

Critical Edge Alliance

2022 Conference

15th, 16th & 17th June / 15, 16 et 17 Juin

" Acting in Higher Education in Response to Climate Change "

« Agir dans l'enseignement supérieur pour lutter contre le changement climatique »

University Paris 8 Vincennes - Saint-Denis

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Wednesday 15th June – Mercredi 15 juin

Introduction

Global Voices (presentation)

- **Adrijana Turajlic**, Roskilde University (Denmark), student

Global Voices is an initiative of the CEA student representatives who create podcasts about global issues or challenges with the aim of adding a critical thinking to the debate.

During the conference, the CEA student representatives and other participants will record various sessions in order to produce an artistic representation of the conference's outputs that could be published and presented to a wider audience.

Spotify: <https://open.spotify.com/show/0rs8MU7r9yxQwr7YB8lQaP>

OPENING SESSION / OUVERTURE DE LA CONFERENCE

- Acting in Higher Education in Response to Climate Change: cross perspectives from the members of CEA network

Speech of Ms. Julie Anderson, Policy Officer for Higher Education at the Directorate General for Education, Youth, Sport and Culture (European Commission)

“I am a passenger”: An Eco Challenge Adventure for ERUA Students

- **Nikoleta Krousouloudi & Spyros Bofylatos**, University of the Aegean (Greece), students

The European Reform University Alliance (ERUA) is a European University calling for more inclusiveness, more cooperation and more sustainability between Higher Education Institutions within the European Union.

Nikoleta Krousouloudi and Spyros Bofylatos will provide us with more good practices about fighting climate change among the ERUA community and specifically about greener mobility.

Mode choice is a decision that we are called to make daily for our commuting between all the available means of transport and for all the destination we use to visit, and we have already decided which is the best solution for us. As trying to make mobility greener, it will be presented to the participants some choices that will offset the carbon footprint of their travel in situ. Carbon offsetting is a mitigation strategy that aims to capture CO₂ equal to that of some aspect of human activity. For this, participants will be provided with specific scenarios of environmental infrastructure project that aim to regenerate the Aegean eco-systems, while offsetting the footprint of mobility.

Réchauffement Climahuître

- Direction: **Etienne Husson, Elodie Fleury & Lívia Ribeiro**
Production : Ifremer, Lemare, Entre les Mailles
Production year: 2018
Duration: 4min39

Entre Elodie et son huître, c'est une histoire d'amour passionné... mais un peu spéciale. Entre les expérimentations en laboratoire et les dangers du réchauffement climatique, quel destin choisir ? Film lauréat de "Symbiose", le concours de films courts-métrages scientifiques en 48h du festival Pariscience 2018.

Between Elodie and her oyster, it is a passionate love story... but still a bit special. Between laboratory experiments and the dangers of global warming, which destiny to choose? Laureate film of "Symbiose", a 48-hour scientific short film competition of the Pariscience 2018 festival.

Thursday 16th June – Jeudi 16 juin

Atelier de conscience à travers le corps / Workshop conscience through the body

- **Omid Hashemi**, collective Rekhneh (Iran/India)

2 sessions/day

2 sessions par jour

1st session: 9am to 10am

1ere session : de 9h à 10h

2nd session: 5pm to 6pm

2e session : de 17h à 18h

This workshop will help us to be more sensitive to nature and Mother Earth, to find ways to communicate with nature through our expanded perception, to rediscover the lost spirituality of our relationship with nature.

Cet atelier nous aidera à être plus sensibles à la nature et à notre Terre-Mère, à trouver des pistes pour communiquer avec la nature à travers notre perception élargie et retrouver la spiritualité perdue de notre relation avec la nature.

Causes and Responsibilities: Sociological and Philosophical Approaches to Climate-related Crises (EN/FR)

- **Jesse C. Ribot**, American University (USA)
- **Adrien Péquignot**, University Paris 8 (France), PhD student Information and Communication sciences
- **Ludovic Bonduel**, University Paris 8 (France), PhD student Information and Communication sciences
- **Sara Fadabini**, Phd student in French literature in co-supervision between the University Paris 8 and Rutgers University

Cette table ronde doit engager une discussion sur l'approche anthropocentrique de la crise écologique défendue par le sociologue Jesse C. Ribot.

