



5th International Conference

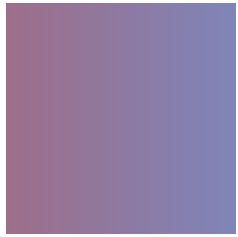
CRITICAL EDGE ALLIANCE

Acting in Higher Education
in response to
Climate Change

15th,
16th &
17th June
2022

Hosted by
Université Paris 8
Vincennes -
Saint-Denis

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



Note by Sophie Wauquier,

Vice president of International relations & cooperation
Université Paris 8

Dear Friends

From 15 to 17 June 2022, the University Paris 8 had the great honor to host the 5th conference of the Critical Edge Alliance which theme was Acting in Higher Education in Response to Climate Change

The colloquium brought together around 120 people from all over the world (Australia, Brazil, Canada, Colombia, Denmark, Finland, France, Georgia, Greece, India, Iran, Morocco, Netherlands, Norway, Portugal, Puerto Rico, Senegal, UK, USA). We thank all the participants who came, some from very far away and especially the students of the alliance who were particularly well represented and invested in the preparation of panels, workshops and various activities. We thank them for their cheerfulness, creativity and dynamism.

Echoing the increasingly numerous mobilizations around the world, the conference reflected current concerns about the general impact of the Anthropocene on its environment. More specifically, it questioned the way in which our academic practices are concerned by these climatic and ecological issues. A lucid observation was made, and many creative proposals and original initiatives were put forward, showing how the Humanities and Social Sciences and the Arts, more generally what is called “the Humanities”, provide critical reflection and experimental practices allowing us to think and act very concretely in favour of a more just and ecologically responsible world.

The rich and varied programme included individual presentations, roundtables and workshops that opened up intellectual spaces for interdisciplinary discussions on various topics (academic mobilities, critical pedagogy, ecofeminism, digital democracy, law and climate justice, indigenous cultures, antispecism ...). Other contributions invited us to question ourselves sensorially and emotionally through art installations, serious games and creative spaces of poetic and meditative sharing (yoga, music, collective writing workshops).


I would like to extend my warmest thanks to the entire team of SERCI (International Relations Office of UP8) and the director, Laurent Bertat for their unfailing commitment to preparing and organising this conference. After the years of COVID-19, we were very happy to welcome so many academics, students and staff from many universities around the world to the CEA annual conference which, despite the seriousness of the subject, was particularly exciting, warm and reassuring as to our capacity to share our creative ideas and to prepare us for upcoming global challenges.

Wednesday 15th June – Mercredi 15 juin

- OPENING SESSION / OUVERTURE DE LA CONFERENCE -
Acting in Higher Education in Response to Climate Change: cross perspectives from the members of CEA network 6
- Global Voices – CEA students’ podcast 6
- Speech of Ms. Julie Anderson, Policy Officer for Higher Education at the Directorate General for Education, Youth, Sport and Culture (European Commission) 7
- “I am a passenger”: An Eco Challenge Adventure for ERUA Students 7

Thursday 16th June – Jeudi 15 juin

- Atelier de conscience à travers le corps / Workshop conscience through the body 8
- Causes and Responsibilities: Sociological and Philosophical Approaches to Climate-related Crises (EN/FR) 8
- Critical Evaluation of the Role Played by the Education Institutions in the contexts of Climate Change 10
- Beyond singular narratives: Climate Justice from the ground up 10
- Teaching cultures within Natures / Enseigner les cultures dans les natures 11
- Sharing practices and strategies in pushing for sustainability - the Local Sustainability Initiative at Danish universities 12
- Climate Change and Climate Justice Across the Curriculum 12
- Pour une santé globale critique : un projet de doctorat international 13
- Pédagogie critique : conscientiser face au changement climatique - science-fiction, philosophie et pratiques de création 13
- “Collapse” - A Role Playing Game for the Climate Classroom 14
- Aménagement des espaces extérieurs communs de l’Université Paris 8 (jeudi et vendredi) 15
- Transformer la radicalisation pro-environnementale des jeunes en résilience urbaine intergénérationnelle : démocratie numérique 14
- How should we assess transformative learning – if at all? 15
- Introducing Ecology into Media Education 16
- Every Body’s Nocturne: Nearshore Climate Change Through Writing and Art 16
- Beyond Environmental Literacy: Expression of Ecological Sensitivity through Observations and Design 17
- Expanding the horizons of meaningful interdisciplinary teaching in climate change ... 16
- Problem-based and interdisciplinary learning on the UN Sustainable Development Goals 17
- The Evergreen State College’s work with Indigenous nations on climate justice and resilience in the U.S. Pacific Northwest 17



