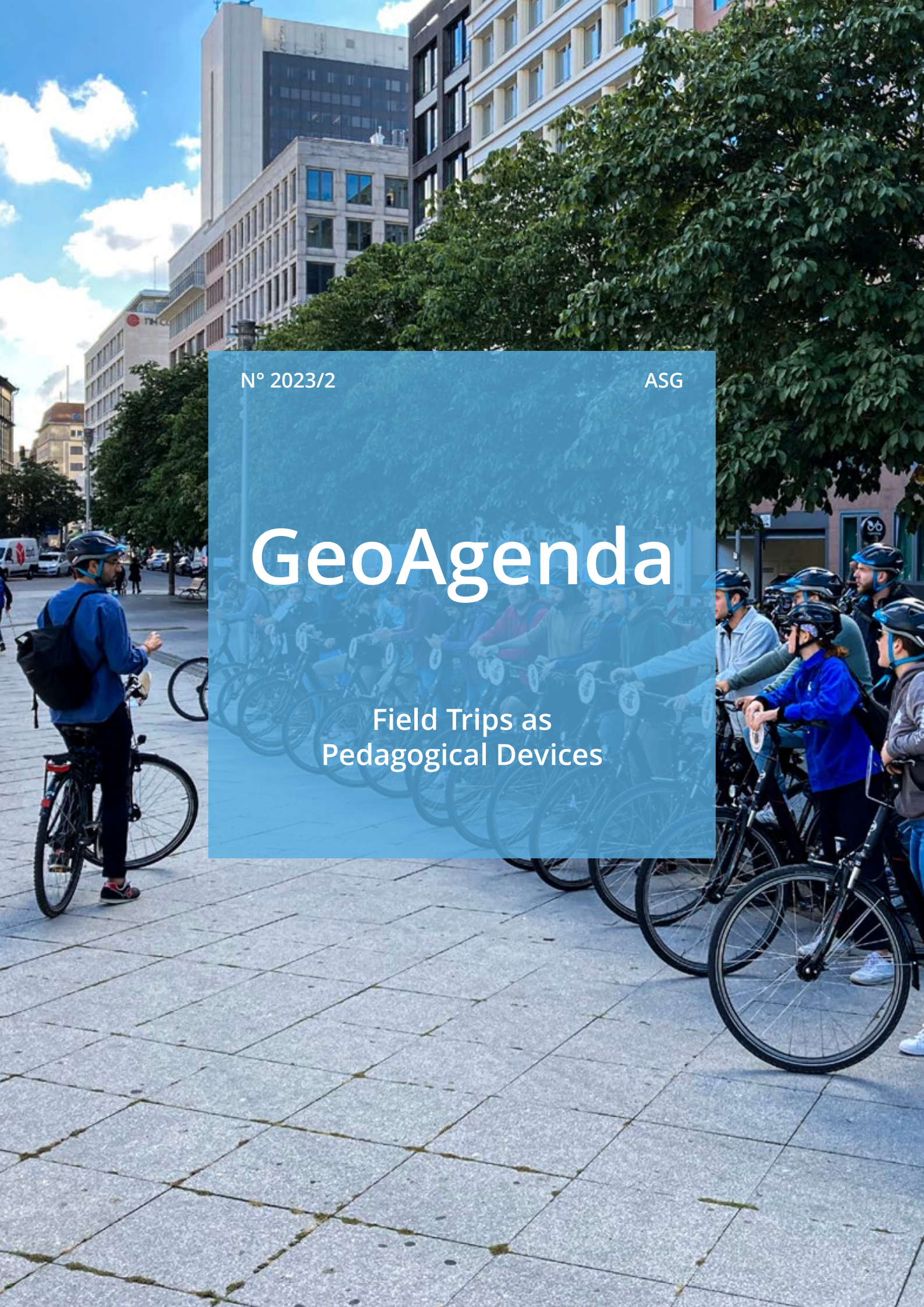


N° 2023/2

ASG

GeoAgenda

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Pedagogical Devices



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Verband Geographie Schweiz
Association Suisse de Géographie
Associazione Svizzera di Geografia



Chère lectrice, cher lecteur

Le deuxième GeoAgenda de 2023 est intitulé « Field Trips as Pedagogical Devices ». Il cherche à répondre à la question « Quels sont les bénéfices éducatifs des excursions en milieu urbain ? » à travers 10 contributions originales, sous forme de récits d'expériences et de réflexions d'expert.e.s de la géographie urbaine. D'abord, les Guest Editors Julio Paulos et Sven Daniel Wolfe introduisent le numéro sur les sorties de terrain comme dispositifs éducatifs. Puis les articles, un à un, apportent des perspectives et des exemples à travers une multitude de formes d'excursions, des espaces urbains hétéroclites parcourus par différents moyens de transports, sur des temporalités diverses, pour en tirer une large palette d'apprentissages et de leçons de vie.

Gabriela Debrunner nous emmène dans la région de la Ruhr avec les étudiant.e.s de l'Université de Berne. Coups de pédales au programme : avec Karine Duplan et Armelle Choplin nous partons en voyage d'étude à vélo le long du Rhône, avec les étudiant.e.s de l'Université de Genève. Sylvana Jahre et Laura Kemmer nous emmènent au Brésil, en ajoutant une perspective nord-sud à la question. Pas à pas, Tatiana Debroux et Stefan De Corte, nous guident dans une marche à travers Bruxelles. Avec Geetika Anand, cap vers le sud, pour six semaines en Afrique du Sud avec l'Université de Bâle. Issues de ce même terrain, Laura Nkula-Wenz, Geetika Anand et Anna Selmeczi nous offrent leurs réflexions pour développer des pédagogies collaboratives. Retour en Suisse : l'interview réalisé par Sven Daniel Wolfe avec Hanna Hilbrandt, nous présente Züri Urban, un projet pédagogique combinant l'apprentissage basé sur la recherche et l'enseignement collaboratif. Changement de perspective : avec Micol Rispoli, Tomás Criado et Patrick Bieler nous nous immergeons dans la ville de Berlin pour comprendre l'espace urbain au prisme de la neurodiversité. Finalement, Sven Daniel Wolfe et Julio Paulos concluent ce riche numéro, qui met en lumière la diversité des approches pour interagir avec les étudiant.e.s en géographie en dehors de la salle de classe.

Trois « Autres Contributions » complètent ce numéro. Regula Grob et Brigitte Kürsteiner proposent une réflexion autour d'un outil pédagogique permettant une approche critique des stéréotypes dans l'enseignement de la géographie. Yvonne Riaño présente le documentaire « Weaving Threads Across Borders » qu'elle a réalisé dans le cadre d'un projet de recherche sur la frontière entre la Colombie et le Venezuela. Elle y discute le potentiel d'empouvoirement et de transfert de connaissances des documentaires. Finalement, Jonathan Bussard propose une interview avec le climatologue Jean-Michel Fallot. Jean-Michel était le délégué de l'Université de Lausanne pour l'ASG depuis 2006 et nous lui souhaitons un bon départ à la retraite !

Bonne lecture !
Isabelle Schoepfer

Liebe Leserin, lieber Leser

Die zweite GeoAgenda von 2023 trägt den Titel "Field Trips as Pedagogical Devices". und widmet sich der Fragestellung: "Welchen Bildungsnutzen haben Ausflüge in städtische Gebiete?". In zehn Originalbeiträge, die Erfahrungsberichte und Überlegungen von Expert:Innen der Stadtgeographie enthalten, wird versucht, diese Frage zu beantworten. Die Guest Editors Julio Paulos und Sven Daniel Wolfe führen uns zunächst in die Ausgabe ein und beleuchten die Bedeutung von Feldausflüge als Bildungsmaßnahmen. In den folgenden Artikeln werden verschiedene Perspektiven und Beispiele für Exkursionsformen in heterogenen städtischen Räumen präsentiert. Dabei werden verschiedene Verkehrsmittel genutzt und unterschiedliche Zeiten berücksichtigt, um eine breite Palette an Lern- und Lebenserfahrungen zu ermöglichen.

Gabriela Debrunner nimmt uns mit Studierenden der Universität Bern mit ins Ruhrgebiet, während Karine Duplan und Armelle Choplin uns auf eine Fahrradstudienreise entlang der Rhône begleiten, zusammen mit Studierenden der Universität Genf. Sylvana Jahre und Laura Kemmer entführen uns nach Brasilien und bieten eine Nord-Süd-Perspektive auf das Thema. Schritt für Schritt führen uns Tatiana Debroux und Stefan De Corte in einem Spaziergang durch Brüssel, und Geetika Anand nimmt uns mit in den Süden, wo sie sechs Wochen lang mit der Universität Basel in Südafrika verbringt. Laura Nkula-Wenz, Geetika Anand und Anna Selmeczi stellen uns ihre Überlegungen zur Entwicklung von kollaborativen Pädagogien auf Grundlage derselben Feldarbeit in Kapstadt vor. Zurück in die Schweiz: Das Interview von Sven Daniel Wolfe mit Hanna Hilbrandt stellt uns das pädagogische Projekt Züri Urban vor, das forschungsbasiertes Lernen mit kollaborativem Unterricht verbindet. Mit Micol Rispoli, Tomás Criado und Patrick Bieler tauchen wir in die Stadt Berlin ein, um den urbanen Raum im Licht der Neurodiversität zu betrachten. Abschließend beleuchten Sven Daniel Wolfe und Julio Paulos die Vielfalt der Ansätze zur Interaktion mit Geographiestudierenden außerhalb des Klassenzimmers und runden damit diese reichhaltige Ausgabe ab.

Drei "Andere Beiträge" ergänzen den spannenden "Fokus". Regula Grob und Brigitte Kürsteiner präsentieren Überlegungen zu einer digitalen Lehrkooperation, die einen kritischen Umgang mit Stereotypen im Geographieunterricht ermöglicht. Yvonne Riaño stellt den Dokumentarfilm "Weaving Threads Across Borders" vor, den sie im Rahmen eines Forschungsprojekts über die Grenze zwischen Kolumbien und Venezuela gedreht hat. In diesem Film wird das Potenzial von Dokumentarfilmen für Empowerment und Wissenstransfer diskutiert. Schließlich schlägt Jonathan Bussard ein Interview mit dem Klimaforscher Jean-Michel Fallot vor, der seit 2006 als Delegierter der Universität Lausanne für die ASG tätig war. Wir möchten Jean-Michel an dieser Stelle für seine herausragende Arbeit danken und ihm einen guten Start in den wohlverdienten Ruhestand wünschen!

Viel Spaß beim Lesen
Isabelle Schoepfer

Field trips as pedagogical devices



Input talk on urban natures, Görlitzer Park, Berlin (2022) © Julio Paulos

Written by
Dr. Julio Paulos
Dr. Sven Daniel Wolfe

What are the educational benefits of urban field trips? This special issue of GeoAgenda aims to answer this question through a series of stories, experiences and reflections.

Explorations, Encounters, Engagements

Field trips are a common unit of study in geography curricula, and they are widely valued for the valuable hands-on learning experiences they provide. Nevertheless, they remain peripheral to most geography curricula. We don't mean to suggest that field trips should be at the centre of teaching, but that a rethinking of teaching formats outside the classroom, and even within the classroom, is necessary to prepare students for the realities they will encounter once they graduate or leave academia.

Field trips give students (and teachers) a vivid, first-hand understanding of (urban) environments. They allow for an exploration of the complexity, diversity, and multiplicities of urban life in a way that cannot be conveyed by classroom instruction alone. This issue highlights these benefits, but also delves deeper into the issues of reflecting the standards of classroom teaching. In doing so, it calls for a more situated and experimental rethinking of university education.

Exploring everything urban, reconsidering field trips

We would like to discuss the concept of exploration, particularly in urban settings. While the term has historically been associated with colonisation and

negative connotations, here we think of exploration as being associated with the underground practice known as 'urbex' (an acronym that stands for urban exploration). This is a subculture inspired by the hacker scene, often mixed with an activist message, that promotes discovering the hidden aspects of cities and seeing them as places of adventure.

Urbex enthusiasts explore forgotten tunnels and abandoned buildings. They test the boundaries of urban formality and safety. This idea is well documented in Bradley L. Garrett's book "Explore Everything: Place Hacking the City" (2013). For us, exploring isn't so much a manifesto, but rather a means of engaging students to come to their senses and immerse themselves in learning experiences directly from and with the field.

Rethinking field trips involves applying course learning while becoming more attuned to their surroundings -

capturing the vibrancy of an area through both visible elements and hidden sensory experiences.

The key to rethinking field trips, then, is to balance conventional classroom learning with personal sensory discovery and the critical realisation that there is not one city, but many ways to inhabit the ur-



Cycling at an intersection, Berlin traffic. (2022) © Julio Paulos

ban, to make it obdurate, common or aesthetic. It's also a recognition that there is no ready-made teaching format for how to comprehend moving urban environments, and that this calls for a broad, inventive and situated range of pedagogical formats and diversified learning experiences.

Theorising about field trips can help thus promote education beyond the classroom and encourage reflection on our teaching conventions and methods more broadly. In our view as early career researchers, if university is to remain attractive to younger generations, then the aim should be to develop pedagogical formats that allow for more exploratory, multi-modal, critical and applied education in (urban) geography and cognate disciplines. This impulse gives rise to the diverse contributors in this collection.

Diversifying Teaching Strategies Outside/Beyond Classrooms

Acquiring knowledge, developing skills and understanding how they influence our behaviour and values is largely dependent on our experiences. It is important to recognise that traditional classroom teaching is only one format of acquiring knowledge. Learning can also occur through observation, practice, experience, activities, events and situations that contribute to individual and collective growth.

This is nothing new, and yet we feel it is necessary to remind ourselves of it, as most university policies seem to have the pedagogical figure of the lecture as their main cursor, and many restructuring efforts are often caught up in the replication of old classical teaching conventions, while innovation is often only marginally welcomed as a fancy discourse.

Although classrooms may attempt to inject real-life situations by inviting professional experts, they often lack the authenticity found in actual field experiences. This doesn't mean that learning from the field is the only valuable approach; rather, it encourages us to rethink what is often pigeonholed as either formal or unconventional teaching methods.

Ultimately, a richer educational experience can be achieved by diversifying our teaching strategies beyond the classic figure of 'The Lecture'. We can relearn existing formats by incorporating or devising approaches inspired by hackathons, studios, maker's fairs and so on, all of which allow learning processes to be re-examined and re-imagined¹.

Advocating for Situated Learning Inside-Out: collaboration, experiments, and interventions

We are advocates of situated learning, following the pragmatist philosopher John Dewey's (1897) pedagogical credo that effective learning takes place



Sunset at Tempelhof Airport (2022) © Timm Rogenmoser

through active participation in real-life situations. Students should engage in meaningful and authentic activities. Ideally, they should work with others to gain different perspectives.

This approach goes beyond the simple format of the student project or the ritual phase of the internship, which is now often compulsory in many curricula. This situated approach involves changing expressions and reflecting on situations encountered. Situated learning allows for team building and collective engagement that occurs best in specific contexts. It emphasises the importance of context and experience and suggests that knowledge and skills develop through active engagement with the world.

This point is made in each of the contributions to this special issue, whether by emphasising activities such as impromptu walking or cycling, or by empha-

¹ One way forward could be to think of educational figurations as specific and provisional arrangements, or in John Law and Evelyn Rupert's terms, as 'teloological arrangements' (2013, 230). That is, as formats that have a purpose to serve and shape the social world and urban life that is taught and learned relationally.

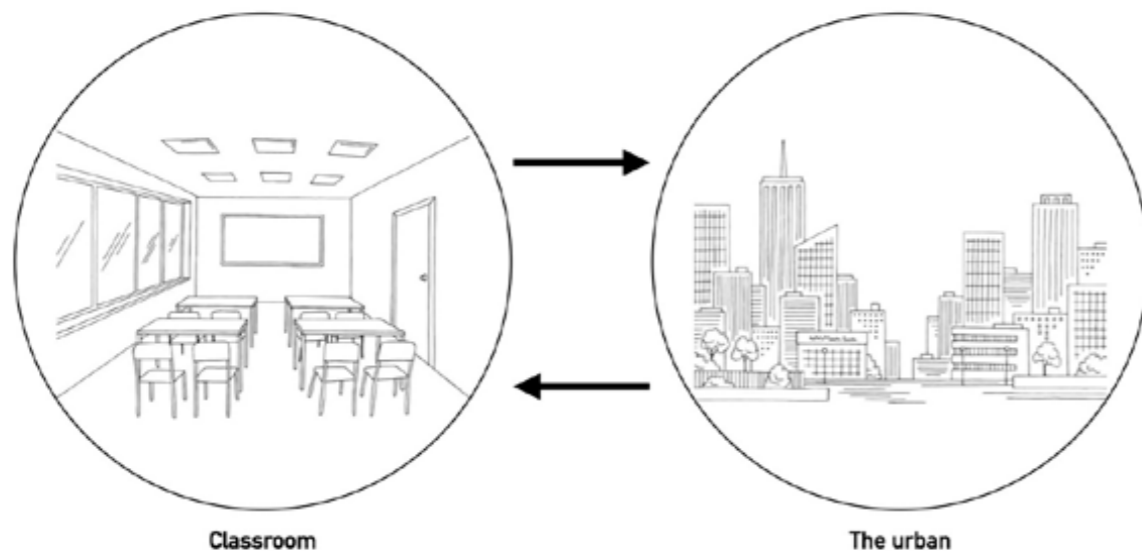


Students discuss their group project in a parklet, in the middle of the street, Bergmannstraße, Berlin (2022) © Julio Paulos

sisting the fact that group cohesion is based on shared experiences, or by simply being outside of one's comfort zone. Collaboration is crucial as it enables students not only to work together but also to learn how to involve teachers, stakeholders, politicians, activists or professionals in their education, to become 'epistemic partners' (Estalella & Criado, 2018) so to speak. Such an approach is beneficial in conveying the importance of framing problems in a collective and/or dialogic way in order to have the basis for achieving common goals. It helps students develop essential interpersonal social and communication skills, such as

effective listening, negotiation and conflict resolution, while witnessing and working in partnership with urban and environmental realities.