L'enjeu cognitif de la table ronde s'inscrit dans un horizon pédagogique : il s'agira de réfléchir à des stratégies éducatives susceptibles de sensibiliser les étudiants à la réalité de la crise écologique sans oublier que : 1. la crise écologique est un hyper-concept qui dénote un phénomène variable et défiant le principe de la représentation ; 2. ses causes sont largement enracinées dans des structures socio-économiques difficiles à déchiffrer et à changer ; 3. la possibilité de l'endiguer est dans les mains de son acteur, l'être humain, dont le souci de l'autre et de soi doit lutter contre des pulsions internes et des intérêts de classe souvent incompatibles avec la conservation de la vie.

La table ronde se déroulera en 4 temps :

1. Jesse C. Ribot, « Fighting Climate Reductionism: Social Cause and Responsibility »
2. Adrien Péquignot, « Le changement climatique comme enjeu éthico-politique »
3. Ludovic Bonduel, « Penser et lutter contre le réchauffement climatique : quelles causes pour quelles conséquences ? »
4. Sara Fadabini, « S'il avait su, se serait-il arrêté ? Méditations sur la pensée andersienne du désastre »

Critical Evaluation of the Role Played by the Education Institutions in the contexts of Climate Change

- **Shevali Singh Chandel**, Punjabi University (India), student

With a clear focus on India, the objectives of this presentation are to evaluate the role of Higher Education Institutions in Climate Change, to study the various roles of mass communication channels and to come up with suggestions in reducing mass communication gap.

Beyond singular narratives: Climate Justice from the ground up

- **Shangrila Joshi**, The Evergreen State College (USA)
- **Ruchira Talukdar**, University of Technology Sydney (Australia)

This workshop problematizes an existing trend within global climate justice research and activism, of applying visions of climate justice derived from the Global North to contexts in the Global South, often without a critical reflection on their relevance or appropriateness. Through two case study discussions of community interactions with carbon markets and industrial scale renewable energy in South Asia, this workshop addresses the need for making the framing of climate justice context specific in order not to exclude various grounds for justice emerging from such geographies. It emphasises approaches based on reflexivity and critical solidarity on the part of Global North participants with the diverse grounds for justice in the Global South.

Problematizing singular narratives around :

1. Indigenous rights and carbon markets: Challenges and opportunities in the Global South
2. 'It's renewables, so it should be good': Problematizing the effects of big solar in India
3. Principles for a Global South Communities centered climate justice narrative: A Toolkit

Teaching cultures within Natures / Enseigner les cultures dans les natures

- **Barbara Casciarri**, University Paris 8 (France)
- **Francesco Staro**, University Paris 8 (France)

L'atelier vise à réunir des acteurs du monde universitaire et associatif qui ont mis en œuvre dans les dernières années des pratiques d'analyse et d'intervention, pédagogique ou sociale, dans des contextes situés, ayant au cœur les questions des « socio-natures » et du rapport complexe entre les sociétés et leurs environnements. L'objectif sera d'élaborer un réseau international ouvert, un partage d'expériences et des savoirs situés capables de construire un pont entre monde académique et acteurs de la société civile et du monde associatif notamment grâce à de nouveaux parcours didactiques et grâce à la recherche-action.

Il permettra aussi de mettre en lumière les résultats du projet **ADESFA II CliMIgraForm au Soudan** (Partenariat Paris 8/University of Khartoum, Sudan).

Sharing practices and strategies in pushing for sustainability - the Local Sustainability Initiative at Danish universities

- **Laura Horn**, Roskilde University (Denmark)
- **Mads Ejsing**, University of Copenhagen (Denmark)
- **Liv Bjerre**, University of Aarhus (Denmark)

The speakers will share their own experiences, both positive and negative and highlight the relevance of collective organisation. This presentation will give an overview of the Local Sustainability Initiative, a group of scholars who are concerned about (the lack of) sustainability initiatives in and of their respective HE institutions in Denmark.

Climate Change and Climate Justice Across the Curriculum

- **Karen K. Gaul**, The Evergreen State College (USA)
- **Anthony Levenda**, The Evergreen State College (USA)

This workshop aims to develop resources and collaborations for developing climate change and climate justice curricula across the Critical Edge Alliance. The speakers will lead a workshop that introduces a short presentation of our approach at Evergreen, facilitate discussions on others' experiences, and look forward to potential collaborations.

