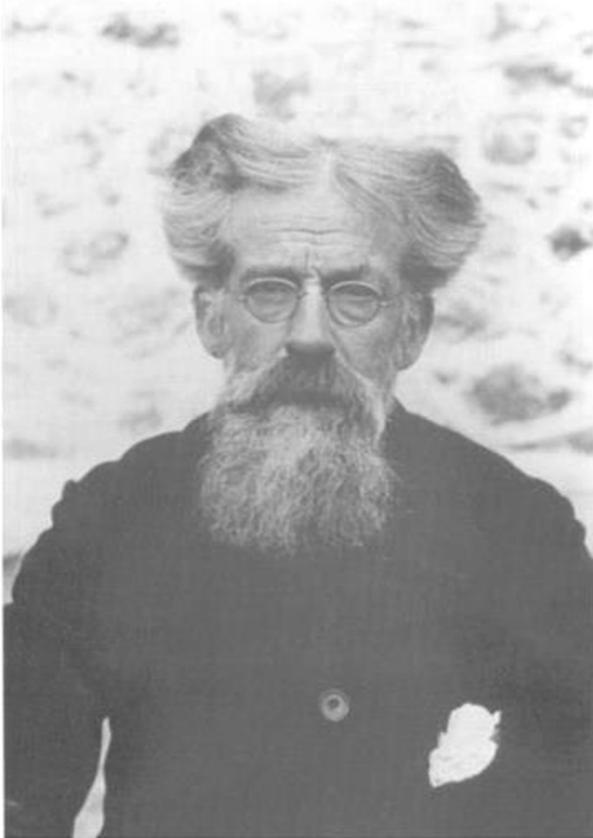
The image shows the cover of a Michelin map for the Gent and Gand region. It features the Michelin logo (a red and yellow figure) and the text 'GENT GAND'. Below the title, it says 'PLATTEGROND IN RIJSTIJF / PLAN ET INDEX' and '1:125 000 - 1 CM = 150 M'. There is also a small illustration of a person sitting on a bench, and some text in Dutch and French: 'SCHERVENAFT - WATERBESTENDIG RÉSISTE À L'EAU ET AUX DÉCHÈURES' and 'VOLET ZACHT AAN AGREABLE AU TOUCHER'. The number '12' is visible in the bottom right corner.

ACADEMY?

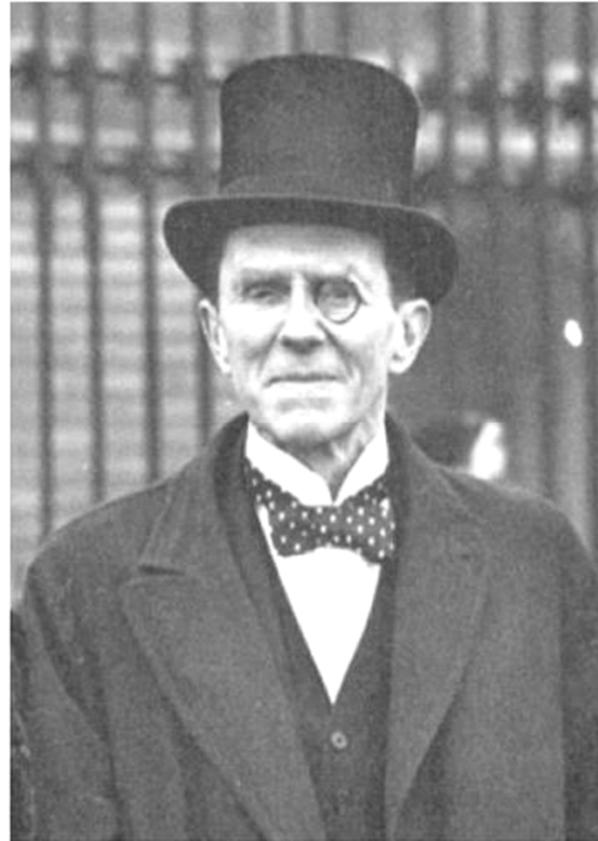
ACADEMY?

