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Planning Change: Complex Cities TU Delft

Complex Cities assists graduation at the Department of Urbanism, Faculty of Architecture/Delft University of Technology. Graduations combine knowledge from the fields of planning and design for a built environment that is appreciated by many, in a democratic and open society.

About Us

Transforming Chinese cities GRADUATION TOPIC

Archive

Mentors

Imaginative regions GRADUATION TOPIC

Graduation orientation 2016/17.

Randstad research group

Inclusive cities GRADUATION TOPIC

MSc2 Globalization – free choice studio

Complex cities: A workshop

On Wednesday, 14 September 2016, from 8.45 – 10.30, the second event in introducing Complex cities graduations takes place in

[Continue reading →](#)

Delft Urbanism: Planning between design and research

In recent writing, Wil Zonneveld and Vincent Nadin elaborated on relations among planning, design and research in Urbanism as it

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Imaginative regions – practices

During the introduction to the topic 'Imaginative regions' it was mentioned that regional design practices became more collaborative over the

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Complex cities introduction – Presentations available.

On Wednesday, 7 September 2016 topics at the attention of Complex cities graduations were introduced and discussed. Please find the

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COMPLEX CITIES?

- What is a city/region anyhow? Knowledge.
- Why engaging? Values and norms.
- How? An institutional context/capacities for change.

Complex Cities?

**ANALYTICAL KNOWLEDGE/VALUES
AND NORMS/AN INSTITUTIONAL
CONTEXT.**

How to relate these issues?

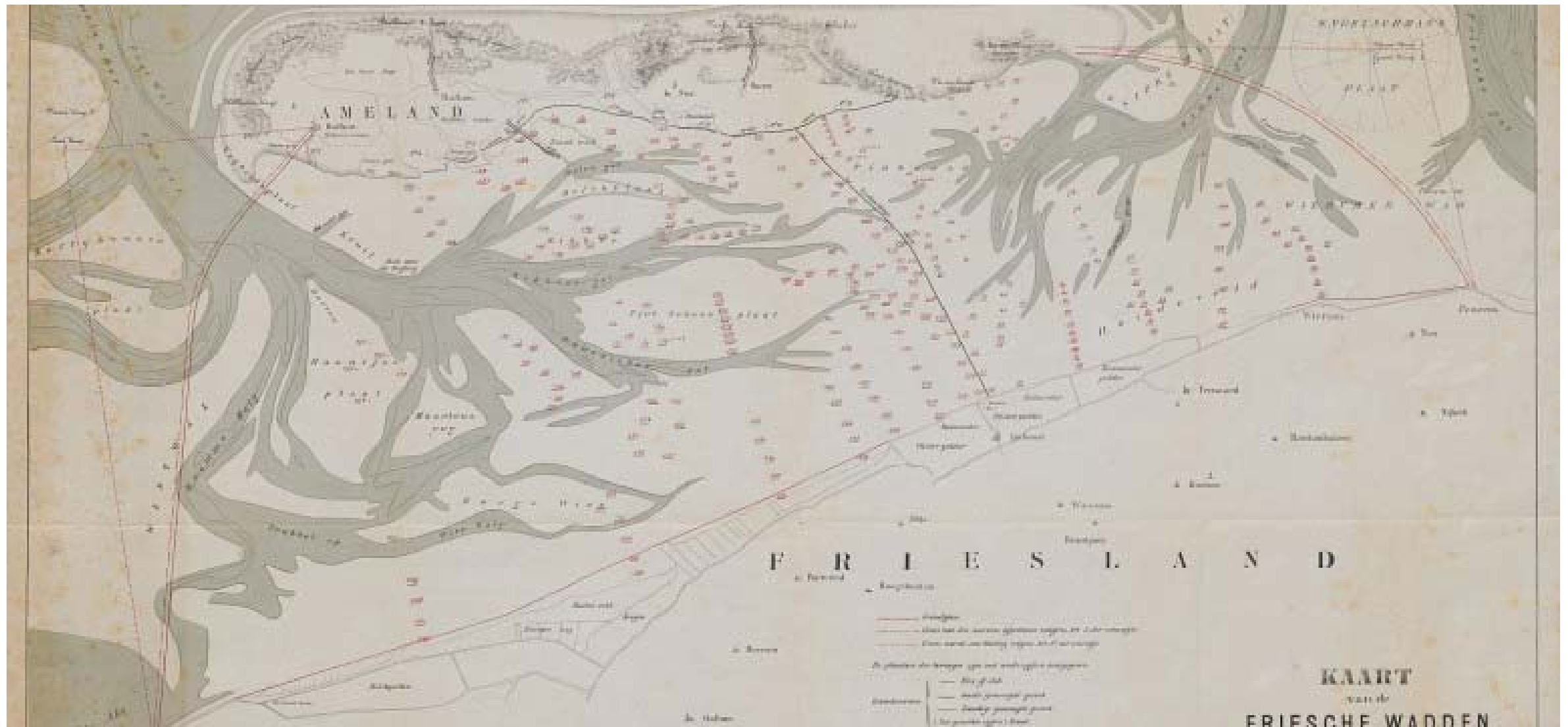
WHAT IS A CITY/REGION ANYHOW?