Friday 17th June – *Vendredi 17 juin*

- Friday 17th June– Vendredi 17 juin 18
- Atelier de conscience à travers le corps / Workshop conscience through the body ... 18
- Let's address barriers to climate action in the university! 18
- IVY LIGUE. Un campus vert en Sème-St-Denis 19
- Alterraforming Planet Earth 20
- A framework for a transformative education to the Great Transition 20
- Declaring a Binding Climate Emergency with Teeth: A Workshop on using
Organizing Principles to Shift Culture within a University 21
- Teaching psychology and climate change: a key question for human adaptation 21
- Hydrology of Media 21
- Une approche économique d'une délinquance environnementale :
Le cas des civelles sur la façade atlantique 22
- And after? Transforming our conference into real changes 23
- CONCERT – Choir / Chœur Orfeon San Juan Bautista (Puerto Rico) 22-23



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

- Art for Climate Actions 24
- Sapere aude ! Ecouter, voir, penser dans le vif de la vie des glaces .. 26
- A low-tech life / Une vie low-tech 28

Wednesday 15th June – Mercredi 15 juin

OPENING SESSION / OUVERTURE DE LA CONFERENCE

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

Listen to the session [here](#)



©Service création audiovisuelle, Université Paris 8

6

Global Voices - CEA Students' Podcast

Global Voices is an initiative of the CEA student representatives who create podcasts about global issues or challenges with the aim of adding a critical thinking to the debate. During the conference, the CEA student representatives and other participants recorded various sessions in order to produce an artistic representation of the conference's outputs to be published and presented to a wider audience.

You can find the podcasts here:

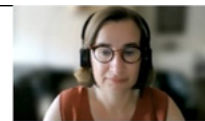
<https://open.spotify.com/show/0rs8MU7r9yxQwr7YB8lQaP>

Listen to the session here: <https://on.soundcloud.com/PzF56>

©Service création audiovisuelle, Université Paris 8



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



Listen to the session here:
<https://on.soundcloud.com/EF78f>

Listen to the session here:
<https://on.soundcloud.com/4wwRK>

**“I am a passenger”:
An Eco Challenge Adventure
for ERUA Students**
by Nikoleta Krousouloudi & Spyros Bofylatos
University of the Aegean (Greece), PhD students

The European Reform University Alliance (ERUA) is a European University calling for more inclusiveness, more cooperation and more sustainability between Higher Education Institutions within the European Union. Nikoleta Krousouloudi and Spyros Bofylatos provided us with more good practices about greener mobility.

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



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

by Naimeh Ghabaie &
Omid Hashemi
collective Rekhneh (Iran/India)

2 sessions par jour

1ere session : de 9h à 10h

2e session : de 17h à 18h

*Cet atelier nous a permis d'être plus à l'écoute
de la nature et de notre Terre-Mère, de trouver
des pistes pour communiquer avec la nature
à travers notre perception élargie et retrouver
la spiritualité perdue de notre relation avec la
nature.*

2 sessions/day

1st session: 9am to 10am

2nd session: 5pm to 6pm

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

Causes and Responsibilities: Sociological and Philosophical Approaches to Climate-related Crises

presentations in English & French, by:

Jesse C. Ribot, "Fighting Climate Reductionism: Social Cause
and Responsibility" American University (USA)

Adrien Péquignot, « *Le changement climatique comme
enjeu éthico-politique* » University Paris 8 (France),

PhD student Information and Communication sciences

Ludovic Bonduel, « *Penser et lutter contre le réchauffement
climatique : quelles causes pour quelles conséquences ?* »