Reconstructing the legitimacy of academic work in relationship to societal challenges

- relationship between the university and the publics it cares for
- rethinking the traditions we are part of



Patrick Geddes (1854-1932)



Patrick Abercrombie (1879-1957)

Visionaries vs Accountants

In one case the Head of the Thinking State is a know-it-all deprived of any empirical intelligence; in the other, it is a moron who claims to replace the intelligence of the situation by 'mere calculation'

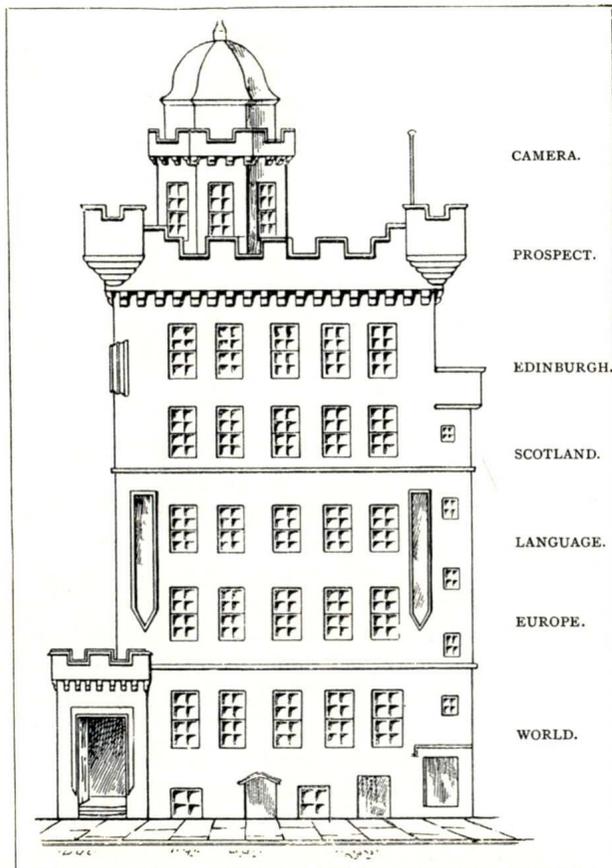
[...]

At this point, no science can help you. In other words, the whole has to be described, assembled, and composed, not calculated. Such is the difference I think that should be made between governance (a matter of organization), and politics (a matter of composition). Those who believe that governance will replace politics are the enemy of the Liberal State. Nothing can replace politics.

Bruno Latour, How to think like a state, 2007



Residents of Toynee Hall, with Samuel and Henriette Barnett, 1870s



Patrick Geddes, Outlook Tower (aquired in 1892)
 museum, view point, meeting space, documentation-center, publishing house, teaching place

