

PEOPLE PLACE PLANET



The Ethical City

This is an in-person event:
6.30 - 8.00pm

Tuesday 5 March 2023
Civic House
Glasgow
G4 9RH

Refreshments from 6:00 for a start at 6.30pm

The Ethical City will explore the role of placemakers in addressing concerns facing the city, such as sustainability, inclusivity, social cohesion and community resources, and how the city facilitates and nurtures society.

Join us for this free co-design event in collaboration with Missing in Architecture and students and tutors from the Mackintosh School of Architecture, where we will explore these issues through discussion, debate and playful making activities.



This is a free event but places are limited.
Register here:

<http://theglasshouse.org.uk/events>

in collaboration with:



THE GLASGOW
SCHOOL OF ARCHITECTURE

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The Ethical City

Glasgow, 5 March 2024

This event was hosted at Civic House in Glasgow and was delivered in collaboration with postgraduate Architecture students from the Glasgow School of Art and Missing in Architecture. Through encouraging discussion, sharing realities, building reimagined worlds with strangers, friends and colleagues, the audience explored what an Ethical City might look like and the implications of how the city facilitates and nurtures society.



Event participants engaging in a student-led activity at *The Ethical City* in Glasgow.

The Ethical City

Introduction by Miranda Webster

This is an excerpt from a blog by Miranda Webster, an architect and educator from the Mackintosh School of Architecture at The Glasgow School of Art, and Co-Founder of Missing in Architecture

Following two previous successful collaborations with The Glass-House in the 2021/22 and 2022/23 WEdesign series, we used the opportunity again to harness some of the student research topics as part of the co design event and theme People, Place, Planet.

The Glass-House team have been supportive of our alignment with the student's studio theme, The Ethical City, and the individual research project themes which have built on from last year's co-design event in relation to feminist spatial practices and re-defining Glasgow as a feminist city.

This year, four students elected to join Missing in Architecture's 'special project' and to use the co-design event as part of the framework for their research. This allowed regular planning sessions between the students and MiA supervisors, to underpin the topics for research. Using The Glass-House timeline in the lead-up to the co-design event gave students a structure and allowed the students to meet key deadlines and work together as a supportive group.

Using The Glass-House co-design event as the vehicle has allowed the students to engage with a live co-design activity and learn about facilitating collaboration and discussion through the experience, opening up research topics to broaden the questions to a diverse community of voices.

The students set up the room with the photographic prompts and welcomed participants as they arrived to learn more about how discussions could revolve around ethical decision making within our cities. Tables were set up with four themes: Education, Community, Ecology and Policy and each held a variety of tools to engage people with, from sparkly pipe cleaners, to maps, tracing paper and post-it notes.

The icebreaker exercise allowed participants to engage with the city and group themes as they arrived but also provided a bit of data to analyse for the student's research projects, following the co-design event.

The Glass-House team were fully supportive of the students and had worked with them to understand the co-design activity purpose, timing and facilitation requirements. The Glass-House team provided a structure and tools for the event that captured the conversations and stage managed the room so effectively that a variety of opinions were heard and brought together as a landscape of voices.

The student facilitators were challenged to engage the diverse voices within their groups, draw out conversations and get them making a 3D mind map of an idea. In most cases, this was the first time they have had to do this, so a variety of new skills were learnt! Confidence and authority was needed in some groups to keep discussions on track and to time. Feeding off conversations spontaneously to ask questions of the groups whilst encouraging those quieter members to make something with the materials provided are skills that will benefit the students ongoing learning and interactions as they step out into practice.

The Ethical City

Introduction by Miranda Webster continued

Engagement with the public and using the co-design methodology as a vehicle for research has offered the students an experience they wouldn't ordinarily get within the curriculum. The event highlighted the value of collaboration and challenged the notion of what a successful outcome could be. Seeing a value in everyone's contribution. Every student felt more confident as a result of the co-design experience and in some cases will go on to use it for their own projects and future collaborations.

As a lecturer and researcher, the opportunity that The Glass-House has brought to the school has opened minds to different ways of engaging and aligned with themes that architects are concerned with in the 21st century relating to people, place and planet. A key takeaway would be that the more we embed this methodology within the curriculum, the easier it would be for students to see the value they bring to policy makers and place makers.

Missing in Architecture, a platform for collaboration, creativity and research, with equality at its heart, fills the gaps that we think are missing in the built environment, education + the profession. Working with The Glass-House has been a joy and allowed one more gap to be identified and filled with an ongoing process of refinement! We are looking forward to connecting with a wider network to help evolve and refine The Glass-House WEdesign series.

Event participants engaging in a student-led activity at *The Ethical City* in Glasgow



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Warming Up

As participants started to arrive, they were greeted with a short introductory activity prepared by the students to get the participants thinking: four maps, four questions and four lenses through which to look at the city of Glasgow. These lenses reflected the lens of each of the tables a different group of students was facilitating – the task was designed to prompt the participants' thinking and ground their initial ideas about place in something that was familiar to them before applying their ideas to a global context.