the community of..., the territory of..., the interaction among..., the social practice of..., the idea of..., the development of..., the (urban) ecology of..., the landscape of...

Knowledge matters.

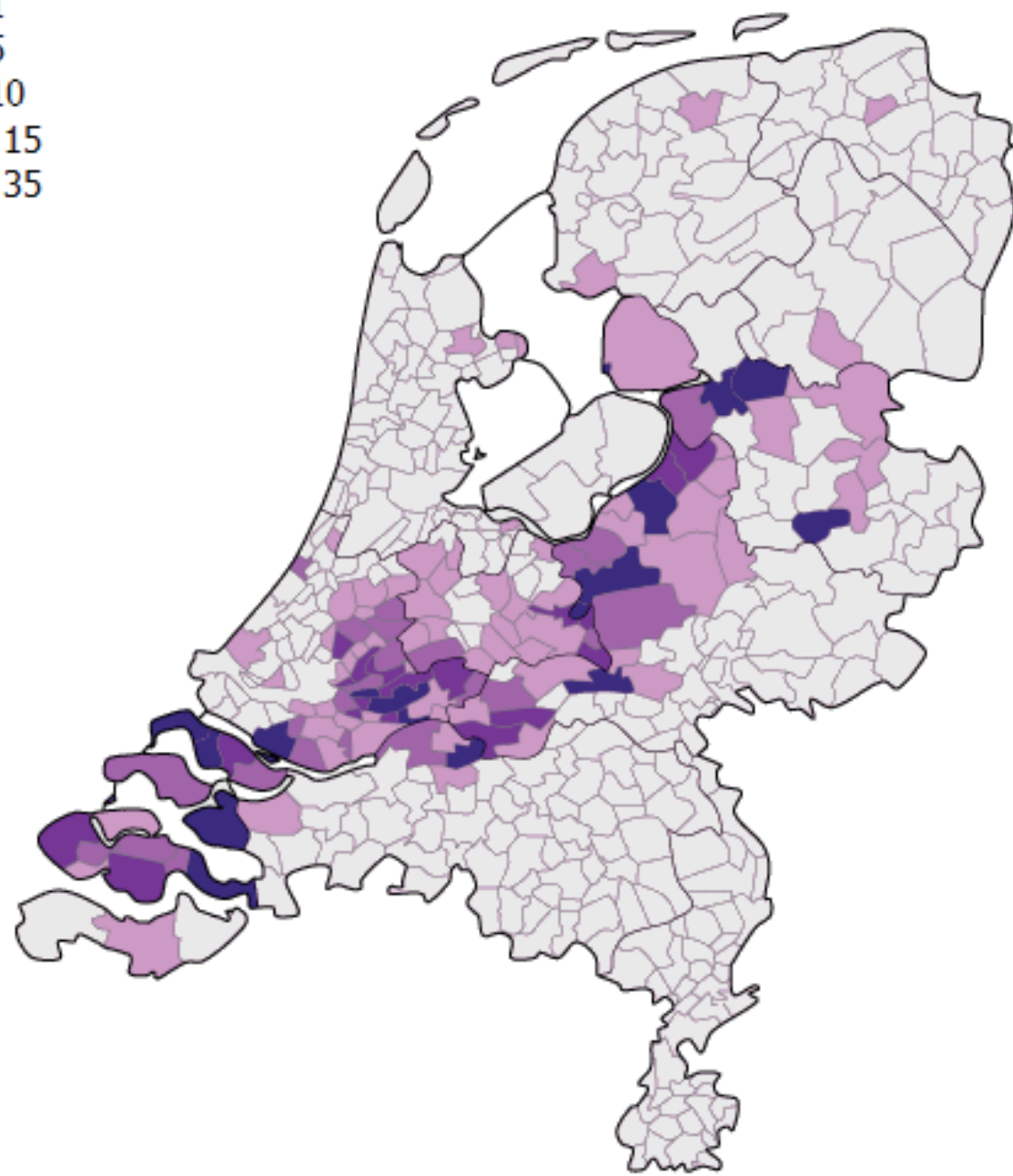
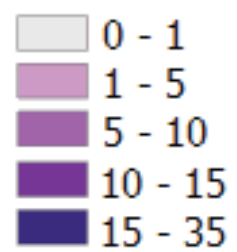
Region as