Participants will be encouraged to share climate-related lessons and syllabi ahead of the conference to fuel our discussion. Suggested topics include, but are not limited to: 1. understanding climate change (physical and social drivers); 2. climate change impacts across domains and places; 3. developing justice-oriented solutions.

Evergreen's Center for Climate Action and Sustainability (CCAS) is developing a new plan to engage faculty around climate content across the college. While Evergreen faculty have long offered climate-related content in a wide range of courses, speaker's series, conferences, field trips and more, they are moving toward a more coordinated model orchestrated by the CCAS.

Speaking Forests & Travelling Poets

- **Ashwani Kumar**, Tata Institute of Social Sciences (India)

Mr. Ashwani Kumar will do us the honour of introducing us to the deeply ecological Indian poetry.

As a pedagogical practice, it articulates the symbiotic relationship between land and landscape, text and terrain, and recognizes that language is a delightful cross-cultural feast bringing together human and non-human experiences.

"I propose to present poetry of leading Anglophone Indian poets such as Jayant Mahapatra, Ranjit Hoskote, Priya Sarukkai, and Mamang dai as artistic and poetic reimagination of environment and also explore new ways of performative actions to save the Earth from total extinction. In other words, through the poetry that portrays the psychological, social, political, and cultural impacts of climate change, we can once again become wanderers, travellers and pilgrims and live in harmony with all forms of life on the earth."

Pour une santé globale critique : un projet de doctorat international

- **Jacqueline Descarpentries**, University Paris 8 (France)
- **Hugo Pilkington**, University Paris 8 (France)
- **Bezunesh Tamru**, University Paris 8 (France)
- **Valérie Thomas**, University Paris 8 (France)
- **Alphonse Yapi Diahou**, University Paris 8 (France)
- **Savino Wilson**, Fondation Oswaldo Cruz (Brasil)
- **Joao Nunès**, University of Coimbra (Portugal)
- **Mor Diadw**, Doctoral school ETHOS of the University Cheikh Anta Diop of Dakar (Senegal)

Il s'agit de présenter un projet de doctorat international de santé globale critique en co-diplomation avec différentes universités du Sénégal, co-construit avec le Centre d'Études sociales de Coimbra au Portugal. Le projet a pour but de proposer un dispositif de formation à la recherche par la recherche, « pluriversel » pluridisciplinaire, de niveau doctoral bâti sur les pensées critiques et les Épistémologies du Sud et visant à développer un champ de la santé globale critique.

Le projet du doctorat international est de proposer une alternative à « l'hégémonie de la science du Nord Global ». Si, la critique passe par l'étude des dispositifs qui ont conduit à dévaloriser, ignorer, réduire au silence les autres formes de savoirs et les rapports de dominations, le doctorat international veillera à la critique des conséquences de cette « hégémonie » de la science occidentale qui sont très concrètes sur la santé individuelle, collective et communautaire du monde humain, animal et végétal.

Pédagogie critique : conscientiser face au changement climatique - science-fiction, philosophie et pratiques de création

- **Irène Pereira**, University Paris 8 (France)

Cette intervention vise à présenter des pratiques de conscientisation des questions environnementales qui s'appuient sur la création visuelle et narrative. L'objectif est de permettre aux étudiants de créer des supports qui permettent de réfléchir aux enjeux philosophiques et éthiques des questions environnementales. Cette réflexion vise à aider à la prise de décision.

Ce qui est attendu est de provoquer une dialectique créatrice entre les productions narratives et visuelles d'une part, et l'écriture philosophique d'autre part.

"Collapse" - A Role Playing Game for the Climate Classroom

- **Ginie Servant-Miklos**, Erasmus University College (The Netherlands)

Collapse is a "serious game": the game format engages participant motivation to think about climate issues in an engaging way, while conveying key messages about climate and resilience in a manner that will stick with participants.

In "Collapse", groups work in teams to allocate a number of resource and population points to building a community for a world at +3 degrees of warming. They can choose between high and low energy, conventional, organic or permaculture agriculture, whether to invest in security or arts and culture... Afterwards, groups will have to face difficult decisions in response to climate disasters...