University Paris 8 (France),

PhD student in Information and Communication sciences

Sara Fadabini, « *S'il avait su, se serait-il arrêté ? Méditations
sur la pensée andersienne du désastre* » Phd student in French literature

in co-supervision between University Paris 8 and Rutgers University



Cette table ronde a permis d'engager une discussion sur l'approche anthropocentrique de la crise écologique défendue par le sociologue Jesse C. Ribot dans un horizon pédagogique : il s'agit de réfléchir à des stratégies éducatives susceptibles de sensibiliser les étudiants à la réalité de la crise écologique sans oublier que :

- 1. la crise écologique est un hyper-concept qui dénote un phénomène variable et défiant le principe de la représentation ;*
- 2. ses causes sont largement enracinées dans des structures socio-économiques difficiles à déchiffrer et à changer ;*
- 3. la possibilité de l'endiguer est dans les mains de son acteur, l'être humain, dont le souci de l'autre et de soi doit lutter contre des pulsions internes et des intérêts de classe souvent incompatibles avec la conservation de la vie.*



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

by Shevali Singh Chandel, Punjabi University (India), student

With a clear focus on India, the objective of this presentation was to evaluate the role of Higher Education Institutions in Climate

Change, to study the various roles of mass communication channels and to come up with suggestions in reducing mass communication gap.

Beyond singular narratives: Climate Justice from the ground up

by Shangrila Joshi, The Evergreen State College (USA)

& Ruchira Talukdar, University of Technology Sydney (Australia)

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

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



Teaching cultures within Natures / *Enseigner les cultures dans les natures*

by Barbara Casciarri, University Paris 8 (France)
& Francesco Staro, University Paris 8 (France)

Cet atelier visait à réunir des acteurs du monde universitaire et associatif qui ont mis en œuvre dans les dernières années des pratiques d'analyse et d'intervention, pédagogique ou sociale, dans des contextes situés, ayant au cœur les questions des « socio-natures » et du rapport complexe entre les sociétés et leurs environnements. L'objectif était d'élaborer un réseau international ouvert, un partage d'expériences et des

savoirs situés capables de construire un pont entre monde académique et acteurs de la société civile et du monde associatif notamment grâce à de nouveaux parcours didactiques et grâce à la recherche-action.

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

©Service création audiovisuelle, Université Paris 8



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

by Laura Horn, Roskilde University (Denmark),
Mads Ejning, University of Copenhagen (Denmark)
& Liv Bjerre, University of Aarhus (Denmark)

The speakers shared their own experiences in Danish Universities, both positive and negative and highlighted the relevance of collective organisation. This presentation gave an overview

of the Local Sustainability Initiative, a group of scholars who are concerned about (the lack of) sustainability initiatives in and of their respective Higher Education Institutions in Denmark.



12

©Service création audiovisuelle, Université Paris 8

Climate Change and Climate Justice Across the Curriculum

by Karen K. Gaul, The Evergreen State College (USA)

& Anthony Levenda, The Evergreen State College (USA)

This workshop intended to develop resources and collaborations for developing climate change and climate justice curricula across the Critical Edge Alliance. The speakers led a workshop that introduces a short presentation of the Evergreen's approach, facilitate discussions on others' experiences, and look forward to potential collaborations. Participants were encouraged to share climate-related lessons and syllabi ahead of the conference to fuel our discussion. The topics discussed were notably:

1. understanding climate change

- (physical and social drivers);
2. climate change impacts across domains and places;
3. developing justice-oriented solutions.

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

Pour une santé globale critique : un projet de doctorat international

by Jacqueline Descarpentries, University Paris 8 (France)

Hugo Pilkington, University Paris 8 (France)

Bezunesh Tamru, University Paris 8 (France)

Valérie Thomas, University Paris 8 (France)

Alphonse Yapi Diahou, University Paris 8 (France)

Savino Wilson, Fondation Oswaldo Cruz (Brasil)

Joao Nunès, University of Coimbra (Portugal);

Mor Diadw, Doctoral school ETHOS of the University Cheikh Anta Diop of Dakar (Senegal);

Présentation d'un projet de doctorat international de santé globale critique en co-diplomation avec des universités du Sénégal et co-construit avec le Centre d'Études sociales de Coimbra au Portugal. Le projet a pour but de proposer un dispositif de formation à la recherche par la

recherche, « pluriversel », pluridisciplinaire, de niveau doctoral bâti sur les pensées critiques et les Épistémologies du Sud et visant à développer un champ de la santé globale critique afin de proposer une alternative à « l'hégémonie de la science du Nord Global ».