Experimentation and intervention are important aspects of situated learning as they allow students to test different avenues through thought experiments or simulations. By participating in these activities, students improve their problem-posing/problem-solving and critical thinking skills – all while applying knowledge in practical situations.



How to relate two realms? Turning the classroom inside out (2023) © Julio Paulos

Advocating situated learning requires recognising the importance of context, collaboration and active engagement in the learning process. It is crucial to move beyond dualisms and categories such as conventional and unconventional, traditional and innovative. It is also crucial to re-evaluate existing modes of teaching and their associated figures such as 'The Lecture', 'The Seminar', 'The Workshop', which can prevent students from engaging in meaningful activities if they are merely replicated and not authentically run.

Our primary focus as educators, teachers, lecturers and professors should not be merely to reproduce inherited structures. Instead, in a world replete with uncertainties, wars, pandemics, and climate crises, we should strive to build pedagogical interactions based on authentic support and guidance. And as we enter into the age of dematerialized classrooms, digital learning, and artificial intelligence (with all its promises and pitfalls),

field trips offer an alternative pedagogy based on authentic, in-person interactions.

All of the contributors to this volume have engaged this potential in order to help future generations develop the skills they need to become educated professionals and compassionate individuals. We hope you find their contributions here as inspiring as we do.

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Julio Paulos is an interdisciplinary urban scholar working at ETH Zurich's Future Cities Lab Global, where he's responsible for all research-related matters. Julio's own research interests are shaped by his curiosity for how cities are governed and thought, which he seeks to share with students through collaborative and experimental methods.



The circle, central figure of communication and interaction during field trips (2022) © Timm R.



Sven Daniel Wolfe is a political and urban geographer at the University of Zurich, Swiss National Science Foundation Ambizione Fellow in the Spatial Development and Urban Policy group at the ETH Zurich, and a vice president of the Association Suisse de géographie. He works on the socio-spatial impacts of mega-events, urban sustainable development, and everyday geopolitics. He has a history of non-traditional and collaborative teaching approaches that span music, storytelling, video games, and urban exploration.

Explorative Planning: On Field Course By Foot and Bicycle in the German Ruhrgebiet

Written by
Dr. Gabriela Debrunner

As part of my PhD at the Institute of Geography at the University of Bern, I was engaged in urban planning teaching and field course activities. In spring 2018 (from June 11th to 22nd), we – Prof. Jean-David Gerber, Dr. Andreas Hengster-mann, and I – organized a 10 days international field course to the German Ruhrgebiet with 24 master students. Our journey was no ordinary sightseeing tour – oh no! Exploring the Ruhrgebiet by foot and bicycle provided students with a unique, immersive, and participatory learning experience, and helped them to foster a deeper and immersive understanding of the region's urban planning challenges and opportunities. It also demonstrated the potential of sustainable and active transportation modes in promoting healthy and livable urban environments.

The Ruhr, once a highly productive coal industrial area, has transformed from a declining industrial region to a diverse metropolitan area with a range of

economic, social, and cultural opportunities – which makes the area indeed highly interesting for future urban planners and geographers.

The field course provided an opportunity for students to explore the urban planning challenges and opportunities associated with this transformation.

During the field course, we engaged in a range of activities, participative, and pedagogical formats to explore the Ruhrgebiet, including:

- ▶ Site visits: We visited different sites and neighborhoods in the region to observe and analyze the urban landscape and infrastructure such as “Emscher Landschaftspark”, “Gasometer Oberhausen”, “Zeche-Zollverein”, or “Dortmund inner city”. These included visits to former industrial sites that have been repurposed for cultural and recreational purposes, as well as residential areas and public spaces. The Emscher Landschaftspark, for instance, is a large-scale park and cultural landscape that spans over 450 square kilometers in the Ruhrgebiet. It was created as part of the region's efforts to



Bicycle tour with students in the Ruhrgebiet. Photo: Gabriela Debrunner



Pausing for discussion with students on the bicycle tour. Photo: Gabriela Debrunner



Studying architecture and the built environment. Photo: Gabriela Debrunner

revitalize and transform its former industrial sites into new urban landscapes. The park features a range of cultural and recreational facilities, such as museums, art galleries, bike paths, and green spaces, that celebrate the region's industrial heritage while promoting sustainable urban development. These sites illustrate the diverse approaches to urban planning and development in the Ruhrgebiet, and demonstrate the importance of creative reuse, cultural heritage, and sustainable urban design in transforming former industrial regions into dynamic metropolitan areas.

- ▶ Stakeholder interviews and meetings: We conducted interviews with local planners, politicians, landowners, residents, and community representatives to gain insights into the planning processes and strategies that have shaped the region's transformation. We also had meetings with local NGOs and community organizations to understand the social and cultural dynamics of the region. Furthermore, by traveling on foot, by bicycle, and public transport, students were able to interact with local residents and communities, and gain insights into the place specific challenges of the region. They were able to explore local markets, parks, and public spaces, and observe how these spaces were used by different groups of people.
- ▶ Workshops and discussions: We organized workshops and discussions that focused on different aspects of urban planning, such as sustainable mobility, urban design, and social inclusion. These activities were designed to foster collaboration and exchange of ideas among the students and with local stakeholders.
- ▶ Presentations and reports: At the end of the field course, students presented their findings and insights in the form of reports and presentations. These outputs provided a comprehensive overview of the region's transformation and the

urban planning challenges and opportunities it presents. The final report of the field course is available under the GIUB webpage/contact “Political Urbanism and Sustainable Spatial Development Group”.

Overall, the international field course to the Ruhrgebiet provided an enriching learning experience for the students and contributed to their understanding of urban planning in a complex and dynamic urban environment. It also fostered collaboration and exchange of ideas among the students and with local stakeholders, highlighting the importance of interdisciplinary and crosscultural approaches to urban planning. By exploring the Ruhrgebiet by foot and bicycle, students were able to experience the region's urban transformation firsthand. They were able to observe and analyze the region's public spaces, transportation infrastructure, and built environment in a more detailed and intimate way than would have been possible from a car or public transit only. And who knows, maybe one day some of those master students will go on to become the urban planners or geography teachers of tomorrow, leading their own class of intrepid explorers on an adventure through the concrete urban landscapes of the world!



Gabriela Debrunner has a PhD in geography and environmental social sciences with a focus on spatial planning and political urbanism. She works as a postdoc and research associate at the Institute for Spatial and Landscape Development IRL at ETH Zurich. She is associated both at the Chair of Spatial Development and Urban Policy SPUR (Prof. Dr. David Kaufmann) and at the Spatial Transformation Laboratories STL (PD Dr. Joris Van Wezemael). In her research, Gabriela Debrunner deals with the overarching question of how the city as a social space works from the perspective of urban governance: the question of how actors can strategically influence spatial development e.g. through the targeted activation of spatial planning instruments or property rights. Gabriela is involved in research and teaching and also works as independent advisor in multiple spatial development mandates.

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Du Rhône à la Méditerranée : terrain *on the move*

Écrit par
Dr. Karine Duplan &
Prof. Dr. Armelle
Choplin

Du 4 au 8 avril, 25 étudiant·es en 2e et 3e de Bachelor au Département de géographie et environnement ont participé à un voyage d'étude itinérant au fil du Rhône, du Léman à la Méditerranée. En combinant différents modes de transport durables - train, vélo, marche - les étudiant·es, accompagné·es de cinq membres du corps enseignant, ont déambulé depuis Genève à Marseille, en passant par Lyon et la Vallée du Rhône.

Le vélo comme mode privilégié d'exploration spatiale et relationnelle

Sur place, les étudiant·es ont travaillé en groupe sur différentes thématiques comme les imaginaires touristiques, les aménagements cyclistes, les sites industriels, le tourisme gastronomique ou encore les paysages sonores. Après avoir testé diverses méthodologies de recherche, les groupes ont pu collecter des données sur le terrain, mener des entretiens, tout en avançant dans leurs analyses au fur et à mesure du séjour par le biais de séances quotidiennes de debriefing collectif.

Les deux journées à vélo le long de la vallée du Rhône restent particulièrement en mémoire, et elles ont été quasiment unanimement acclamées. Si certaines personnes étaient sceptiques quant à l'usage du vélo en amont, ce mode de déplacement s'est avéré particulièrement adapté à l'objectif du voyage tout en favorisant des dynamiques de groupe qui auraient pu plus difficilement voir le jour dans un contexte plus familial. Pour certain·es, il s'est agi d'une véritable découverte, dans un cadre très accueillant et grâce au



Miramas : « Séance de travail en plein air durant le (long) transit à Miramas (Bouches du Rhône) » © Karine Duplan

recours à un prestataire professionnel de grande qualité. Se déplacer à vélo s'est révélé être un outil géographique très heuristique : cette démarche permet de saisir différentes dimensions du territoire. On prend la mesure de la topographie, ressent les seuils et visualise les complémentarités entre les territoires.

L'originalité d'un voyage d'étude en mode ethnographie multisituée

Pensé comme une initiation et une première expérience de terrain collective, le voyage d'étude du département prend généralement place tous les deux ans. L'objectif, en tant que voyage d'étude, est de s'extraire des murs de l'université en éprouvant le monde qui nous entoure, à des fins de recherche. Cela amène ainsi à articuler savoirs théoriques et expérientiels tout en produisant des données de terrain selon les règles éthiques de la recherche et qui puissent être exploitables selon un cadre et une problématique déterminés en amont.

Le format de cette édition 2022 a été modifié par rapport aux années précédentes, afin de contrer le mode plus consommateur qui peut être induit par le départ sur une destination plus lointaine, plus exotique, plus évidente en termes d'imaginaires et de représentations, tout en réfléchissant à l'impact écologique et sociétal de déplacements qui se font le plus souvent en avion et par le biais de compagnies aériennes low cost. L'édition 2022 a ainsi pris le parti de faire du voyage l'objet de la recherche, au moyen de mobilités durables et en amenant à réfléchir à l'expérience même du déplacement comme forme de production de connaissances.

Dans une perspective d'ethnographie multi située ou mobile, l'objectif était donc de rendre compte du mouvement, des mobilités et du déplacement, ainsi que des effets de rupture rencontrés lors de cet itinéraire commun, tout en embrassant une posture réflexive quant à l'expérience même du déplacement.

L'expérience du voyage a été notamment documentée au travers de la collecte ou de la production de 'traces', tant matérielles, sous formes d'objets, que numériques, sous formes d'images ou de son par exemple. En lien avec ce format itinérant, l'accent a ainsi été mis sur l'exploration de méthodologies de recherche innovantes et des séances de préparation ont été dispensées en amont, au cours du semestre d'automne. Cela a inclut l'intervention d'expert·es sur des méthodologies ciblées : Tommaso Venturini sur les méthodologies numériques, Irène Hirt sur les cartographies alternatives et narratives, enfin, Armelle Choplin sur les méthodologies mobiles. Les étudiant·es se sont notamment familiarisé·es avec des applications de collecte de données, comme Kobo Toolbox (pour collecter des données de terrain et les géolocaliser), OSMand (pour géolocaliser des lieux), Komoot (pour calculer les déplacements et dénivellés suivant le moyen de transport).

Une autre originalité de ce voyage d'étude hors des sentiers battus est l'exploration de zones en-dehors des centres urbains et de leurs périphéries. Cela permet ainsi de décentrer le focus de recherche de la ville tout en pensant les continuités entre urbain et non urbain et encourage ainsi la curiosité et le renouvellement de questionnements, théoriques et méthodologiques.

Dans ce voyage itinérant, nous avons changé de lieu d'exploration tous les jours. Cela a véritablement enrichi le voyage d'étude, tout en complexifiant cependant les questions logistiques et organisationnelles (check in et check out tous les jours avec le groupe !). Une recommandation pour un prochain voyage itinérant serait de prévoir par exemple deux camps de base et de rayonner à la journée sur des lieux prédéfinis en amont à partir de ces deux lieux d'ancrage. Cela facilitera l'organisation matérielle et procurera un sentiment d'assise et plus de confort à l'ensemble du groupe, tout en encourageant l'exploration multisite.

Des acquis au-delà du seul curriculum académique

Ce voyage a réuni de nombreux étudiant·es qui avaient fait l'essentiel de leur cursus en contexte pandémique avec des formats de cours en ligne. Cela signifie que nombre d'entre elles et eux ne se connaissaient pas nécessairement bien, ne se fréquentaient pas avant ce voyage. Les travaux de groupe et le format hors les murs ont ainsi permis de mettre au centre les dynamiques relationnelles et les dynamiques collectives, cruciales à la fois dans la réflexion académique et dans l'acquisition de connaissances.

Le voyage a également été l'occasion de nouer des relations hors enseignement entre équipe enseignante et étudiant·es, favorisant des dynamiques davantage horizontales, plus proches du mentorat plutôt que de l'enseignement en format vertical tel que dispensé lors des grands cours en séminaires par exemple. Ces relations sont enrichissantes dans les deux sens et permettent tout à la fois un meilleur apprentissage pour les étudiant·es et une dimension réflexive pour le corps enseignant.



Rocheemaure : « Itinérance à vélo entre la Drôme et l'Ardèche, via la Passerelle himalayenne (secteur de Rocheemaure) » © Karine Duplan

Le format de ce voyage suppose d'autre part une participation active des étudiant·es à l'organisation du voyage et en particulier au financement. Ils et elles se sont ainsi occupé de la levée de fonds via l'organisation d'événements (cinéclub, friperie, vente de gâteaux, disco, etc.) et des contacts directs avec des donateurs et donatrices. Ces aspects comptent donc également à la fois dans l'implication et dans l'expérience globale du voyage.

Enfin, les résultats de leur recherche ont finalement été restitués sous la forme de posters et présentés lors d'un événement public au mois de novembre, à l'occasion de la cérémonie de remise des diplômes du département.

Page de présentation du voyage 2022



Armelle Choplin est géographe et urbaniste, professeure associée à l'Université de Genève. En combinant des méthodes ethnographiques et comparatives, ses recherches explorent la manière dont les villes sont produites et vécues dans les pays du Sud, en particulier en Afrique. Elle a récemment publié *Matière Grise de l'Urbain, la vie du Ciment en Afrique* (MétisPresses, 2020) et *Concrete City, Material Flows and Urbanisation in West Africa* (Wiley, 2023).



Karine Duplan est maître-assistante au Département de géographie et environnement. Ses thèmes de recherches portent sur les inégalités sociales et les privilèges en contexte de mondialisation, à partir d'une perspective plaçant les questions de genre et de sexualité au centre. Elle développe dans ses recherches et enseignements une attention privilégiée aux explorations méthodologiques.

© Alex Petrenko, for Better Science Initiative



Port de Bouc : « Arrivée à la gare de Port-de-Bouc sur les bords de l'étang de Berre (Bouches du Rhône) » © Karine Duplan

Collaborative Excursion Brazil

«Into the cold water»

Written by
Sylvana Jahre &
Prof. Dr. Laura
Kemmer

What does an “excursion” organized from a Berlin university to Brazil mean today? Can (mainly) geography students and teachers engage with mapping practices without reproducing colonial logics? Although we like the idea of turning the “explorer” into a boundary-crossing, transgressive character, we prefer thinking with the feminist figure of “exposure” instead of immersion. In this entry, we briefly discuss how these questions continuously accompanied us as a group of “junior” researchers and students from Humboldt Universität zu Berlin during our time in Rio de Janeiro and São Paulo (30 Students – 2 Teachers - 27.2-13.3.2023).

Preparation

The format of “excursion” in Geography and related fields in many ways repeats the logic of European colonial expeditions. Both are knowledge practices to “discover” and “learn” from “new” territories and people. In doing so, both are deeply related to processes of Othering, as the Other is expected to be there, not here. We want to learn from the Other, not from the self.

We expect differences, not similarities.

Hence, for us, an important element in the preparation for our travel to Brazil was an awareness training conducted by members of Glokal e.V. (and funded



Picture 1: Colonialism in Road Signs, no deer in Tijuca Forest. Source: Sylvana Jahre



Picture 2: Website of Atlas do Chão / Ground Atlas. Source: <https://www.atlasdochao.org>

by our University's Commission for Women's Promotion (KFF), where students would be confronted with the epistemic violence of excursions to the Global South and of conducting research in a world characterized by ongoing structural inequalities. We believe that the emergence and “letting go” of shared uncertainties and irritations let the group grow closer while at the same time, it brought about individual and independent initiatives, such as the one for a student “awareness team” to act as contact persons and mediators between students and teachers to deal with discriminatory and insecurity-generating experiences.

Collaboration

Following our initial idea that “critical” discussions around the Right to the City and -more recently- Planetary Health in urban research and practice need to be understood “from the South” (i.e. from Brazil where theory and action around these issues often have a longer history than in Germany or elsewhere) we opted for mapping methods as a tool for decentering European university curricula and ways of teaching and learning. In the development of contents and methodologies, we collaborated closely with our colleagues Ana Luiza Nobre and David Sperling from the Brazilian Ground Atlas counter-mapping project, which opened for the students the unique possibility to publish their research results online, in addition to providing valuable feedback on their research projects and results during our stay in Rio and São Paulo.