The aim of "Collapse" is to get participants to think about the future in concrete, systemic terms.

Aménagement des espaces extérieurs communs de l'Université Paris 8

- **Joeffrey Moreaux**, University Paris 8 (France), Direction du Patrimoine

La Direction du Patrimoine lance le réaménagement des espaces extérieurs de l'université afin d'améliorer la qualité de vie des usagers (végétalisation et désimperméabilisation des sols).

Dans le cadre de sa première phase d'aménagement, la Direction souhaite avoir le retour des usagers à travers cet atelier participatif avec des activités.

How should we assess transformative learning – *if at all?*

- **Lauren Verheijen**, Breda University of Applied Sciences (The Netherlands)

In this workshop the case of a Futures Literacy Lab (FLL) in higher education as transformative learning activity is presented to explore how perceived, intended, and unexpected learning outcomes can be assessed. From the case the student perspective on assessment is shared, which is aligned with the teacher perspective on assessment for transformative learning and to build the capacity for assessing transformative learning in higher education.

Transformer la radicalisation pro-environnementale des jeunes en résilience urbaine intergénérationnelle : démocratie numérique

- **Paul Murphy**, Université de Laval (Canada), student in Information and Communication

Cette communication présentera l'élaboration d'une typologie de la diversité des techniques de communication utilisées dans la démocratie numérique radicale, tant en ligne que dans la rue. Cette typologie est documentée à l'aide d'observations discrètes de l'urbanisme tactique, notamment des graffitis, des journaux locaux, des affiches d'événements et des entretiens informels. Pour transformer les processus de radicalisation des jeunes en résilience communautaire intergénérationnelle, les institutions politiques doivent formaliser les capacités d'écocitoyenneté en utilisant l'apprentissage tout au long de la vie, alimentée par les ressources éducatives ouvertes (REL). Et plus, en soutenant les espaces de recherche à vocation civique qui adoptent la méthode de recherche-action participative des jeunes (RAPj).

Introducing Ecology into Media Education

- **Elisabetta Petrucci**, Roskilde University (Denmark), student

This presentation will discuss the relevance of introducing ecology into media education. It will argue that introducing ecology into media education will provide students with awareness about their media use, their environmental worldviews, and how their everyday media consumption is connected to the ecological crisis.

The introduction of ecology into media education in a more holistic way aims to make students feel empowered rather than overwhelmed, by helping them to recognize how something that can feel like a huge and hard to grasp problem, such as climate change, is reproduced through small routine actions, such as media use. Teachers can get inspired by this media specific approach and begin to introduce ecology into their teaching material and practices.

Every Body's Nocturne: Nearshore Climate Change Through Writing and Art

- **Jeanne Dodds**, The Evergreen State College (USA)
- **Miranda Mellis**, The Evergreen State College (USA)

The guiding frame for this workshop will be nearshore ecosystems, looking closely at how these unique landscapes are impacted by and responsive to climate change. This examination will be shown by examples of extractive energy use, light pollution, and wildfire smoke, and how these influences change species relationships to light and dark, day and night. We will examine these issues through the medium of the book: book as created by and creating a landscape simultaneously real and imagined; book as record; book as healing.

For participants, the workshop will provide an example of writer-artist collaboration and allow space and time for active collaborative engagement. We will model methods for students and teachers to facilitate, support, and develop new methods for the presentation of research, through creative practice and interdisciplinary dialogue. By inviting participants to respond through writing prompts and creative and visual arts practices, we hope to contribute to the development of understanding (embodiment) of climate change and biodiversity loss.

In our workshop then, even as we celebrate the regenerative, renewable energy source of solar power, we will take up the question: what can we learn from lunar power – the power of the unconscious, of what goes unseen, of rest and regeneration in the dark? How can we contribute to ecological and habitat remediation by embracing darkness and questioning energy consumption and production?

Beyond Environmental Literacy: Expression of Ecological Sensitivity through Observations and Design

- **Venessa Lourdes Silveira**, Harlington School (United Kingdom) and Tata Institute of Social Sciences Alumna

This paper focuses on exploring effective learning practices for students in an Indian school, with an aim to also help develop ecological sensitivity through the process of learning.