- an object in Landscape geography, regarded as 'living' organisms.
- classifying nature and culture.
- description of the functional spatial structures of societies (e.g. expressing centre-periphery relations).
- a community, vernacular spatial units as people experience them.
- a manifestation of capital accumulation.
- a setting for social practice, a medium of social interaction
- a historically contingent process, perpetually 'becoming'.
- a spatial unit that have been produced socially and culturally to become part of the territorial system, they exist for some time in social and cultural practices and discourses and disappear in the continual regional transformation.



an object in Landscape geography, regarded as 'living' organisms.

Percentage van het aantal kiesgerechtigden

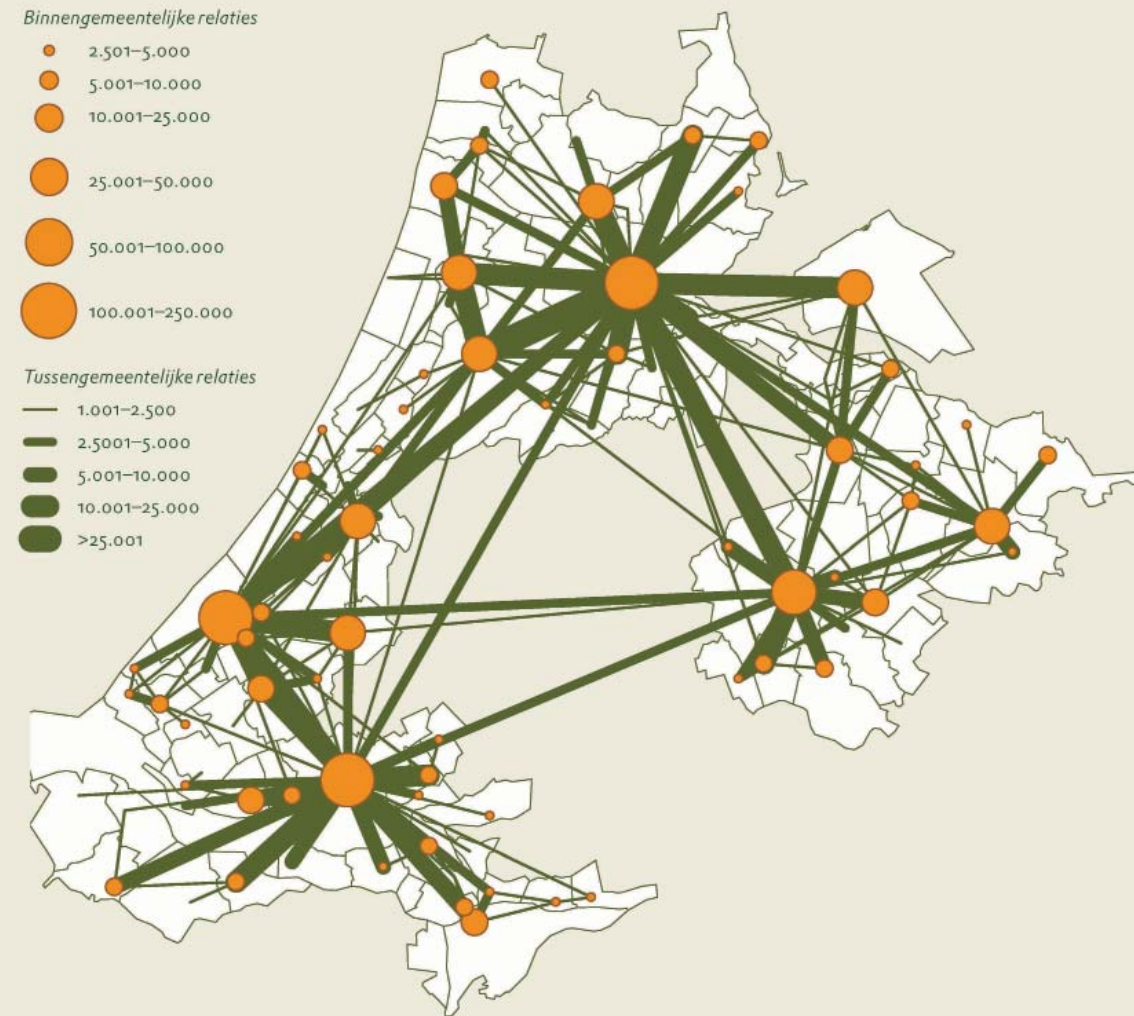


[illegible]

RIJKSDIENST VOOR HET NATIONALE PLAN
WERKCOMMISSIE WESTEN DES LANDS



Figuur 17. Ruimtelijk patroon van woon-werkrelaties in de Randstad in aantal. *Bron: EBB (2002)*