Soon, the broad themes of the excursion broke



Picture 3: Lorena Froz from Favela Mare; interview and mapping about water in/justice in the Favela Mare. Source: [instagram @faveleiraa](https://www.instagram.com/faveleiraa)



down into smaller bits and interests – from histories of asphaltization and hygienization in downtown Rio and São Paulo, over attempts to reforestation, depollution, and renaturalization at the cities' mountains, valleys, and rivers, towards the power of the plant "faveleira" to grow/cultivate environmental justice at the city's periphery. The group of students also divided into smaller research teams who got in contact with environmental and housing activists, geographers and urbanists, museum and cultural representatives, community organizations, and fellow Brazilian students to develop, via interaction with email, smartphone messengers, and translation software the program and methodology of the daily field trips.

During our time in Rio and São Paulo, the groups drew on different approaches and methodologies. Mapping was used both in an open and explorative way, as well as by the use of pre-elaborated maps. Some students worked analog with paper and pencil, while others preferred digital mapping tools such as the Locus app. For some groups, it was important to engage with local experts and map their perspectives,

knowledge, and struggles (see picture 3). Other groups focused on the experiences of the group of students we traveled with, and another time it was a mixture of both ways. Sometimes the correct GPS data were important for the mapping process, other times maps were drawn freely, in circles, or entirely omitted the form of the map. The mapping projects encompassed sensations, emotions, struggles, knowledge, surprises, materialities, and much more.



Picture 4: Meeting feminist activists before the demonstration. Source: Laura Kemmer

Exposure

Very often, the translation failed, misunderstandings happened between "us" and our local partners, and all kinds of exceptional and ordinary events, from rainfalls and lack of cash to illnesses and police raids prevented us from following the established plan for the day. But it is exactly these kinds of

failures, ruptures, and deviations from the expected order of things that led us to expose ourselves, sometimes voluntary, sometimes involuntary

to the streets, people, elements, smells, emotions, flows, noises, ruptures, materialities, and forms of living. One very remarkable moment of exposure took place on International Womens Day on 8 March. At the very moment when the demonstration and the group's research were to begin, it started pouring down with no end in sight. After many hours, when the demonstration procession slowly started moving, all students had disappeared into safer waters. The two lecturers defied the rain, shared an extremely powerful moment, and connected with the various struggles that were made visible during the demonstration.

It is in this sense that we chose the title for our film, "Quem sai na chuva" – a Brazilian proverb that starts with addressing "those who set out in the rain" and ends with the reminder that these "will get wet". Not to say that those who sit in the glass house should not throw stones, or that one must take the consequences for her actions (which is of course also true) but rather to say that those who set out for an "excursion" or any other similar kind of research endeavor must be prepared to "get wet", to shiver in the cold water and to become affected by the flowing stream.



Sylvana Jahre is a Ph.D. student and lecturer and the Department of Geography at the Humboldt Universität zu Berlin. In her Ph.D. project, she is interested in how the concept of migration is enacted and negotiated in and through urban policy. She is building on scholars of critical urban studies, reflexive migration studies, and feminist STS. In 2021-2022 Sylvana worked as a research associate in the international and transdisciplinary research project MAPURBAN at Freie Universität Berlin. Furthermore, she is an associate member of the CRC 1265 "Re-Figuration of Spaces" at the Technical University Berlin.



Laura Kemmer is an urban researcher who works at the intersection of anthropology, geography and feminist STS on cases and conflicts about planetary health/healing, reparative ecologies, and more-than-human forms of evidencing. She has organized the "Brazil Excursion" together with Sylvana Jahre as part of her job as Guest Lecturer (BCP Gastdozentur 2022-23) at the Humboldt-Universität zu Berlin (HU). In April 2023, Laura Kemmer assumed a new position as Marius Chair Germany-Brazil in Human Sciences and Sustainable Development at the University of São Paulo (USP-DAAD).

Acknowledgement

Sylvana Jahre and Laura Kemmer would like to thank the Berliner Chancengleichheitsprogramm (BCP), the University's Commission for Women's Promotion (KFF) and the international office at Humboldt-Universität, in addition to the German Academic Exchange Service (DAAD) PROMOS program, for providing funding for the study visit, the preparation workshop, associated internships and a film project. We hope that in the future, it will not rest on us female, and "junior" researchers and the respective programs at our Universities to apply for and to provide funding for critical research and teaching formats – but that these will become a sustained element of University curricula.

Participants

Students: Manon Antonacci, Alexander Bräunling, Nina Brune, Efthimios Charchantis, Irineos Christophi, Marleen Franke, Mona Fritzsche, Melvin Heidrich, Laura Heil, Jule Heinzelmann, Vincent Huber, Jonas Kaiser, Klara Kotabova, Emilia Kramm, Yannik Krautkrämer, Helena Lau, Alexandra Lenz, Leonie Loewisch, Zeno Mayr, Maximilian Norrmann, Paula Nicolai, Hannah Pernat-Klinke, Sophie Ricken, Till Rothe, Nina Schäfer, Paulina Schute, Florian Schwartz, André Schwarz

Local Partners

Atlas do Chão, Acervo Bajubá, Bixiga sem fome, Museu Memória do Bixiga (MUMBI), Horta Comunitária do Bixiga "Denuzia Pedreira Bastos", Projeto de Educação Patrimonial Madrinha Eunice, Salve Saracura, Ocupação 9 de julho, Movimento de Moradia, Central de Movimentos Populares CMP, Plantar Paquetá, Favela Project, Museo do Amanhã Rio de Janeiro, SESC Centro de Pesquisa e Formação São Paulo, Institute for Architecture and Urbanism IAU-USP, Faculty of philosophy, literature and human sciences USP-FFLCH, Planetary Health Study Group IEA-USP, PUC Rio de Janeiro

« Crossing Brussels » Découvrir la ville par les pieds, sans faire fausse route

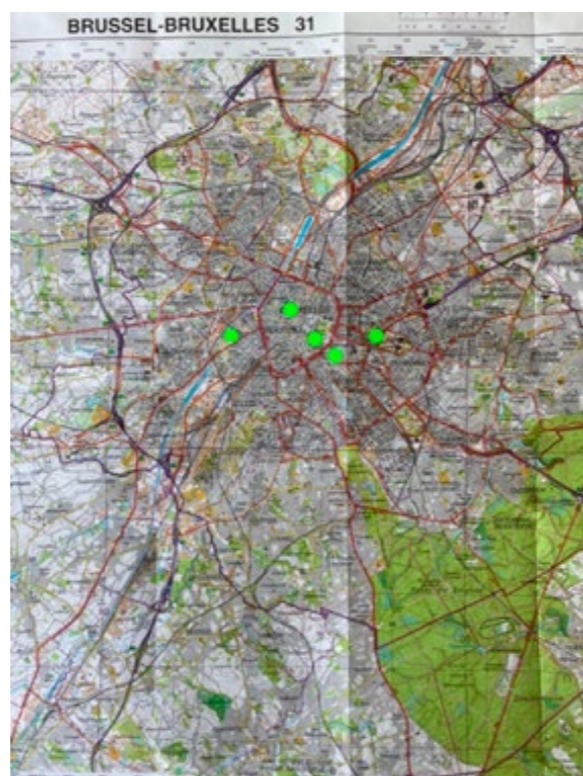
Écrit par
Dr. Tatiana Debroux,
Stefan De Corte

Lors d'une marche organisée à Bruxelles en septembre 2022 pour l'accueil des étudiant·es de deux masters en études urbaines, nous avons été interpellés : Pourquoi passait-on par le quartier bruxellois de Matongé, dans lequel les différences entre notre groupe et les usager·es se marquaient de manière visible ? Comment pouvait-on tirer des conclusions et des généralités sur un espace, ses habitant·es et leurs pratiques, une fois de retour à l'université ? Cette note de terrain revient brièvement sur les objectifs qui nous poussent à proposer cette excursion et sur quelques enseignements nés des questionnements de nos étudiant·es.

Chaque année lors des semaines d'accueil du MSc in Urban Studies et du master 4CITIES, nous emmenons des groupes d'une trentaine d'étudiant·es pour une journée de marche à travers Bruxelles. La plupart d'entre eux vont y résider pour la première fois, très peu connaissent la ville. Cette excursion vise donc autant à leur en montrer quelques premières facettes qu'à entamer la constitution d'un groupe, puisqu'ils et elles étudieront conjointement des questions urbaines pendant deux ans. D'autres excursions, visites et travaux de terrain rythmeront d'ailleurs leurs apprentissages. A ce stade, à peine arrivé·es, il s'agit de découvrir leur nouvelle ville « avec les yeux et par les pieds ».



Arrêt devant le Berlaymont, siège de la Commission européenne. Stefan De Corte & les étudiant·es de la 14e cohorte de 4CITIES, septembre 2022.



Principaux arrêts de l'excursion reportés sur une carte topographique embarquée avec nous (reproduction partielle de la carte Topo50 au 1:50 000, n°31, Institut Géographique National de Belgique, 2021).

L'excursion démarre au rond-point Schuman, épicerie du quartier européen, pour s'achever aux abattoirs de Cureghem, toujours actifs et localisés dans un quartier extrêmement dense et dominé par la présence du commerce de voitures d'occasion. Le trajet passe entre-temps par Matongé (quartier commercial et espace de rencontre pour les Africains subsahariens et les afrodescendants), par le complexe de la Place Royale (concentration historique du pouvoir royal et des instances de l'État fédéral) et le Mont des Arts (principaux musées), par la Grand Place des marchands et les boulevards centraux piétonnisés qui, au 19e siècle, ont recouvert la rivière Senne. Sur ce trajet relativement court (6 km environ), nous remontons à rebours le développement urbanistique de Bruxelles, traçons une coupe dans sa vallée dissymétrique et introduisons ses principaux contrastes fonctionnels, sociaux et économiques.

Car c'est bien de cela qu'il s'agit. En tant que géographes s'adressant à des étudiant·es internationaux aux bagages disciplinaires très variés, nous souhaitons brosser à grands traits les étapes du développement historique de la capitale (ce qui lui est propre et ce qui

s'observe dans d'autres villes européennes) et mettre en évidence les inégalités socio-économiques telles qu'elles se traduisent dans l'espace. En pointant des éléments architecturaux, des signes marquant des tensions, en questionnant la présence de ceux que l'on ne voit pas et la coexistence de très nombreuses activités, nous tentons de « lire la ville » avec nos étudiant·es. En le faisant d'abord à travers le paysage urbain, puis à l'aide de ressources documentaires que nous emportons avec nous – cartes topographiques et thématiques, illustrations d'archives, principaux chiffres qui contextualisent les éléments observés. Toutefois, ce que permet l'excursion n'est pas uniquement l'acquisition de savoirs factuels sur la ville (entendus pour la première fois en extérieur, au milieu de tant de nouveautés et de personnalités à découvrir, ils seront vite oubliés).

La marche guidée active aussi des questionnements sur le rapport à la ville comme objet de recherche,



Arrêt à côté des travaux de l'avenue de Stalingrad Stalingrad, où l'on construit une nouvelle station de métro. Tatiana Debroux & les étudiant·es de la 14e cohorte de 4CITIES, septembre 2022.

que les étudiant·es seront amené·es à développer plus tard lors de travaux pratiques. L'interpellation faite après la traversée de Matongé ou de Cureghem provenait d'un sentiment d'altérité de notre groupe vis-à-vis des habitant·es et usager·es de ces espaces, à l'impression de se comporter en « touristes » (Quelle posture en tant que chercheur·e ?). L'autre question émise touchait quant à elle à l'importance à attribuer aux éléments observés lors de l'excursion pour un éventuel travail académique (Quel statut pour les « preuves » rapportées du terrain ?).

Au cours de cette marche introductive, nous n'étions pas chercheur·es et nous ne faisons pas du terrain. L'incompréhension et les questionnements de certain·es étudiant·es nous renvoient toutefois à nos pratiques d'enseignement et à la manière dont elles sont (ou non) comprises. Essentielle pour nous, cette excursion entend activer la curiosité par rapport à ce qui ne se lit pas forcément dans les livres et montrer



Arrêt dans la cour de l'Hôtel de Ville de Bruxelles, sur la Grand Place. Tatiana Debroux, Stefan De Corte & les étudiant·es de la 14e cohorte de 4CITIES, septembre 2022.

comment des intuitions ou des idées naissent souvent de l'observation directe, avant d'être confirmées ou infirmées par des connaissances existantes ou la mise en place d'une question de recherche et d'une méthodologie appropriée. L'excursion se base sur les connaissances académiques et personnelles que chacun des enseignant·es, travaillant et vivant à Bruxelles, a construit au fil des années. Pour mieux en montrer la portée mais aussi les limites par rapport aux savoirs théoriques et méthodologiques que les étudiant·es apprendront par la suite, il nous semble à l'avenir important de démarrer (ou clore) cette marche en donnant les clefs de l'exercice réalisé. En expliquant notre démarche et en spécifiant « d'où nous parlons », il sera sans doute plus facile aux étudiant·es de comprendre l'exercice réalisé ensemble et ce qu'il peut leur apporter. La prochaine édition de « Crossing Brussels » nous le dira... et nous apportera très certainement de nouvelles questions.



Tatiana Debroux est docteure en géographie et a travaillé sur l'inscription spatiale des activités artistiques au sein des villes et de leurs dynamiques historiques et contemporaines. Elle enseigne actuellement la géographie culturelle (Université libre de Bruxelles) et des cours de méthodologie de la recherche en études urbaines (Vrije Universiteit Brussel). Elle est aussi rédactrice en chef de la revue *Brussels Studies*.



Formé comme géographe et engagé depuis vingt ans dans les études urbaines, la recherche interdisciplinaire et l'enseignement, **Stefan De Corte** est l'un des cofondateurs du centre de recherche urbaine Cosmopolis (Vrije Universiteit Brussel). Il est actuellement le coordinateur académique de deux programmes internationaux en études urbaines, le master *4CITIES Erasmus Mundus* et le MSc in *Urban Studies*.



From week zero to six, and beyond

Annotated timeline of a collaborative city research studio in Cape Town

Written by Geetika Anand

The below presents an annotated timeline of the City Research Studio (CRS), a pedagogical intervention that, each year since 2018, has brought together students from the MPhil in Southern Urbanism at the African Centre for Cities (ACC), University of Cape Town (UCT) and the MA in Critical Urbanism at the University of Basel. Conducted in collaboration with People's Environmental Planning (PEP), a Cape Town-based NGO focused on low-income housing, the aim of this six-week course is to expose students to qualitative fieldwork methods while creating knowledge that can add value to PEP's ongoing work in situ. Written from the vantage point of a facilitator, the aim here is not to provide a comprehensive account of the studio, but rather sketch some key dynamics that shape this collaborative field-based pedagogy. I hope that giving candid insights into our process and experiences might trigger further dialogue and critical reflections on such modes of engaged teaching and learning (in) the city. As such, the below is used as a mode of meaning making and contemplating how to approach future research studio(s).



Figure 1: Cover pages of booklets previously produced for NN and Masikhule. Source: CRS, 2022.

In discussion with PEP, our NGO partner, we had decided to go back to the two informal settlements we had already worked with in the 2022 edition of the studio: NN and Masikhule in Khayelitsha (Figure 1). This time, the entry point of our research was going to be flooding. The two settlements had experienced extreme flooding in June 2022 and had reached out to PEP for support. Aware of the time and resource constraints and still not fully aware of the capabilities of the class, I made sure to emphasise that our core task was, first of all, to develop a collective understanding from which implementation ideas might emerge or not. Essential as it was to present a realistic pitch right from the start, defining the value of our work is something we grappled with throughout the studio.

Week 1 | Getting to know ourselves and the South African context

It was the first week of classes, when protests against student fee blocks flared up on UCT's campus. To keep the academic project going, university management announced that teaching and learning would be moved online with immediate effect¹. Cognisant of the short duration of the studio and the various commitments we had made to our research partners, I put aside my personal dilemmas regarding the protests and took our first session online. It was the first time I was 'meeting' all the students - six from UCT and eight from Basel - together.

Week 0 | Pitching the studio

During the first half of February 2023, in two separate orientations, I shared the studio brief with the students. Titled 'Reading and Representing the Lived City: Collaborative Research in Informal Settlements of Cape Town', the studio pursued four objectives: 1. working in collaboration, amongst students, with research partners, residents, and NGO colleagues; 2. undertaking qualitative research; 3. developing relevant and accessible research outputs; 4. engaging with intellectual debates around housing and informal settlements in South Africa.

We spent the first couple of hours jotting down and discussing our expectations as well as doubts and anxieties from the studio (Figure 2). Thereafter, Dr. Mercy Brown-Luthango, Senior Researcher at the ACC, made a moving presentation and facilitated a discussion on the history of segregation and apartheid in South Africa, followed by a talk on South Africa's housing policies and programmes since democracy by Dr. Nobukhosi Ngwenya, Postdoctoral Research Fellow at the ACC. Both these presentations were meant to provide an overview of the context in which our studio was embedded. Despite being confined to a virtual space, it turned out to be an engaging start.

Week 2 | Forming groups, and a date with the NGO partners

The first half of the second session was planned to take place at PEP's Cape Town office. This was in response to feedback from last year's cohort that while they were seen as representing PEP on the ground, they did not know enough about their work as an NGO. When sharing this feedback with PEP, they readily agreed to host a discussion in their office to bridge this gap this time around. Starting with the NGO's history, we discussed some of the key projects PEP worked on and how their approach evolved over the years. This sparked further discussion about the political economy of the housing sector in South Africa. We also used PEP's office space to form the two groups that would work in NN and Masikhule respectively. To determine the group mix, we first mapped relevant aspects of students' biographies (Figure 3) and then tried to distribute complementary skills (social, technical, language), disciplinary backgrounds, work experience etc. across the two groups of seven students each. During the final session of the day, we discussed how to start preparing for our research days in Khayelitsha the following week. Realising that this would require a more expansive discussion, we decided to convene again as a class the day before we were scheduled to go to Khayelitsha.