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

by Irène Pereira, University Paris 8 (France)

Cet intervention visait à présenter des pratiques de conscientisation des questions environnementales qui s'appuient sur la création visuelle et narrative. L'objectif était de permettre aux participants de créer des supports qui permettent de réfléchir aux enjeux philosophiques et

éthiques des questions environnementales. Cette réflexion visait à aider à la prise de décision. Ce qui est attendu est de provoquer une dialectique créatrice entre les productions narratives et visuelles d'une part, et l'écriture philosophique d'autre part.

“Collapse” - A Role Playing Game for the Climate Classroom

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

Collapse is a «serious game»: the game format engages participant motivation to think about climate issues in an engaging way, while conveying key messages about climate and resilience in a manner that will stick with participants. The aim of “Collapse” is to get participants to think about the future in concrete, systemic terms.

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



©Service création audiovisuelle, Université Paris 8

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

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

Cette communication présentait l'élaboration d'une typologie de la diversité des techniques de communication utilisées dans la démocratie numérique radicale, tant en ligne que dans la rue. Cette typologie est documentée à l'aide d'observations discrètes de l'urbanisme tactique, notamment des graffitis, des journaux locaux, des affiches d'événements et des entretiens informels. Pour transformer les processus de radicalisation des jeunes en

résilience communautaire intergénérationnelle, les institutions politiques doivent formaliser les capacités d'écocitoyenneté en utilisant l'apprentissage tout au long de la vie, alimentée par les ressources éducatives ouvertes (REL). Et plus, en soutenant les espaces de recherche à vocation civique qui adoptent la méthode de recherche-action participative des jeunes (RAPj).

Aménagement des espaces extérieurs communs de l'Université Paris 8 (jeudi et vendredi) par **Joeffrey Moreaux**, University Paris 8 (France), Direction du Patrimoine

La Direction du Patrimoine lance le réaménagement des espaces extérieurs de l'université afin d'améliorer la qualité de vie des usagers (végétalisation et désimperméabilisation des sols). Dans le cadre de sa première phase d'aménagement, la Direction souhaitait avoir le retour des usagers à travers cet atelier participatif.



©Service création audiovisuelle, Université Paris 8

How should we assess transformative learning – if at all?

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

In this workshop, the case of a Futures Literacy Lab (FLL) in Higher Education as transformative learning activity is presented to explore how perceived, intended, and unexpected learning outcomes can be assessed.

From the case the student perspective on assessment is shared, which is aligned with the teacher's perspective on assessment for transformative learning and to build the capacity for assessing transformative learning in higher education.

Introducing Ecology into Media Education

by Elisabetta Petrucci, Roskilde University (Denmark), student

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

The introduction of ecology into media education in a more holistic way aims to

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

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

by Jeanne Dodds, The Evergreen State College (USA) & Miranda Mellis, The Evergreen State College (USA)

The guiding frame for this workshop was the nearshore ecosystems, looking closely at how these unique landscapes are impacted by and responsive to climate change. This examination was shown by examples of extractive energy use, light pollution, and wildfire smoke, and how these influences change species relationships to light and dark, day and night. We will examine these issues through the medium of the book: book as created by and creating a landscape simultaneously real and imagined; book as record; book as healing. For the participants, the workshop provides an example of writer-artist collaboration and allow space and time for active collaborative engagement. Mrs. Doods & Mrs. Mellis modeled methods for students and teachers to facilitate, support, and develop new methods

for the presentation of research, through creative practice and interdisciplinary dialogue. By inviting participants to respond through writing prompts and creative and visual arts practices, they hope to contribute to the development of understanding (embodiment) of climate change and biodiversity loss. In our workshop then, even as we celebrate the regenerative, renewable energy source of solar power, we take up the question: what can we learn from lunar power – the power of the unconscious, of what goes unseen, of rest and regeneration in the dark? How can we contribute to ecological and habitat remediation by embracing darkness and questioning energy consumption and production?