a setting for social practice, a medium of social interaction

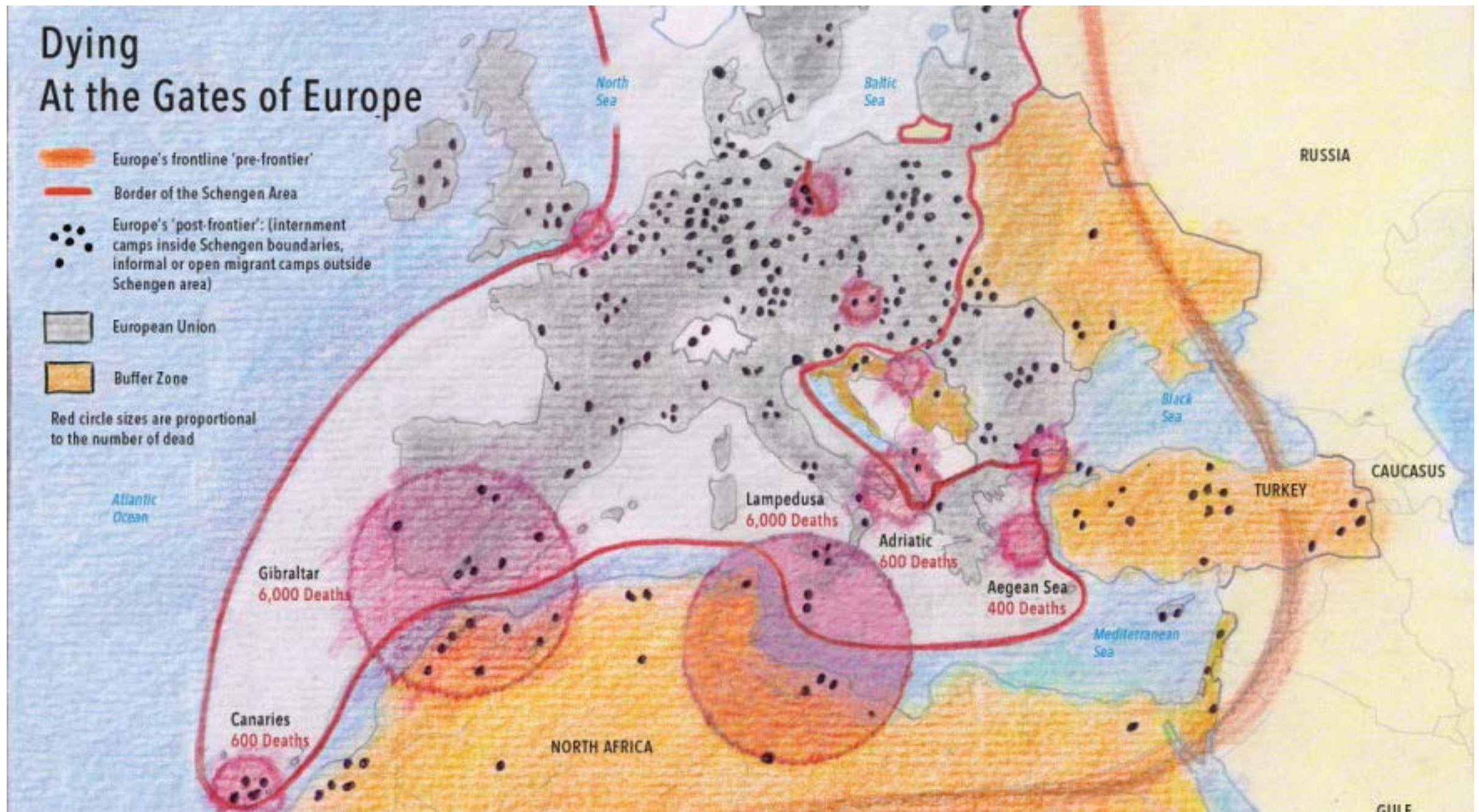


a manifestation of capital accumulation.

WHY ENGAGING?

(Un)equality among..., (un)sustainability of..., conflict between..., participation in...

Values and norms matter.



KLATSER, B. 2016. Place of becoming: A spatial perspective on the accommodation of asylum seekers in the Netherlands. Graduation Report Master Thesis in Urbanism. Delft, Delft University of Technology.



Figure 1.1
Images of protest after rape in Delhi 2012
Source : google images