Week 3 | Research days in Khayelitsha

In the third week, we had organised two days of research work on site in the two settlements. Going in, I was less nervous than the students, as I had already worked in both settlements with the previous cohort. We met with our eight research partners and two colleagues from PEP at a high school next to NN. The school's parking lot became the base for all our visits, and provided much needed space for the larger group interactions, lunch breaks, etc. I facilitated initial introductions with an ice-breaker, after which the two groups went to NN and Masikhule respectively. They had come prepared with some ideas, but were quickly pushed to improvise on the go, e.g. when they had to split up into sub-groups, come up with a common set of questions based on initial conversations, etc. Having two days of back-to-back research



Figure 2: Mapping students' expectations (top) and anxieties (bottom) concerning the studio. Source: Screenshots of Jamboard, 15 February 2023.

was useful in building momentum and experimenting with different research configurations.

I joined the NN group on day 1 and accompanied one of the sub-groups to Masikhule on day 2. Personally, I find it important for the facilitator to be involved in the research to create a space for 'learning by doing'. Hence, I shadowed the students and their research partners and acted as a sounding board for ideas, questions and feedback. At the end of this week, students documented and reflected on their research work in their individual research journals. Through these I got a better understanding of how everyone approached and grappled with the research process. Students also found these journals useful to process their thoughts and express their feelings (Figure 4).

Disciplines	Architecture; Geography; Sociology; Political Science; Arts; Communications; International Relations; Biotechnology
Languages	Four students could converse in isiXhosa
Geographic contexts	South Africa; Kenya; Morocco; Switzerland; Germany; Italy; Colombia; Chile
Experience	Ranged from no research experience to multiple years of experience
Skills	Directly linked with disciplinary backgrounds and work experience
Age	We did not map these out explicitly, but we did manage to have mixed groups on these accounts
Gender	
Character/personality	Due to time constraints, we did not deliberate upon these aspects. In hindsight and in the context of collaborative work, it is however critical to get to know each other through these lenses too.
Interest/passion	

Figure 3: Mapping of students' biographies and skill sets as basis for group formation. Source: Recreated from the photo of the whiteboard in PEP's office, 22 February 2023.

¹ <https://www.news.uct.ac.za/article/-/2023-02-13-measures-in-place-following-campus-disruptions>. last accessed on 11 April 2023.

Week 4 | Taking stock and checking in

Cape Town experienced an unusually wet March this year². The Sunday after our research visit it was pouring, making our research focus evermore real and urgent. Our minds immediately started picturing what was happening in NN and Masikhule. Some of the students and I got in touch with our research partners and residents via WhatsApp and learned that there was water inside some of the structures (Figure 5). While we had not scheduled a visit to Khayelitsha that week, some of the students were keen to go. I also felt the urge to check-in on the residents given their immediate experience of flooding. I got in touch with our research partners and made a plan for us to go in the second half of Wednesday, our usual class day.

In class that week, we started with a presentation by Dr. Saskia Greyling, Postdoctoral Research Fellow at the University of Neuchâtel. Her doctoral research concerned Cape Town's housing database, a highly contested mode of governance that is important to understand when researching housing in South Africa. Thereafter, the two groups took stock of their re-

search work, guided by the following prompts: What did we do? What do we know? What questions remain? What new questions emerged? How do we proceed? (Figure 6).

After lunch, six of us made our way to Khayelitsha while the other students continued to work in class. Since we had not organised dedicated transport for this impromptu visit, we had to rely on public transport options. After three Uber drivers cancelled on us - a common experience when your destination is Khayelitsha - we finally got lucky. When arriving in Masikhule that day, we were relieved to see that most of the downpour had drained from the settlement. However, signs of trying to mitigate the impact of the heavy rains were all around (Figure 7). What stayed with me most from that day was the overflowing sewage right on the edge of Masikhule. It had been around for months, but the rains had markedly aggravated the overflow. When we went back the following week, the situation had only marginally improved (Figure 8).

Week 5 | Interim presentations, and a research day in Khayelitsha

I was particularly excited for this week. Since 2020, the year I started facilitating the CRS, we had been meaning to invite our research partners over to the UCT campus. However, the COVID-19 pandemic had stalled this effort. Admittedly, it did not go as I had imagined. One of the students aptly captured the sentiment of the day, in her second journal entry, titled "From 'their' spaces to 'our' space - what a weird Wednesday" (Student journal submission, 30 March 2023).

There were several parts of the day that I really appreciated - excellent interim presentations by the two groups; active participation by a research partner in one of the presentations; useful inputs by invited colleagues; and a multilingual discussion on 'what is flooding' (Figure 9). However, I had imagined the day to be more interactive, a space where the conversations would just flow. Instead, it felt rather stiff. The drab seminar room was arguably not the most inviting setting for research partners to engage in. But PEP's mode of engagement that day was also not as open and dialogical as I had hoped. In hindsight, maybe having more curated interactive and participatory activities could have mitigated some of the stiffness.

In response, many students commented that they needed time to process the day and expressed their reluctance to go back to Khayelitsha the very next day as planned. Nonetheless, after considering that we did not have much time left to finish the studio, we jointly decided to go ahead (Figure 10).

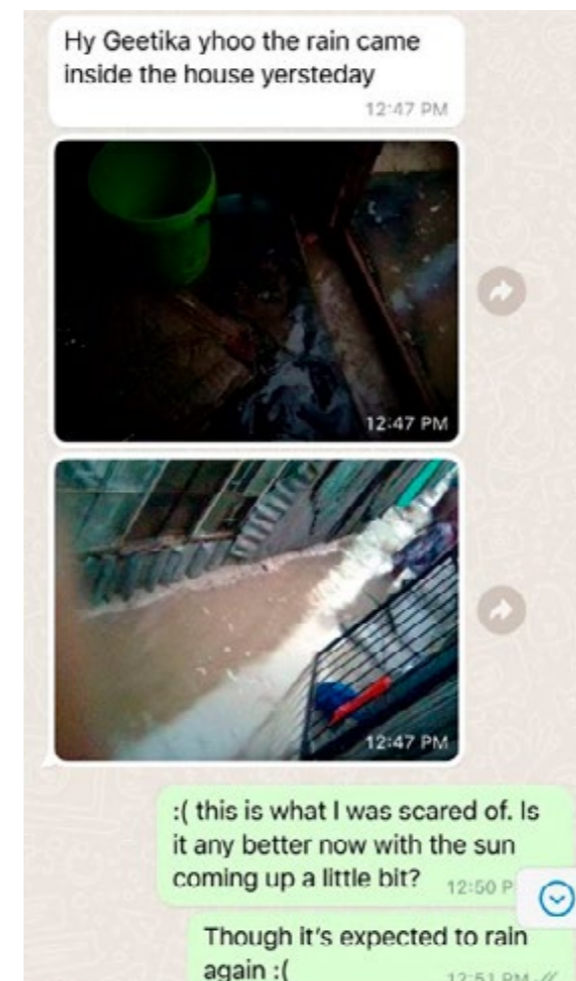


Figure 5: Screenshot of WhatsApp messages from one of the research partners from NN. Source: WhatsApp exchange between research partner and Geetika Anand, 05 March 2023.



Figure 6: Taking stock of research work in Masikhule. Source: Photograph of students' group work, 08 March 2023.

Week 6 | Catharsis

It was the last scheduled session for the 2023 CRS. While we would continue to work on outputs afterwards and go to Khayelitsha for a final feedback session in April, it was our last chance to be all together on campus. At first, students worked in their groups to consolidate their ideas for final research outputs. Once the two groups reached consensus, I suggested that some of them swap with members of the other group to exchange and discuss their respective plans.



Figure 7: Signs of coping with rain in Masikhule. Photos: Geetika Anand, 08 March 2023.

This turned out to be very energising. Thereafter, we discussed the next steps. I do not know what exactly turned the conversation: Maybe it was my comment that seeing through the implementation of their research would be beyond the scope of this studio or that our main task at hand was to get our outputs and ideas to the residents and PEP. Either way, the discussion suddenly took on a drastic turn. Students expressed their concerns and frustrations around the value of their work and education for the people on the ground. Even though not all this criticism was directed at me or even the studio as a pedagogical tool, I felt I was in the line of fire. That said, student voices and perspectives still varied. While I felt cornered in the moment, I was also very proud that we had created a space where students could express themselves freely, rather than leaving it all for the anonymous course evaluation. Students shared more in-depth reflections through their journal submissions few



Figure 8: The cesspool next to Masikhule didn't seem to go away. Photo: Geetika Anand, 16 March 2023.

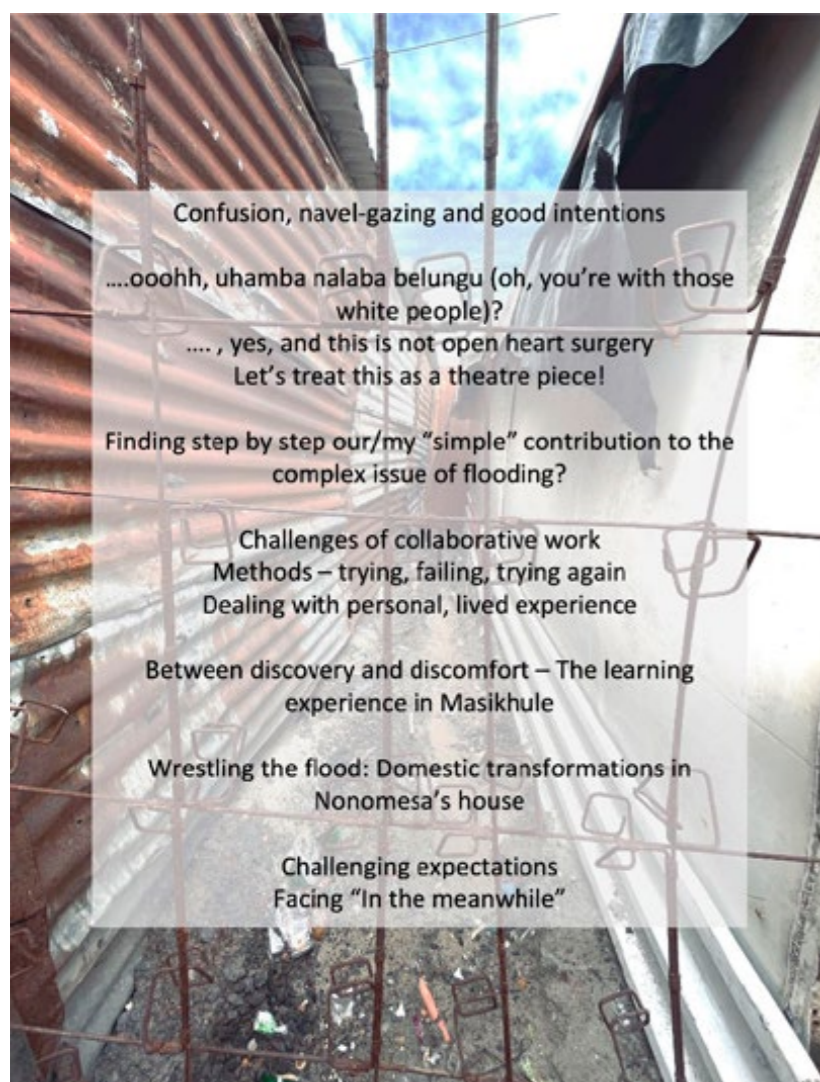


Figure 4: Select titles and headings from students' first journal entries. Source: Students' journal submissions. Background photo of Masikhule: Geetika Anand, 08 March 2023.

² <https://www.csag.uct.ac.za/2023/04/05/march-2023-rewrites-table-mountain-rainfall-record-books/>. Last accessed on 11 April 2023.

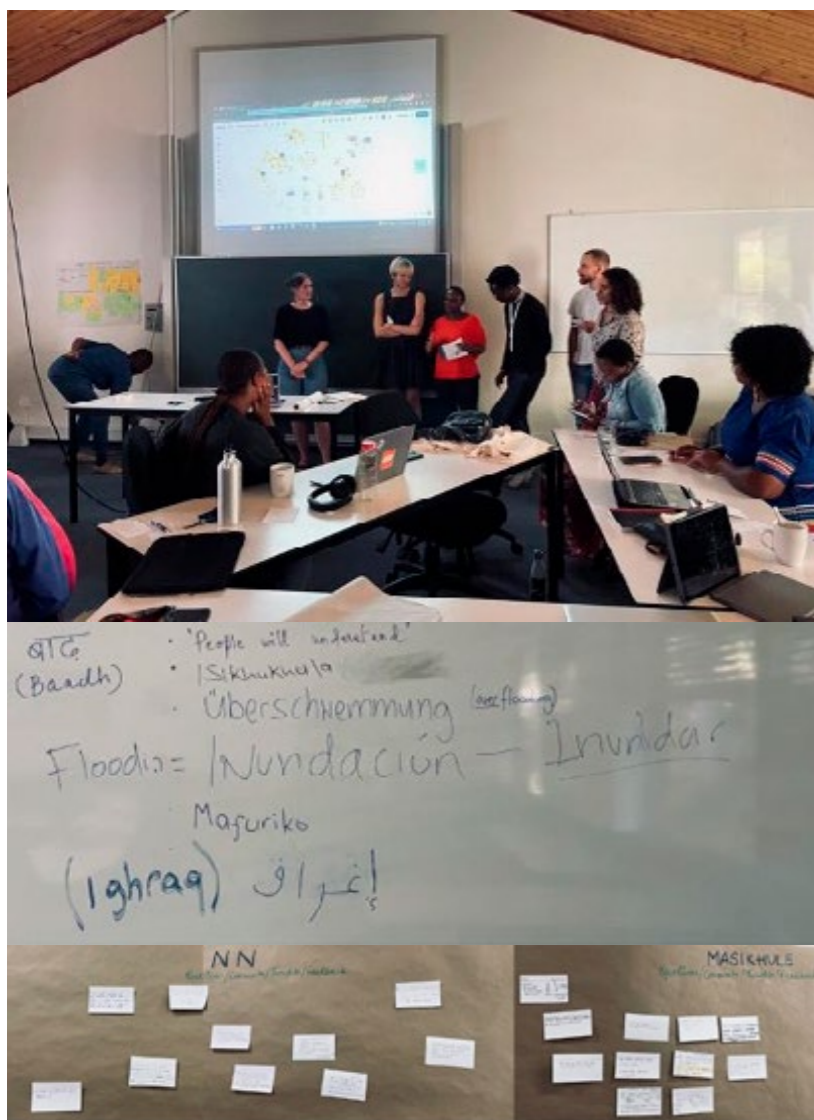


Figure 9: Interim presentations and discussions at UCT. Source: Photographs taken during the session on 15 March 2023.

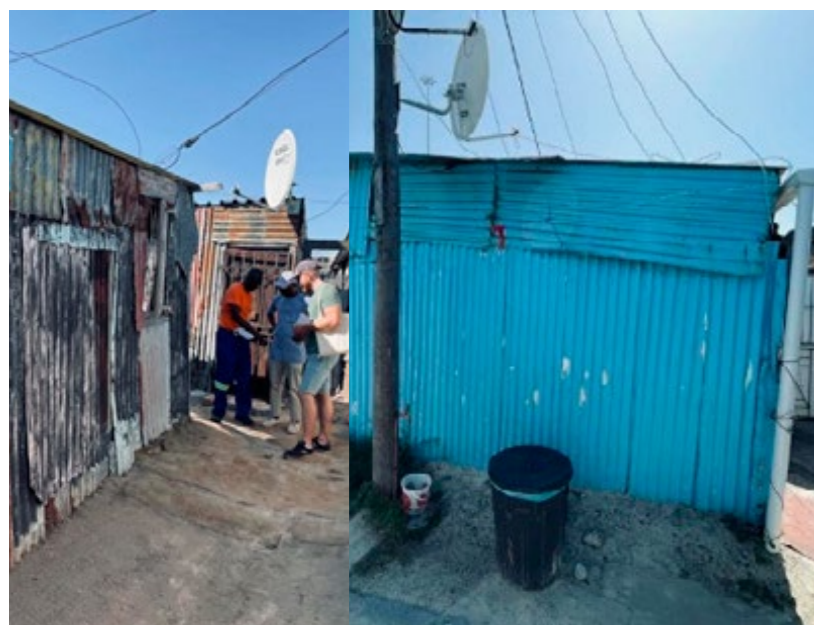


Figure 10: Mapping strategies to mitigate flooding in NN during the last research visit. Photos: Geetika Anand, 16 March 2023.

days later (Figure 11). After lunch that day, I decided to try to shift the mood of the class and move us towards collective catharsis by asking them to individually visualise and write about their personal research experience (Figure 12).

Beyond the studio | Consolidation and planning the handover

After the last class, I was worried that the venting of issues in the previous week might come in the way of continuing our dialogue and developing our research outputs. Hence, I was elated to see that the students had not given up on the process. Instead, they had productively grappled with their doubts, frustrations and differences. The group working in NN, for instance, was working on putting together a dynamic resource binder for mitigating flooding, which would physically 'live' in NN and hopefully be referred to and updated by the residents on a regular basis. Members of the group were also working on a project proposal to build a basic drainage system in NN.

In parallel, I met with our colleagues at PEP to discuss the next steps. When I shared what students were planning to produce, they seemed very excited and immediately started discussing how they could take the students' work forward. Particularly after the last session on campus, I could not resist telling PEP that I felt there was a gap between our initial studio planning and their involvement in the actual studio. Upon reflection, one of the PEP colleagues acknowledged that they had retreated from the content discussion over the course of the studio, turning from 'ideas people' into 'logistics people' (Informal discussion, PEP office, 06 April 2023). We discussed possible ways to mitigate this going forward; but as an immediate next step for this studio, we decided to organise a general meeting with all the residents of the two settlements at the end of April. Here, students can share their studio work and final outputs. Since PEP continues its work with these settlements, we hope that some of our ideas can be implemented with residents' buy-in in the future.