Ms. Venessa Lourdes Silveira will present the study-case of the bird module for middle school students. The findings of this study amplify the importance of experience in learning from the insights amassed through varied data sources. It is that learning by experience through observations and design is more memorable and effective in developing ecological sensitivity among students.

It enhances student's attention capacities, observational skills, reasoning and questioning abilities through drawings; and it engages learners with the natural environment and direct interactions in understanding the working of different things will help them develop a greater sensitivity towards the environment and develop positive attitudes.

Expanding the horizons of meaningful interdisciplinary teaching in climate change

- **Shangrila Joshi**, The Evergreen State College (USA)

Shangrila Joshi will share her vision for how interdisciplinary teaching on climate change can be significantly enhanced to support a global climate justice imperative in innovative ways; how interdisciplinary pedagogy seeking to incorporate Eurocentric paradigms and Indigenous paradigms might be pursued more carefully, critically, and equitably in service of addressing global climate change. This presentation will propose a way to enhance such a praxis through the development of an innovative research agenda by outlining a framework for Indigenous Climate Epistemology or traditional climate knowledge.

Problem-based and interdisciplinary learning on the UN Sustainable Development Goals

- **Majken Toftager Larsen**, Roskilde University (Denmark)
- **John Andersen**, Roskilde University (Denmark)

This paper will present experiences and reflections based on 2 international CEA Summer Schools about the UN Development Goals at Roskilde University in 2019 and 2021. It will foster critical reflection on the SDG's as drivers for a sustainable development. It will highlight the great need to support problem-based and interdisciplinary learning in order to understand the interlinkages between different SDG challenges.

The Evergreen State College's work with Indigenous nations on climate justice and resilience in the U.S. Pacific Northwest

- **Zoltan Grossman**, The Evergreen State College (USA)

The presentation offers an overview of Evergreen State College programs focused on Native / non-Native climate justice alliances in the U.S. Pacific Northwest. These tribally led alliances have attempted to halt fossil fuel shipping through coastal port terminals, restore salmon habitat in tribal watersheds, promote climate change adaptation (such as storing meltwaters to mitigate flooding and drought), and plan for disaster resilience (such as moving tribal infrastructure to higher ground).

Students and faculty can learn from the high level of success of Pacific Northwest Indigenous nations in preventing new fossil fuel infrastructure, and understand how tribal sovereignty and treaty rights serve as powerful tools in leading climate justice alliances.

Friday 17th June– Vendredi 17 juin

Atelier de conscience à travers le corps / Workshop conscience through the body

- **Omid Hashemi**, collectif Rekhneh (Iran/India)

2 sessions/day

2 sessions par jour

1st session: 9am to 10am

1ere session : de 9h à 10h

2nd session: 2.30pm to 3.30pm

2e session : de 14h30 à 15h30

This workshop will help us to be more sensitive to nature and Mother Earth, to find ways to communicate with nature through our expanded perception, to rediscover the lost spirituality of our relationship with nature.

Cet atelier nous aidera à être plus sensibles à la nature et à notre Terre-Mère, à trouver des pistes pour communiquer avec la nature à travers notre perception élargie et retrouver la spiritualité perdue de notre relation avec la nature.

Le défi de l'entrée des écoféminismes dans le monde académique

- **Taciana Brito**, University Paris 8 (France)
- **Flora Malverde**, University Paris 8 (France)

Cette intervention aura pour vocation d'aborder les difficultés rencontrées par les théories et les pratiques écoféministes au sein du monde académique, et notamment français. L'écoféminisme peut être déconsidéré du fait de son caractère anti-académique, car il propose de nouvelles épistémologies, de nouvelles façons de créer de la connaissance dépourvue de formes de domination sur les femmes, les humain-e-s et le non-humain, revalorisant des types de savoir traditionnellement exclus des sphères culturellement et politiquement dominantes.

Il s'agira donc de questionner ces réticences afin de considérer ce que l'accès à des théories et des pratiques écoféministes pourraient apporter à l'université et dans la lutte contre le changement climatique.

Let's address barriers to climate action in the university!