Expanding the horizons of meaningful interdisciplinary teaching in climate change by Shangrila Joshi, The Evergreen State College (USA)

Shangrila Joshi shared her vision for how interdisciplinary teaching on climate change can be significantly enhanced to support a global climate justice imperative in innovative ways; how interdisciplinary pedagogy seeking to incorporate Eurocentric paradigms and Indigenous paradigms might be pursued more carefully, critically, and

equitably in service of addressing global climate change. This presentation proposed a way to enhance such a praxis through the development of an innovative research agenda by outlining a framework for Indigenous Climate Epistemology or traditional climate knowledge.

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

by Venessa Lourdes Silveira, Harlington School (United Kingdom)
& Tata Institute of Social Sciences Alumna

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

Ms. Venessa Lourdes Silveira presented the study-case of the bird module for middle school students. The findings of this study amplify the importance of experience in learning from the insights amassed through varied data sources. It is that learning by

experience through observations and design is more memorable and effective in developing ecological sensitivity among students.

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

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

by Majken Toftager Larsen, Roskilde University (Denmark) &
John Andersen, Roskilde University (Denmark)

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

17

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

by Zoltan Grossman, The Evergreen State College (USA)

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

and plan for disaster resilience (such as moving tribal infrastructure to higher ground). Students and faculty learned from the high level of success of Pacific Northwest Indigenous nations in preventing new fossil fuel infrastructure, and understood how tribal sovereignty and treaty rights serve as powerful tools in leading climate justice alliances.

Friday 17th June –
Vendredi 17 juin



WORKSHOPS

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

With Naimeh Ghabaie & Omid Hashemi, collectif Rekhneh (Iran/India)

2 sessions/day

1st session: 9am to 10am

2nd session: 2.30pm to 3.30pm

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

2 sessions par jour

1ere session : de 9h à 10h

2e session : de 14h30 à 15h30

Cet atelier nous a permis d'être plus à l'écoute de la nature et de notre Terre-Mère, de trouver des pistes pour communiquer avec la nature à travers notre perception élargie et retrouver la spiritualité perdue de notre relation avec la nature.

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

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

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

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

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



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

Avec Marie-Dominique Garnier, University Paris 8 (France)

Eugénie Péron-Douté, Limoges University (France)

Alexandra PICHETA, University Paris 8 (France)

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

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



Altterraforming Planet Earth

By Yves Citton, University Paris 8 (France)

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

The premise of this endeavour is that:

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



©Service création audiovisuelle, Université Paris 8

Listen to the session here:

1. Introduction of the session : <https://on.soundcloud.com/QC94J>

2. Chemo-linguistics - Bruno Pace : <https://on.soundcloud.com/koW7b>

3. How does digitalisation of artifacts transform our relation to « nature »? - Clara Le Meur : <https://on.soundcloud.com/C8w7n>

4. The Orthothelomic Terraforming of Earth - Baptiste Fauché : <https://on.soundcloud.com/rqwTh>

5. Collapse TV - Agnès Brunetière : <https://on.soundcloud.com/vkUt3>

6. Discussion around the presentations : <https://on.soundcloud.com/AGxV8>

A framework for a transformative education to the Great Transition

By Cécile Renouard & Christian Koenig, Campus de la Transition (France)

This presentation exposed an original transdisciplinary method to address the multi-faceted aspects of transition issues, it also explored its educational consequences. It led to a discussion of various experiences on educating for transition in the different cultural and institutional contexts of Critical Edge Alliance members. It was also an opportunity to discuss the challenges of engaging scholars of many different disciplines into a collective project. This approach, which combines knowledge on climate and biodiversity with critical and reflective thinking, has proved fruitful in raising awareness and enhancing the capacity to act.