Emerging thoughts

Juxtaposing the studio experience with our initial objectives leaves me with mixed feelings. On the one hand, I am very pleased with the way students have engaged with qualitative research methods and reflective journaling. They have also made effective connections with the larger urban development debates in South Africa and beyond. The research outputs of both groups also look promising; though, until we share them with the residents and receive their feedback, the jury is still out. On the other hand, what could not be fully actualised was the collaborative nature of the studio. Students collaborated amongst themselves to varying degrees, but when it came to research partners and NGO colleagues, it was at best participatory and consultative. The following excerpt from one of the student journals vividly illustrates this gap:



Figure 12: Classwork from the last studio session. Source: Photograph of students' work, 22 March 2023.

Where we arguably fell short was in creating a truly collaborative exercise that allowed community and collaborators to guide the research process and objectives towards what would actually be the most useful or relevant. I don't think we fully actualised the "re-searching 'with', rather than 'for'" part of the studio. (Student journal submission, 28 March 2023; emphasis added)

While this year's studio is now ending, as a trained urban planner, I remain conditioned to plan for the next steps. So, what's next for our CRS? How can we improve the level of collaboration within existing time, budget and staff constraints? One key pedagogic change that I intend to make next year is to have both the research partners and NGO colleagues participate in the entire studio from start to finish, and not just dedicated research sessions and workshops. While this is easier said than done and will require additional planning on the logistical and intellectual level, I believe it will further strengthen our ever-evolving collaborative studio pedagogy.



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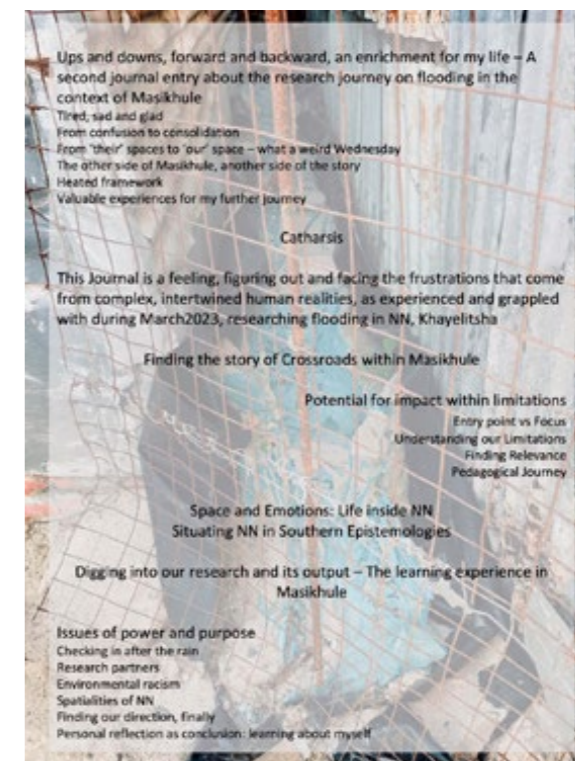


Figure 11: Select titles and headings from students' second journal entries. Source: Students' journal submissions. Background photo of NN: Geetika Anand, 16 March 2023.

Acknowledgement

A huge thanks to everyone who contributed to this studio. A special thanks to all the students for their insightful discussions and journaling that I was privy to and could draw upon in this contribution. I am also grateful to Laura Nkula-Wenz and Anna Selmeczi for their inputs on the draft of this annotated timeline, and for being the sounding board throughout.

Studio participants in 2023

University of Cape Town students: Russel Hlongwane, Julia Hope, Owami Lerumo, Tshepo Mokholo, Thuthuzelekani Mvimbi, Samuel Gathanga Ndung'u. **University of Basel students:** Caterina Vetere Araya, Sabrina Boss, Konrad Byron, Mayra Cristina Gómez, Jil-Nora Herrmann, Nina Margarita Norambuena, Yassine Rachidi, Maria Vermathen. **Research partners in Khayelitsha:** Chwayita Krele, Zandile Mahlathi, Anelisa Mbaliso, Aviwe, Zikhona Ovethandwa, Assenati, Asipeh Pama, Yonela Sigalana. **NGO partners at People's Environmental Planning:** Shawn Cuff, Victoria (Dolly) Mdzanga-Fanaphi, Sihle Mntuna, Noah Schermbrucker. **Guest speakers:** Mercy Brown-Luthango, Saskia Greyling, Barry Lewis, Nobukhosi Ngwenya, Anna Taylor. **Facilitator:** Geetika Anand

Three reflections on developing collaborative pedagogies



Visualising varied actors with different ideas through the course of a collaborative studio. Source: Mayra Cristina Gómez (M.A. Critical Urbanism, University of Basel), 2023.

Written by
Dr. Laura Nkula-Wenz,
Geetika Anand, and
Dr. Anna Selmeczi

1 The geography across which we develop our collaborative pedagogy could not be more disparate: On the one hand there is the University of Basel in Switzerland, one of the world's wealthiest countries. On the other hand, there is the University of Cape Town in South Africa, situated in what is still one of the world's most segregated cities. Arguably, Cape Town's 'beautiful ugliness' creates an irreconcilable cognitive dissonance for any researcher who steps into its complex urban realities (Terry 2012).

In turn, is our duty as educators to assist our students in navigating the city - not only physically and intellectually but also emotionally.

Thankfully, right from the start, our program has profited from the immense knowledge of key faculty on how to deal with the 'high stakes' and 'high hopes' of producing 'urban theory in partnership' (Oldfield 2023). Probably one of the greatest benefits of our intercontinental collaboration is the diversity inside the classroom. Each year, Critical Urbanisms students are taught alongside students from the African Centre for Cities' MPhil program in Southern Urbanism, creating a student body with diverse urban experiences, straddling North-South and East-West divides. Each year, this yields a unique combination of skills and experiences, expectations and personal politics. While these collaborations are certainly not without tension, they offer unique opportunities for new ideas to emerge and ultimately benefit our collective learning journey. Nonetheless, as our

collaborations remain dynamic and are ever-evolving, they also require continuous work and ongoing dialogue between but also beyond ourselves and our students.

2 From several iterations of our collaborative city research studio in different informal settlements, it is evident that all participants try to read and prioritise different collaborators' expectations of what the studio can and should do. These different readings are then translated into a set of actions that each party thinks would be of value to the rest of the group. These readings are plural, provisional and evolve over time. For instance, the research partners on the ground are most concerned about the safety of the 'foreigners' coming into their space to learn how to do research. Students, on the other hand, cannot help themselves but to constantly ponder ways to bring about material change in residents' lives, even though they are aware of the short timeframe of engagement. The NGO partners try to carve out a stand-alone research project from more expansive and long-term projects to accommodate studio timelines and methodological objectives, which are in turn guided by the university calendar and fieldwork regulations. On the one hand, each collaborator's position within and attitude towards the studio is guided



Collage of collaborative learning sites across geographies. Source: 1. A street in Basel (Photo: Laura Nkula-Wenz); 2. NN, Khayelitsha, Cape Town, CRS 2022 & 2023 (Photo: Geetika Anand); 3. Napier, Cape Agulhas, CRS 2020 & 2021 (Photo: Geetika Anand); 4. University of Cape Town (Photo: Geetika Anand); 5. Ruo Emoh, Mitchells Plain, Cape Town, CRS 2018 (Photo: Geetika Anand)



Cover of a zine produced by Tommaso Cosentino, Romeo Dipura and Kadria Hassan in City Research Studio 2 (2020)

and often bounded by the institutions they operate in; on the other hand though, they are equally influenced by individual personalities and positionalities. Thus, the studio becomes a web of nested collaborations rather than a single, uniform collaboration. Navigating these nested collaborations requires agility and openness from all collaborators, including their respective institutions.

3 Furthermore, it requires constant reflection on the part of students and facilitators on ethical practice, to to keep asking of what response would move the collaboration with justice (see Nagar 2014; 2019). Being aware of this ongoing ethical grappling is crucial as we move into the next studio module. Here, we work with embodied and arts-based methods, seeking to encourage experimentation and exploration, even bafflement and disorientation, if we are honest. Over the past five years, studios have experimented with embodied research and the various publics created by running in the city, with public art and the senses, as well as wanderings with the notion and practice of repair. We also explored themes such as absurdity or the tools of imagination in a studio design informed by the



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logics and practices of conceptual art. Every time, the shift that is required for such experimentation seems to throw most students to a near unbridgeable cognitive distance from what the first studio asked of them, to a realm that seems abstract, detached, even inconsequential.

So why take them there? For at least two reasons. First, to instill a practice of awareness for all the various realms and aspects of shared, embodied, often non-rational experiences that a city is made up of; realms that tend to be beyond the mainstream canon of urban studies. Second, to encourage reflections that complicate the moral imperative of urban intervention and conventional models of resolution, of the 'policy-fix genre of scholarship on African cities' (Pieterse 2011, 9). With that, our hope is that our students get into the habit of questioning the subject positions and geographies of knowledge that such genres reify, and venture beyond the certainties of their frames. One year, we received this piece of feedback from one of our students: 'if there is a thing I came [away with] from this studio is how to deal with rigid stuff in uncertain way[s]'. We don't think we could ask for more.

Acknowledgements

Our reflections are based on a series of studios between 2018-2023, variously designed and facilitated by/with the following colleagues and collaborators: dr heeten bhagat, Bella Knemeyer, Sophie Oldfield, Edgar Pieterse, Bradley Rink, and the colleagues at People's Environmental Planning (PEP). We thank them, as well as all our students for joining us in these explorations.

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Laura Nkula-Wenz is a lecturer and researcher at the African Centre for Cities and student affairs coordinator for the joint Masters in Critical Urbanisms with the University of Basel. She obtained her doctorate in geography from the University of Muenster, Germany. Her publications can be found via ORCID.ID 0000-0002-8298-7544



Anna Selmeczi is Senior Lecturer and Programme convener of the Masters in Southern Urbanism at the African Centre for Cities and Senior Lecturer at Urban Studies, University of Basel. Her urban studies research is grounded in social and political theory, and focuses on the connections between orders of urban space and knowledge production, and how various forms of popular politics contest and change these orders. She co-edited *Critical Methods for the Study of World Politics* (Routledge, 2020) with shine choi and Erzsébet Strausz.

Interview

Züri Urban: Learning the City in Collaboration

Could you explain some of the benefits of going outside of the standard classroom format for teaching?

The more general assumptions that are frequently listed when thinking about teaching outside of the classroom include the idea that these formats allow students to experience what they learn in real-world environments. Particularly in urban geography, it has also become clear that most students are keen to learn about the cities they live in and often care for deeply. Most of the topics we teach in urban geography can in some way or another be exemplified in Zurich - in the city in which I teach - which facilitates that students can relate to a knowledge problem and thus gain a better understanding of it.

In going beyond these arguments, Züri Urban, a teaching project that Julie Ren, Ifigeneia Dimitrakou and I organise at the University of Zurich, starts from a set of considerations about the responsibilities of student-led research projects. This includes a concern with teaching and research ethics, namely that we wanted to build relations to the city and the people we research in which not only the university is benefitting. Instead in this project we discuss how to be better in being accountable to our partners, the city or each others.

Could you speak a little about Züri Urban and what your motivations were for this initiative?

Züri Urban is a teaching project that combines research-based learning and collaborative teaching. This implies that we design a Masters-level research project in which a group of Geography students works on an urban research topic in partnership with a group or institution beyond the university. In the years, we for instance, collaborated with SPAZ, an advocacy organisation for Sans-Papiers and with the civil construction authority of the city. In addition, we use this format for our own research about pedagogies and methodologies of research collaborations in a classroom setting. To design collaborative research with student groups and in the course of one semester is challenging. Thus our aims are both very practical and methodological: to find concrete ways that facilitate justice-based collaborations and to better understand how we can address some of the wider challenges associated with epistemic injustice in collaborative research and learning.



Züri Urban is part of SoKu, the social and cultural geography team of the University of Zurich and is organised by Ifigeneia Dimitrakou, Julie Ren and Hanna Hilbrandt

Interview of Prof. Dr. Hanna Hilbrandt by Sven Daniel Wolfe, April 13th 2023, Zurich.

ZÜRI URBAN

Start Ressourcen Projekte Team

AUF DEM PRÜFSTAND

Während Wissen über urbane Veränderungen vermehrt partnerschaftlich entwickelt wird, bleibt die Wissensproduktion in der Lehre häufig in traditionellen Rollen des Lehrens und Lernens verhaftet. Wie lässt sich der kooperative Anspruch transdisziplinärer Forschung in Lehrformate übersetzen?

ZÜRI URBAN ist ein Lehrforschungsprojekt des Geographischen Instituts der Universität Zürich, das Konzepte des Forschenden Lernens mit Ansätzen kooperativer Forschung verbindet. Dafür erproben wir eine transdisziplinäre Geographielehre, die traditionelle Rollen von Forschenden und Beforschten, sowie Lehrenden und Lernenden auf den Prüfstand stellt: In enger Kooperation mit außeruniversitären Partner:innen in der Stadt, sollen Studierende nicht *über*, sondern *mit* städtischen Akteur:innen lernen und Wissen produzieren.

Stadt ohne Papiere (GEO422) >

Wir suchen Studierende für die Teilnahme an einem Forschungsprojekt von Februar bis Juni 2023 (Frühjahrssemester 2023)

Züri Urban collaborative premise

What have you gained or learned through Züri Urban that wouldn't have been possible otherwise?

Personally, I have built different relations with the students and the city. I have met people who I would have probably not encountered otherwise and started to gain a better understanding of their urban experiences in Zurich. And I have become more humble with regards to the possibilities of critical and collaborative pedagogies. As I noted before, these projects are incredibly challenging in their implementation and while they are rewarding they consume much more time than normal teaching projects. But particularly as student learning is too often based on the consumption of knowledge rather than the development of independent thinking, these projects are crucial to make space for them to find and define their role as thinkers and researchers in and of the city.



Hanna Hilbrandt is trained as an architect, urbanist, and human geographer, and currently serves as an Assistant Professor (tenure track) in Social and Cultural Geography at the University of Zurich (UZH) Department of Geography. Together with her team of interdisciplinary scholars, she has been able to advance a global, comparative research agenda on processes of marginalization in housing and urban development in the context of globalizing financial markets and heightened climate crisis. In this way, her research links the negotiation of global regulatory changes to its imprints on urban life, incorporating different regional foci (e.g. Mexico City and Berlin) and theoretical approaches (including post- and decolonial, feminist, and critical urban theories).

ZÜRI URBAN

Start Ressourcen Projekte Team

Projekte

Im Rahmen von **ZÜRI URBAN** entwickeln Studierende im Master Geographie der Universität Zürich Forschungsprojekte in und über Zürich. Mit wechselnden thematischen Schwerpunkten und qualitativen Methoden forschen Studierende zu Fragen sozialräumlicher Ungleichheit, städtischer Marginalisierung, sowie Machtstrukturen und Handlungsmöglichkeiten in Stadtentwicklungsprozessen. Im Sinne einer angewandten kritischen Geographie suchen wir erhobene Daten sinnvoll in stadgesellschaftliche Veränderungen einzubringen.



A variety of thematic priorities

Learning with others about neurodiverse spatial practice

Written by
Dr. Micol Rispoli,
Prof. Dr. Tomás Criado,
Dr. Patrick Bieler

In early 2020 Micol Rispoli (architect) and Tomás Criado (anthropologist) were working on a design experiment exploring how neurodiverse spatial practice might put architectural design practice in crisis. In previous months they had been engaging with a neurodivergent person and his family. They also had been revising standard architectural approaches to accessible design, in particular with neurodivergent people. But they felt they needed to discuss their predicaments with someone more experienced in these issues. Tomás, then, engaged his colleague Patrick Bieler (anthropologist), an experienced researcher on these matters, to join the conversation.



Rather than simply talk about these issues, the three of us agreed that a more embodied and site-specific approach was needed. Hence the idea: why not taking a guided walk in a neighbourhood of Berlin where Patrick had done numerous go-alongs with 'people with mental health problems' to understand how they relate to their everyday social and material urban environments? The relevance of this trip had to do with understanding field exposure as a way of "learning with others", in Tim Ingold's terms.

Traveling to 'Patrick's field', so we thought, might allow Micol and Tomás to situate themselves before a wider palette of spatial and architectural challenges when trying to come to terms with the atmospheric, lived and singular spatial dimensions of neurodiverse people (not easily apprehensible or translatable to a Euclidian understanding of space). This was also an attempt at overcoming the barriers of our disciplinary fields and creating a space to inquire together.

In this one-day expedition, Patrick re-enacted on site different stories of how his ethnographic counterparts singularly experienced space. To stage a contrast between the lived experiences captured in ethnographic vignettes and architectural approaches to visual documentation, Micol was to act that day like a regular architect who approaches the documentation of a problem: carrying out a map of the area, sketching and taking pictures of the places Patrick referred to. Tomás's role was to document the walk, acting as an external observer of their encounter, posing questions so as to reflect on our respective disciplinary perspectives.

The walk brought about a very productive frictional moment: whereas Patrick wanted to expound on the manifold singular ways in which his counterparts lived and used those spaces, Micol struggled to inscribe them visually.

Each story was different from one another, displaying singular feelings, sensations and peculiar atmospheric perceptions.

Taken together, they composed a complex patchwork: different from Euclidean dimensions of space that architects are used to working with. For instance, some of Patrick's informants "walk as close as possible to the buildings...because they feel more protected from the street noise and the traffic"; one of them "carries her bicycle with her at all times, she drags it by hand as a protective shield in the crowded streets", and "another one prefers to walk in the crowded streets to feel more protected from the noise of the cars".