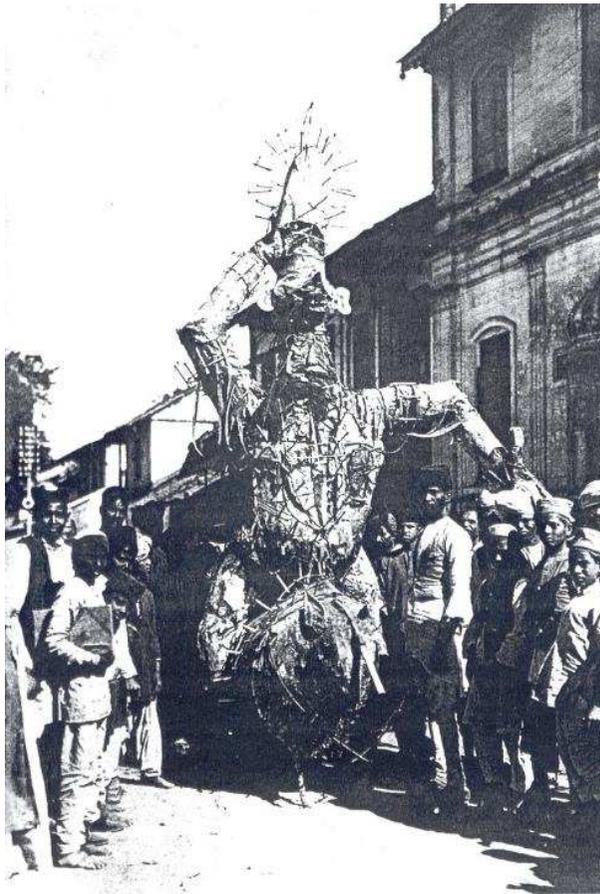




Students of Geddes from the Castlehill School executing practical tasks in *the Johnston Terrace Garden*



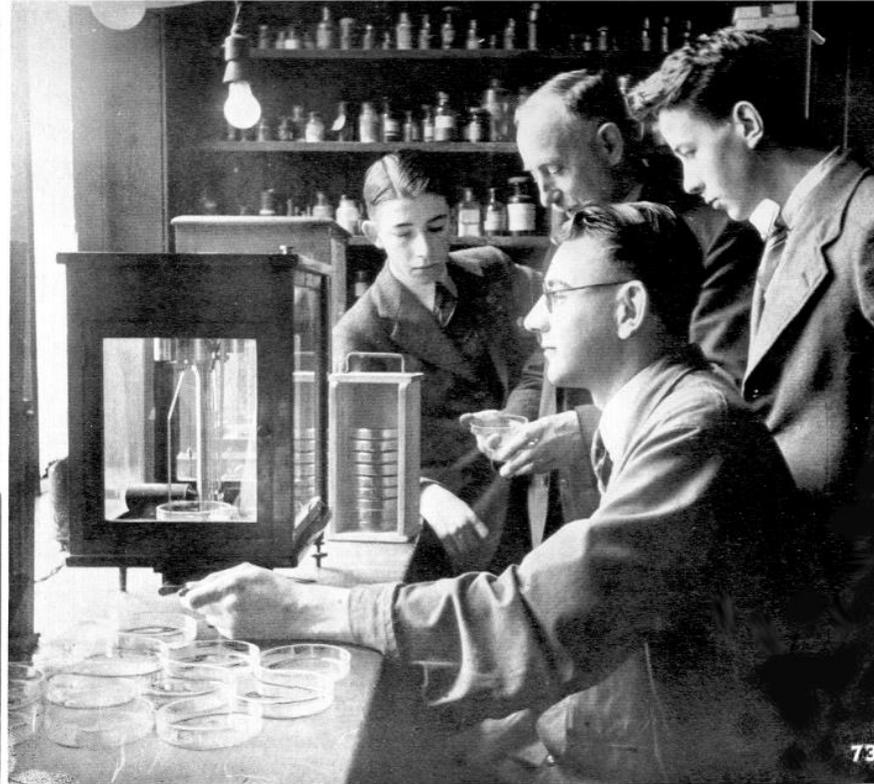
Patrick Geddes, with maharaja of *Indore*, 1915