HOW?

Capacities for change: Actors, organisations, institutions, knowledge communities, ...

The power of..., the responsibility of..., the resources of..., the media of..., ...

Authors and audiences (actors and institutions) matter.



Three initial questions

WHAT?

What perception of the built environment do you pursue? the community of..., the territory of..., the interaction among..., the social practice of..., the idea of..., the development of..., the (urban)ecology of..., the landscape of...

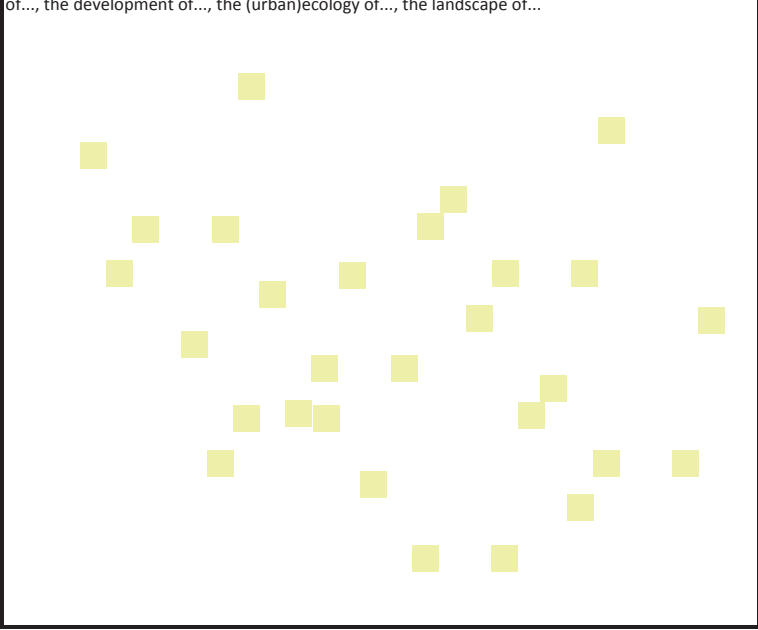

WHY?