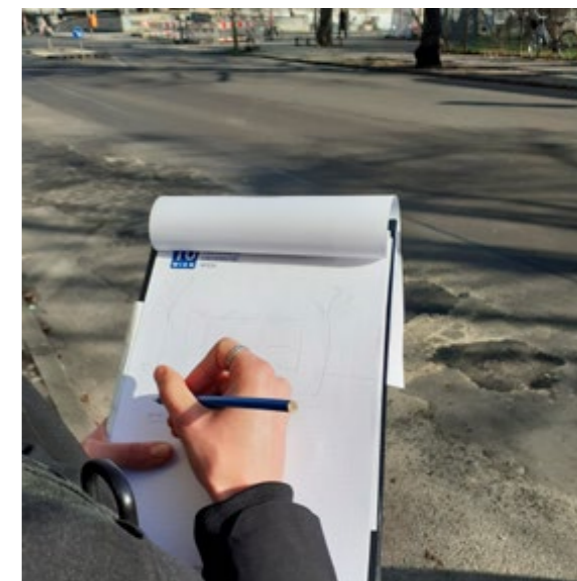
After several hours, we took shelter from the Berlin cold in a café in the neighbourhood. There, a long conversation ensued, which we recorded with our phone. The initial spark were Micol's difficulties in trying to relate to the singular spatialities of these stories. This particularly revealed the problems her background as an architect created: "I didn't know how to represent this information. My tools, the way I am used to doing surveys, just doesn't work for this. What is the spatial information here? There are too many stories, they're all different stories, and then they are all about feelings, sensations...peculiar perceptions of individual people. You know, in general architecture is obsessed with the material dimension... And then what you told us are singular stories, particular trajectories that cannot be compiled one on top of the other...I mean, all of them were incredibly fascinating...but how do I choose one out of many? Which story should I choose to design something?"

This launched a very long conversation on what it might mean to compose these multiple spatial practices, diverse experiences and singular needs, so different and contrasting. What choices should be made when designing an urban space? A one-size-fits-all approach, what architects tend to take, seemed rather problematic, in the sense that these multiple singularities would be erased. What our walk and the frictions it revealed led us to discuss was that perhaps a different approach might need to emerge: bringing together the different knowledges present in our walk (not only those of us three, but those of all of Patrick's ethnographic counterparts) in a different way.

How would this need to be done? As we sipped our coffee, looked into our notes and got sometimes lost in the vague atmosphere of the café, our embodied trip led us to discuss whether we would need to partake in middle-ground approaches, like the not-so-standard guidelines that populate the literature on neurodiverse-friendly design. That is, techniques or policies bridging the very different ways people relate to the urban and, thus, make the city habitable. The virtue of guidelines, we discussed, is that rather than proposing one-size-fits-all solutions, they are suggestions accommodating the untranslatable singularities of experiences that are not so easy to communicate. This might enable architectural explorations trying to make diverse bodies converge in peculiar spatial designs.



Patrick Bieler is a Postdoc in the DFG-funded research project "Mind the City!" at the Institute of European Ethnology, Humboldt-Universität zu Berlin. He is interested in developing and refining an interdisciplinary approach for urban mental health research informed by an ethnographic thought style. Particularly, drawing on a social scientific problematization of psychiatric research, he develops an ecological analytical perspective as a complementary framework for the study of neighbourhood effects.



Whilst architectural standards tend to imply an exclusionary rigidity, the looser nature of guidelines and their need for constant adaptations offer the possibility of composing singularities without treating them as given, or assuming their coherence in a functional whole. As Tomás said, they seem to be "something that always remains open, on an appropriate and productive level of generalisation, which at the same time shows different singular situations, specific material interventions, which make it possible to compare, enrich, revise...". Indeed, what emerged from that conversation was that perhaps when adapted to and enriched with singular, situated and material experiences, guidelines might be a generative approach to try to find a common territory, precisely what is needed in arenas where singularities don't afford ready-made solutions.

Indeed, nothing like a good field trip to learn with others...



Tomás Criado is Ramón y Cajal Senior Research Fellow at the Open University of Catalonia's CareNet-IN3 group. His ethnographic and public engagement work focuses on different instances of relational, knowledge and material politics in a wide variety of settings where care is invoked as a mode of intervention: be it as a practice of articulating more or less enduring ecologies of support; or as a particular mode of technoscientific activism democratising knowledges, design practice and infrastructures.

www.tscriado.org, @tscriado



Micol Rispoli is an architect and Ph.D. in Philosophical Sciences (Federico II University of Napoli). She also obtained a master's degree in Museum Curation from the Istituto Europeo di Design (IED) in Rome. Between 2019 and 2020 she undertook a doctoral research visit at the Stadtlabor for Multimodal Anthropology, a research platform at the Institute for European Ethnology of Humboldt-Universität zu Berlin. Working at the crossroads of architecture and science and technology studies (STS), she has been investigating the impact that the material-semiotic lines of insight of actor-network theory, feminist technoscience, and approaches to technical democracy can have for the transformation of architectural practice and its pedagogy. She currently teaches at BAU Arts and Design College of Barcelona.



Exploring the City Multiple Different Perspectives on Teaching Urban Zurich

Written by
Dr. Sven Daniel Wolfe,
Dr. Julio Paulos

The contributions in this issue of *GeoAgenda* highlight the diversity of approaches to interacting with students outside of the traditional classroom format. As early career scholars we find the stories of their excursions particularly inspiring, but we sincerely hope that people at all levels of the hierarchy find them valuable as well. Now, rather than writing a conclusion that summarizes these articles, we thought it would be fun to share a snippet from one of our co-teaching experiences as well. So this is the story of excursion that inspired this issue.

In 2021, when we were both working at the University of Lausanne, Patrick Rérat invited us to co-lead a group of master's students on a 3-day exploration of Zurich, under the broad remit of "Urban Mutations." Our goal was to design an excursion that would allow the students to explore the city independently, but with regular support from us as needed, and guided by both empirical and theoretical concerns that we wanted to share. Now, almost two years later, the entire process – from designing the excursion to walking the city and then evaluating the students' work – remains for both of us as a model of how to do explorative, exciting, collaborative, and meaningful teaching. And, as a bonus, how to have a good time while doing it.

How can you make sense of a city? When sending students out into a city, how can you connect theory



Opening the excursion with a visit to the Zurich City Model Room (Stadtmodellraum), 2021. Photo: Sven Daniel Wolfe

to what they'll see and do? And how can you design an output so that you can evaluate them and their learnings fairly and meaningfully? These are some of the questions that guided our entry into the planning phase of this adventure.

Over a series of meetings, the three of us designed a detailed program for the three days that, we hoped, would be both enriching and enjoyable. We built it around the idea of walking tours, dividing the students into groups and sending them out into the city on their own. We would gather together at the start, establish a designated meeting spot in the middle of the route in case they needed some guidance, and then meet later for the next phase of the excursion. This turned out to be a successful approach to balancing the need for structure and freedom.

To design these walks, each of us chose an area in Zurich that demonstrated something relevant to the syllabus and coursework back in Lausanne. Independently, we set to work on our chosen areas, organizing starting and ending points for the walk. We also wrote short and punchy texts to introduce the area, and to give the students pointers about the dynamics we were interested in.

We met and refined these texts in collaboration, and then illustrated them with plenty of photographs.

We also made maps of each route, and concluded each walk with a series of questions and tasks. Their main assignment was to respond to our questions with small responses of 1000-1500 words and 12 illustrations (photographs and/or sketches) per excursion. They would submit these as a dossier a few days after the excursion.

We then compiled all this information into a booklet for the students. This included an overall itinerary for the three days (similar to what you would see in a conference schedule), a small independent walk on their first evening to help get them familiar with our methodological approach, and then all of the material for the walks: maps, texts, photos, and questions. The booklet was 24 pages long and we uploaded it for them on a university repository. This repository sent Patrick alerts whenever a student downloaded the booklet, so we could be sure they had the required information. The alerts were anonymized, so we



Allotment gardens under threat of development, Seebach, Zurich, 2021. Photo: Sven Daniel Wolfe

couldn't tell who was downloading. But getting the alerts was reassuring and helped calm our concerns on the eve of the excursion.

In addition, we organized some informative tours for the entire group. The first day opened with a visit to the city's impressive Model Room (Stadtmodellraum), which allowed us to see a scale reproduction of the entire city in miniature and get a sense of where we would be walking. This visit was concluded with a presentation from a specialist working in the municipal department of urban development, which was a treat and set a good professional tone for the rest of the excursion. The final slot of the final day was dedicated to a tour of the Kalkbreite housing cooperative, which served to remind us that the issues we explored in class and in this excursion are not removed from real life. Instead, people are living these realities every day.

We also want to emphasize how much fun this was. We walked the tours ourselves, which gave the three of us ample time to get to know each other in a more meaningful way than the typical "hello" and "how are you" afforded by the university corridor. We would



Construction happening outside of our hotel restaurant window. Zollihus, Zurich, 2021. Photo: Sven Daniel Wolfe

also catch glimpses of the students along the way, huddled in groups, snapping photos, scribbling in their notebooks, and discussing. We would catch their eyes and it was nice to have that spark of mutual recognition with smiles and waves in the middle of the city. And we had a good chance to connect with the students on a less formal level too, with a farewell banquet where we got to hear their impressions and thoughts.

In the end, the students produced high quality multimedia dossiers that demonstrated the nuanced linkages between empirics and theory that we were looking for. And it's safe to say that we all – instructors and students alike – came back a bit transformed, which is ideal. Some mysteries remain, however: we still do not know which student downloaded an emergency copy of our 24-page itinerary booklet at four in the morning on our first night, and why. But we suppose some questions are better left unanswered!



Sven Daniel Wolfe believes that the best field trips generate a sense of delight, which is often predicated on authenticity. One of the best urban excursions he ever participated in was at the age of 22, with a nighttime exploration of the Vasilievsky Island district in St. Petersburg, Russia. This culminated in the discovery of a secret beach with a stunning and very different view of the city lights. It was both authentic and delightful.



Julio Paulos' fascination with field trips dates back to one of his first high school excursions when, at the age of 15 or 16, he had the opportunity to visit Vienna and explore the city in all its facets. Far from his expectations of experiencing the aristocratic remains of a bourgeois city, he found a city full of cultural diversity, underground club scenes, culinary richness, architectural splendour and some of what he considered at the time to be the most exciting art galleries in the world.

Mit digitaler Lehrkooperation zu einem kritischen Umgang mit Stereotypen im Geographieunterricht

Zur Debatte

- ▶ Wie können angehende Geographie-Lehrpersonen für stereotype Vorstellungen sensibilisiert werden?
- ▶ Wie könnte ein kritischer Umgang mit Stereotypen im Geographie-Unterricht aussehen?

Geschrieben von
Dr. Regula Grob
Dr. Brigitte Kürsteiner

Medienberichte, aber auch Diskussionen im Alltag bedienen immer wieder stereotype Vorstellungen über Regionen der Erde (Madon et al., 2001). Die Erfahrung der beiden Autorinnen des Artikels zeigt, dass Studierende, die in der Ausbildung zu Geographie-Lehrpersonen sind, das Problem anerkennen und als relevant empfinden, sich aber eigener Stereotype wenig bewusst sind. Um dieses Bewusstsein zu stärken und Möglichkeiten zum kritischen Umgang mit stereotypen Vorstellungen im Geographieunterricht zu diskutieren, wurden in einem Seminar mittels digitaler Lehrkooperation zwischen der Universität Girona (Spanien) und der Pädagogischen Hochschule Luzern verschiedene Lernsettings erprobt.

Warum sind Stereotypen speziell im Geographieunterricht ein Problem? Welche theoretischen Annahmen über Stereotypenbildung machen für den kritischen Geographieunterricht Sinn?

Im Gegensatz zur aktuellen geographischen Theoriebildung und Forschung besteht im Geographie-Unterricht in der Schule ein Risiko, dass Stereotypisierungen gefördert werden. Die eindeutigste "Falle" in Bezug auf Stereotypenbildung stellt dabei die alte Länderkunde dar, die "soziale und kulturelle Regionen (deterministisch) aus der Natur [ableitet]" (Werlen & Reutlinger, 2019, S. 28). Problematisch dabei ist vor allem, dass aus dieser Perspektive statische, beschreibende, homogene und totale Natur-Gesell-

schaftsbilder entworfen werden. Das entsprechende zugrunde liegende Raumkonzept ist der Container, bei dem Raum als etwas selbständig Bestehendes konzipiert wird. Deterministische Zuschreibungen für homogene gesellschaftliche Gruppen, die auch noch als "Kulturen" bezeichnet werden, bergen alle Merkmale eines Stereotyps.

Ein weiterer Stolperstein betrifft die Raumzentrierung (Werlen & Reutlinger, 2019, S. 30) sozialgeographischer Fragestellungen. Indem der Raum im Zentrum der Analyse steht, werden soziale Dynamiken und gesellschaftliche Formbildungen als nachrangig und damit dependent konzipiert. Die Brücke zu Determinismen ist dabei einfach herzustellen: Da Raum "als etwas jedem Handeln Vorausgehendes" (Werlen & Reutlinger, 2019, S. 30) gedacht wird, müssen auch das Handeln und die daraus entstehenden Gesellschaftsformen als raumspezifisch verstanden werden. Wenn der Raum als absolut gesetzt wird, ist die Schlussfolgerung zu determinierten und statischen Lebensformen nicht weit.

Um die Frage zu beantworten, wie man nun mit möglicher Stereotypenbildung im Geographieunterricht umgeht, ist ein Rückgriff auf Theorien der Stereotypenbildung notwendig. Die gängigste Theorie besagt, dass Stereotypen eine Reaktion auf die Komplexität der Umwelt darstellen, in dem sie zur Komplexitätsreduktion beitragen. Die Verfasserinnen gehen von der Annahme aus, dass Stereotypen vielmehr aus dem Gegenteil heraus entstehen, nämlich aufgrund eines Informationsdefizits, also einem zu wenig an Information. Dies lässt sich einfach anhand von Kinderzeichnungen beobachten: Stereotype Darstellungen in Kinderzeichnungen sind Reproduktionen von bereits bestehenden stereotypen Darstellungen in Filmen und Kinderbüchern, mit welchen die Kinder konfrontiert wurden.

Dies bringt uns zu der These, dass Stereotypen vielmehr von materiellen Bedingungen wie Medien abhängen und eher Reproduktion als Reduktion darstellen. Medien produzieren beispielsweise Verzerrungen ("biases"), z.B. in Bezug auf die Frage, wer zu Wort kommt oder worüber geschrieben wird (Notnias, 2018, S. 1150). Auch die gesellschaftliche und politische Themensetzung trägt zu Verzerrungen der Wahrnehmung bei, die anschliessend individuell reproduziert werden.



Ausschnitt von einem Kinderglobus. Photo: Brigitte Kürsteiner

Weitere Erklärungsansätze für die Stereotypenbildung liefern sozialpsychologische Ansätze. Das Stereotype Content Model (Cuddy, Fiske und Glick, 2008) etwa erklärt, dass Akteure Individuen und Gruppen gemäss deren Wirkung auf die eigene Gruppe wahrnehmen und beurteilen (Cuddy et al., 2008, S. 65). In einer ähnlichen Weise argumentieren Sczesny, Nater und Eagly (2018) für Geschlechterstereotype. Diese entstehen demnach aufgrund sozialer Arbeitsteilung. Diese arbeitstypische Realität wird in den Geschlechterstereotypen reproduziert. In dieser Lesart entstehen also

Stereotypen aufgrund einer Übertragung von bestimmten realen Ausprägungen auf andere Lebensbereiche. Sie werden als Analogisierung reproduziert.

Was bedeutet das nun für die Arbeit an Stereotypen im Geographieunterricht? Aus der Perspektive einer kritischen Sozialgeographie lassen sich Stereotypen nicht primär auf sogenannte kulturelle Faktoren reduzieren. Insofern sind auch Anregungen zu mehr interkultureller Sensibilisierung im Unterricht zumindest zu hinterfragen. Vielmehr sollte einerseits an der Themenbreite gearbeitet und auch Inhalte präsentiert werden, die nicht die bereits durch Medien, Politik und andere Akteure verbreiteten Themen widerspiegeln. Andererseits sollte von länderkundlichen Ansätzen abgesehen werden. Berücksichtigt man auch die sozialpsychologischen Ansätze, so muss gefragt werden, in welchem Verhältnis die eigene soziale Gruppe in Bezug auf eine zu betrachtende andere soziale Gruppe steht.

Im nachfolgend beschriebenen Projekt war denn auch nicht die interkulturelle Sensibilisierung der angehenden Lehrpersonen das Ziel. Vielmehr sollten die Studierenden gemäss sozialpsychologischem Ansatz durch die Auseinandersetzung mit eigenen Stereotypen, welche Wahrnehmung und Beurteilung be-

einflussen, schrittweise an das Thema herangeführt werden. Gearbeitet wurde mit der ethnographischen Methode.

Welche Anlage könnte für die Auseinandersetzung von angehenden Lehrpersonen mit eigenen Stereotypen passend sein?

In einem kooperativen, digitalen Lehrprojekt zwischen der PH Luzern und der Universität Girona (Spanien) wurde der Umgang mit stereotypen Vorstellungen im Geographieunterricht thematisiert: Der internationale Austausch zwischen den Studierenden (angehenden Geographielehrpersonen) innerhalb eines regulären Seminars sollte die Erfahrung von gegenseitigem Stereotypisieren ermöglichen. Da die internationale Zusammenarbeit rein digital vonstatten ging, war sie deutlich einfacher zu organisieren und zu finanzieren als ein Austausch im Rahmen eines Auslandsaufenthaltes. Sie wurde zusätzlich mit Austauschmöglichkeiten und Beratung im Programm P8 „Digitale Lehre – Digitale Präsenz – Digitales Studium“ von swissuniversities gefördert.