This presentation was based on the "Handbook of the Great Transition" (Manuel de la Grande

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

Declaring a Binding Climate Emergency with Teeth: A Workshop on using Organizing Principles to Shift Culture within a University, By Mike Harrington, The New School (USA)

This workshop explored how universities can build broad consensus from their communities, from students to staff and faculty. The workshop helped generate ideas, actions and practices for how to execute a large culture shift both on campus and beyond for a rapid and ambitious response to the climate emergency and also on the more recent Covid-19 pandemic. It provided a space to imagine innovative, inclusive and practical steps that large, diverse institutions like The New School can take to address the climate crisis from a social justice perspective. The presenters will be working in implementing a climate emergency declaration with multiple stakeholders within a university community.

Teaching psychology and climate change: a key question for human adaptation By Annamaria Lammel, University Paris 8 (France)

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

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

The round table started with the presentation of the literature on psychology of climate change. Then discussions were organized around the role

of different sub-disciplines of the psychology of the integration of the climate change problem in educational psychology, developmental psychology, clinical psychology, cognitive psychology, social psychology. The second main topic consisted in the discussion of the contribution of recent psychological theories to individual and social adaptation to climate change and the integration of these reflexions on the teaching programs.

21

Hydrology of Media

By Everardo Reyes, University Paris 8 (France), Teacher

Gwen Le Cor, University Paris 8 (France), Teacher &

Andrés Burbano, Universidad de los Andes (Colombia), Teacher

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

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

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

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

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

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

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

CONCERT – Choir / Chœur Orfeon San Juan Bautista (Puerto Rico)
Dirigé par Guarionex Morales Matos & Daniel Alejandro Tapia Santiago

22



And after? Transforming our conference into real changes

By CEA student representatives

The objective of this final workshop was to translate the whole conference into real changes in our own campuses through discussions and a summary of what we would retain from the whole conference, in relation with our own campuses and university experience. Each university members were divided into groups. At the end of the workshop, each group came up with a list of different engagements and

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

actions that their universities could apply to their campuses.

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

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



Thursday 16th & Friday & 17th June –
le Jeudi 16 & le vendredi 17 juin

PERMANENT INSTALLATIONS / INSTALLATIONS PERMANENTES

Art for Climate Actions-

Art exhibition created and presented by CEA Student representatives
and students from the Alliance



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

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



©Service création audiovisuelle, Université Paris 8

By Zoé Saint Pierre

- Art works:
- Bataille navale
- Sacrifices
- La fumée tue
- La goutte de trop



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

by Mariana Ungureanu, University Paris 8 (France), PhD student:

music composition and dramaturgy / *composition musicale et dramaturgie*;

Pétur F. Kjærnested, video artist, Reykjavik: original videos / *vidéos originales*;