- **Thea Yan Pan**, University of Oulu (Finland), student
- **Shreya Urvashi**, Tata Institute of Social Sciences (India), student

In this workshop, we will combine existing research of university barriers, together with participants' experiences and expertise to understand systematically the barriers that exist in universities (from the perspective of education, research, operation, and community engagement), why such barriers exist, and how could university members work towards more effective climate policies in their institutions.

- *What is my university doing to fight climate change?*
- *Why do the barriers exist? Framework for shared action to overcome barriers*

The participants will also gain understanding of the relations between institutional barriers and they will work towards devising solutions, strategies, or frameworks on how to overcome the identified barriers in their universities.

IVY LIGUE. Un campus vert en Sème-St-Denis

- **Marie-Dominique Garnier**, University Paris 8 (France)
- **Eugénie Péron-Douté**, Limoges University (France)
- **Alexandra PICHETA**, University Paris 8 (France)

Cet atelier transdisciplinaire vise à repenser le campus de l'université Paris 8 à Saint-Denis en tant que « champ » ouvert à l'expérimentation, lieu où favoriser l'implantation de (contre)-modèles non arborescents, comme y appelaient Deleuze et Guattari : herbes, mousses, lierres et lichens, ou toute autre espèce végétale « compagne ».

Il vise à échafauder des passerelles en vue de la « réclamation » (reclaim) des communs : un campus constituant une forme de commun (*common*) lisible à la fois comme champ de savoir et sol partagé sur lequel faire croître des formes d'interactions entre vivants humains et non-humains.

Cet atelier comporte une marche exploratoire in situ et un repiquage de (quelques) plants.

Lien interactif: <https://www.maridogarnier.com/ivy/ivy>

Alterraforming Planet Earth

- **Yves Citton**, University Paris 8 (France)

This workshop will present, discuss and pursue proposals elaborated within a master's seminar entitled "Terraforming Hyperstitions" that took place from November to December 2021 within the *Ecole universitaire de recherche* (EUR) ArTeC. The purpose was to sketch interventions in the current eco-political climate crisis through the means of "hyperstitions", i.e., fictional entities designed to make themselves real through positive feedback loops.

The premise of this endeavour is that 1. Mankind has been terraforming planet Earth for many centuries; 2. Capitalism is terraforming Planet Earth in a self-destructive way for most of its current inhabitants; 3. Other modes of "Alterraforming Planet Earth" must be devised; 4. Hyperstitions can be one way to bring about such alterraformations; 5. Humanities departments in universities can contribute to this common work of generating Alterraforming Hyperstitions.

Aménagement des espaces extérieurs communs

- **Joey Moreaux**, University Paris 8 (France)

La Direction du Patrimoine lance le réaménagement des espaces extérieurs de l'université afin d'améliorer la qualité de vie des usagers (végétalisation et désimperméabilisation des sols).

Dans le cadre de sa première phase d'aménagement, la Direction souhaite avoir le retour des usagers à travers cet atelier participatif avec des activités.

A framework for a transformative education to the Great Transition

- **Cécile Renouard and Christian Koenig**, Campus de la Transition (France)

This presentation will expose an original transdisciplinary method to address the multi-faceted aspects of transition issues, it will also explore its educational consequences. It should lead to a discussion of

various experiences on educating for transition in the different cultural and institutional contexts of Critical Edge Alliance members. It is also an opportunity to discuss the challenges of engaging scholars of many different disciplines into a collective project. This approach, which combines knowledge on climate and biodiversity with critical and reflective thinking, has proved fruitful in raising awareness and enhancing the capacity to act.

This presentation is based on the "*Handbook of the Great Transition*" (*Manuel de la Grande Transition*), published in 2020 and coordinated by the Campus de la Transition. The approach combines 6 "gateways" to addressing transition, and suggests that addressing transition issues can be based on any arrangement of the 6 gates. The gateways are entitled: Living in a common world (Oikos), Discerning and deciding on what a good life could mean in the Anthropocene (Ethos), Measuring, regulating and governing (Nomos), Interpreting, criticizing and imagining (Logos), Rising to the challenges (Parixis), Reconnecting to oneself, others and nature (Dynamis).