Im Rahmen der regulären Seminare in Geographiedidaktik der Universität Girona (Spanien) und der Pädagogischen Hochschule Luzern wurden drei Seminartermine synchron per Zoom gestaltet. Neben drei Dozierenden nahmen gut vierzig Studierende beider Hochschulen teil, Arbeitssprache war Englisch.

Zu Beginn des ersten Termins sammelten die Studierenden ihre Vorstellungen über Spanien bzw. über die Schweiz in einem gemeinsamen Miroboard. Ein Screenshot der gesammelten Stichworte ist in der Abbildung unten zu sehen. Diese Sammlung bot Gelegenheit, Vorstellungen exemplarisch zu dekonstruieren. So assoziierten beispielsweise mehrere Studierende

Weiterführende Seiten zum Thema:

<https://www.mangoes-and-bullets.org/>
<https://www.glokal.org/>
<https://doinggeoandethics.com/raume-identitaeten-politiken/>

aus der Schweiz Sangria mit Spanien. Die Studierenden und der Dozent aus Girona hingegen führten aus, dass dieses Getränk nur gelegentlich und nicht in allen Regionen Spaniens konsumiert wird. So konnten die Studierenden ans Kernthema der drei Seminartermine herangeführt werden. Im Anschluss wurden Entstehung und Bedeutung von Stereotypen aus verschiedenen theoretischen Rahmungen diskutiert. Eine der Aufgaben am zweiten Seminartermin war, Assoziationen zu Fotos aus dem je anderen Kontext zu kommentieren und im Anschluss in der Reflexionsphase zu realisieren, dass diese

Assoziationen stark von eigenen Werthaltungen und eigenen Erfahrungen geprägt sind, hingegen wenig über den Kontext des Fotos selbst aussagen

(Kürsteiner, 2022). Ein konstruiertes Beispiel zu dieser Aufgabe ist in der Abbildung rechts dargestellt.



Screenshot der gesammelten Assoziationen zu Spanien (links) und der Schweiz (rechts)

Im dritten Seminartermin wurden einleitend stereotypisierende Darstellungen in Unterrichtsmaterialien thematisiert, danach diskutierten die Studierenden in Kleingruppen mögliche Vorgehensweisen, um solcher Stereotypisierung entgegenzuwirken.

Worin liegen Potentiale und Herausforderungen der digitalen Lehrkooperation zum Thema Stereotypen im Geographieunterricht?

Ziel der drei kooperativen Lehrveranstaltungen war, dass die Studierenden ein Bewusstsein für eigene stereotype Vorstellungen entwickeln und erste Ideen für einen kritischen Umgang mit Stereotypen im Geographieunterricht entwickeln. Um das Erreichen dieser Ziele einzuschätzen, werden Lernspuren (z.B. die bearbeiteten Miroboards), aber auch die Daten der Begleitforschung ausgewertet. Die vorläufigen Resultate deuten darauf hin, dass die drei Seminartermine das Bewusstsein eines Teils der Studierenden für Stereotype erhöht hat und dass ein Teil der Studierenden eine differenzierte Wahrnehmung von Räumen entwickeln konnten.

Für die Dozierenden bot das Projekt eine willkommene Gelegenheit zum Austausch über fachdidaktische Fragen. Das organisatorisch verhältnismässig einfache Setting hatte auch seine Grenzen: Erstens war es für die international zusammengesetzten Studierendengruppen nicht immer einfach, in die Diskussion zu geographiedidaktischen Fragen zu kommen: Dies hatte sprachliche und technische Gründe, hing aber auch damit zusammen, dass die Studierenden einander vorher nicht kannten und dass die Videokonferenzen wenig Gelegenheit boten, sich näher kennen zu lernen. Auch in den Input-Phasen war es für die Dozierenden schwierig, einzuschätzen, inwiefern es gelang, ein Verständnis der Inhalte bei den Studierenden aufzubauen. Schliesslich war der Aufwand für die Dozierenden enorm; einerseits in Bezug auf die Absprachen vor den Veranstaltungen, aber auch in Bezug auf das Management der verschiedenen Materialplattformen. Insgesamt hat sich der Aufwand aber gelohnt, die die Anlage wird auf das kommende Herbstsemester hin gemäss Schlussfolgerungen aus der Begleitforschung überarbeitet und wieder durchgeführt.

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Example



1) What do you see (observation)?

A house in an urban area, a street, cars, an apartment building, many people living at the same place

2) What do you think about it (interpretation)?

People who live here are not very wealthy and unhappy because of the noise of the street and the crowded place. On the other hand, they have more job opportunities than in a rural place.

3) How do you think personally about the place (valuing, judgement)

I can hardly imagine living there. As I like green space around me, I would prefer more of that in my neighborhood.

Konstruiertes, modellhaftes Beispiel zur Übung mit Fotos (das Foto wurde aus dem Küchenfenster einer Dozentin geschossen und zeigt einen Teil der Stadt Fribourg).

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Documentaries for Empowerment and Knowledge Transfer: Experiences from «Weaving Threads Across Borders»

Written by
Prof. Dr. Yvonne Riaño

Documentaries are a great tool for inspiring social change and empowerment (Borum Chattoo, 2020). Furthermore, they make complex realities more understandable, allow us to reach a broader audience, and present a more well-rounded perspective on an issue by including several voices (Schlichting, 2015). To what extent do we engage with the public and social justice issues in our research practice? Is it sufficient to extract knowledge from our research subjects and publish it in high-impact academic journals? We need to reflect on this. Here, I recount the experience of the documentary "Weaving Threads Across Borders", which I made in collaboration with local women leaders at the border between Colombia and Venezuela. It resulted from my research on forced mobility and transnational entrepreneurship in this part of the world (Riaño 2022).

The "Weaving Threads Across Borders" Documentary

The documentary aimed to give local women leaders a voice and raise awareness – and ideally invite reflection and action – among national and international communities on the challenges experienced by inhabitants of the Colombia-Venezuela border. The documentary, constructed in three chapters, shows the struggle of three Colombian women living on the border between Colombia and Venezuela, a zone of geopolitical conflict where guerrillas, paramilitaries and the Venezuelan army fight for control of the territory. These three stories illustrate the situation experienced by many internally displaced persons in Colombia and Colombian migrants forcibly displaced from Venezuela. Despite the generalized violence, the Venezuelan government's policies of border closure, and the absence of the Colombian state, the women show great resilience and agency to survive with their micro-businesses and weave a social fabric across the two sides of the border.

The making of the documentary

The documentary is based on the trust relationships I developed between 2019 and 2022 with local residents. In particular, through my research

partnership with Deredez, an NGO created by leader Ana Teresa Castillo to protect victims of the border between Colombia and Venezuela. Over the years, I conducted Minga workshops (Riaño, 2016), which allowed local women to share their experiences of forced displacement, learn from each other and reflect on future aspirations. I hired Colombian filmmaker German Arango from Briosa Films with extensive experience in conflict zones in Colombia, to do the documentary. We wrote the script together and



Figure 2. Knowledge transfer event in Bogotá with documentary protagonists, Santo Tomás University, 2023.

adapted it progressively according to our ongoing discussions with the three local leaders involved. The documentary was financed by the nccr – on the move, and was filmed in the summer of 2022 in different locations of Cúcuta (Colombia) and San Antonio del Táchira (Venezuela) (Figure 1).

Teresa Castillo accompanied us every day to film. This was essential to know where we could film, as it is an area of armed conflict with guerrillas and paramilitaries fighting for the territory. The testimonies were recorded at the Francisco Paula Santander University (Cúcuta) to provide the women with some distance from their everyday spaces, thus facilitating personal reflection. Some were initially shy to be on university premises but later gained confidence and appreciated sharing their experiences in a neutral space.



Figure 3. Knowledge transfer event in Cúcuta, Francisco de Paula Santander University.

Showing the documentary

The film was launched at the University of Neuchâtel in November 2022 at a "Creative Knowledge Transfer" event sponsored by the nccr-on the move. In February 2023, it was also shown in the Colombian cities



Figure 1: Filming at the border between Colombia and Venezuela, May 2022



Documentary, Chapter 3 Ana Teresa Castillo preparing a "Soup with love" for border victims: displaced Colombian and Venezuelan migrants



A woman or two women? A country or two countries? Wall picture at the Colombia-Venezuela border

of Bogotá and Cúcuta. We invited university students, academics, acquaintances, members of local and international NGOs, Swiss Embassy officials, journalists, and government officials. In Bogotá, the event was held in the Main Auditorium of Santo Tomás University (Figure 2) and in Cúcuta at the Auditorium of the Francisco de Paula Santander University (Figure 3). Documentary protagonists attended both events as round table members. Before the events, all four of us prepared the presentation and possible answers together, and during the questions time, the protagonists took the lead in the discussion. The documentary was well received by the public and received extensive media coverage with newspaper articles and a television show, but only moderately attended by members of international organizations.

In addition to making their realities known, producing and disseminating the documentary empowered women by allowing them to speak about their experiences, gaining confidence to speak at universities, getting public recognition, and gaining contacts with practitioners and academics. Further, following a documentary screening, Deredez was offered support for a project for children. One of the participants' testimony illustrates how participating in the documentary impacted her:



"Because I don't ask anything for myself"... "What I want is to work for my community"

"I remembered many moments of my childhood that I had repressed... it was a very nice moment... to understand that I have had to go through many things that I have not wanted and that I have had to get ahead for the welfare of my children, my own, my family.... meeting you, working with you and Luckas was excellent... knowing that

I had some spectators there listening to my story. I had to reflect on what is happening here at the border. When it was publicly shown for the first time, I understood that I have two lives...

In my personal life, I can be me and cry... But in my work, you have to be strong, you cannot show weakness, I run dangers daily... Also, when I went to Bogotá, I was afraid of what people might think about me... but now I can say that I can speak in front of the public... It was great!"



We are spiders who spin and weave. Our coming and goings are threads in a web of lives and exchanges...



that unite what the borders policies seek to break apart



Participants in the documentary launch in Bogotá, Santo Tomás University, Colombia, February 2023

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Conclusive thoughts

Documentaries are a great asset to give voice to our research participants, empower them, and make national and international communities aware of mobility realities. Realities that involve deportation, family separation, state violence and sexual abuse, and women's resilience and agency. Reflecting on the possibilities and challenges of documentaries open doors for academics to contribute more decisively to social justice and gain a deeper understanding of contemporary geographical issues.

Yvonne Riaño
University of Neuchâtel, Switzerland

Interview

« Pour visualiser les vents en 3D, notre maquette physique était concurrentielle par rapport aux modèles numériques »

Le climatologue Jean-Michel Fallot, représentant de l'UNIL auprès de l'ASG depuis 2006, prendra sa retraite cet été. Un colloque et une excursion sont organisés en son honneur les 22 et 23 juin 2023 à Lausanne et dans les Alpes vaudoises. Nous revenons avec lui sur les événements marquants de sa carrière.

Propos recueillis par Jonathan Bussard (UNIL-IGD)

Au cours de plus de trois décennies de recherches en climatologie, est-ce qu'il y a des résultats que tu es fier d'avoir obtenus ?

Jean-Michel Fallot : Je suis très content des résultats de ma thèse, publiée en 1992. L'objectif était de mieux comprendre les courants thermiques dans une vallée préalpine : la vallée de la Sarine en Gruyère. Pour y parvenir, nous avons fait plusieurs campagnes



Jean-Michel Fallot (à gauche) au sommet du Kilimandjaro, 2010

de mesures sur le terrain, notamment avec des ballons-sondes, et comparé les résultats de ces mesures avec des modélisations. Avec les moyens informatiques de l'époque, la modélisation numérique ne permettait pas de reproduire efficacement tous les effets de la topographie sur les courants thermiques dans les trois dimensions. Pour cela, nous avons construit une maquette en aluminium du bassin versant de la Sarine dans une soufflerie à l'EPFL afin de reproduire une modélisation physique des écoulements, qui était assez concurrentielle par rapport aux modèles numériques.

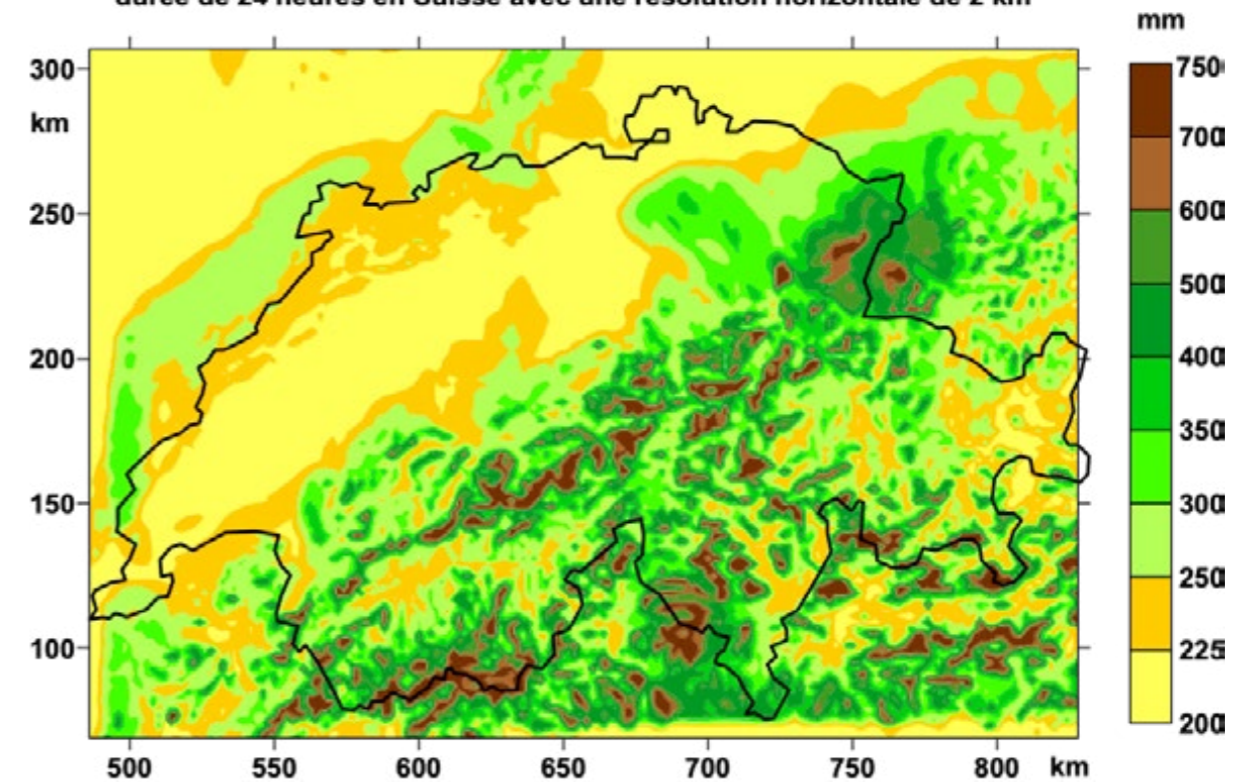
Comment cette maquette fonctionnait-elle et comment visualisiez-vous les courants thermiques, qui sont invisibles dans la nature ?

JMF : Pour voir les mouvements d'air, on injectait de la fumée produite avec des Gauloises sans filtre. Des capteurs et des microsondes placés sur la maquette aux mêmes endroits que les mesures sur le terrain permettaient de contrôler les résultats des modélisations. La maquette en alu pouvait être refroidie avec de l'azote liquide placé dans des bacs sous elle, ce qui permettait de simuler le refroidissement nocturne. Le réchauffement diurne par le soleil était produit par des lampes infrarouges fixées au plafond de la soufflerie. Une des difficultés était de créer un écoulement stratifié nécessaire pour la simulation des brises en laboratoire, c'est-à-dire avec des masses d'air ayant différentes températures en fonction de l'altitude. Je suis fier du résultat, car nous avons pu obtenir une vision très claire des courants thermiques en 3D dans une topographie complexe, en particulier des tourbillons qui se forment derrière les crêtes. Aujourd'hui, cette technologie n'existe plus à l'EPFL.

Est-ce que tu as eu des expériences marquantes sur le terrain ?

JMF : Je me suis beaucoup intéressé aux îlots de chaleur et à la pollution de l'air dans les villes, notamment à Fribourg, Bienne, Nice et Lisbonne. Nous avons notamment lancé des ballons stabilisés au-dessus de ces villes pour voir leur effet sur les écoulements

Carte des précipitations maximales probables (PMP) calculées pour une durée de 24 heures en Suisse avec une résolution horizontale de 2 km



La carte issue des résultats de recherche de Jean-Michel Fallot sur les précipitations extrêmes en Suisse (source Fallot et Hertig 2009)

d'air dans les 3D et ainsi prévoir la trajectoire des polluants. A Nice, il fallait lâcher ces ballons depuis un canot sur la mer pour qu'ils survolent cette agglomération durant la journée. C'était très spectaculaire !

Parallèlement à la recherche, tu as aussi beaucoup voyagé. Quelle destination t'a particulièrement marquée ?

JMF : Les montagnes du Pakistan, c'est les Alpes fois deux ! La géomorphologie remarquable de cette région aride avec peu de couvert végétal est bien visible. J'ai aussi beaucoup aimé les paysages aux couleurs contrastées du désert d'Atacama, de la Namibie et de l'ouest des États-Unis, ainsi que les safaris au Botswana et au Kenya. Dans le Canada arctique, nous étions descendus une rivière en canoë sur 200 km sans voir personne. Nous avons en revanche croisé des loups et même un grizzli. Ce sont de très beaux souvenirs, mais je crois que le plus marquant était l'arrivée au lever du jour au sommet du Kilimandjaro, à presque 5'900 m. Nous avons marché toute la nuit pour arriver en haut à l'aube et avoir ainsi une vue dégagée, une belle récompense après les efforts de la montée ! C'est le plus haut sommet que j'ai fait dans ma vie.