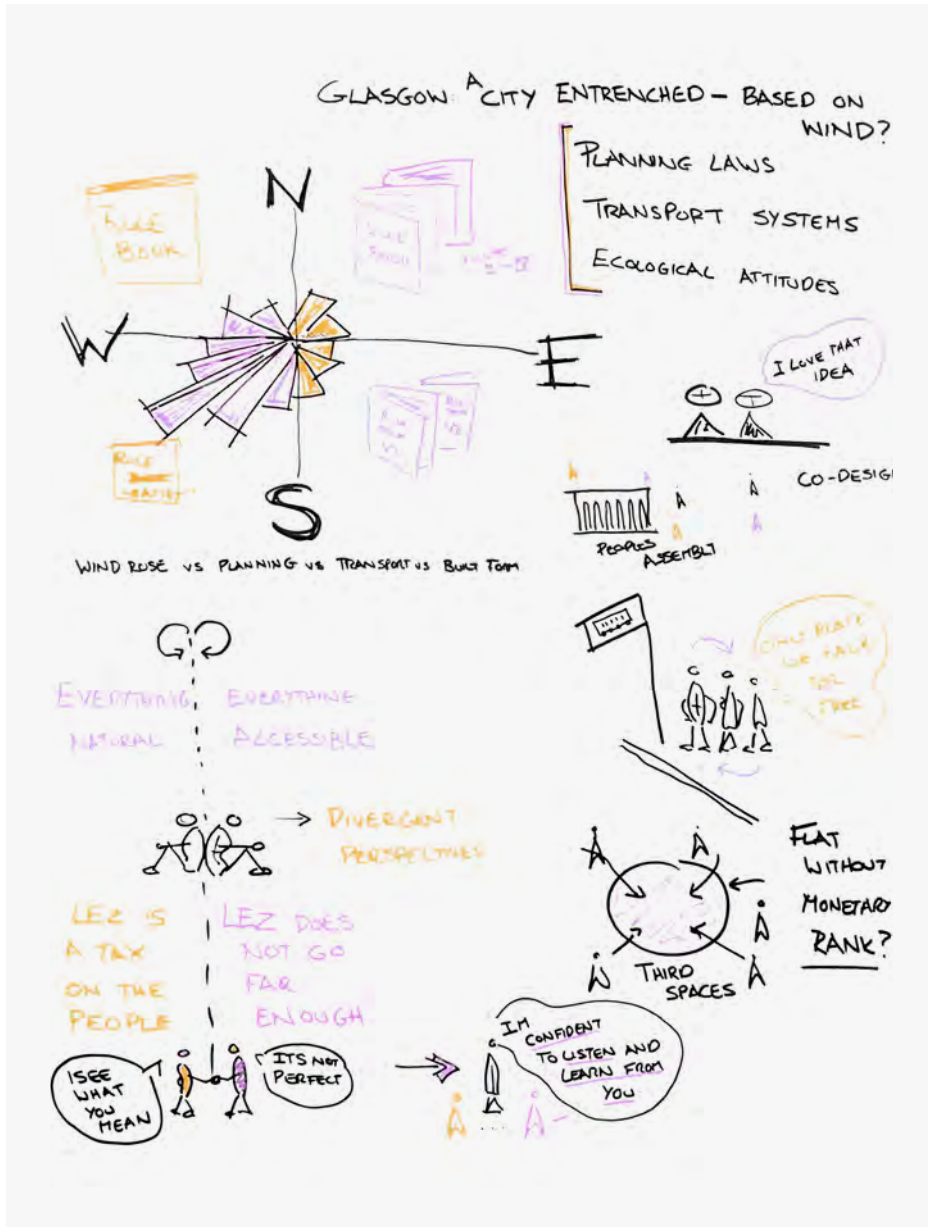
Live Drawing

As part of the event, GSA invited three student illustrators to map discussions at the tables, capture themes and visually illustrate the conversations which were happening around the room.

Each illustrator had a distinct style and visual representation, each capturing the specific nuances from the participants' propositions for change and also the different aspects of joy, laughter, debate and discussion from our participants throughout the evening.



A student illustration capturing discussion at The Ethical City event in Glasgow.



Student illustrations capturing discussion at The Ethical City event in Glasgow.

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Community

The Community group focused their proposition on the importance of *third spaces*. Each of us represents and belongs to not only one but multiple communities: school, work, family, friends, heritage to name a few. However, there is not always a space for the diversity of communities we represent or others to come together.

This group's pitch focused on building third spaces into everyday life as a means of fostering opportunistic and serendipitous moments for connection. They emphasised the importance of connecting a diversity of spaces and people.



Ecology

On the Ecology table, the discussion focused on how they could reclaim the river for nature, transport and enjoyment. It prompted them to think about other forgotten aspects of the city's history and how this heritage could be used to shape the city more thoughtfully.

Their proposition was about connecting and revealing the river for different aspects of life and about nurturing different relationships with the water, whether for leisure, learning or play. Their pitch focused on unearthing, decarbonising and activating the river.



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Education

The Education table discussed the cyclical nature of learning and focused on the more informal means of learning from each other as a way of encouraging more engagement on every level.

The group illustrated an interconnected web of people

overlaid over a map to suggest how education more broadly can invite people to connect. At each point of connection was a pair of glasses which invited people to look through the eyes of another person, plant or critter as a way of seeing the world from a different perspective.



Policy

The Policy table focused their discussion on the influence of policy on community engagement. There was a general concern on this table that there is not much of a discussion, or diversity, when it comes to engaging communities of interest.

They proposed a *citizens' assembly* that was jury-based,

with the expectation that employers would release and pay for citizens' time to participate. This would randomly select individuals from the population to engage in policy making and planning to encourage and broaden perspectives to shape places, while contributing to a more equitable form of participatory practice.





Communities