Declaring a Binding Climate Emergency with Teeth: A Workshop on using Organizing Principles to Shift Culture within a University

- **Ana Baptista**, The New School (USA)
- **Mike Harrington**, The New School (USA)

This workshop will explore how universities can build broad consensus from their communities, from students to staff and faculty. The workshop would help generate ideas, actions and practices for how to execute a large culture shift both on campus and beyond for a rapid and ambitious response to the climate emergency and also on the more recent Covid-19 pandemic. It will provide a space to imagine innovative, inclusive and practical steps that large, diverse institutions like The New School can take to address the climate crisis from a social justice perspective.

This workshop is not one-sided but is more of a dialogue to discuss events that will be happening in real time. The presenters will be working in implementing a climate emergency declaration with multiple stakeholders within a university community.

Teaching psychology and climate change: a key question for human adaptation

- **Annamaria Lammel**, University Paris 8 (France)

Round table : How can the climate crisis problem be involved in the psychology curriculum?

The objective of this round table is to develop a common reflection on the importance and on the possibility to introduce this essential subject of human adaptive capacities to face climate change in the training of future psychologists.

The round table will start with the presentation of the literature on psychology of climate change. Then discussions will be organized around the role of different sub-disciplines of the psychology of the integration of the climate change problem in educational psychology, developmental psychology, clinical psychology, cognitive psychology, social psychology. The second main topic will consist in the discussion of the contribution of recent psychological theories to individual and social adaptation to climate change and the integration of these reflexions on the teaching programs.

Hydrology of Media

- **Everardo Reyes**, University Paris 8 (France), Teacher
- **Gwen Le Cor**, University Paris 8 (France), Teacher
- **Andrés Burbano**, Universidad de los Andes (Colombia), Teacher

HOM is interested in the relations between arts, science, technology, and human sciences from the standpoint of water and fluids. A hydrology of media approach to art and science implies the study of the materiality and the symbolic representations of water.

How can we represent water at scales that are invisible to the human eye yet crucial to take into consideration? How to provoke new aesthetic reactions capable of generating a hydrologic conscience?

The HOM project follows the next goals and they will be discussed with the public:

- To explore innovative artistic and scientific methods (research as creative methodology, from production to exhibition)
- To design teaching materials that promote awareness of the environment, mainly related to water and Anthropocene topics
- To put in practice archival and documentation strategies for arts and technology
- To establish an international scientific network around the notion of "Hydrology of Media"

Une approche économique d'une délinquance environnementale : Le cas des civiles sur la façade atlantique

- **Antoine Parent**, Université Paris 8 (France)
- **Sarah Rouy**, magistrate détachée
- **Cécile Bastidon**, Economist, Associate Professor HDR, Université de Toulon et ENS Lyon (France)
- **Hela Maafi**, Université Paris 8 (France)

Cette intervention aura pour but de présenter, à travers une approche économique de la délinquance environnementale, le cas des civiles sur la façade atlantique et de sensibiliser à une cause environnementale qui engage les 2 façades atlantiques et dont le trafic est transnational.

L'un des objectifs principaux de cette présentation sera d'informer autour de cette thématique et de nouer des contacts pour réfléchir à des projets communs au sein du réseau Critical Edge Alliance.

And after? Transforming our conference into real changes

- **CEA student representatives**

The objective of this final workshop is to translate the whole conference into real changes in our own campuses through discussions and a summary of what we would retain from the whole conference, in relation with our own campuses and university experience. Each university members will be divided into groups and at the end of the workshop each group should come up with a list of different engagements and actions that their universities could apply to their campuses.

The outcome would become a shared general framework for the CEA universities, with specific and adapted goals, actions or engagement for each of them. After the conference, this framework could be shared with the academic community to become a tool for future policies related to climate change.

CONCERT – Choir / Chœur Orfeon San Juan Bautista (Puerto Rico)

- Dirigé par **Guarionex Morales Matos et Daniel Alejandro Tapia Santiago**

The 40 singers of Puerto Rico offer an a capella concert of Caribbean and Latin American music. It is the only professional choir on the island of Puerto Rico.

The concert will be accompanied by a photo exhibition.

Les 40 choristes de Puerto Rico proposent un concert a capella de musiques des Caraïbes et d'Amérique latine. Il s'agit de l'unique chœur professionnel sur l'île de Puerto Rico.

Le concert sera accompagné d'une exposition de photos.