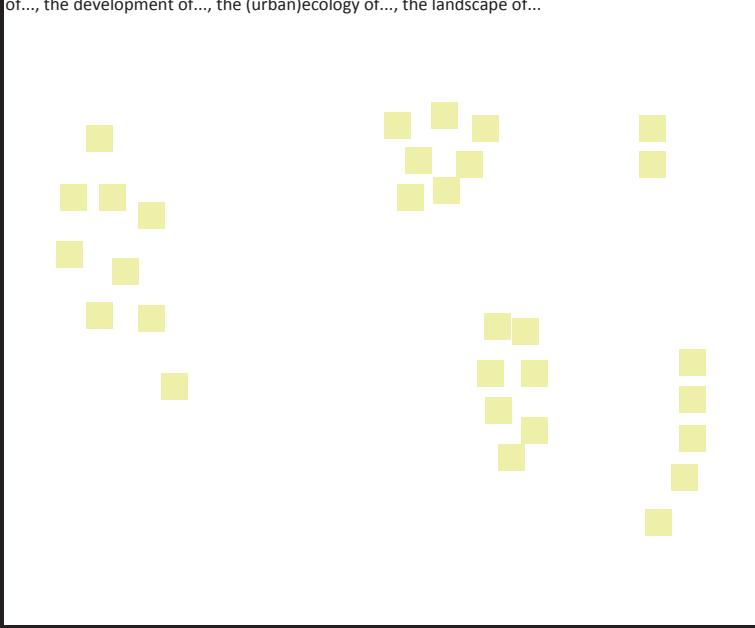
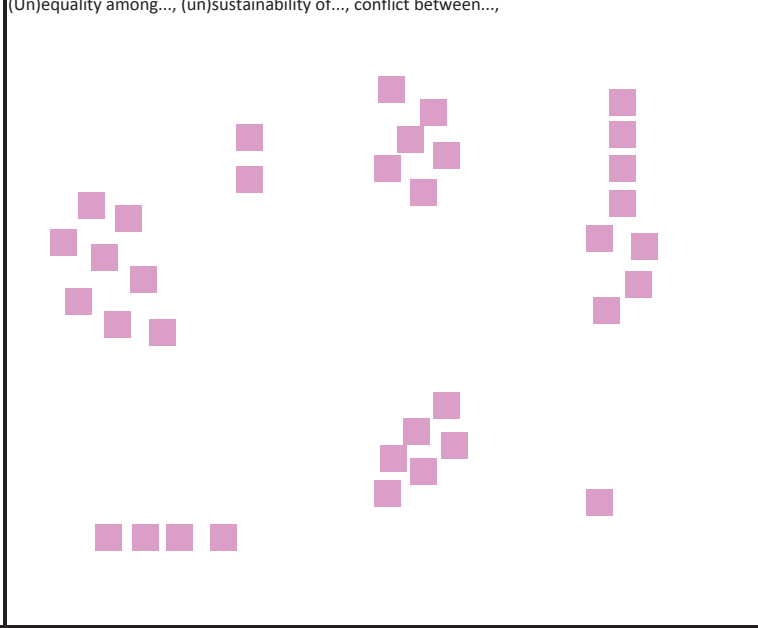

What kind of norms and values drive your project? (Un)equality among..., (un)sustainability of..., conflict between...,

HOW?