Quels sont tes projets pour la retraite ?

JMF : J'aimerais souffler un peu... Ne plus être stressé et avoir le temps pour des balades en montagne, observer les oiseaux, faire quelques voyages, voir les

amis. Pour mener aussi des petites recherches, mais sans les contraintes de la vie active. Durant ma carrière, j'ai toujours eu le souci de faire de la recherche appliquée, et pas uniquement de la recherche fondamentale. J'ai travaillé sur des études d'impacts sur l'environnement dans un bureau d'étude, tout en menant des recherches sur les pluies extrêmes ou sur les coefficients de charge exercés par les vents forts sur les infrastructures dans ce bureau et à l'université. Le cumul de deux postes à temps partiel, cela fait généralement un 120% ! Je suis donc content d'avoir plus de temps pour moi.

Informations et inscriptions au colloque « Topo-climatologie et risques climatiques » (Lausanne, 22-23 juin 2023) et à la leçon d'adieu de Jean-Michel Fallot : <https://www.unil.ch/igd/colloque-fallot>



Jean-Michel Fallot. Après une thèse de doctorat en géographie à l'Université de Fribourg (1992), un post-doctorat en climatologie à l'Université du Colorado à Boulder (1993-1994), Jean-Michel Fallot a été collaborateur scientifique à l'EPFL (1998-2006) et employé d'un bureau d'ingénieurs (1998-2018). Il est maître d'enseignement et de recherche à l'Université de Lausanne depuis 2006. Ses recherches ont porté notamment sur la ventilation dans les vallées alpines (Sarine, Rhône), la pollution de l'air, les extrêmes climatiques, la topoclimatologie et la variabilité du climat. Il est un membre actif de l'Association Internationale de Climatologie (AIC) depuis sa fondation en 1988 et il représente l'Université de Lausanne auprès de l'Association Suisse de Géographie (ASG) depuis 2006.

MANIFESTATION / VERANSTALTUNGEN

| Le savoir vivant |



Topo-climatologie et risques climatiques

COLLOQUE EN L'HONNEUR DU DR JEAN-MICHEL FALLOT

JEUDI 22 JUIN 2023 | COLLOQUE
Université de Lausanne UNIL - Géopolis

VENDREDI 23 JUIN 2023 | EXCURSION
Vallon de Nant



UNIL | Université de Lausanne
Centre interdisciplinaire de
recherche sur la montagne



UNIL | Université de Lausanne
Institut de géographie
et durabilité

JEUDI 22 JUIN | UNIL GÉOPOLIS

9^h30 Cafés, croissants

SESSION INTRODUCTIVE

10^h00 **Laine Chanteloup** (IGD), **Sandra Rome** (AIC), **Emmanuel Reynard** (CIRM) | Introduction

10^h15 **Martine Rebetez** | Changements climatiques et réduction de l'enneigement

SESSION « TOPOCLIMATOLOGIE ET EXTRÊMES CLIMATIQUES »

11^h15 **Sandra Rome** | Caractéristiques de l'été 2022 en région grenobloise : entre canicule et îlot de chaleur urbain

11^h45 **Tarek Ben Fraj** | Les Jessour du Sud-est tunisien: adaptation aux contraintes climatiques d'une technique hydro-agricole ancestrale

12^h15 **Judith Eeckman** | Spécificités topoclimatiques des territoires de montagne face au risque sécheresse – étude de cas au Vallon de Nant (VD)

13^h00 Repas (café-téria Géopolis)

SESSION « CLIMATOLOGIE URBAINE ET ADAPTATION »

14^h30 **Marine Claeys** | Modéliser le climat urbain: de la prévision numérique du temps aux études climatiques

15^h00 **Muriel Delabarre** | Trame de fraîcheur, le projet d'urbanisme écologique en faveur de l'adaptation au changement climatique

15^h30 **Lionel Tudisco** | Développement urbain adapté au changement climatique : capitalisation du projet ACCLIMATASION

LEÇON D'ADIEU DE JEAN-MICHEL FALLOT

17^h00 **Niklas Linde** (Doyen FGSE) et **Leïla Kobir** (Directrice adjointe IGD) | Introduction

17^h15 Leçon d'adieu de **Jean-Michel Fallot**

18^h00 Apéritif

© Photo portrait : Emmanuel Reynard © Photo couverture : Jonathan Bussard

Jean-Michel Fallot

Après une thèse de doctorat en géographie à l'Université de Fribourg (1992), un post-doctorat en climatologie à l'Université du Colorado à Boulder (1993-1994), Jean-Michel Fallot a été collaborateur scientifique à l'EPFL (1998-2006) et employé d'un bureau bureau d'ingénieurs (1998-2018). Il est maître d'enseignement et de recherche à l'UNIL depuis 2006. Ses recherches ont porté notamment sur la ventilation dans les vallées alpines (Sarine, Rhône), la pollution de l'air, les extrêmes climatiques et la topo-climatologie. Il est un membre actif de l'Association Internationale de Climatologie (AIC) depuis sa fondation en 1988 et il représente l'Université de Lausanne auprès de l'Association Suisse de Géographie (ASG) depuis 2006. Ce colloque, organisé en son honneur, réunit des spécialistes des thématiques sur lesquelles il a travaillé au cours de sa carrière.



VENDREDI 23 JUIN | VALLON DE NANT

EXCURSION « CLIMAT ET GÉOGRAPHIE DU VALLON DE NANT : RECHERCHE ET MÉDIATION SCIENTIFIQUE »

8^h30 Départ en bus de l'UNIL jusqu'au Pont-de-Nant.10^h00 Rendez-vous au Pont-de-Nant. Départ pour l'excursion. Avec les interventions de **Jean-Michel Fallot** (IGD), **Judith Eeckman** (IGD) et **Simon Martin** (Bureau Relief).16^h00 Apéritif à la buvette du Pont-de-Nant.Information et inscriptions sur : www.unil.ch/igd/colloque-fallot (délai 31 mai)

PUBLICATIONS / PUBLIKATIONEN

Je découvre des paysages



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Sabato 14 ottobre 2023, ore 15.00-17.30
Lugano, Biblioteca Salita dei Frati (Via Salita dei Frati 4a)

Cosa fa il paesaggio? Il Ticino come laboratorio paesaggistico

GEA
associazione
dei geografi

Una tavola rotonda di GEA-associazione dei geografi

in collaborazione con la Biblioteca Salita dei Frati

(stato 12.2.2023)

Presentazione

GEA-associazione dei geografi propone una giornata di discussione sulle tematiche paesaggistiche indagate attraverso la visione delle scienze geografiche. Cosa si può ancora dire sul paesaggio? Non c'è stato altro concetto che abbia saputo mobilitare tante risorse in campi diversi come quello artistico, letterario, scientifico, politico, e sia stato utilizzato come strumento di analisi territoriale, nella prassi e nella politica del territorio. Il paesaggio si trova coinvolto in situazioni molto varie: dalla protezione dei siti alla pianificazione del territorio, nei progetti immobiliari e di marketing territoriale, nello sviluppo turistico e nello sviluppo locale, ha poi assunto contenuti identitari e ideologici. Il paesaggio, quindi, non è (come abbiamo sovente ritenuto), un semplice oggetto che si offre al nostro sguardo in modo passivo, ma è coinvolto in molte delle nostre azioni e permette di portare avanti molti dei nostri progetti. Più che pensare il paesaggio come un oggetto inerte, dobbiamo immaginarlo come un'entità coinvolta e attiva.

Per molti motivi, possiamo poi considerare il Ticino come un grande laboratorio paesaggistico. Per la sua "scoperta", per la varietà dei suoi contesti ecologici, per la sua storia territoriale, per i conflitti che si generano di fronte a vari progetti, il paesaggio ticinese può essere visto come un grande laboratorio che permette alla teoria di confrontarsi con una realtà concreta o immaginata. A che punto è la teoria del paesaggio? Come si presenta oggi il paesaggio ticinese? Quale senso preciso può essere attribuito alla conservazione 'innovativa' del paesaggio? Queste sono alcune delle domande alle quali la tavola rotonda, che si rivolge al mondo della cultura territoriale e della scuola, così come ad un pubblico interessato alle questioni paesaggistiche, cercherà di dare risposta.



MANIFESTATION / VERANSTALTUNGEN

Programma

15.00 – Prologo

Saluti della Biblioteca Salita dei Frati, Pietro Montorfani

Presentazione della giornata, Antonella Steib Neuenschwander

15.20 - Primo momento: un bilancio

Il patrimonio territoriale e paesaggistico ticinese, Paolo Crivelli

Le mosse del paesaggio, Claudio Ferrata

16.00 - Pausa

16.20 - Secondo momento: pensare i nuovi paesaggi

La "Concezione del paesaggio ticinese", Roberto Mossi

Uno sguardo verso il domani, Stefano Agustoni

17.00 - Discussione

17.30 - Conclusione della giornata

I partecipanti alla tavola rotonda

Stefano Agustoni: Licenziato in geografia all'Università di Zurigo, è docente presso la Scuola superiore di turismo di Bellinzona e membro del Comitato direttivo di GEA-associazione dei geografi. I suoi interessi vertono sulla dimensione fisica della geografia non disdegnando di occuparsi di quella parte della disciplina che si occupa di sistemi complessi quali quelli urbani.

Paolo Crivelli: Licenziato in geografia ed etnologia all'Università di Neuchâtel, membro del Comitato direttivo di GEA-associazione dei geografi, è un profondo conoscitore della Valle di Muggio e del Monte Generoso sui cui ha scritto diversi saggi. È stato tra i fondatori del Museo etnografico della Valle di Muggio e ha recentemente curato la mostra L'incanto del paesaggio. Disegno, arte, tecnologia per la Pinacoteca Züst (Rancate, 2021-2022).

Claudio Ferrata: Licenziato in geografia e titolare di un diploma di terzo ciclo in architettura del paesaggio presso l'Università di Ginevra, è membro del Comitato direttivo di GEA-associazione dei geografi. Svolge attività di consulenza nel campo della "cultura del territorio" ed è autore di vari studi sul paesaggio tra cui Nelle pieghe del mondo. Il paesaggio negli anni della Convenzione europea (2020).

Roberto Mossi: Licenziato in geografia presso l'Università di Basilea, è collaboratore scientifico dell'Ufficio natura e paesaggio del Dipartimento del territorio del Cantone Ticino. Ha recentemente curato la realizzazione della Concezione del paesaggio ticinese (2022), un importante strumento di lavoro per gli operatori del settore e una linea guida per il Piano direttore cantonale.

Antonella Steib Neuenschwander: Licenziata in geografia all'Università di Losanna, è stata pianificatrice presso il Dipartimento del territorio del Cantone Ticino e membro del primo Comitato direttivo di GEA-associazione dei geografi. Secondo la sua visione paesaggio e territorio devono essere considerati come un bene comune.

GEA-associazione dei geografi (Bellinzona) | www.gea-ticino.ch

Affiliata all'Associazione svizzera di geografia (ASG), dal 1995 GEA-associazione dei geografi si è data il compito di diffondere la cultura geografica e promuovere la figura professionale e le competenze dei geografi e delle geografie. Con le sue diverse attività si occupa di divulgazione e di ricerca.

PUBLICATIONS / PUBLIKATIONEN

Die verborgene Geschichte der Erde

Eine spannende Reise durch die Erdgeschichte

Gesteine erzählen Geschichten aus vergangenen Welten. Gleichzeitig tragen sie die Erinnerung an die Auswirkungen elementarer Naturkräfte in sich und geben Hinweise auf Klimawandel und Energieverbrauch. In «Die verborgene Geschichte der Erde» begibt sich Jan Zalasiewicz auf in steingeprägte Landschaften in Nah und Fern und lässt Felsen, Steine und Mineralien über die Vergangenheit erzählen.

Nach einer Einführung in die Deutung und Bedeutung von Gestein, spannt der Autor einen Bogen von der prähistorischen Verschiebung der Kontinente über den heutigen Einfluss des Menschen bis hin zu Weltraumgestein. Dabei behandelt er eine Fülle von Themen wie Diamanten-Vulkane, alte Küstenlinien, Wüsten und Korallenriffe, Tiere, die Gesteine verändert haben, die Entstehung von Schlamm, städtische Gesteinsschichten, vom Menschen geschaffene Gesteine und Mineralien und Technofossilien. Aussergewöhnliche Fotografien runden das Werk ab und dokumentieren die geologische Vielfalt und den Reichtum der Erde.

Ein Buch, das die vielen Hinweise auf den Gesteinsoberflächen entschlüsselt und die Geheimnisse und Geschichten, die in den Gesteinen verborgen liegen, enthüllt.

Jan Zalasiewicz ist Dozent für Geologie an der University of Leicester in England und war zuvor für

den British Geological Survey tätig. Er hat mehrere Bücher und über 100 Artikel in wissenschaftlichen Zeitschriften veröffentlicht. Als Feldgeologe, Paläontologe und Stratigraf unterrichtet er seit mehr als 20 Jahren Studierende im Feld und im Hörsaal und leitet Exkursionen.



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Le Valais a la carte

Magnifique livre sur la cartographie valaisanne à travers les âges, en collaboration avec la Médiathèque Valais-Sion

Plus de 1'000 cartes imprimées liées au Valais ont été rassemblées au cours des décennies dans la collection de la Médiathèque Valais-Sion. Elle couvre une période allant du milieu du XV^e siècle à nos jours, et aborde des thématiques très différentes.

Ce livre, qui accompagne une exposition aux Arsenaux, vous présente un bel et riche échantillon des trésors de l'institution. Il permet de découvrir l'extraordinaire foisonnement des représentations cartographiques du canton du Valais, de Ptolémée, un des pères fondateurs de la géographie, aux cartes officielles actuelles.

Cet ouvrage évoque également les principales conventions qui se sont cristallisées, et régissent le monde des cartes. Sans oublier l'univers de la toponymie et ses querelles locales, l'enseignement

de la géographie à l'école qui a marqué bien des esprits, l'émergence de la carte touristique sous de multiples formes, les cartes liées à Tolkien et à la littérature ou encore celles de tous les projets rêvés et non réalisés.

Avec, pour conclure, les créations des graphistes et des artistes qui détournent et réinventent souvent avec brio la représentation du Valais.



Le Valais à la carte
Simon Roth,
Samuel Hubert
avec la participation
Muriel Borgeat-Theler,
Yves Gouffon,
Bernard Huber,
Emmanuel Reynard,
Daniela Vaj,
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The cover photo was taken during a field trip to Berlin with bachelor students from the University of Lausanne. The Urban Dynamics ("Dynamiques urbaines") course unit aims to familiarise students with research methods through applied research. The photo was taken by Nadja Imhof, one of the co-organisers and educators of the excursion.

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Agenda

6. – 9. Jun 2023	<p>24ème rencontres internationales en urbanisme de l'APERAU</p> <p>Université de Lausanne https://wp.unil.ch/riu2023/</p>
15. Aug 2023	Délai rédactionnel GeoAgenda 2023/3
6. – 8. Sep 2023	« Moving Mountains – des montagnes en transition » au Châble (VS) colloque bisannuel organisé par la Société suisse de géomorphologie (SSGm)
14. – 15. Sep 2023	<p>Colloque organisé par le Laboratoire de sociologie urbaine (LASUR) de l'Ecole Polytechnique Fédérale de Lausanne (EPFL) et par l'Institut de géographie et durabilité (IGD) de l'Université de Lausanne (UNIL) les 14 et 15 septembre 2023.</p> <p>Plus d'informations sous : https://www.unil.ch/igd/home/menuinst/colloques--conferences/colloques/2023/swiss-mobility-conference-2023.html</p>
28. Sep 2023	<p>GEG Vortragsreihe 2023/24</p> <p>Zum 100-jährigen Bestehen der GEG Basel «Welt und Umwelt in Gegenwart und Zukunft» Prof. Stefan Selke, Hochschule Furtwangen, «Die Welt in 100 Jahren»</p>
15. Okt 2023	Délai rédactionnel GeoAgenda 2023/4
19. Okt 2023	<p>GEG Vortragsreihe 2023/24</p> <p>Zum 100-jährigen Bestehen der GEG Basel «Welt und Umwelt in Gegenwart und Zukunft» Dr. Ian Klinke, Uni Oxford, «Geographie des Atomkriegs»</p>
20. Okt 2023	Assemblée des délégué.e.s
16. Nov 2023	<p>GEG Vortragsreihe 2023/24</p> <p>Zum 100-jährigen Bestehen der GEG Basel «Welt und Umwelt in Gegenwart und Zukunft» Michael Paul, Stiftung Wissenschaft und Politik Berlin, «Die Zukunft der Arktis»</p>
17 – 18 Nov 2023	SGM 2023 (swiss geoscience meeting), Mendrizio
14. Dec 2023	<p>GEG Vortragsreihe 2023/24</p> <p>Zum 100-jährigen Bestehen der GEG Basel «Welt und Umwelt in Gegenwart und Zukunft» Silke Oldenburg, Anthropologie Uni Basel, «Urban Waterworlds: Urban Flooding, Climate Justice und die Zukunft des Wassers in der Stadt»</p>
29. Feb 2024	<p>GEG Vortragsreihe 2023/24</p> <p>Zum 100-jährigen Bestehen der GEG Basel «Welt und Umwelt in Gegenwart und Zukunft» Dr. Stefan Mann, Agroscope, «Postletale Landwirtschaft»</p>
21. Mär 2024	<p>GEG Vortragsreihe 2023/24</p> <p>Zum 100-jährigen Bestehen der GEG Basel «Welt und Umwelt in Gegenwart und Zukunft» Dr. Josie-Marie Perkuhn, Uni Trier, «Taiwan heute und morgen»</p>