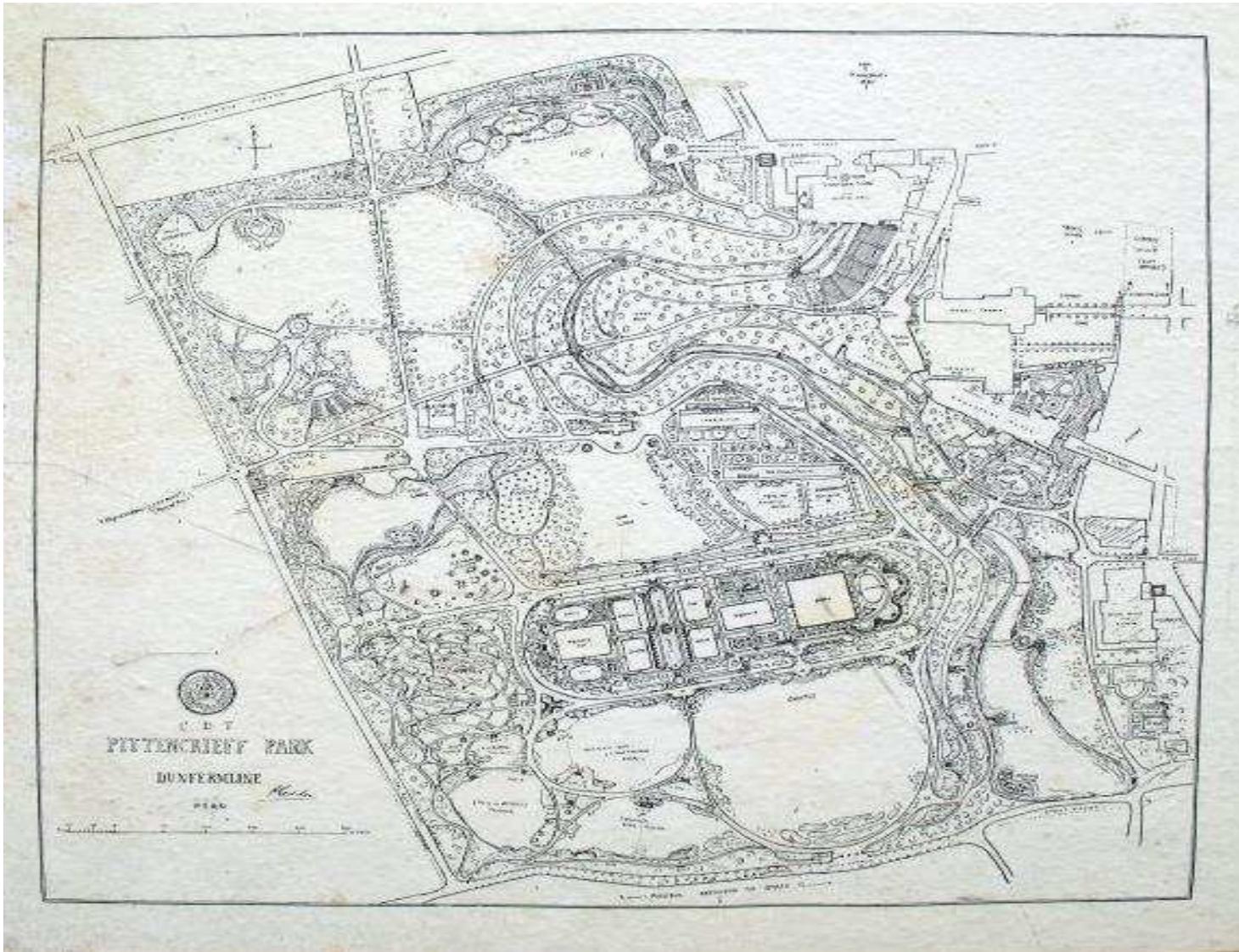
Patrick Geddes, *Diwali Procession Indore 1915, 'Maharaja for one day'*.



72. SCHOOLBOY PLACING "PETRI" DISH TO COLLECT POLLUTION
(Photo: Hulton Press)
ATMOSPHERIC POLLUTION.



73. SCHOOLBOYS AND BOROUGH ANALYST WEIGHING "PETRI" DISHES FOR POLLUTION CONTENT
(Photo: Hulton Press)



Geddes & Mawson 1904
Competition design
for Pittencrieff Park,
Dunfermline

Commission of the
Carnegie Dunfermline Trust

Nature Museum
History museum
Labor museum
Art institute
Music Hall
a new plaza

+ the Thinking House

Een programma ter herbestemming van de 'old Manor House' in het midden van het park:

‘central thinking-house, chart room, and conning-tower, in which intellectual clearness of conception and practical efficiency in execution must meet’

‘The problem thus, as already so often, becomes that of expressing and embodying a usually merely intellectual conception in a fitting plan, in a visible structure, and a practical use’