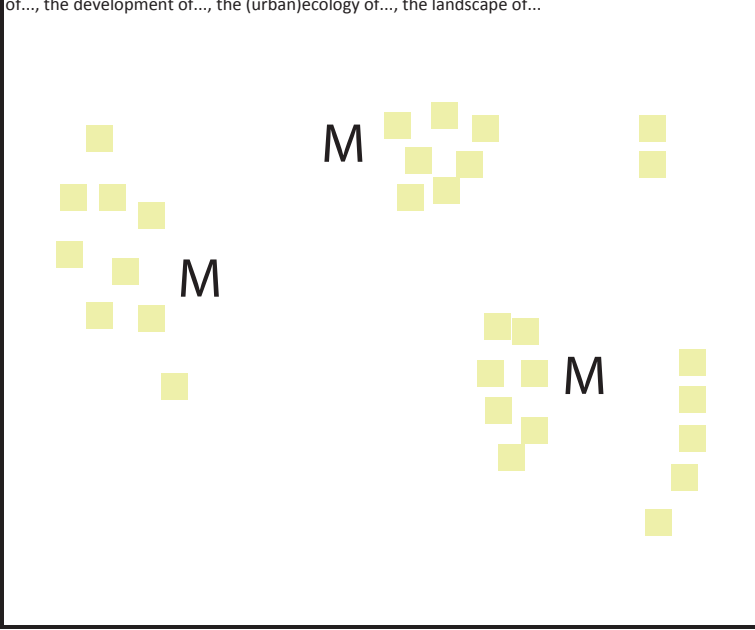
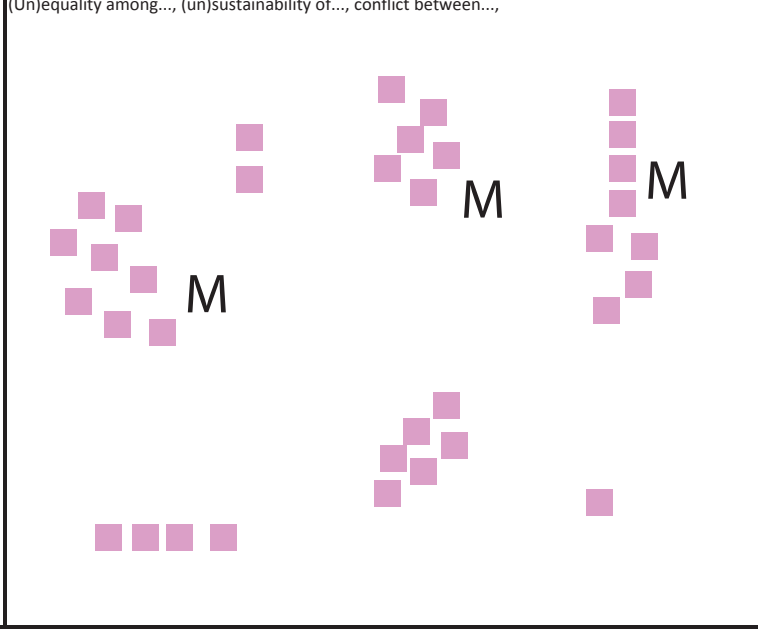
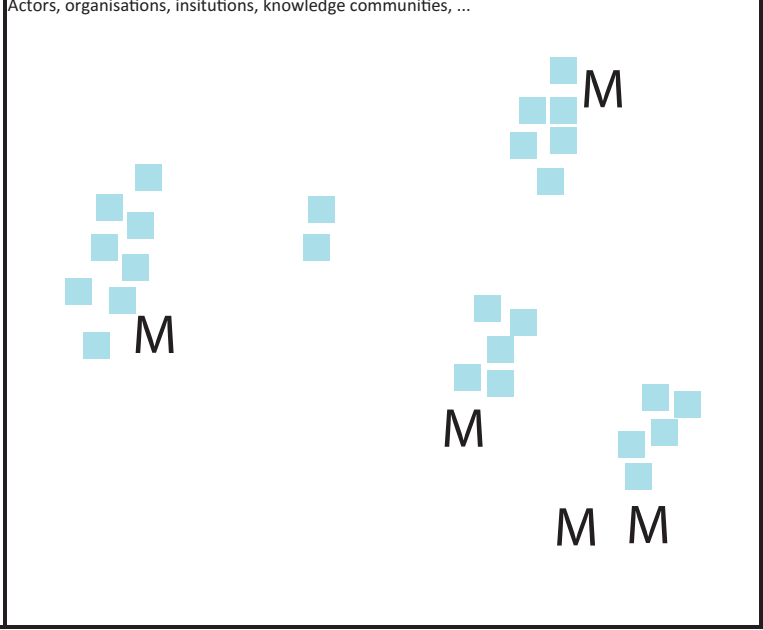
Who are you as an author of your project and who is your audience?

Capacities for change: Actors, organisations, institutions, knowledge communities, ... The power of..., the responsibility of..., the resources of..., the media of..., ...

What?	Why?	How?
What kind of city/region? What kind of knowledge? the community of..., the territory of..., the interaction among..., the social practice of..., the idea of..., the development of..., the (urban)ecology of..., the landscape of...	What values and norms? What kind of relevance? (Un)equality among..., (un)sustainability of..., conflict between...,	Who are authors and audiences? What kind of institutions/organisations/actors? Actors, organisations, insitutions, knowledge communities, ...
		

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- 9.30 – 9.45: M1: Group session 1: Advise on knowledge, relevance and the institutional setting.
- 9.45 – 10.00: M2: Group session 2: Advise on knowledge, relevance and the institutional setting.
- (10.00 – 10.15: M3: Group session 3: Advise on knowledge, relevance and the institutional setting.)

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Complex Cities?

ANALYTICAL KNOWLEDGE/VALUES AND NORMS/AN INSTITUTIONAL CONTEXT.

What is in the lead? How are issues related? What is the role of design, research and planning in graduation projects?

Themanummer

Theorievorming in de
Nederlandse planologie



Rooilijn

Tijdschrift voor wetenschap en beleid in de ruimtelijke ordening

Translation of: Zonneveld, W. & Nadin, V. (2015) Tussen ontwerp en onderzoek: Planologie in Delft, Rooilijn, 48(1), pp.56-61