Permanent installations on Thursday & Friday - Installations permanentes Jeudi et Vendredi

Art for Climate Actions

- Presented by **CEA Student representatives**

"Art for Climate Actions" is an art exhibition created by the CEA student representatives.

This exhibition is the result of a great collaboration between student representatives and students from CEA universities where they started to creating pieces of work that can carry the message and show the importance of climate change. This exhibition will be an inspiration to the participants of the conference to act against climate change.

Everyone is welcome to participate and add its ideas!

"Art for Climate Actions" est une exposition créée par les représentants étudiants des universités membres du CEA.

Cette exposition est le résultat d'une large collaboration entre les représentants étudiants et les étudiants des universités du CEA. Ils ont créé des œuvres montrant l'importance de réagir face au changement climatique. Elles constitueront une source d'inspiration pour les participants de la conférence.

Vous êtes tous invités à participer et à ajouter vos propres idées !

Sapere aude ! Ecouter, voir, penser dans le vif de la vie des glaces

- **Mariana Ungureanu**, University Paris 8 (France), student

This continuous multimedia installation draws its material from the wilderness of the Vatnajokull ice cap in Iceland, where thousand-year-old glaciers have been in great recession since the post-industrial era. Their evolution is a highly visible mirror of the climate changes we are inflicting on our planet with a lifestyle that is harmful and destructive to the environment. This interdisciplinary aesthetic experience, which includes video footage from the field, sounds recorded in the field and sound effects that reflect the accelerated destruction processes of the glaciers, is a means of raising awareness and putting the public in front of the evidence of the disproportionate climate change, making it impossible to circumvent.

This installation is an invitation to the public to intensify their listening to the sounds of nature and to become more aware of man's impact on its destruction through the arts (image, sound, text) and science (using data from the Glaciological Research Centre in Hornafjordur).

Duration of each session: 30 minutes.

Cette installation multimédia en continu puise ses matériaux dans la nature sauvage de la calotte glaciaire de Vatnajokull en Islande, où des glaciers millénaires sont en grande récession depuis l'époque post-industrielle. Leur évolution est un miroir très visible des changements climatiques que nous infligeons à notre planète avec un mode de vie qui est nocif et destructeur pour l'environnement. Cette expérience esthétique interdisciplinaire, qui inclut des images vidéo du terrain, des sons enregistrés sur le terrain et des effets sonores qui reflètent les processus de destruction accéléré des glaciers sont un moyen de sensibilisation et de mise du public devant l'évidence du changement climatique démesuré, en la rendant impossible à contourner.

Cette installation invite le public à intensifier son écoute des sons de la nature et à mieux prendre conscience de l'impact de l'homme sur sa destruction par l'intermédiaire des arts (image, son, texte) et de la science (utilisation des données du Centre de Recherche en glaciologie de Hornafjordur).

Durée par session : 30 minutes.

A low-tech life / Une vie low-tech

- **Naimeh Ghabaie**, Collectif Rekneh (Iran/India)

Naimeh Ghabaie proposes through this installation-performance to share her discoveries on Low-techs. This video-installation will propose the idea of an alternative way of life, the context and the way of life that allows the use of these Low-tech objects. It will share simple solutions to reduce our negative impact on global warming in our daily lives. Several Low-techs will be presented: hydroponic system, solar lamp, pedal washing machine, wastewater treatment system, homemade soaps and toothpastes, etc.

The objective is to create an interactive laboratory, exploring the dynamics of the relationship between participants, technology and space on the axis of climate change.

Naimeh Ghabaie propose à travers cette installation-performance de partager ses découvertes sur les Low-techs. Cette installation-vidéos présentera des savoirs-faire proposant l'idée d'un mode de vie alternatif qui permet l'utilisation de ces Low-techs. Elle partagera des solutions simples pour diminuer notre impact négatif sur le réchauffement climatique au quotidien. Plusieurs Low-techs seront présentées : système hydroponique, lampe solaire, machine à laver à pédales, système de phytoépuration des eaux usées, savons et dentifrices fait maison, etc.

L'objectif de cette création est de créer un laboratoire interactif, explorant les dynamiques des relations entre les participants, la technologie et l'espace sur l'axe du changement climatique.