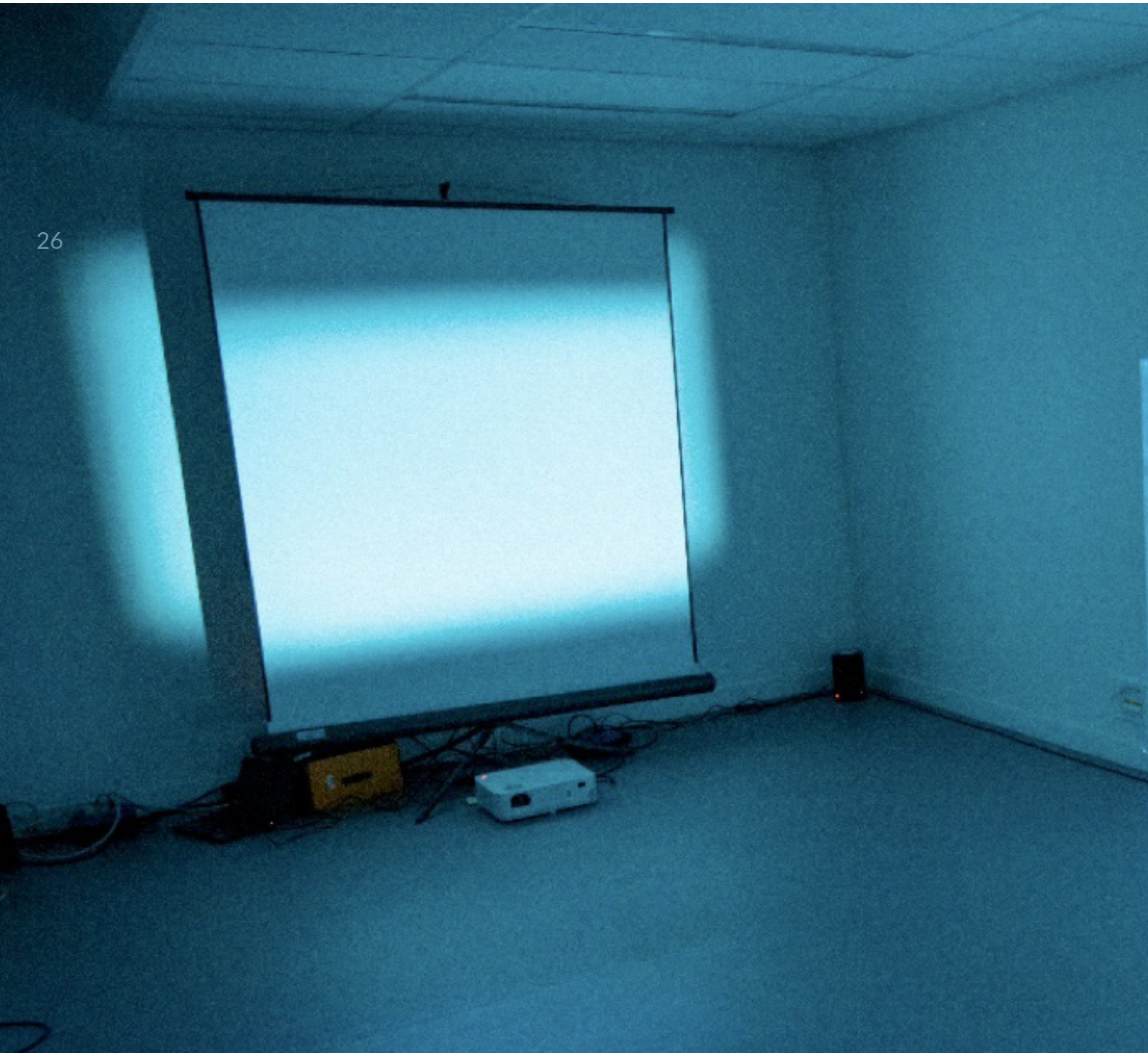
& Martin Lucas, architect, Paris: photography and editing / *photographie et montage*

This continuous multimedia installation drew its material from the wilderness of the Vatnajökull ice cap in Iceland, where thousand-year-old glaciers have been in great recession since the post-industrial era. Their evolution is a highly visible mirror of the climate changes we are inflicting on our planet with a lifestyle that is harmful and destructive to the environment. This interdisciplinary aesthetic experience, which included video footage from the field, sounds recorded in the field and sound effects that reflect the accelerated destruction processes of the glaciers, is a

means of raising awareness and putting the public in front of the evidence of the disproportionate climate change, making it impossible to circumvent.