Geddes, P., City Development. A study of Parks, Gardens and Culture Institutes, 1904



Old Manor House, Pittencrief Park ca. 1900

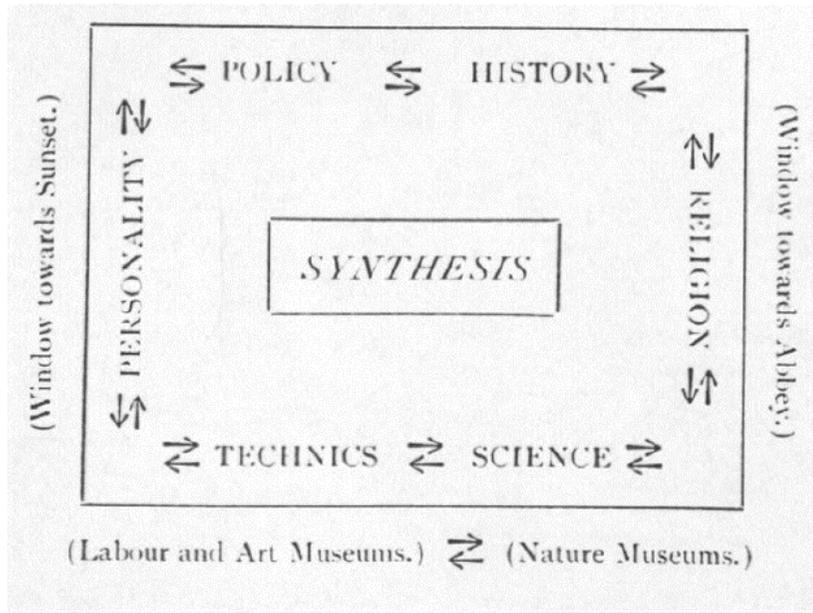


Diagram van het 'Thinking House'

Geddes, P., City Development. A study of Parks, Gardens and Culture Institutes, 1904

The plan, then, of our gallery becomes intelligible, even obvious. Its eastern end can have no immediate decoration, since neither religion nor philosophy in our day has found its painters; but from its window we may see the view of page 66, the Abbey spire at its noblest, towering above cloister and Fraternity Hall, as these above the king's palace and the toilers' mill alike. Upon the opposite western end, however, we place our quintessential Library, at any rate our Bibliography and graphic summary of social reference, yet leaving ample open space and light for future thought. Dividing, now, the long side to north and south, the eastern bay with its northern view towards the Tower hill, suggests the outlook of History, as that of the windows opposite, in full sunlight, to Science. From Science we pass naturally to Industry and Art and from History to Policy.

ACADEMY?

- To think the university as a public/urban institute
- 'Making things public'
- Thinking about positionality/subjectivity
- The ivory tower as an outlook tower
- Rethinking the public institutions of the nation state in light of new agenda's

URBAN?

URBAN?

URBANIZATION: being subjected to

- Intensive forms of living together
- High degree of mutual interdependence
- High level of contextual dependence

Starts as misery and ends up (potentially) as a collectively organized condition from which benefits can be derived.

Collectively appropriating the conditions one has ended up in.
place-based solidarities

URBAN?

- Urban Questions / Wicked problems : Collective Arrangements
- Urban Political Ecology
 - Urbanizing Nature (rather than naturalizing the urban)
 - Social Justice concerns
 - Social Reproduction (the urban as the natural place to think alternative economies)
 - Decolonizing Science
- Urban Citizenship (place based solidarities)
- Urban Movements / Change Agency

DESIGN?

DESIGN?

- Collective inquiry and experimentation
- Representation: making wickedness concrete – available as matter of concern
- Simultaneous thinking about uncertainty and disagreement. Reasoning through ‘problem-solution’ combinations.
- ‘meaning making’

DESIGN?

- Specific conditions
- Time
- Commitment to the particular

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SUSTAINABILITY EDUCATION

Teaching & Learning in the face of wicked socio-ecological problems