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

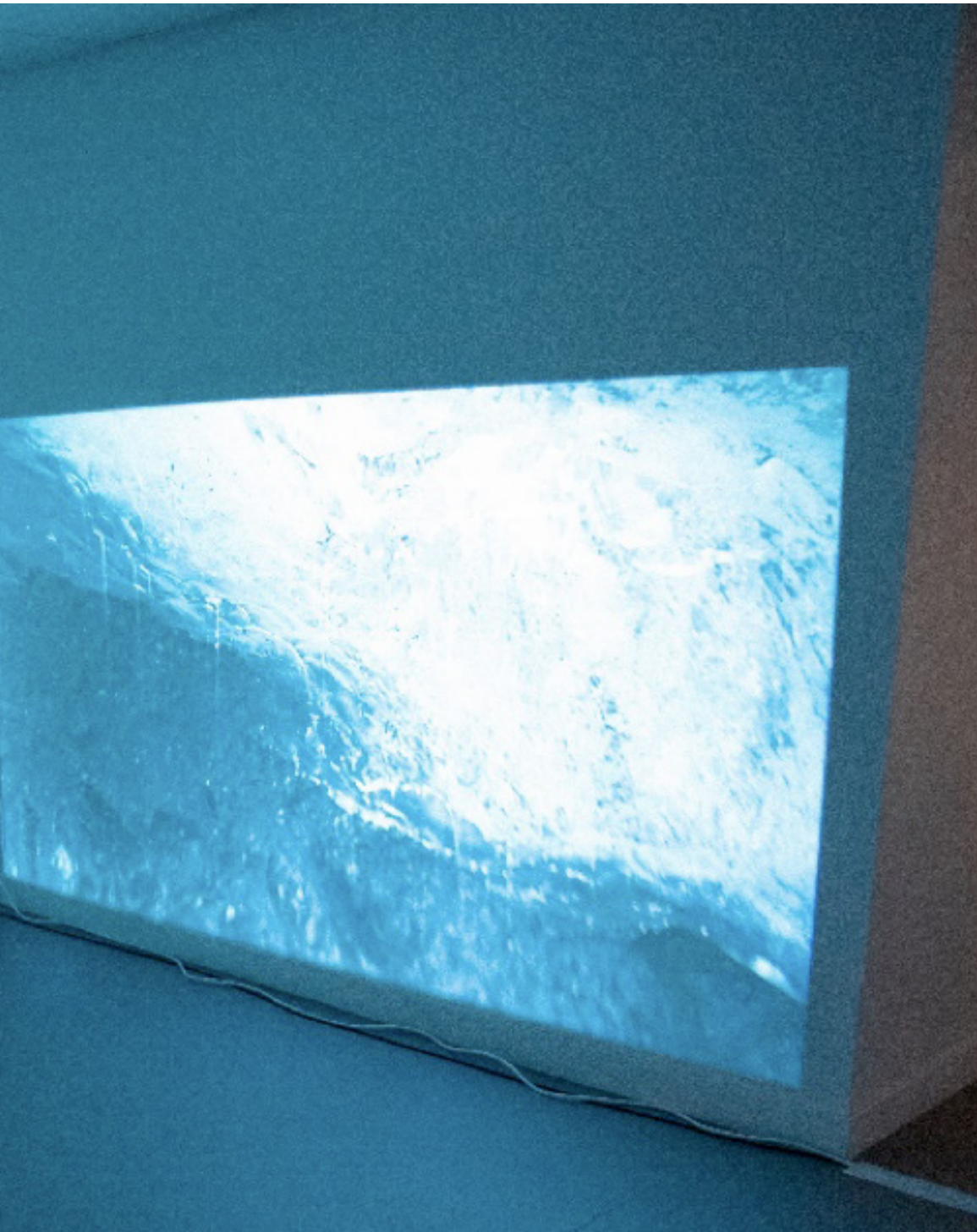
Duration of each session: 30 minutes.



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

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

Durée par session : 30 minutes





©Service création audiovisuelle, Université Paris 8

28

A low-tech life
Une vie low-tech
by Naimeh Ghabaie
& Omid Hashemi,
Collectif Rekneh (Iran/India)

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

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

Naimeh Ghabaie et Omid Hashemi nous proposent à travers cette installation-performance de partager leurs découvertes sur les Low-techs. Ces installation-vidéos mirent en avant des savoir-faire proposant l'idée d'un mode de vie alternatif qui permet l'utilisation de ces Low-techs. Elle partagera des solutions simples pour diminuer notre impact négatif sur le réchauffement climatique au quotidien. Plusieurs Low-techs furent présentées : système hydroponique, lampe solaire, machine à laver à pédales, système de phytoépuration des eaux usées, savons et dentifrices fait maison, etc. L'objectif de cette création fut de créer un laboratoire interactif, explorant les dynamiques des relations entre les participants, la technologie et l'espace sur l'axe du changement climatique

Università degli Studi di
Torino
Dipartimento di Psicologia
Cattedra di Psicologia
Cognitiva
Utile. Accessibile. Durevole.
Biblioteca
Digitale



In collaboration with:



& with the support of:



Contact us at:
criticaledgealliance-conf2020@univ-paris8.fr